



Curriculum Intent Statement: Oracy

Oracy is at the heart of our ethos at Godwin Junior School as spoken language underpins the development not only of reading and writing, but all learning. Research has demonstrated that strong oracy skills lead to higher-order thinking and deeper understanding. The more adept pupils become in strengthening the Learning Power of Explaining Reasoning, the more likely they are to engage with other subjects that have their foundations in logic, such as science and maths. Thus, the ability to confidently articulate is a vital life-skill and embedded within our School Vision.

Encouraging children to be curious about the world around them is central to our philosophy, as demonstrated in our School Vision and Learning Powers. Our intention is that children speak with confidence, clarity and eloquence so that they are better able to ask questions and express their views and feelings, as per Article 12 of the UNCRC. Through collaborative conversations, our pupils are supported to participate actively, sharing their own opinions and responding to those of others. We aim for them to be able to give well-structured descriptions and explanations in a range of contexts. Inspiring resilient learners who are able to speculate, hypothesise, imagine and explore ideas with their peers, even when others disagree, is key to promoting effective oracy.

At Godwin, we also recognise the value of listening. Discussion depends not only on the ability to formulate and justify answers, arguments and opinions, but on also being able to understand and then agree, develop or challenge others' perspectives. Through this process, one's own ideas are refined and consolidated.

We recognise the importance of pupils participating in both exploratory and presentational talk; through experience of both of these, they formulate their viewpoints and increase their confidence to speak audibly and fluently, as well as their ability to gain and maintain the interest of the listener. Our children acquire an appreciation of the diversity of languages, dialects and accents spoken within our school community. Through recognising how and when to adapt their use of language for a range of purposes and audiences, including the use of Standard English, we aim for our pupils to be able to respond appropriately to different situations.