



Dandelion Learning

Curriculum Audit Tool - Spoken Language



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Design and Intent	1	2	3	Notes/Actions
<p>The vital importance of oracy is recognised and valued by all stakeholders. It is a significant part of the school English policy and strategies are being developed to raise the profile of oracy across the whole curriculum and throughout the school.</p>				
<p>The curriculum model for Spoken Language ensures clear progression of key skills. It is ambitious in its design to ensure all pupils develop the skills they need for the future. School leaders have carefully considered how the curriculum for Spoken Language will address gaps in pupils' knowledge and skills.</p>				
<p>Leaders specifically plan and monitor development of oracy as a key area across the school. National curriculum statutory requirements re spoken language are embedded throughout the curriculum.</p>				
Implementation	1	2	3	
<p>Leaders ensure that all staff have extensive knowledge of oracy teaching approaches and confidently plan and deliver lessons across the whole curriculum that both focus on and integrate spoken language.</p>				
<p>High-quality classroom talk is an integral characteristic of teaching and learning in all classrooms and teachers create positive environments which encourage enquiry, exploration, discussion and pupil confidence. This includes both dialogic and exploratory talk.</p>				
<p>Spoken Language is taught explicitly and planned across the whole curriculum.</p>				

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<p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>				
<p>There are displays in all classrooms that promote oracy. They feature questions and prompts which promote engagement; effective talk rules and conventions, circles time rules, question stems for enquiry, problem solving cards, etc.</p>				
<p>Pupils have ownership over the creation of classroom expectations for social and communication rules, class posters for talk rules, etc.</p>				
<p>The whole school community celebrates and encourages the development of oracy through events, performances, regular clubs and competitions. Many opportunities to develop and demonstrate oracy competence through focused events happen across the year, such as drama performances, debates and poetry slams. Pupils are engaged and confident about their participation and skills.</p>				
<p>Staff ensure that children with low level communication skills are scaffolded in lessons with spoken language activities by providing support, talk frames and good models. Pupils may be targeted with specific group work to improve skills. Pupils with more significant difficulties are swiftly identified and their needs addressed through specialist intervention.</p>				
<p>Staff plan for and use a range of strategies to support the needs of identified groups of learners as an integral part of their practice (EAL, boys, unseen children, pupil premium). They use guided work to teach and address specific language issues. Staff provide spoken language advice and resources/ activities for parents.</p>				
<p>There is a range of well-established clubs set up at lunch times and after school that support the school's oracy focus, such as a debating club, drama workshops, book 'gossip' group, poetry slams and a problem solving club. Pupils are targeted and encouraged to attend to improve their oracy skills.</p>				

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Parents are supported in understanding the importance of oracy to support learning.				
Impact	1	2	3	
Pupils are confident group members and are able to work effectively and independently in reciprocal groups to address task and learning opportunities.				
All pupils have the skills necessary to communicate effectively in a range of contexts.				
Pupils evaluate their own and others' performance in a range of oracy activities confidently. Pupils make suggestions about how they can improve.				
Pupils are confident and flexible when working in a range of different contexts and in different groupings and with different pupils.				
Pupils enjoy working as mentors and buddies as part of the whole-school mentoring system and demonstrate excellent qualities as role models, are good listeners and are supportive in resolving issues with their peers.				
Parents/carers are well aware of the importance of oracy in their children's learning through workshops and information from school. They follow advice from the school about practising activities with their children at home.				