



Strategies for Developing Oracy in Writing

	Purpose and Impact
Immersion	Immersion sessions are designed to instigate group discussion and class dialogue which inspires curiosity in the genre given. In doing so, students demonstrate knowledge to draw upon throughout the units dialogue.
WAGOLL	As part of our Writing curriculum, students are introduced to the writing style through a WAGOLL (what a good one looks like). Within this task, students are encouraged to use evidence to match genre with purpose. The oracy curriculum ensures that sentence stems are used to instigate discussion around these ideas, promoting independent thought and justification. Within the WAGOLL, students are expected to showcase active listening and take notes alongside teaching staff.
Vocabulary	Within our vocabulary sessions, pupils are encouraged to verbalise vocabulary and work as a group to upgrade that vocabulary in a constructive manner. Students should justify their use of vocabulary using given sentence stems.
Sentence Stacking	When sentence stacking, pupils are encouraged to read their work aloud so that they can reflect upon their use of punctuation for a given purpose, their grammar and the vocabulary chosen in keeping with the chosen genre.
Shared and Independent Planning	At St Stephen, we use talk as a key component of our planning, be that pupil dialogue or ongoing narration from teaching staff. Within this process, pupils are encouraged to narrate their own planning as part of teach questioning and peer feedback.
Independent Writing	Whilst independent writing is an assessed piece, students are expected to draw upon their critical thinking and listening from previous sessions.
Editing	Through the oracy progression, students are invited to change their mind based on what they have heard. In doing so, pupils develop their perspective and judgement on their own work and that of others. Students are encouraged to give verbal feedback in a constructive manner.