

Respect. Confidence. Support. Friendship. Kindness. Being Safe. Honesty.
Happiness

Richmond Hill Primary School

Oracy Policy



Subject Lead
L Vailionis

Our children are at the heart of everything we do.

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Within our school community, our aim is to promote all forms of communication and use all the available opportunities to encourage children to interact and learn through talk. Oracy is embedded across the curriculum and used to unlock new learning and challenge thinking. Oracy is described as learning through talk whilst learning to talk and we understand how this can support the learning of all pupils and provide them with the opportunity to articulate their ideas and learn from each other as they explore new topics.

We aim to provide all pupils with the skills required to become confident speakers, using strongly embedded strategies aimed to support them beyond their school life. The National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum and new strategies are explicitly taught to support learning. Questions are carefully planned to ensure that all children can fully participate and there is a shared understanding that everyone's opinion should be valued.

Activities we use to help develop spoken language may include:

- Partner Talk
- Group Discussions
- Debate
- Role Play
- Drama
- Presentation
- Collaborative work and problem solving

Teaching and Learning – The National Curriculum

Spoken Language – Years 1-6

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build vocabulary
- Articulate and justify answers, arguments and opinions

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- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feeling
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

EYFS

Our EYFS curriculum is communication rich and carefully designed to deliver a broad and balanced array of topics, which ensure coverage and progression for all. It provides pupils with creative, memorable experiences in addition to diverse and rich opportunities, which build children's aspirations demonstrating possibilities for their future lives. All of our work evolves around the children's ability to communicate and understand the wider world. We believe that in order to achieve in all areas of the curriculum, the pupils must meet their communication and language goals first.

The framework is divided into the following key areas:

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- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Pupils should be able to:

- Gaze at faces, copying facial expressions and movement.
- Make eye contact for longer periods.
- Watch someone's face as they talk.
- Recognise and be calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Use gestures like waving and pointing to communicate.
- Copy your gestures and words.
- Use intonation, pitch and changing volume when 'talking'.
- Understand simple words in context.
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Start to develop conversation, often jumping from topic to topic.
- Start to say how they are feeling, using words as well as actions.
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Articulate their thoughts and ideas in well-formed sentences.
- Describe events in some detail.
- Develop social phrases.
- Use new vocabulary in different contexts.

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Assessment

We believe that monitoring the pupil's progress in Oracy will be a pivotal part of their development and success. Due to the nature of spoken language, we will use a range of tools to assess their knowledge and present their work, such as:

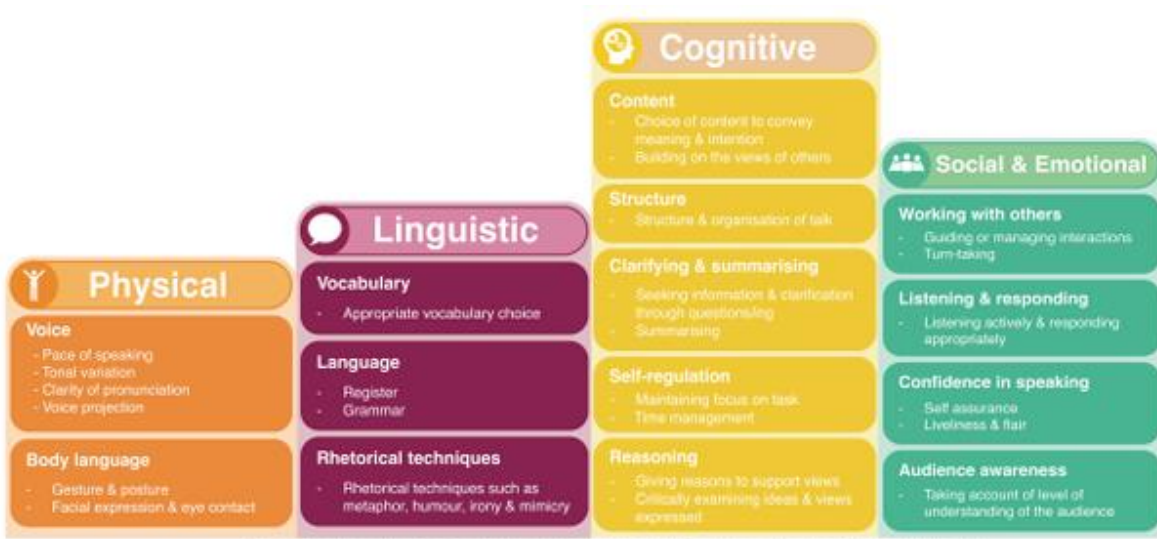
- Spoken Language National Curriculum statements
- Pupil Voice
- Parent Voice
- Whole-school presentations
- Debates
- Technology
- Learning walks

Teaching and Learning - The Oracy Framework

Pupils are taught oracy skills during dedicated sessions, which are then used and embedded across the curriculum. During these sessions, the children are taught about discussion techniques, vocabulary and listening skills. They explore the use of exploratory talk and presentational talk and teachers understand how to use these appropriately based on where they are within a sequence of learning. We use the oracy framework developed by Voice 21, which breaks oracy into four strands:

- Physical
- Linguistic
- Cognitive
- Social and Emotional 5

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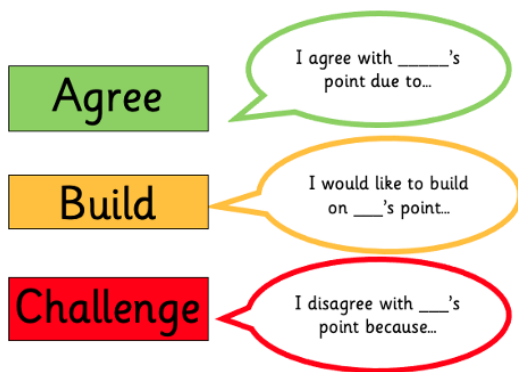


Oracy Toolkit

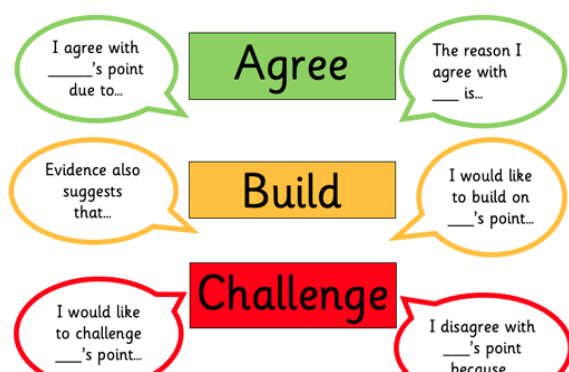
To support our teaching of oracy, we have developed our own resources as well as adapted existing materials. To support oracy, posters may be displayed in classes.

Discussion sentence stems

These sentences support the children to articulate their answers aurally, as well as in writing.



EYFS



KS1

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Prediction	Opinion	Conclusion
I predict that...because...however...	My partner thinks...whereas I think that...	In summary I think...
This is probable because...	I agree/disagree because...	To conclude...
I think the outcome will be...because...	I appreciate/understand ...'s opinion' however I feel...	Having listened to everyone's opinions...
Due to the fact that...I predict...	My opinion/view is...because...	After looking at the information, I conclude that...
Because...and...are similar/different, I predict that...	The facts lead me to the conclusion that...	...happened because...
After hearing all this evidence, I think that...	It is my opinion that...however others might believe that...	Based on the evidence I was presented with...
I think that there is a high/low probability that...	After consideration...	First I thought...but now I know...
Evaluation	Comparison	Argument
It was interesting because...	It is the same because...	An argument for is...because...
I like the part where...because...	It is different because...	An argument against is...because...
I found this work...because...	They are alike because they are both...	I accept your decision; however I think...because...
Next time /you would/could...	One similarity between...and...is that...	I understand your point of view; however...
Maybe you could try...	In some ways...and...are alike. For instance they are both...	Perhaps some people would argue that...
I enjoyed it because...	Another feature they have in common is that...	However, I would point out that...
Possible improvements may include...	They differ in some ways. For example...	It is clear that...
Or alternatively...	Another difference is that...whereas...	On the one hand...but...




KS2

Talking Roles

We believe that it is very important for children to understand their role in a discussion and how to use vocabulary to communicate this effectively.

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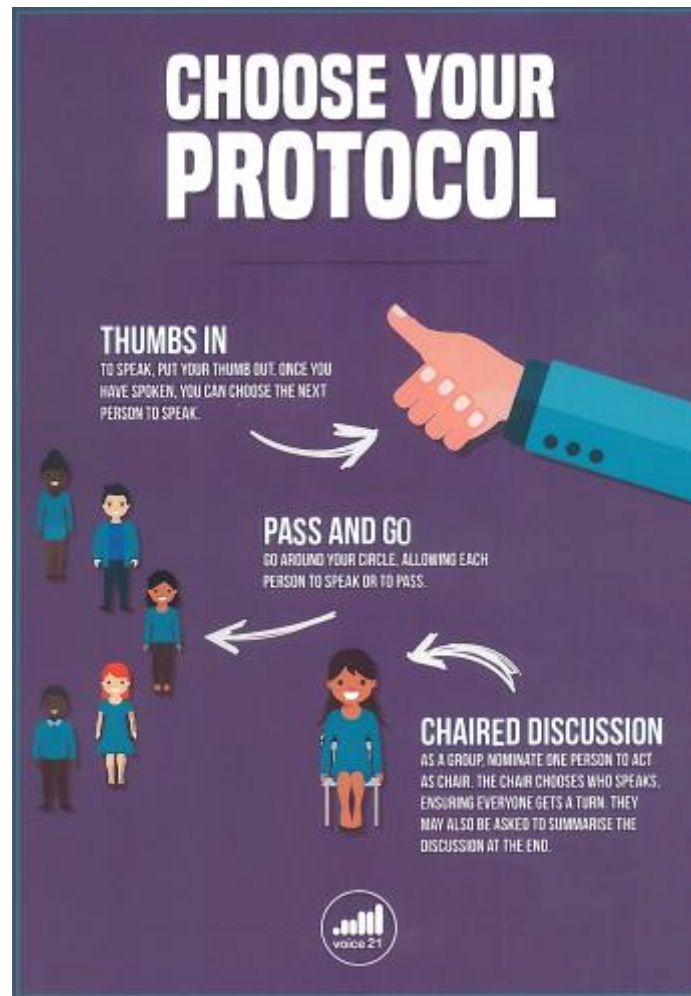
Builder	Challenger	Prober
		
<p>Develops, adds to or runs with an idea</p>	<p>Gives reasons to disagree or I disagree with you because... You mentioned X but what about...</p>	<p>Digs deeper into the conversation. Asks for evidence or justification of ideas.</p>
<p>I agree and would like to add... Building on that idea I think... Linking to what X said, I think...</p>	<p>I disagree with you because... You mentioned X but what about... To challenge what you said... I understand your point of view but have you thought about...</p>	<p>What do you think would be the effect of...? Why do you think ... ? Can you provide an example to support what you are saying?</p>

Instigator	Clarifier	Summariser
		
<p>Starts the discussion or opens up a new topic for discussion</p>	<p>Simplifies and makes things clearer by asking questions.</p>	<p>Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.</p>
<p>I would like to start by saying... I think we should consider... We haven't yet talked about... Let's also think about...</p>	<p>What do you mean when you say ...? Can you explain a bit more about ...? Does that mean ...? Please can you clarify what you meant by ...?</p>	<p>Overall, the main points were... The main ideas raised today were... Our discussion focused on... The three main things we talked about were...</p>

Talk Protocols

Talk protocols allow children to self-govern talk.

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Turn and Talk Protocols

Listen to what you are supposed to be talking about and only talk about that.

Face your buddy and sit knee to knee.

Take turns and listen to your buddy carefully.

Speak loud enough for your buddy to hear you but soft enough so it doesn't interrupt other people.

Encourage your buddy to share their ideas.

Ask your buddy questions to help with more ideas.

When you both are finished, turn back to the front and face the teacher.

Presentational Oracy

Presentational skills are taught within lessons where children have the opportunity to share their work and ideas through performance poetry, assemblies, school

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productions and speech. We understand the different starting points of all pupils and adapt accordingly to suit their needs and ensure that their voices are valued, heard and nurtured. During presentation, the children are encouraged to consider their pitch, tone, pace, gestures, pace, body language and projection.

Across the curriculum

Whilst new skills are taught explicitly when first introduced, they become embedded in our curriculum as the children develop their fluency and confidence. We carefully plan for opportunities to talk and teachers are able to use their experience and knowledge to cultivate a talk-rich environment in their classroom. Questions are differentiated and planned to ensure full participation.

Oracy in English

As a school, we are committed to raising and maintaining high standards for literacy. We support our pupils by providing them with a range of skills to help them to:

- Develop a rich vocabulary
- Participate in reasoned discussions
- Articulate and justify their answers
- Participate in role plays, presentations, discussions and debates
- Speak with appropriate volume and pitch with an increasing command of Standard English
- Give well-structured descriptions, explanations and narratives for different purposes

Learn to use their language to persuade We achieve this in the following way:

- Drama is used to immerse the pupils into different topics
- Vocabulary activities
- Presentation tasks
- Group discussions
- Partner talk

Oracy in Maths

Oracy is strongly embedded during Maths lessons to support the teaching of mathematical vocabulary, new concepts, support children in proving or justifying

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their answers to address misconceptions. Oracy has a particularly important role in reasoning lessons, which focus on the children using their vocabulary to communicate their understanding of mathematics accurately. Children work collaboratively to solve problems and use sentence stems to support discussion.

Oracy in Science

In Science, children use their oracy skills to:

- Ask relevant questions about scientific enquiries
- Communicate their findings in different ways
- Develop hypotheses collaboratively
- Use scientific vocabulary
- Talk about their findings to explain the steps taken

Inclusion

We have a strong understanding of the different starting points of our pupils and we value all forms of communication to ensure that everyone feels heard, included, valued and supported.

Impact

By the end of Early Years, children should be able to speak audibly so they can be heard and understood; use gestures to support meaning in play; make relevant contributions and asks questions and describe events that have happened to them in detail. They will use talk in play to practice new vocabulary; join phrases with words such as 'if', 'because' 'so' 'could' 'but'; look at someone who is speaking to them and take turns to speak when working in a group.

By the end of Key Stage 1, children will also speak fluently; read aloud with appropriate intonation; provide descriptions; communicate feelings and provide a simple explanation. They will become increasingly aware that people use different kinds of speech in different circumstances. They will listen; respond; discuss and debate as well as gain the interest of the listener. They will be able to use spoken language and newly introduced topic words to explore ideas, imagine, make guesses and predict; participate in discussion about books and poems, taking turns and listening to what others say. They will use drama and role-play to develop understanding of characters and events and order ideas for writing and recite some poems by heart.

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By the end of Key Stage 2, children will speak fluently in front of an audience; have a stage presence; consciously adapt tone, pace and volume of voice within a single situation information; construct a detailed argument or complex narrative and spontaneously respond to increasingly complex questions, citing evidence where appropriate. They will also vary sentence structures and length for effect when speaking; comfortably use idiom, expressions and humour effectively and be able to read a room or a group and take action accordingly.