Southfields Primary School

Oracy Policy

Date agreed: April 2023
Review Date: April 2025

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

1. Mission Statement

At Southfields Primary School, Oracy plays a key role in teaching and learning. The children develop the confidence and skills to listen and talk effectively by valuing different views and engaging in meaningful conversations. They communicate with others positively in all forms and articulate reasoned ideas.

In our school's 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 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 that all children can fully participate and there is a shared understanding that everyone's opinion should be valued.

Some of the activities we use to help develop spoken language are:
- Partner Talk
- Group Discussion
- Debate
- Role Play
- Drama
- Presentation
- Collaborative work and problem solving

2. Teaching and Learning – The National Curriculum

2.1 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
- 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

2.2 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.

To support this, we will use the following tools:
- Whole-school **Oracy Progression Grid**
- Discussion Guidelines
- Protocols (linked to turn-taking)
- Sentence stems and scaffolds
- Appropriate stickers to clearly evidence the strategies used
- Strategies mat to facilitate planning

3. 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.

Our school is one of the early adopters of the new EYFS Framework and 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:
- **Communication and Language**
- **Personal, Social and Emotional Development**

- o **Physical Development**
- o **Literacy**
- o **Mathematics**
- o **Understanding the World**
- o **Expressive Arts and Design**

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

4. 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:

- o Spoken Language National Curriculum statements
- o The Oracy Progression Grid
- o Pupil Voice
- o Parent Voice
- o Whole-school presentations
- o Debates
- o Technology
- o Learning walks

4.1 The Oracy Progression Grid

The Oracy progression grid is based on the Oracy framework and enables teachers to identify prior learning required for the children to make progress, as well as skills needed in subsequent year groups.

Oracy Progression Across the Curriculum

Physical	Linguistic	Cognitive	Social & Emotional

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate. Know the names of the four strands of the framework.	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). Look at the speaker.	Use gestures to support meaning eg in a T4W recital. Ask a relevant question about a story. Use the 'word of the day' accurately in conversation. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. Eg in a plan, do, review session. Use 'because', 'then' 'but' when explaining their plan and outcomes.	To explain how or why something happened using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.
Year 1	Speak clearly and confidently in a small group of known peers. Sequence events using the language of time or number. Begin to use sentence stems with some prompting.	Use non-verbal signals to indicate agreement or disagreement. Include 'because' in their contribution to justify ideas.	Speak clearly when presenting learning to the class. E.g. recording a presentation for the showcase. Use sentence stems independently even if not always appropriately.	Retell a story to a small group. Recognising when events are out of sequence and self-correcting. Be able to independently take turns and ensure all members contribute.	Speak clearly and confidently when explaining displayed learning to an adult in the showcase. Recognise when the wrong stem has been used and choose a more appropriate one.	Speak clearly and confidently using a script e.g. live presentation in showcase. Request a book from the librarian. Explaining the title or topic and maintaining eye contact.
Year 2	Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build. Choose the most appropriate stem independently.	Justify their agree/disagree choice with relevant explanations. Use technical, subject-specific vocabulary when explaining opinions.	Begin to understand the importance of posture when speaking. Use taught vocabulary independently, even if not always accurately.	Moderate tone and volume to match the audience. Retell an event calmly in logical order e.g. on the playground.	Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Be able to change their mind in response to another person's argument. E.g. the opinion continuum.	Be aware of where to look or stand to ensure the audience can hear clearly. Take on the instigator role in a trio discussion. Include taught vocabulary appropriately and independently in discussions.
Year 3	Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.	Take on the challenger role in a small discussion. Be able to confidently change their mind e.g. opinion continuum.	Use awareness of audience to support choice of formal/informal language. Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.	Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience.	Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. Be able to explain why they have changed their mind e.g. opinion continuum.	Begin to summarise the opinion of one contributor. Know which strand they are practising and explain why that is important to effective talk.
Year 4	Confidently summarise the contribution of one participant in a logical order.	Pause at appropriate points to allow for an audience's reaction. E.g in the comic poetry competition.	Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right.'	Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.	Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Deliver a short teaching session to a small group of younger children.	Write own short contribution to be delivered during the showcase.
Year 5	Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day. Self-assess own delivery of a short recorded presentation. Set targets to work on this year.	Write a coherent discussion text in response to a whole-class stimulus. Deliver that argument to a larger audience of their peers. (Yr grp)	Use effective exploratory and evaluative language to clarify thinking during a discussion.	Present learning to parents in pupil-led parent meetings. Use evaluative stems to support the discussion of successes and next steps.	Independently discuss a question in a small group, maintaining focus on the question and roles.	Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.
Year 6	Use humour appropriately and effectively to engage an audience.	To project voice to the back of the large hall and maintain volume and pitch through several short-spoken contributions.	Use wider world knowledge to support views when participating in debates. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.	Choose appropriately formal language when participating in debates and formal discussions. Structure a persuasive speech effectively using taught language techniques.	To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition. Be able to reply to questions from the audience.	Speak confidently and naturally to an audience of known and unknown adults during the end of year production.

5. Teaching and Learning – The Southfields Primary 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.
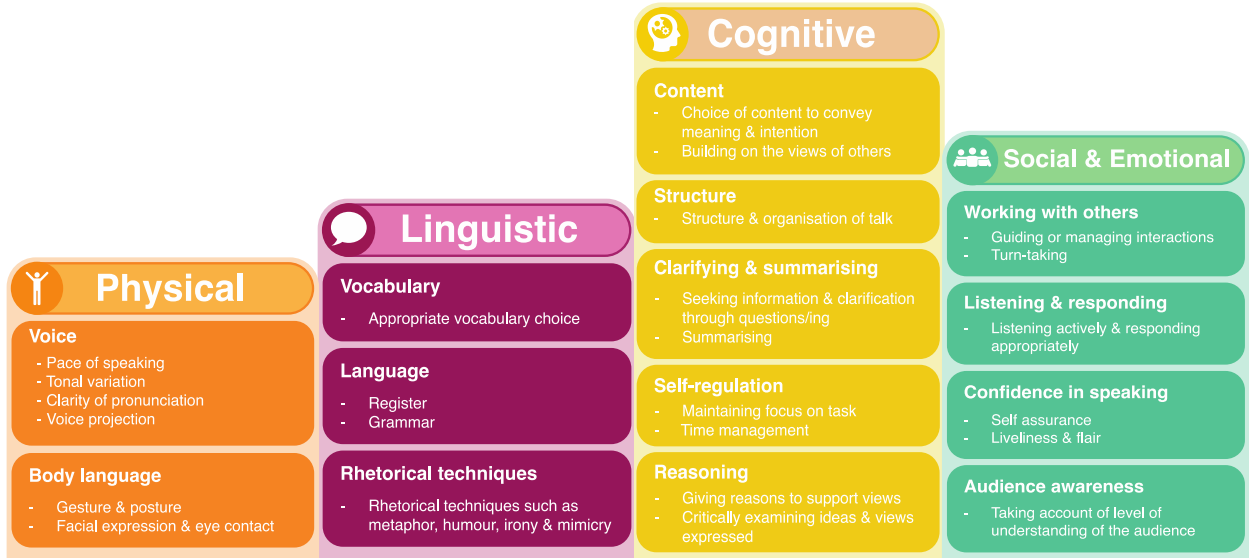
We use the Oracy framework developed by Voice 21, which breaks Oracy into four strands:
- Physical
- Linguistic
- Cognitive
- Social and Emotional

The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Cognitive

Content
- Choice of content to convey meaning & intention
- Building on the views of others

Structure
- Structure & organisation of talk

Clarifying & summarising
- Seeking information & clarification through questions/ing
- Summarising

Self-regulation
- Maintaining focus on task
- Time management

Reasoning
- Giving reasons to support views
- Critically examining ideas & views expressed

Linguistic

Vocabulary
- Appropriate vocabulary choice

Language
- Register
- Grammar

Rhetorical techniques
- Rhetorical techniques such as metaphor, humour, irony & mimicry

Physical

Voice
- Pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language
- Gesture & posture
- Facial expression & eye contact

Social & Emotional

Working with others
- Guiding or managing interactions
- Turn-taking

Listening & responding
- Listening actively & responding appropriately

Confidence in speaking
- Self assurance
- Liveliness & flair

Audience awareness
- Taking account of level of understanding of the audience

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6.   Oracy Toolkit

To support our teaching of Oracy, we have developed our own resources as well as adapted existing materials.

6.1   Discussion Guidelines
These are a set of guidelines for partner and group discussions that help maintain an effective and respectful environment for talk.

6.2 Discussion sentence stems

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

6.3 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.

6.4 Talk Protocols
Talk protocols allow children to self-govern talk

6.5 Talk Detectives
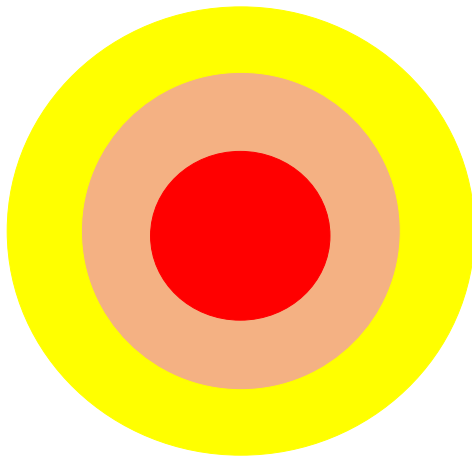Talk detective enable children to identify different Oracy skills used during a discussion.

Talk Detectives

	Strand	Person or group name
Physical	Are they speaking loudly and clearly? Are they using hand gestures?	
Cognitive	Are they giving reasons for their opinions? Are they asking questions?	
Linguistic	Are they using ambitious vocabulary?	
Social & Emotional	Are they tracking the speaker? Are they making sure everyone gets a turn to speak?	

	Person or group name
Invited someone else to contribute	
Challenged a group member	
Summarised a group member's ideas	
Clarified somebody in their group's ideas	
Built on somebody else's ideas	
Changed their mind	
Came to a shared agreement	

6.6 Vocabulary Bullseye

This activity is based on teaching new vocabulary and it can also be used to develop peer feedback on writing.

	Tally	Total
1 point		
2 points		
5 points		

6.7 Groupings

Groupings enable children to explore different types of talk and communicate for different purposes.

Presentational Oracy

Presentational skills are taught within lessons where children have the opportunity to share their work and ideas through performance poetry, assemblies, school productions and speech. We understand the different staring 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.

7. Oracy 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:
o Develop a rich vocabulary
o Participate in reasoned discussions
o Articulate and justify their answers
o Participate in role plays, presentations, discussions and debates
o Speak with appropriate volume and pitch with an increasing command of Standard English
o Give well-structured descriptions, explanations and narratives for different purposes
o Learn to use their language to persuade

We achieve this in the following way:
o Drama is used to immerse the pupils into different topics
o Vocabulary activities
o Presentation tasks
o Group discussions
o 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 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.

<u>Oracy in Science</u>
In Science, children use their Oracy skills to:
o Ask relevant questions about scientific enquiries
o Communicate their findings in different ways
o Develop hypothesises collaboratively
o Use scientific vocabulary
o Talk about their findings to explain the steps taken

8. Learning environment

Our extensive grounds enable us to teach Oracy creatively and use drama and performance to develop communication skills.

The children have the opportunity to learn in an outdoor Victorian classroom and perform outside the Tudor house during History lessons.

Our classroom displays are vibrant and monitored regularly by subject leaders to ensure their effectiveness in supporting all groups of learners. Oracy resources are clearly displayed and easy to access by the children and support packs have been created to facilitate learning and discussions.

9. 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.
Our speech and language therapist works alongside our Oracy lead and is able to make recommendations to support pupils with special educational needs and resources are carefully tailored to provide scaffolds for talk and communication.

Speech and language targets are carefully set for pupils who need support and these are developed with expert advice for maximum impact on the children's learning and development.

Big Strides books enable us to celebrate the success of all children and present their work and progress, as a testimony of their hard work and commitment to their learning. These provide children with carefully tailored targets, which are challenging yet achievable, guided by professional support and expertise.
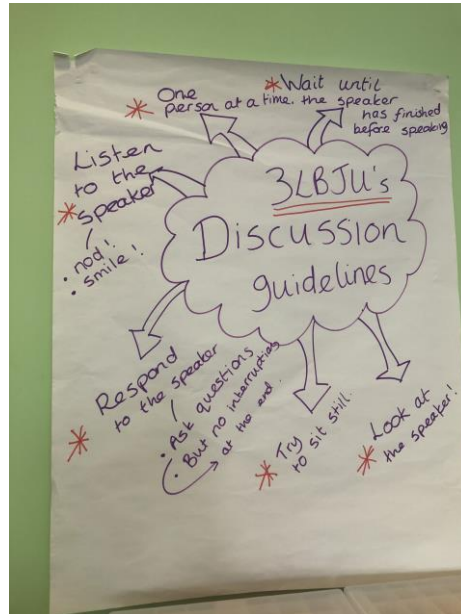
<u>Ensuring sustainability</u>
To secure the sustainability of Oracy in our school, all of our training sessions are recorded and resources are stored safely to ensure that appropriate training can be facilitated when new members of staff join the school.

Our Oracy intent and approach are clearly shared during induction and new members of staff are supported to embrace our whole-school approach and use their own experience to teach this successfully.
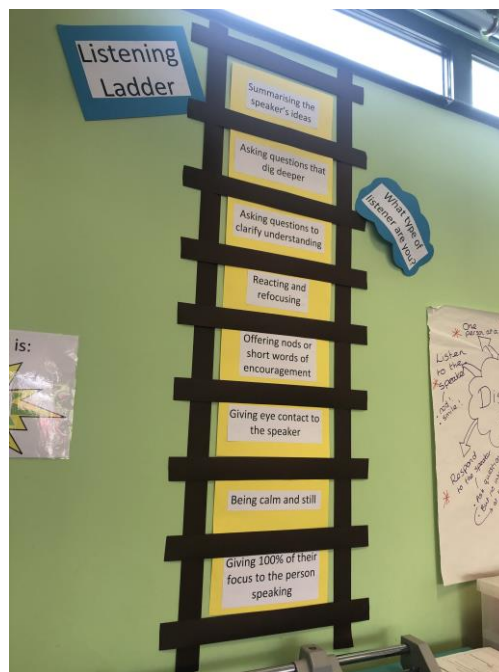
Classroom Displays

Discussion Guidelines

They can be created and agreed with the children using the model below:

The Listening Ladder

This can be adapted using Widgit and simplified for KS1 as appropriate:

Conversation Stems