

Contents Page

Mission Statement	Page 3
Teaching and Learning	Page 4
Oracy Toolkit	Page 7
Oracy across the Curriculum ~~~~~	Page 10
Learning Environments	Page 12
Inclusion	Page 12

Mission Statement

At St. Joseph The Worker Catholic Primary, oracy plays a prominent role in teaching and learning. The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Critically, oracy underpins the development of reading and writing, and is key to progress in all subjects.

At St. Joseph The Worker Catholic Primary, we strive to develop oracy skills through the curriculum, lunchtimes, extra-curricular activities and the whole ethos of the school.

Oracy can be described as a combination of learning to talk and learning through talk. At St. Joseph The Worker Catholic Primary there is a shared understanding of how talk supports learning and children's social development. We believe that developing oracy throughout primary education provides our students with vital life skills. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations.

The National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum, and is explicitly taught in dedicated oracy lessons. Lessons are talk-rich, and questions are carefully planned to ensure all children can fully participate.

Pupils participate in a wide range of oracy activities which help them to develop confidence in spoken language. Some examples are:

- Partner talk
- Group discussion
- Collaborative work and problem solving
- Debate
- Role play
- Drama
- Presentations

There are opportunities for pupils to develop their oracy skills outside of the curriculum. This is achieved through pupil voice groups, year group productions, assemblies, visiting speakers, topic events and participation in local events.

Teaching and Learning – The National Framework

We ensure all children are taught spoken language as outlined in the National Curriculum 2014.

Spoken language – years 1 to 6

Spoken language 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 their vocabulary

- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 - 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.

Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Teaching and Learning – The St. Joseph The Worker Catholic Primary School Oracy Framework

Currently as we begin our journey with Oracy pupils are taught oracy skills through a lesson within any other subject once a week. We aim to progress to dedicated oracy lessons once a week in the future but as the children are only just being introduced to the concept of ‘talk’ as a lesson we feel it is best to encourage more talk within lessons they recognise and feel comfortable in before being asked to simply talk in a manner which to them is unfamiliar and potentially uncomfortable.

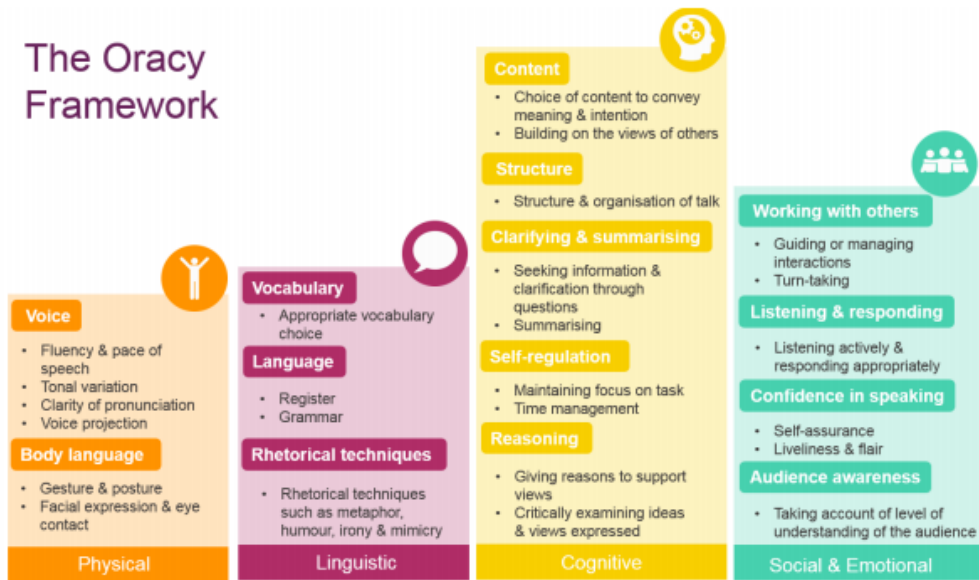
During these lessons pupils are taught listening skills, vocabulary and discussion techniques. They have the opportunity to experience a range of talking styles – from exploratory talk to presentational talk.

At St. Joseph The Worker Catholic Primary we use the oracy framework that was developed by The University of Cambridge and Voice 21. This framework break oracy into four strands:

- Physical
- Cognitive
- Linguistic
- Social and Emotional

This frameworks allows both staff and pupils to understand what makes good spoken communication. The four strands enable successful discussion, inspiring speech and effective communication. The framework is used by staff to give feedback and assess progress. Pupils use the framework to self-assess, peer-assess and talk about talk.

The Oracy Framework



Oracy

Toolkit

St. Joseph

The Worker

Catholic Primary are part of the Voice 21 Leadership Programme for 2018/19. We use an oracy toolkit designed by our colleagues at Voice 21 to support pupils during oracy lessons.

Discussion Guidelines

These are a set of guidelines for partner and group discussion that help to maintain a safe, effective and respectful environment for talk.



Discussion Sentence stems

These sentence stems support pupils of all ages and abilities to access partner or group discussion.

Our Discussion Guidelines

Always respect each other's ideas.



Clarify and build on each other's ideas.



Invite someone to contribute by asking a question.



Show proof of listening.



Choose my vocabulary carefully.



Organise our discussion.



Give reasons to support our views.



Talking Roles

These discussion roles help to manage and support group discussions. They also help to develop speaking and listening skills.

<p>Instigator </p> <p>Starts the discussion or opens up a new topic for discussion</p> <p>Will say: 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>Prober </p> <p>Digs deeper into the argument, asks for evidence or justification of ideas</p> <p>Will say: 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>	<p>Challenger </p> <p>Gives reasons to disagree or presents an alternative argument</p> <p>Will say: I disagree with you because... You mentioned X but what about... To challenge you X, I think... I understand your point of view, but have you thought about...?</p>
<p>Clarifier </p> <p>Simplifies and makes things clearer by asking questions</p> <p>Will say: What do you mean when you say...? Can you explain a bit more about...? Does that mean...? Please can you clarify what you mean by...?</p>	<p>Summariser </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 discussion</p> <p>Will say: Overall the main points were... The main ideas raised today were... Our discussion focused on... The three main things we talked about were...</p>	<p>Builder </p> <p>Develops, adds to or runs with an idea</p> <p>Will say: I agree, and would like to add... Building on that idea, I think... Linking to what X said, I think...</p>

Talk Protocols

Talk Protocols allow pupils to self-govern talk



Talk Detectives

Talk Detectives allow students to step out of a discussion and recognise which oracy skills are being used and if discussion guidelines are being followed.

Talk Detectives



Strand of Oracy	Focus	Who's doing this?	What are they doing?
Physical			
Linguistic			
Cognitive			
Social & Emotional			

Vocabulary Bullseye

This activity encourages children develop, build and use challenging vocabulary when explaining their learning. It can also be used to develop peer feedback on writing.

Vocabulary Bullseye!

	Tally	Total
1 point		
2 points		
5 points		

Groupings

Groupings support talk for different purposes. Groupings are chosen to suit the purpose of a discussion and the number of pupils involved.

- Nest**
Students stand apart and whisper their ideas to themselves
- Pairs**
Two students talking together
- Trios**
Three students talking with each other. Two students have a discussion while the third observes then summarises and critiques.
- Traverse**
Pupils stand in two parallel lines opposite a speaking partner.
- Circle (of 6 to 12 students)**
A group of six students face each other in a circle. Pupils stop inside the circle individually and speak to the group, considering their audience, maintaining good eye contact and using appropriate body language.
- Onion**
Students form an inner and outer circle. Up to six pupils stand back-to-back in the inner circle, with each facing a partner on the outer circle.
- Coaching Onion**
This is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying about speaking to them all at once.

Presentational Oracy

Presentational skills are taught explicitly within lessons in preparation for assemblies and performances. Children are given opportunities throughout the year to speak in front of an audience. Presentational assemblies, performance poetry, school productions and speeches are some examples of the presentational experiences our pupils are offered. Pupils learn the skills required using the oracy framework, and are given verbal feedback from teachers and peers. They consider pitch, tone, pace, gesture, body language and projection when rehearsing and preparing.

Oracy across the curriculum

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. Oracy supports pupils to make their thinking clear to themselves as well as others. Oracy is carefully planned into lessons. Questions are differentiated to ensure full participation and pupil discussions

are scaffolded to ensure inclusive practice. Oracy skills that were originally mastered in discreet oracy lessons are now incorporated across the curriculum.

Oracy in English

As a school we are committed to raising and maintaining high standards in Literacy. We support our pupils by providing them with the skills necessary to:

- Develop and build vocabulary
- Participate in collaborative conversations
- Articulate and justify their answers
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Speak audibly and fluently with an increasing command of Standard English
- Give well-structured descriptions, explanations and narratives for different purposes

Oracy is incorporated into English lessons in the following ways:

- Drama and role play¹⁰
- Worthwhile Questions (WWQs)
- Group discussion
- Vocabulary activities
- Partner talk
- Presentation of work

Oracy in Maths

Oracy is incorporated in maths lessons to increase mathematical vocabulary, support children in proving or justifying their answer and to address misconceptions. Oracy has a particularly important role in Maths reasoning lessons, which have a focus on children verbally communicating their understanding of mathematics accurately. Children work collaboratively to solve a problem and justify their answers. Sentence stems are used to support discussion.

Oracy in Science

Children are given opportunities that will support them to:

- Ask questions linked to scientific enquiry
- Talk about what they found out and how they found it out
- Communicate their findings in a range of ways
- Use scientific vocabulary

This is achieved through collaborative projects, group discussion, debate and oral presentations.

Learning Environments

Each classroom has working walls which contribute to promoting subject-specific vocabulary development for English, Maths, History, Science, Come and See Classrooms display oracy expectations and guidance in an age appropriate way. The toolkit, guidelines and sentence starters are visible across all year groups.

Inclusion

Children with additional needs are encouraged to take a full and active part in spoken language activities at a level appropriate for their needs. Some pupils access weekly sessions with a speech and language therapist, and we welcome the expertise they bring to the school. Targets are usually set which are then worked on individually or in small groups.

We are a rights respecting school and ensure that every child has access to their rights.

This policy supports Article 12 and 13 on the UN Convention of the rights of the child.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law