

Southwick Primary School Oracy Policy



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Vision statement

At Southwick Primary and Nursery School we are working hard to provide a high quality oracy education. With oracy at the heart of our curriculum, we are committed to building and embedding a culture of oracy. Purposeful talk is used to drive forward learning, through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively and with confidence. The deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children to make progress in the four strands of oracy. We want every child at Southwick Primary School to find their voice. Oracy develops pupils' confidence, articulacy and capacity to learn. Providing a high quality oracy education empowers students, regardless of their background, to find their voice for success in school and in life. Effective communication skills are needed for students to succeed in later life. We part of the Voice 21 oracy programme which supports us to create an oracy embedded curriculum and enable pupils to develop speaking and listening skills.

Aims

Oracy is the ability to communicate effectively. At Southwick, we want every child to find their voice. Our aim is to remove communication barriers and enable students to be confident and effective communicators at the end of primary school. Whilst research has found that good oracy leads to higher order thinking and deeper understanding, on average a child in a deprived area speaks no more than 4 words a lesson. Our aim as a school, therefore, is to elevate speaking to the same status as reading and writing.

At the heart of good oracy is the dialogic classroom. A classroom rich in talk, in which questions are planned, peer conversations are modelled and scaffolded and the teacher uses talk skilfully to develop thinking. There are a variety of opportunities for young people to develop confidence in talk and learn how to analyse and talk about talk.

Teaching children oracy skills will not only enable them to increase confidence in talk within school but equip them for their future. At Southwick Primary and Nursery School our aim for oracy is to enable children to:

- Speak with confidence, clarity and eloquence.
- Recognise the importance of listening and learn to be an active listener.
- Be confident in the value of their own opinions and have the ability to express them.
- Have a bank of vocabulary they are able to use for different purposes.
- Sustain a logical argument, question, reason and respond to others appropriately.
- Be open-minded, to respect the contribution of others and to take account of their views.
- Share their learning in an engaging, informative way through presentations, showcases, drama, poetry and debate.

This year we are developing talk opportunities throughout school:

- Showcase presentation assemblies lead by the children.
- Opportunities to discuss moral issues.
- Debates over current stories from the media.
- Exhibitions where the children display and discuss the process of developing a piece of work.

- Pens down day, a day where children's learning has an oracy focus.

Teaching and Learning

What Is Oracy?

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

Oracy develops students' confidence, articulacy and capacity to learn.

Voice 21.

Oracy is...

- Engaging with others ideas
- Reasoning together
- Listening to understand
- Changing people's minds
- Telling compelling stories
- Developing arguments
- Expressing yourself
- Speaking up for what you believe in

We ensure that all children have the opportunity to develop and learn spoken language as outlined in the National Curriculum.

Spoken Language for Year 1 to 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 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

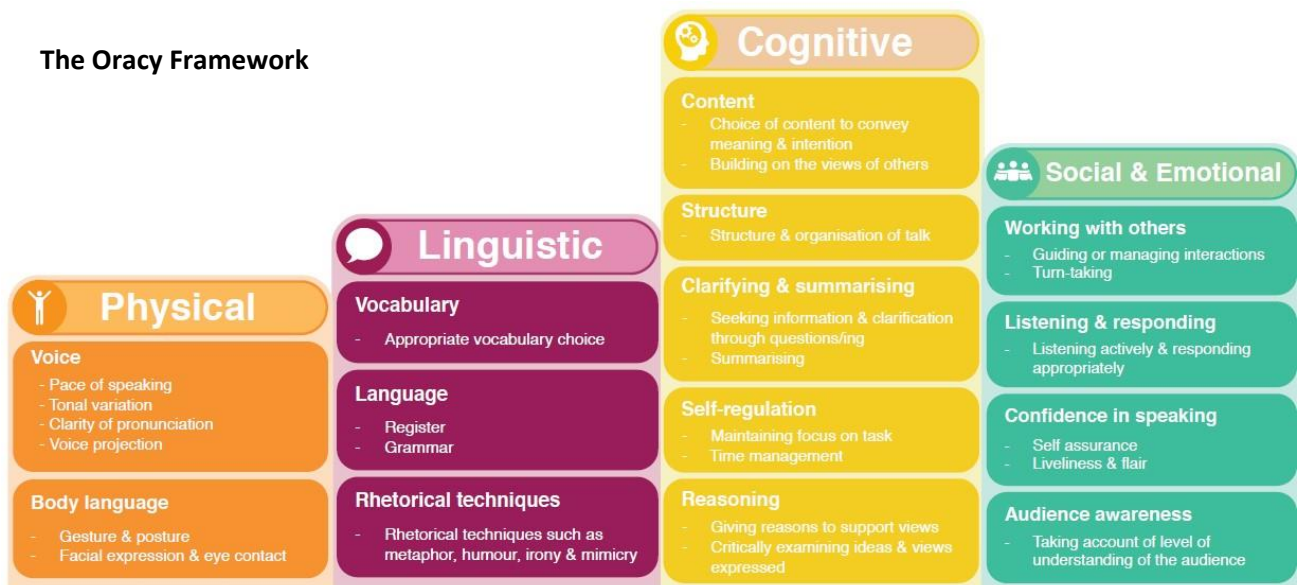
At Southwick, staff and pupils follow a progression ladder for oracy across school from EYFS to Year 6. The ladder incorporates the four strands of the oracy framework for each phase.

Oracy Framework and Toolkit

The Oracy Framework outlines the elements which underpin successful communication skills and provides a useful tool for analysing speech. The Framework enables students and teachers to understand what effective communication looks like and to put strategies in place to improve specific speaking and listening skills. The Oracy Framework developed by Cambridge University and School 21 which breaks down oracy into 4 distinct strands:

- Physical – how we communicate using our body and voice
- Cognitive – concentration when speaking and listening, asking questions and explaining
- Linguistic – structure of spoken language and vocabulary choices
- Social & Emotional – working with others, listening and responding and developing confidence

The Oracy Framework



Discussion Guidelines

During our embedded oracy lessons children develop discussion guidelines, classes have a mixture of protocols used and developed by the Voice 21 programme and some of their own guidelines individual to the class. This enables a safe, effective and respectful talk environment.

- Respect each other's ideas and views
- Build on each other's ideas
- Show proof of listening
- Give reasons to support our views

Sentence Stems

Children are familiar with and encouraged to use sentence stems to develop a structure to their speaking and listening skills. The stems support pupils to access discussion.

- I agree because...
- I disagree because...
- Can I challenge that...
- Can I clarify what you mean by...

- Building on what you have said...

Talk Protocols

Having a mutual understanding with the use of protocols enables children to self-govern talk.

Groupings

Having different groupings provides management and support to group discussions and aid the development of both speaking and listening skills encouraging children to become active listeners.

Groupings
Different groupings support different types of talk.

Nest
Stand apart from each other and whisper your ideas to yourself.

Traverse
Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.

Circle
Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.

Pairs
Talk to your partner.

Trios
Three students talking with each other. Or, two students have a discussion while the third observes then summarises and critiques.

Fishbowl
Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.

Onion
Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.

THUMBS IN
TO SPEAK, PUT YOUR THUMB OUT. ONCE YOU HAVE SPOKEN, YOU CAN CHOOSE THE NEXT PERSON TO SPEAK.

PASS AND GO
GO AROUND YOUR CIRCLE, ALLOWING EACH PERSON TO SPEAK OR TO PASS.

CHAired DISCUSSION
AS A GROUP, NOMINATE ONE PERSON TO ACT AS CHAIR. THE CHAIR CHOOSES WHO SPEAKS, ENSURING EVERYONE GETS A TURN. THEY MAY ALSO BE ASKED TO SUMMARISE THE DISCUSSION AT THE END.

Find Your Voice Poster

Children can use the poster to guide them in oracy from being a confident affective speaker to being an active listener to being reflective within oracy.

ORACY - FIND YOUR VOICE

A GUIDE TO TALKING AND DEVELOPING COMMUNICATION SKILLS IN THE CLASSROOM

Use Your Body

- Use gestures to add emphasis
- Make eye contact with your audience
- Use gestures to add emphasis
- Use visual aids as a prompt, not a prop
- Project your voice so your message is heard clearly
- Use visual aids as a prompt, not a prop
- Speak slowly and use pauses
- Vary the pitch and tone of your voice
- Speak slowly and use pauses

Be Reflective

- What worked well? What did not work well?
- What important skills were needed for everyone to carry out the task successfully?
- What are the important learning points to take forward?

Oracy Checklist

- Use sentences stems
- Use the discussion guidelines
- Talk clearly and with clarity
- Use a range of vocabulary
- Think about body language
- Challenge the speaker
- Show you're listening

Actively Listen

- Look them in the eye
- Don't interrupt unless the time is right
- Focus carefully on what they're saying
- Come up with questions
- Be open-minded
- Use your body to show you are listening
- Give positive and honest feedback

Express Your Opinion

I found this work very.....

In my opinion.....

It is my belief that.....

I particularly liked.....

In my view.....

Elaborate Your Ideas

Building on.....

This part made me feel.....

This would suggest that.....

I agree with.....

Furthermore.....

This shows.....

Based on the image.....

Therefore.....

Physical

Voice

- Place of speaking
- Eye contact
- Clarity of pronunciation
- Voice projection

Body language

- Posture & posture
- Facial expressions & eye contact

Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

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

Cognitive

Content

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

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questioning
- Summarising

Self-regulation

- Monitoring focus on task
- Time management

Reasoning

- Quality reasons to support views
- Quality reasoning: clear & well-reasoned

Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self-assurance
- Loudness & air

Audience awareness

- Taking account of level of understanding of the audience

Oracy across the Curriculum

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. At Southwick, oracy is embedded within the curriculum and children are given many opportunities to use their speaking and listening skills and develop their oracy skill set. Our school curriculum is rich in oracy opportunities:

- Maths- During maths lessons children have opportunities to discuss their learning, knowledge and reasoning. Children are able to enquire about their learning through maths talk and daily number sense starter activities.
- Writing- in English lessons our children engage with talk for writing to develop vocabulary and presentational talk.
- At Southwick, Oracy is at the heart of feedback and assessment for learning enabling children to discuss their work and any misconceptions. Teachers challenge children through probing questions about their learning.
- Reading- In reading children experience Book Talk where they have to explain and provide evidence for their answers based on a text. They are able to present their answer to the class as their audience. Texts are discussed during reading lessons (vocabulary and comprehension) which are taught explicitly.
- We use knowledge organisers across school that include many talking points for children to reflect on during their curriculum driver lessons. Each half term children have an enquiry question for each curriculum driver which all of their learning stems from, this enables many Oracy opportunities.
- ICT- Across the school, children are given opportunities in ICT to present what they have learnt in computing. For example, presenting Google slides to coding robots. Also sharing their knowledge with peers on how to complete a task.
- PE- Children actively engage with peer feedback and are encouraged to evaluate each lesson. Sports Ambassadors lead and guide children in sports events and a focus active group weekly.
- Science- Scientific literacy is being developed through immersive experiences and children are encouraged to question their own predictions and results of experiments. The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Through lessons children learn scientific vocabulary and the ability to articulate scientific concepts clearly and precisely. The working scientifically objectives enable children to develop Oracy skills.
- RE- RE topics are split into big questions which immediately spark discussion in classrooms. Vocabulary is developed throughout the big questions and celebration days.
- Pupil voice- At Southwick we have young ambassadors and a school council where members along with teaching staff regularly attend meetings to listen, respect and act upon the views of the children. Children also have opportunities to discuss their learning with curriculum coordinator leads through pupil voice sessions.
- EYFS is the start of our pupils' oracy journey through school. Staff encourage oracy from an early age through talking stories, retelling stories, scaffolding conversations during free flow time and circle time class discussions. Any barriers to oracy are spotted and acted upon here

and interventions to assist with speech are put in place. Communication in Early years is a prime learning area and enables children to meet other milestones at the end of the foundation stage.

Learning Environments

Each classroom has working walls which contribute to promoting subject specific vocabulary. Classrooms have a variety of oracy visual cues including the following posters; talk protocols, proof of listening, find your voice and oracy framework. These are used as scaffolds during oracy sessions. Classes also have sentence stems and discussion guidelines individual to meet the needs of their class. Sentence stems can also be specific to a particular subject area.

Inclusion

Inclusion is at the heart of our oracy intention and all children are given the support and opportunities they need to thrive in this subject, children with speech and language barriers will develop oracy skills through practise and an imbedded oracy curriculum.

Children with additional needs are encouraged to actively take part in oracy within the curriculum but not forced. Our aim is to develop confidence which for some children will vary by using the oracy toolkit and the progression of skills from EYFS to Year 6 we hope for all learners to be more confident and effective communicators as they progress through school.