

Longmoor Primary School



Oracy Policy 2024 - 2026

Adopted by *Governors*

Chair of *Governors*: Jane Wright

Signature:

Date:

ORACY POLICY - LONGMOOR PRIMARY SCHOOL

Vision

Oracy plays a key role in teaching and learning. The children at Longmoor Primary school 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.

Intent

At Longmoor Primary School, we are working hard to provide a high-quality oracy education and we are committed to building and embedding a culture of oracy. Oracy is the ability to communicate effectively by articulating ideas, develop understanding and engage with others through spoken language. At Longmoor Primary School, we want every child to find their voice. Our aim is to remove communication barriers and enable children to be confident and effective communicators at the end of primary school. Our aim for oracy is:

- To achieve high levels of participation in dialogue - all actively participate
- To share relevant information
- To respect each other's ideas and views
- To encourage children to elaborate their ideas
- To encourage questioning and challenging
- Check understanding by asking questions
- To engage critically but constructively with each other's ideas
- To build on each other's responses
- To learn the skills of language for life
- To improve children's attainment and reasoning skills, teaching children oracy skills will not only enable them to increase confidence in talk within school but equip them for their future.

Implementation

Oracy underpins everything we do and not laid on top. It will develop overtime and we need to see oracy as the golden thread that runs through every lesson. 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 children 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 Longmoor Primary School to find their voice. Oracy develops children's confidence, fluency and capability to learn. By providing a high quality oracy education, we can empower children, regardless of their background, to find their voice for success in school and in life. Effective communication skills are needed for children to succeed in later life. There are two core elements to oracy:

1. Learning through talk - quality of talk in the classroom
2. Learning to talk - explicit teaching of skills

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.

Impact

By teaching oracy skills, children are able to explore learning through various oracy strategies and provides a way to encourage children to retain knowledge. Learning is presented in a memorable way which can help children to engrain information. Children are exposed to learning and practising new vocabulary which can help their understanding and develop their language throughout the curriculum. Oracy promotes achieving higher levels of participation in dialogue and moves away from teacher talk and encourages pupil talk. Oracy encourages children to elaborate their ideas and is a tool to promote questioning and challenge throughout the curriculum. Therefore, allowing children to think at a higher level and gain a deeper understanding. Teaching children oracy skills will increase confidence in talk within school and equip children for their future.

Effective teaching and learning uses oracy because:

- Children participate better in class
- Children learn the skills of language for life
- Children's attainment improves
- Children's reasoning skills improve - when working together and independently
- Teachers gain a better understanding of their children's learning

The National Curriculum

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.

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

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

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.

The framework is divided into the following key areas:

Communication and Language

Personal, Social and Emotional Development

Physical Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

In EYFS we use Point in Time assessment approach (PITA) assessing pupils at that point in time against the statements outlined below:

**Communication and Language
Speaking**

Longmoor Primary School

Birth to three years		3-4 years: Entry		Reception Autumn	Spring
<ul style="list-style-type: none"> • Uses sounds in play eg <i>brum</i> • Uses single words • Frequently imitates words and sounds • Enjoys babbling and experimenting with sounds to communicate for a range of purposes eg <i>gone</i> • Points with eyes to make requests/to share interest • Creates personal words as they begin to develop language 	<ul style="list-style-type: none"> • Copies familiar expressions eg <i>all gone</i> • Begins to put 2 words together • Uses different types of everyday words eg <i>nouns, verbs, adjectives</i> • Begins to ask simple questions • Begins to talk about people and things are not present 	<ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts • Hold a conversation jumping from topic to topic • Learns new words rapidly and can use them to communicate • Uses gestures and sometimes limited talk • Uses a variety of questions • Uses simple sentences • Begins to use word endings 	<ul style="list-style-type: none"> • Begins to use more complex sentences to link thoughts (e.g. <i>and because</i>) • Can retell a simple past event in correct order • Uses talk to connect ideas, explain what is happening and anticipates what might happen next, recall and relies experiences • Questions why things might happen • Uses a range of tenses • Uses intonation, rhythm and phrasing to make meaning clear • Uses vocabulary focused on objects, and people that are of particular importance • Builds up vocabulary that reflects the breadth of their experiences • Uses talk to pretend e.g. <i>box is my castle</i> 	<ul style="list-style-type: none"> • Extends vocabulary e.g. <i>grouping</i> and exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play • Links statements and sticks to main theme/intention • Uses talk to organise, sequence and clarify ideas, and events • Introduces a storyline or narrative into their play 	<ul style="list-style-type: none"> • Participates and uses newly introduced vocabulary in 1:1/ small group contexts • Makes use of some introduced vocabulary from stories, rhymes and poems in their own storyline or narrative • Uses talk to organise, sequence and clarify thinking and ideas • Expresses their ideas and feelings using full sentences, using past and present tense
(Summer) Early Learning Goal					
<ul style="list-style-type: none"> • Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary • Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, using past, present and future tenses and making use of conjunctions with support from teacher 					

Oracy Skills Framework

The Oracy Framework (see appendix 1) outlines the elements which underpin successful communication skills and provides a useful tool for analysing speech. The Framework enables children 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 **Voice 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

Teaching Time

Oracy is not taught in isolation as it is embedded throughout the curriculum. Teachers are able to reflect on teaching and learning of oracy in their classroom by using a self-audit supporting the development of dialogue in the classroom.

Some of the activities we use to help develop spoken language are:

- Partner Talk
- Group Discussion
- KAGAN approach
- Role Play
- Drama

- Presentation
- Debate
- Collaborative work and problem solving

Learning Environments

Classrooms have a variety of oracy visual cues including the following posters; talk protocols, Find Your Voice poster, Oracy Skills framework and Groupings. These are used as scaffolds during oracy sessions. Classes also have Agree, Build, Challenge sentence stems which are differentiated into EYFS/KS1, lower KS2 and upper KS2. Sentence stems can also be specific to a particular subject area. Each classroom has working walls which contribute to promoting subject specific vocabulary.

Inclusion

Longmoor Primary School endeavours to make oracy an inclusive experience for all. Inclusion is at the heart of our oracy intention and all children are given the support and opportunities they need to participate 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. 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 of our children have input from a speech and language therapist, and we welcome the expertise they bring to the school. Teachers should liaise with the SENDCo for additional information to support a child if necessary. Our aim is to develop confidence which for some children will vary. We hope for all children to be more confident and effective communicators as they progress through school. As a school, we recognise that some elements of oracy skills can be more difficult for pupils with additional needs e.g. eye contact, voice projection. We make reasonable adjustments to our teaching and expectations to ensure these pupils are comfortable and can participate at their level.

Talk Protocols

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

Find Your Voice Poster

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

Please see Appendix 6 - Find Your Voice poster for more information.

Oracy Skills Framework

The Oracy Skills Framework can be used to understand the physical, linguistic, cognitive and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Please see Appendix 1 - Oracy Skills Framework for more information.

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. Please see Appendix 5 - Groups for Different Types of Talk poster for more information.

Sentence Stems

Children are familiar with and encouraged to use sentences stems to develop a structure to their speaking and listening skills. The stems support pupils to access discussion. Please see Appendix 2, 3 and 4 - ABC poster for more information.

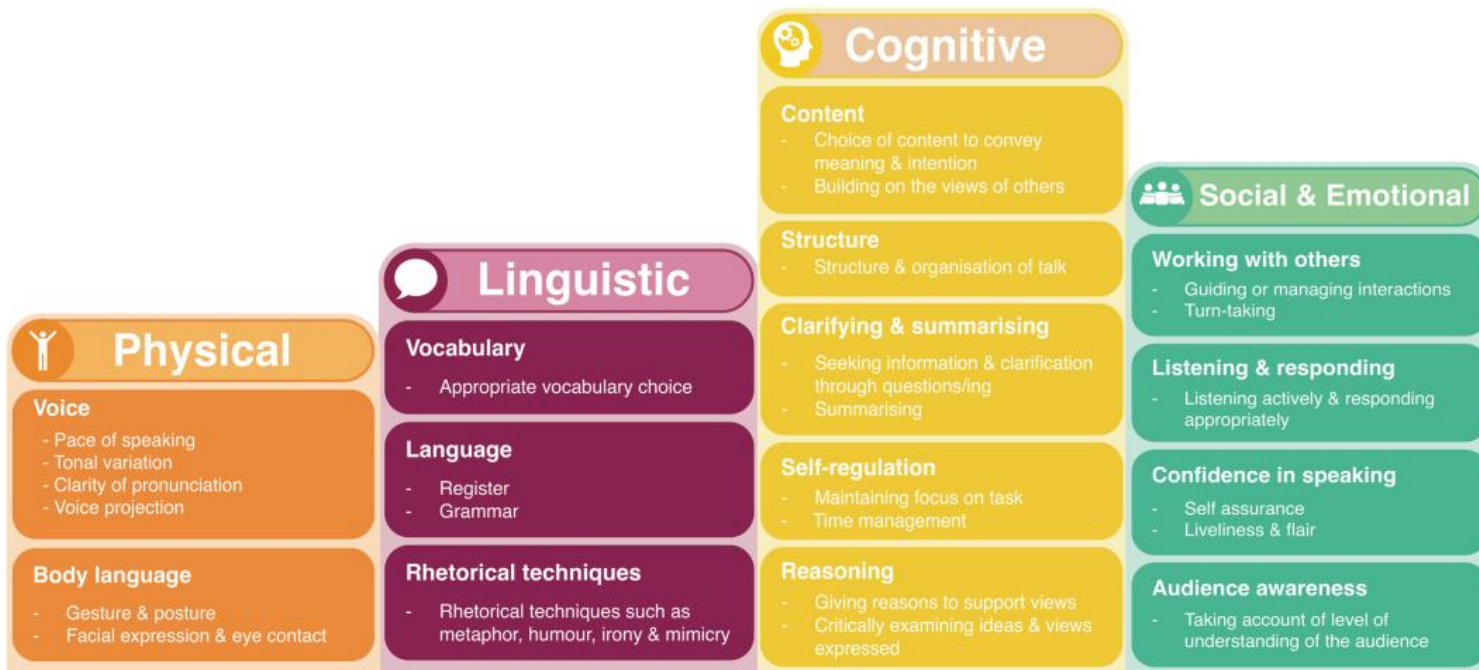
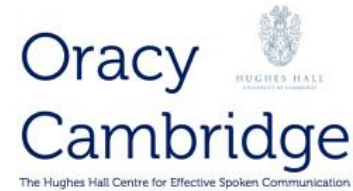
Celebrating Oracy

A high emphasis is placed upon positive praise and celebrating children's achievements at Longmoor Primary School. Children demonstrating excellent oracy skills will be praised at the end of the discussion to celebrate their achievements during the lesson and will be given rewards (e.g. Class Dojo points, stickers, stamps etc.). It is important not to praise the children immediately during the discussion as this can stop the flow of conversation.



Appendix 1 – full document can be viewed at <https://oracycambridge.org/wp-content/uploads/2020/06/The-Oracy-Skills-Framework-and-Glossary.pdf>

The Oracy Skills Framework and Glossary



Agree

I agree with ____'s
point due to...

Build

I would like to build
on ____'s point...

Challenge

I disagree with ____'s
point because...

I agree with
____'s point
due to...

Agree

The reason I
agree with
____ is...

Evidence also
suggests
that...

Build

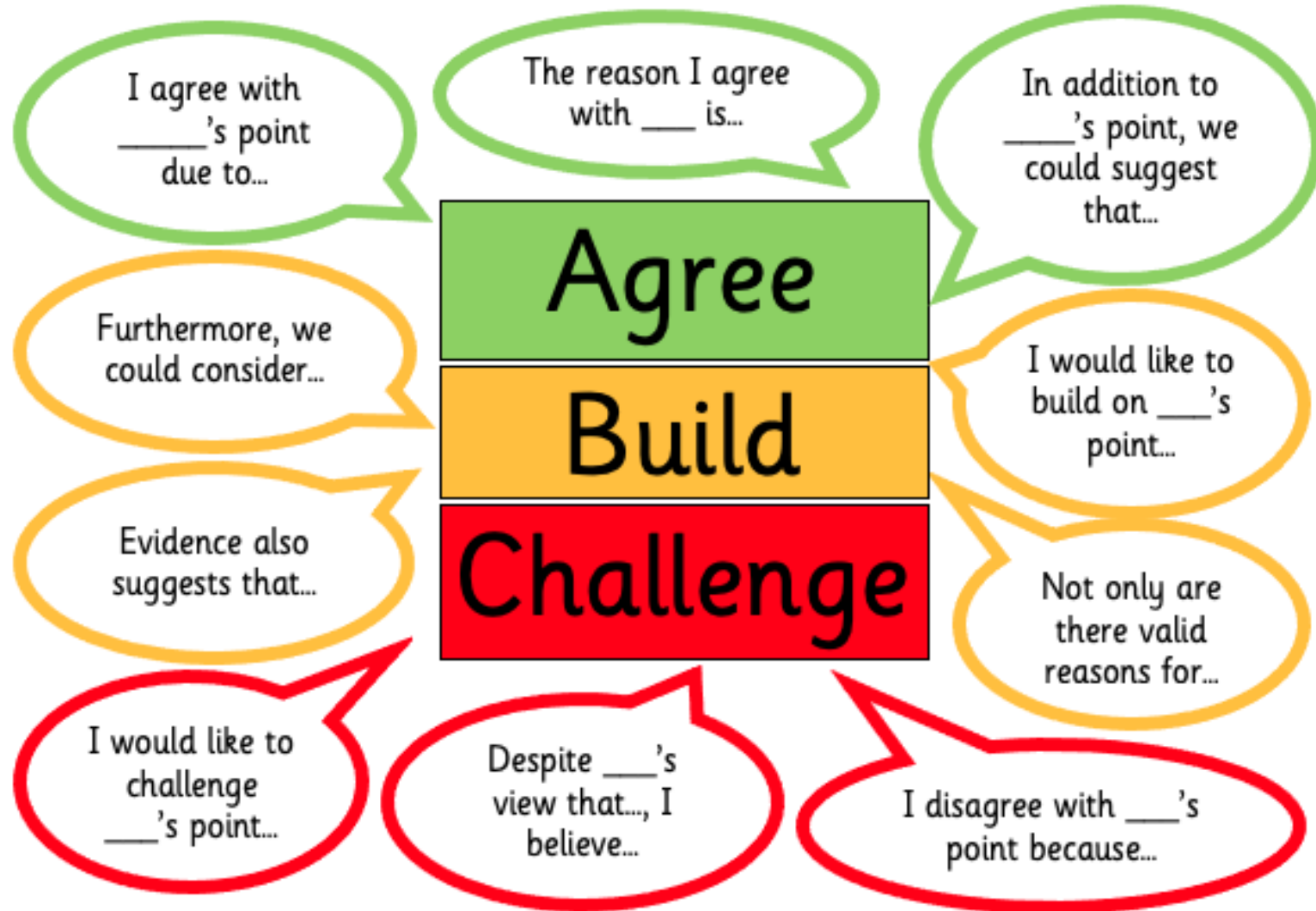
I would like
to build on
____'s point...

I would like
to challenge
____'s point...

Challenge

I disagree with
____'s point
because...

Appendix 4 – Upper KS2/ exceeding ABC model



Appendix 5 – Groupings

Groupings

Different groupings support different types of talk

Trios

Talk with two other people. Alternatively, talk to a partner while a third person listens in and summarises or critiques the discussion. Or two people talk and the third listens in to summarise and critique the discussion.



Traverse

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



Pair

Talk to a partner



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.



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.



Nest

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



Oracy- Find Your Voice

A guide to talking and developing communication skills in the classroom

Discussion guidelines

- Respect each other's ideas and views
- Speak clearly to all the listeners
- Build on each others ideas
- Show you are listening
- Give reasons to support your views



Oracy Checklist

- Talk clearly
- Use a range of vocabulary
- Use sentence stems
- Think about your body language
- Challenge the speaker
- Show you are listening



Be Reflective

- What worked well?
- What did not work well?
- What important skills were needed?
- What are the learning points to take forward?



Actively listening

- Try to look the speaker in the eye but don't stare
- Don't interrupt the person who is talking
- Focus on what they are saying
- Think of questions
- Be open-minded to their ideas
- Use your body to show you are listening
- Give positive and honest feedback



Use your body

- Use gesture to add emphasis
- Try to make eye contact with your audience
- Project your voice so your message is heard clearly
- Think about your pace—not too fast, not too slow
- Use pauses
- Vary the pitch and tone of your voice

