

## Oracy Policy



### Oracy at Clee Hill Community Academy

#### Intent

At Clee Hill Community Academy oracy plays a prominent role in teaching and learning. We state that it is the heart of everything. 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 Clee Hill Community Academy 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 Clee Hill Community Academy, 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 for the future. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations. They will be able to explain their ideas and discuss points of view. The National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum. 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, 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.

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.

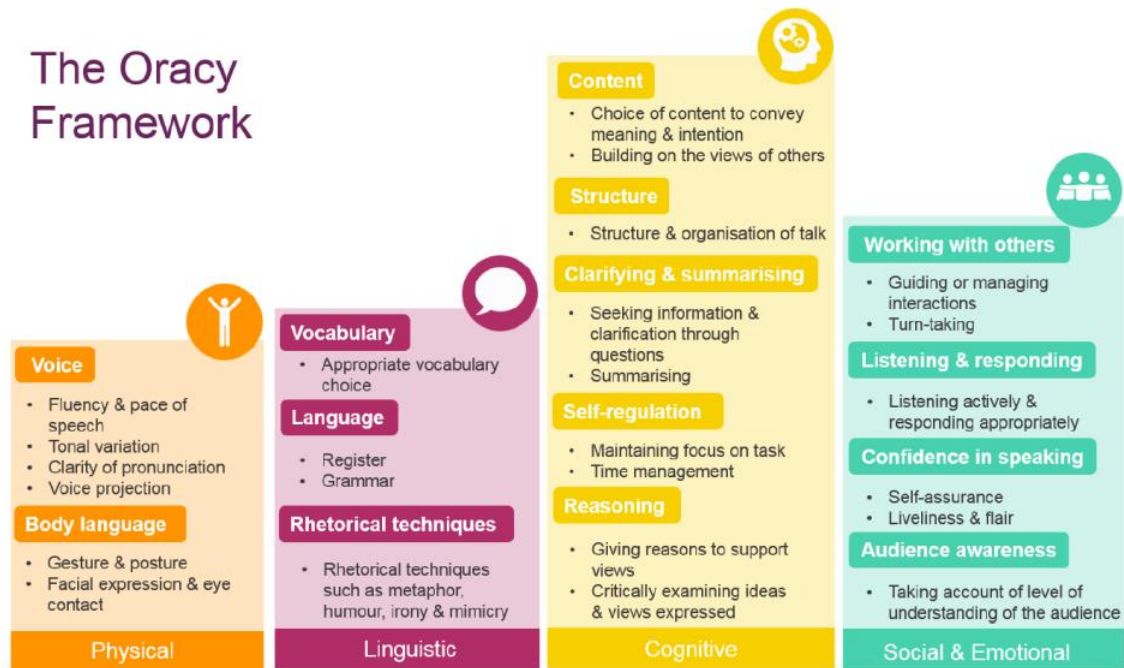
## Implementation- The Clee Hill Academy Oracy Framework

Pupils are taught oracy skills during dedicated oracy assemblies once a week. During these sessions pupils are taught a range of listening skills, vocabulary and discussion techniques. They have the opportunity to experience a range of talking styles – from exploratory talk to presentational talk.

At Clee Hill Community Academy we use the oracy framework that was developed by The University of Cambridge and Voice 21. This framework breaks oracy into four strands.

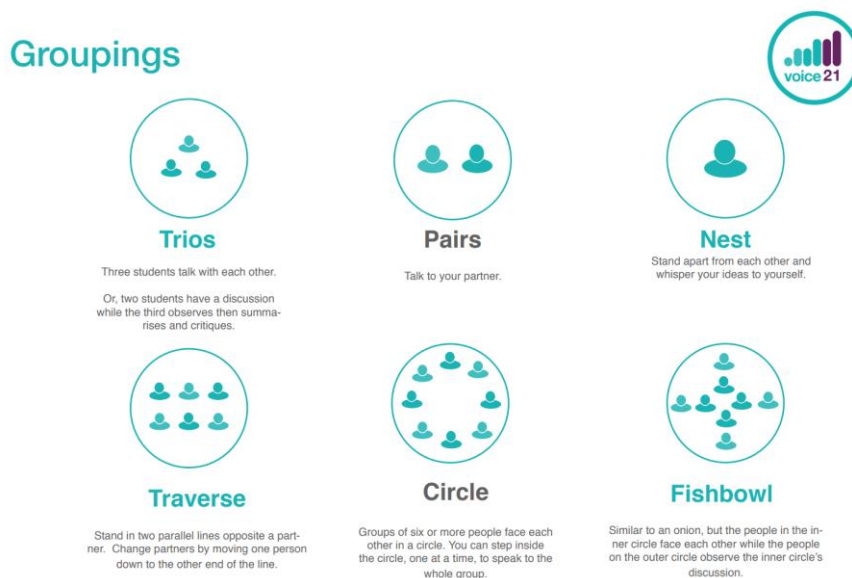
- Physical
- Cognitive
- Linguistic
- Social and Emotional

This framework 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.



## Groupings

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



## Presentational Oracy

Presentational skills are taught explicitly within lessons in preparation for assemblies, presentations and performances. Children are given opportunities throughout the year to speak in front of an audience. Presentational assemblies, performance poetry, inter class sharing of information, 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, depending on year groups and purpose of the talk

## Impact

### Progression in Oracy

The skills of oracy support all areas of learning. The skills are applicable whichever subject you teach. To be secure with the understanding of subject content, it is important that pupils are able to talk about what they are learning and use talk as a tool to develop their understanding. Below is a table of progression for the primary age range.

Year group	Strand of Oracy			
	Physical	Linguistic	Cognitive	Social and Emotional
EYFS Nursery (30-50+months)	To be able to produce voice in order to articulate words	To build up vocabulary that reflects the breadth of their experiences	To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (Blank Level 3)	To keep play going by responding to what others are saying or doing
	To use intonation, rhythm and phrasing to make the meaning clear to others	To be able to put 4 or 5 words together to make a short sentence, with some immaturities (e.g. me want more juice)	To begin to use more complex sentences to link thoughts	To be able to follow verbal directions/instructions without being shown
EYFS (Early Learning Goal)	To be able to produce voice in order to articulate thought	To extend vocabulary and ideas, especially by grouping and naming and linking sentences together	To develop narratives and explanations by connecting ideas or events	To express themselves effectively, showing awareness of listeners' needs
	To be able to produce developmentally appropriate sounds (e.g. th, j)	To use tense accurately	To answer 'how' and 'why' questions (Blank level 4), using 'because'	To take account of one another's ideas about how to organise their activity
Year 1	To speak audibly so they can be heard and understood	To use a range of sentence types	To recognise when they haven't understood something and ask a question to help with this	To take turns to talk, listen and respond appropriately in two-way conversations
	To use gestures and non-verbal skills to support meaning	To use sentences containing an increasing complex vocabulary of adjectives, prepositions, verbs and conjunctions	To increasingly use the language of opinion and argument	To listen to others and be willing to change their mind
Year 2	To use speech that is consistently clear and easy to understand	To use vocabulary appropriate to the topic at hand	To ask questions to find out more about a subject	To take turns to talk, listen and respond appropriately in groups
	To use the appropriate tone of voice	To use sentence stems to signal when they are building on or challenging others' ideas	To offer reasons for their opinions	To adapt ideas, suggestions and opinions based on what they have heard
Year 3	To consider position and posture when addressing others	To make precise language choices and use specialist vocabulary to convey meaning	To present somebody else's point of view	To speak with confidence when addressing a group/specific audience
	To deliberately vary tone of voice in order to convey meaning	To show understanding by rephrasing the language of others	To summarise key points from discussion	To invite those who have not spoken in to a discussion
Year 4	To develop fluency in presentation or when offering a response	To use complex grammar and sentences effectively to communicate in different ways to clarify, summarise, explain choices and plan	To reflect on their own oracy skills	To maintain discussion by making relevant comments or by asking questions
	To use pauses for effect in presentational talk	To use language demonstrating a deeper empathy and understanding with fluency and accuracy	To infer meanings, reasons and make predictions using supporting evidence	To consider the impact of their words on others when giving feedback
Year 5	To project their voice to a large audience	To show increased competence at expressing opinions	To draw on knowledge of the world to support their own point of view and explore different perspectives	To listen for extended periods and then summarise and recount ideas
	To interpret more subtle, non-verbal communication and adjust language accordingly	To vary sentence structures and length for effect when speaking	To argue their position with well-structured logical reasoning	To demonstrate increased awareness of the listener's needs
Year 6	To speak fluently in front of an audience	To be comfortable using idiom and expressions accurately and appropriately	To construct a detailed argument or complex narrative, also seeing things from a different perspective	To use humour appropriately and effectively
	To have confidence and an evolving idea of stage presence	To spontaneously respond to increasingly complex questions, citing evidence where appropriate	To be able to read to a group and respond accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions	
	To consciously adapt tone, pace and volume of voice			

## 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 sessions. Questions are differentiated to ensure full participation and pupil discussions are scaffolded to ensure inclusive practice. Oracy skills are incorporated across the curriculum. Oracy is sometimes used as a starting point for a range of subjects e.g a historical painting to instigate discussion, a mathematical image to encourage mathematical talk, a religious image to evoke discussion or bright ideas in science.

## Oracy in English

As a school we are committed to raising and maintaining high standards in English. 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 play
- asking questions
- 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, which have a focus on children verbally communicating their understanding of mathematics accurately and then recording their reasoning. Children also work collaboratively to solve a problem and justify their answers. Sentence stems are used to support discussion and explanation.

## 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, Geography and Science.

## 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 small group or individual sessions with a TA or teacher to encourage children to practise sentences. By actively encouraging children to use sentence stems and that the classroom is a safe place for talk and exploratory talk, we are finding more children are accessing talk. By having a strong focus on building vocabulary in all subjects and explicitly teaching vocabulary and modelling sentence stem use, children have

something to start with and build upon. All children's needs are met by the adults in the class. Oracy may include other forms of non-written communication such as sign language and non-verbal cues.