Walverden Primary School

Oracy Policy

Mission Statement

At Walverden 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 Walverden Primary we strive to develop oracy skills through the curriculum, during lunchtimes, within extra-curricular activities and throughout the whole ethos of the school.

Oracy can be described as a combination of learning to talk and learning through talk. At Walverden 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, debating clubs, topic events and participation in local events.

Spoken Language Early Years Foundation Stage

Oracy is at the heart of everything within EYFS. At Walverden Primary we ensure all children are taught to speak clearly and confidently right from the start of their schooling. Communication and Language is key to the children's development in all areas

of learning and as such we place a great emphasis on developing speaking, listening and understanding skills. The staff plan a wide range of speaking and listening opportunities both through taught sessions and through the areas of provision.

We ensure all children are taught spoken language as outlined in the National Curriculum 2014.
Teaching and Learning – The National Framework

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 being able to express 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 year groups. 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, thereby 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.

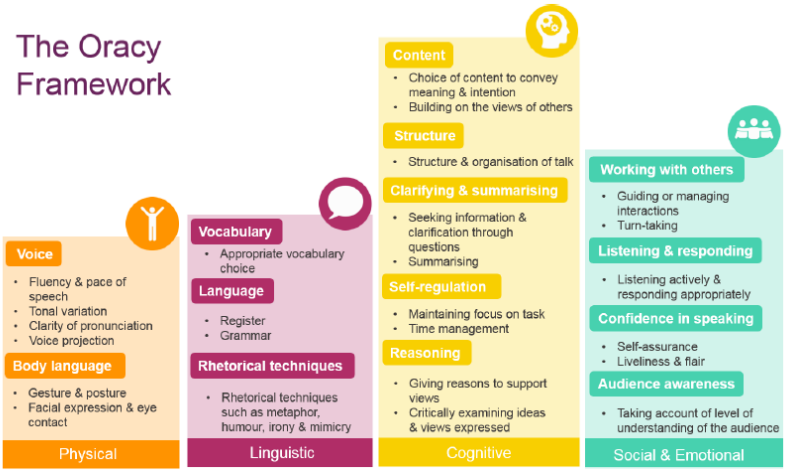
Teaching and Learning – The Walverden Oracy Framework

Pupils are taught oracy skills during dedicated oracy lessons once a week. 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 Walverden Primary 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.



Oracy Toolkit

Walverden Primary are part of the Voice 21 Leadership Programme. 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.



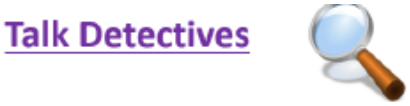
Talking Roles

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



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.





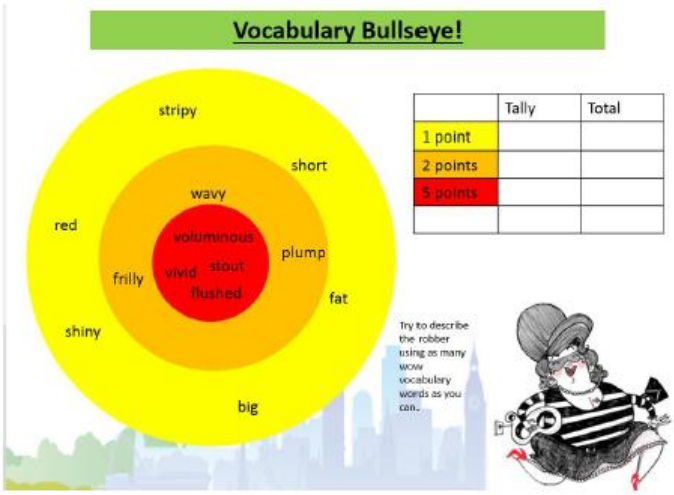
Strand of Oracy	Focus	Who's doing this?	What are they doing?
Physical			
Linguistic			
Cognitive			
Social & Emotional			





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.



Groupings

Groupings 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 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 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 play
- Worthwhile Questions (WWQs)
- Group discussion
- Vocabulary activities
- Partner talk
- Presentation of work

Oracy in Maths

Oracy is incorporated into 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, geography and science. 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.

Rachel Bridges

January 2022

Review date January 2023