



Emmaville Primary School

Oracy Policy

Oracy Co-ordinator: Debbie Hamilton

Rationale

"Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language." Voice 21

At Emmaville Primary School, 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 Emmaville 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. Talk supports not only children's learning, but also their 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 Oracy skills are taught explicitly. 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.

Aims and Objectives - Intent

To ensure all children are taught spoken language as outlined in the **National Curriculum 2014** which states that 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

To have the opportunity to experience a range of talking styles - from EXPLORATORY talk to PRESENTATIONAL talk.

To equip the children with the physical, linguistic, cognitive and social and emotional skills that enable successful discussion, inspiring speech and effective communication, using The Oracy Framework (below) that was developed by The University of Cambridge and Voice 21. This framework breaks Oracy into four strands:

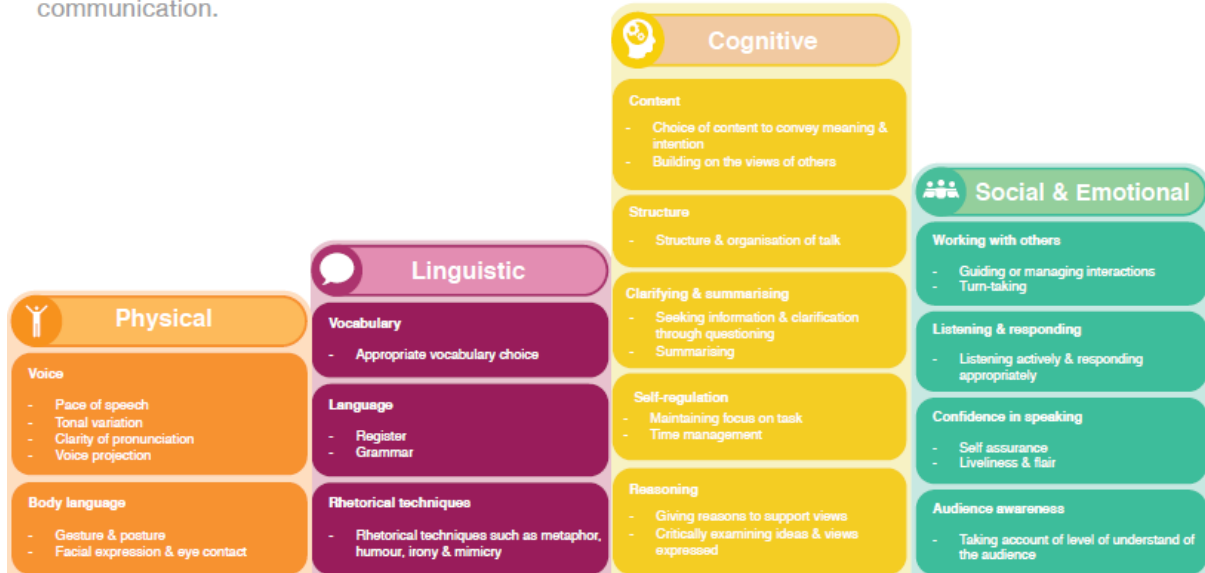
- Physical
- Cognitive
- Linguistic
- Social and Emotional

For staff and pupils to use The Oracy Framework to talk about talk, in order for pupils to progress.

The Oracy Framework



Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Implementation - Key Stage 1 and Key Stage 2 Oracy Curriculum

At Emmaville Primary we use The Oracy Framework (above) 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.

At Emmaville, Oracy opportunities are an integral part of learning across the curriculum. Oracy skills are also taught explicitly and the pupils learn to talk about talk.

Pupils participate in a wide range of Oracy activities, learning through talk and learning to talk, which help them to develop confidence in spoken language.

Some examples are:

- Partner talk
- Group discussion
- Collaborative work and problem solving
- Presentation by teacher including story telling
- Learning to say a story, or other text, out loud with actions as part of the Primary Writing Project
- Orally rehearsing a sentence before writing it
- Once complete, reading our story out loud
- Discussion and debate
- Question and answer
- 'Each one teach one' cards and other active learning methods
- Individual, pair and group discussions
- Learning new vocabulary through each curriculum subject
- Learning new vocabulary as it is come across when reading.
- Listening and responding to television, radio, video, film
- Role play and drama
- Listening to and speaking with adults who teach us on educational visits and visitors to our school
- Speaking and listening at weekly celebration assemblies in front of staff and peers
- Speaking and listening during annual class assemblies in front of peers, parents and staff
- Speaking and listening during annual productions in years R, 2, 4 and 6 in front of peers, parents and staff
- Speaking and listening to other educators when on educational visits
- Listening and asking and answering questions at Open the Book assemblies and Prayer Space
- Speaking and listening at lunchtime, where are tables are arranged to encourage conversation
- Speaking and listening at playtimes, where our buddy system supports play with children they might not otherwise play with
- They might have the opportunity to take part in Emmaville's Got Talent and perform in front of a large audience

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

Emmaville's approach to learning will, provide opportunities for all children to develop their Oracy skills.

At Emmaville we use Oracy resources, activities and strategies developed by Voice 21, some of which we have adapted to suit our needs. Some examples are: ABC that response, discussion roles, thumbs in, back to back, fed in facts.

We have developed a progression document, based on The Oracy Framework. This is now being used in school.

Implementation - Early Years Oracy Curriculum

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to listen, understand and speak clearly. The activities given to children in the Early Years are presented through a cross-curricular approach that aims to develop children's learning across a range of key learning areas. The children are introduced early to the Primary Writing Project which supports and develops each of the key areas of the Early Learning Goals in Speaking and Listening. The children thrive during the process of learning the stories orally with actions, which in turn promotes their innovated story telling.

Speaking and Listening Goals in the Early Years are:

Listening and attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events

that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

The Oracy curriculum has been developed in line with the National Curriculum and following ideas from Voice 21.

Assessment - Impact

At Emmaville Primary we use The Oracy Framework (above) which 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.

We have developed a progression document, based on The Oracy Framework. This is now being used in school.

The Role of the Co-ordinator

- To take the lead in curriculum development in consultation with the headteacher, staff and governors;
- To monitor the teaching of Oracy in the school, ensuring that there is sufficient coverage and progress in the subject;
- To lead curriculum meetings;

- To attend relevant Oracy network meetings and courses;
- To support staff by providing information on training;
- To ensure that there are appropriate resources to support the Oracy curriculum.

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