

Hempshill Hall Primary School



Oracy Policy 2024

Introduction

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

National Curriculum 2014

In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.

Voice 21

Oracy can be described as a combination of learning to talk and learning through talk and is fundamental in learning. At Hemphill Hall, oracy plays a prominent role in teaching and learning in discrete oracy lessons and across our broad and balanced curriculum. 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. Lessons are talk-rich, and questions are carefully planned to ensure all children can fully participate.

Intent, Implementation, Impact

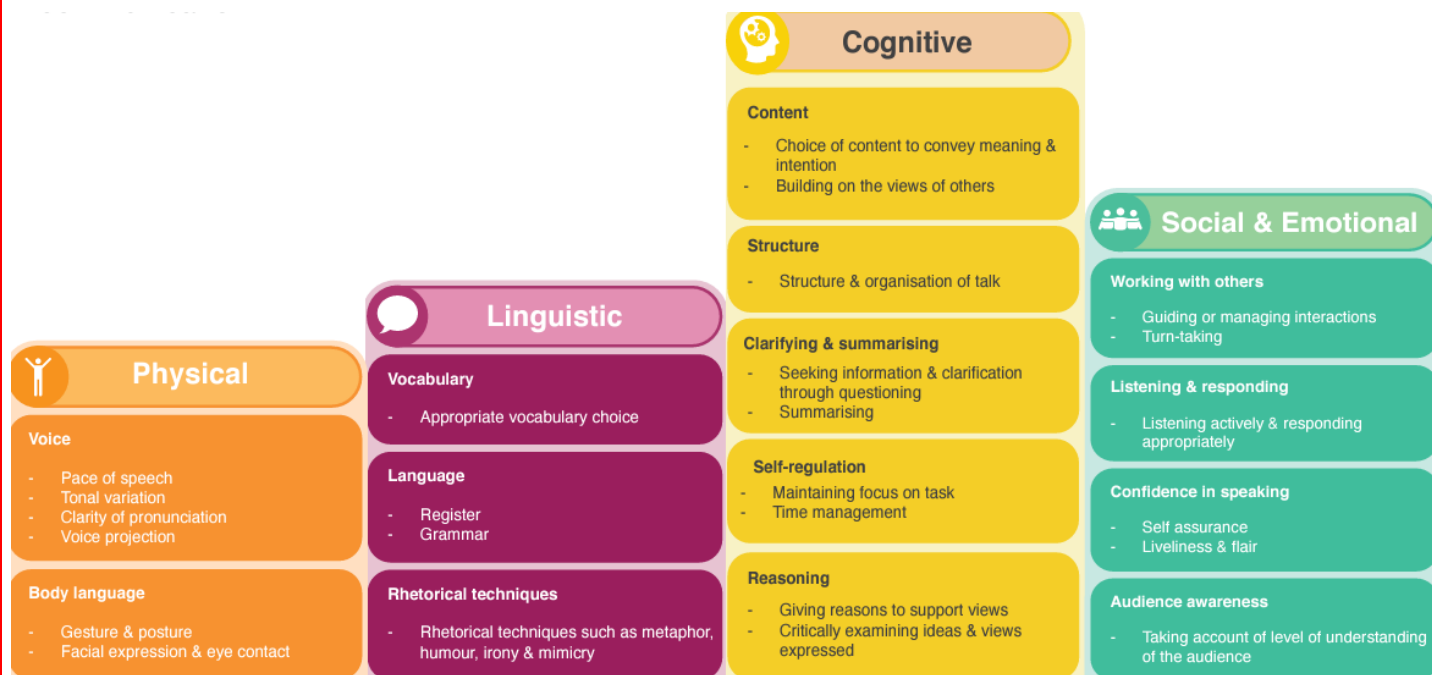
Intent

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.

Implementation

The implementation of the above intent is based on the Oracy Framework from Voice 21:



We use the following documents and approaches:

- Use of Oracy Progression document
- Sentence Stems across the school
- Speaking and listening protocols (see below)
- Listening Ladder (see below)
- ABCQ of talk (see below)
- Groupings (see below)
- Talk detectives (see below)
- Vocabulary Bullseye (see below)
- Dedicated oracy sessions
- Explicit oracy planned into all subjects across the curriculum (currently in planning process)
- Opportunities to develop skills outside of the curriculum through: pupil voice groups, productions, assemblies, interaction with visitors, pupil parliament, performances and productions

Speaking and Listening Protocols

We aim to have children in upper KS2 leading their own discussions. We build up to this by using our speaking and listening protocols:

EYFS Year 1	• Hands up to speak • Hands down whilst listening • Look at the speaker • Sit still • Do not speak while others are talking	Years 3 and 4	• Hands up to speak • Hands down whilst listening • Track the speaker • Sit still • Nod if you agree • Clarify and build on other people's ideas • Always respect other people's ideas
Year 2	• Hands up to speak • Hands down whilst listening • Track the speaker • Nod if you agree • Always respect other people's ideas	Years 5 and 6	• Wait for a break in the discussion to speak • Pause if someone else speaks first or at the same time • No hands up • Track the speaker • Always respect other people's ideas

Listening Ladder

Summarising the speaker's ideas
Asking questions that dig deeper
Asking questions to clarify understanding
Reacting and refocusing
Offering nods or short words of encouragement
Giving eye contact to the speaker
Being calm and still
Giving 100% of their focus to the person speaking

The Listening Ladder sets out the various listening skills and orders them in terms of complexity. It can be used to support students to reflect on their discussion and to set targets for which rung they have and want to reach.

ABCQ Model – Bouncing Ideas Around



A: Agree with

Do you agree with this idea?

B: Build upon

Can you build on that idea?

C: Challenge

Who has a different viewpoint?

Q: Question

Do you have a question to pose to us?

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.



Pair

Talk to a partner



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.



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.



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.



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.

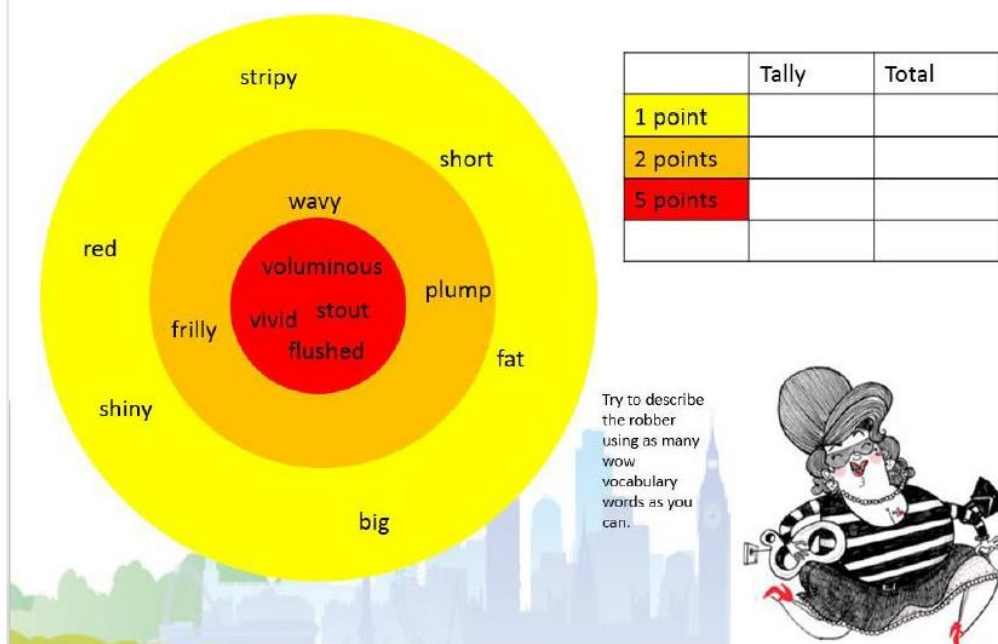


Talk Detectives

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. These are roles that are used in assemblies, where children use clip boards to look for evidence of the strands in talk and in listening skills.

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

Vocabulary Bullseye!



The diagram consists of three concentric circles. The outermost circle is yellow and contains the words: stripy, short, fat, big, shiny, and red. The middle circle is orange and contains the words: wavy, plump, and frilly. The innermost circle is red and contains the words: voluminous, stout, vivid, and flushed. To the right of the circles is a table with three columns: 'Tally' and 'Total'. The rows are labeled '1 point' (yellow), '2 points' (orange), and '5 points' (red). Below the table is a cartoon illustration of a robber wearing a top hat and a striped shirt, holding a key. A speech bubble from the robber says: 'Try to describe the robber using as many wow vocabulary words as you can.'

	Tally	Total
1 point		
2 points		
5 points		

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

Assessment

Children in EYFS are continually observed and assessed against the Early Years Profile and Development Matters criteria in Communication and Language. Data is collected at the end of the year to help complete the Early Years Profile. This is submitted to the LA. Children across the school are monitored in their spoken language using the Oracy Progression Document and SALT referrals are made where necessary.

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 that were originally mastered in discreet oracy lessons are now incorporated across the curriculum. Oracy is sometimes used as a starting point for a range of subjects e.g a historical painting or image to instigate discussion, a mathematical odd one out to encourage mathematical talk, a religious image or artifact to evoke discussion, scenario discussions in PSHE.

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
- Retelling of stories
- Performance poetry

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

Oracy in Foundation Subjects

In other subjects across the curriculum, oracy is taught and skills are applied by using some of the following strategies:

- Scenario discussions
- Asking questions
- Group discussions
- Pictures, art, artifacts and other items to begin discussions

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. Targets are usually set which are then worked on individually or in small groups. As a school we have a growing number of pupils who have English as an additional language. Visual prompts and sign will be used to support and encourage participation. Our experienced TAs work with individuals or groups of children specifically in the areas of speaking, listening and collaboration.

Role of English Subject Leaders

The Oracy leader, English Subject Leader, SLT, Head teacher and link Governors will be responsible for monitoring the impact of this policy, and standards of spoken language across the school, through work scrutiny, planning scrutiny, drop in observations and lesson observations and any other relevant monitoring activities.

It is every class teacher's responsibility to ensure that this policy is adhered to.