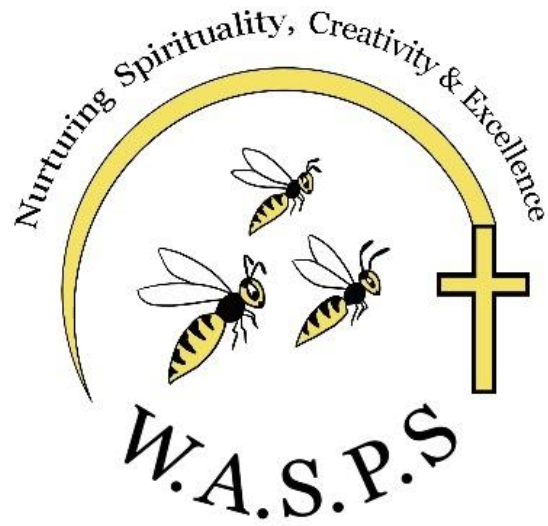




ORACY

Policy & Progression

This document has been prepared to set out the Oracy Policy of Weston All Saints Primary School. The document shall be reviewed every two years and approved by the School Leadership Team.

Document Control

Version	Revisions	Revised By	Approved By	Date
1.0			SLT	January 2024
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Contents

- Vision statement
- Aims
- Teaching and Learning
- Oracy Framework and Toolkit
- Oracy across the Curriculum
- Learning Environments
- Inclusion

Vision statement

At WASPS we are working hard to provide a high quality oracy education. With oracy at the heart of our curriculum, we are committed to building and embedding a culture of oracy. 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 learners 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 WASPS to find their voice. Oracy develops pupils' confidence, articulacy and capacity to learn. Providing a high quality oracy education empowers students, regardless of their background, to find their voice for success in school and in life. Effective communication skills are needed for students to succeed in later life.

Our approach is informed by the Voice 21 oracy programme which supports us to create an oracy embedded curriculum and enable pupils to develop speaking and listening skills.

Aims

Oracy is the ability to communicate effectively. At WASPS we want every child to find their voice.

Our aim is to remove communication barriers and enable students to be confident and effective communicators at the end of primary school. Whilst research has found that good oracy leads to higher order thinking and deeper understanding, on average a child in a deprived area speaks no more than 4 words a lesson. Our aim as a school, therefore, is to elevate speaking to the same status as reading and writing.

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 skillfully to develop thinking. There are a variety of opportunities for young people to develop confidence in talk and learn how to analyse and talk about talk.

Teaching children oracy skills will not only enable them to increase confidence in talk within school but equip them for their future. At WASPS our aim for oracy is to enable children to:

- Speak with confidence, clarity and eloquence.
- Recognise the importance of listening and learn to be an active listener.
- Be confident in the value of their own opinions and have the ability to express them.
- Have a bank of vocabulary they are able to use for different purposes.
- Sustain a logical argument, question, reason and respond to others appropriately.
- Be open-minded, to respect the contribution of others and to take account of their views.
- Share their learning in an engaging, informative way through presentations, showcases, drama, poetry and debate.

Teaching and Learning

What Is Oracy?

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. Oracy develops students' confidence, articulacy and capacity to learn.

Oracy is...

- Engaging with others' ideas
- Reasoning together
- Listening to understand
- Changing people's minds
- Telling compelling stories
- Developing arguments
- Expressing yourself
- Speaking up for what you believe in

We ensure that all children have the opportunity to develop and learn spoken language as outlined in the National Curriculum.

Spoken Language for Year 1 to 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 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

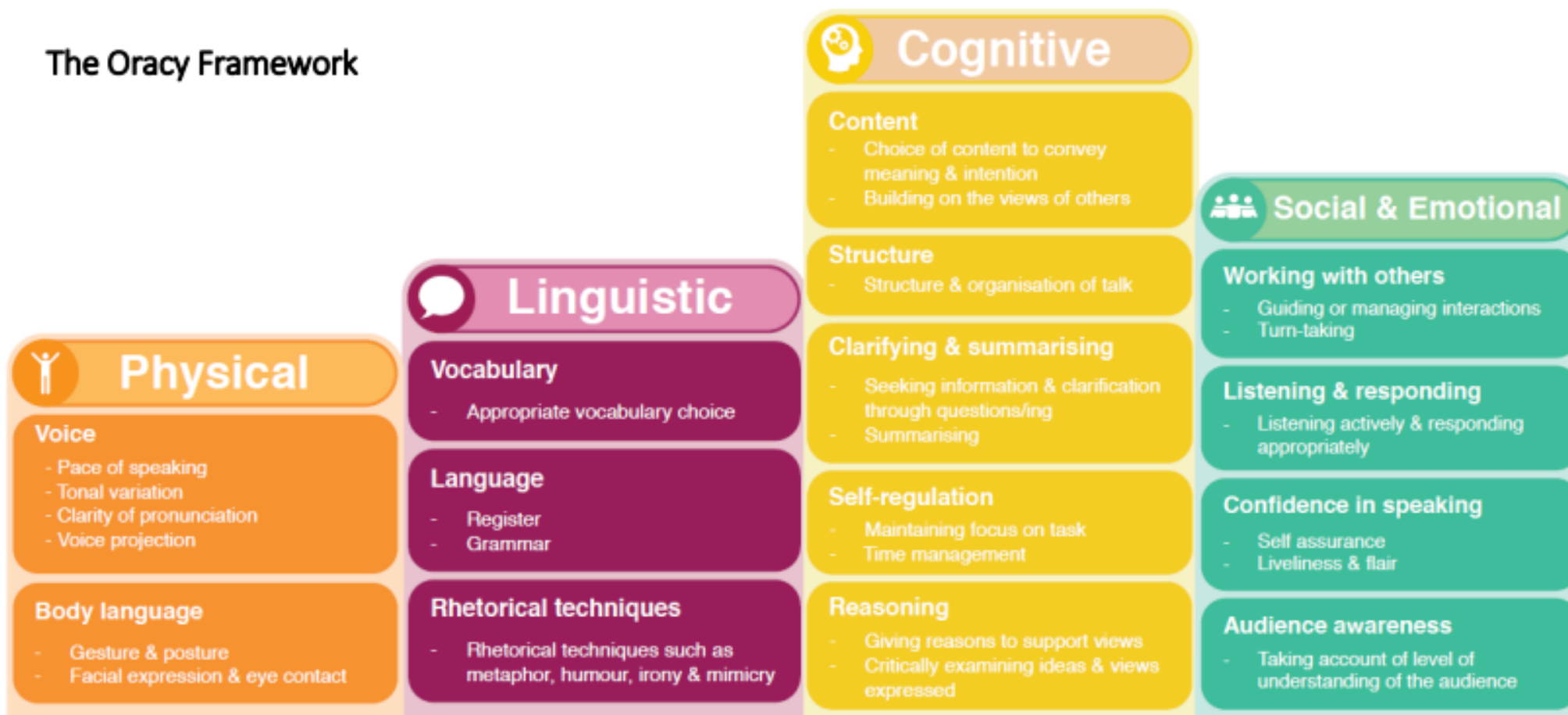
Oracy Framework and Toolkit

The Oracy Framework outlines the elements which underpin successful communication skills and provides a useful tool for analysing speech. The Framework enables students 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 School 21 which breaks down oracy into 4 distinct strands:

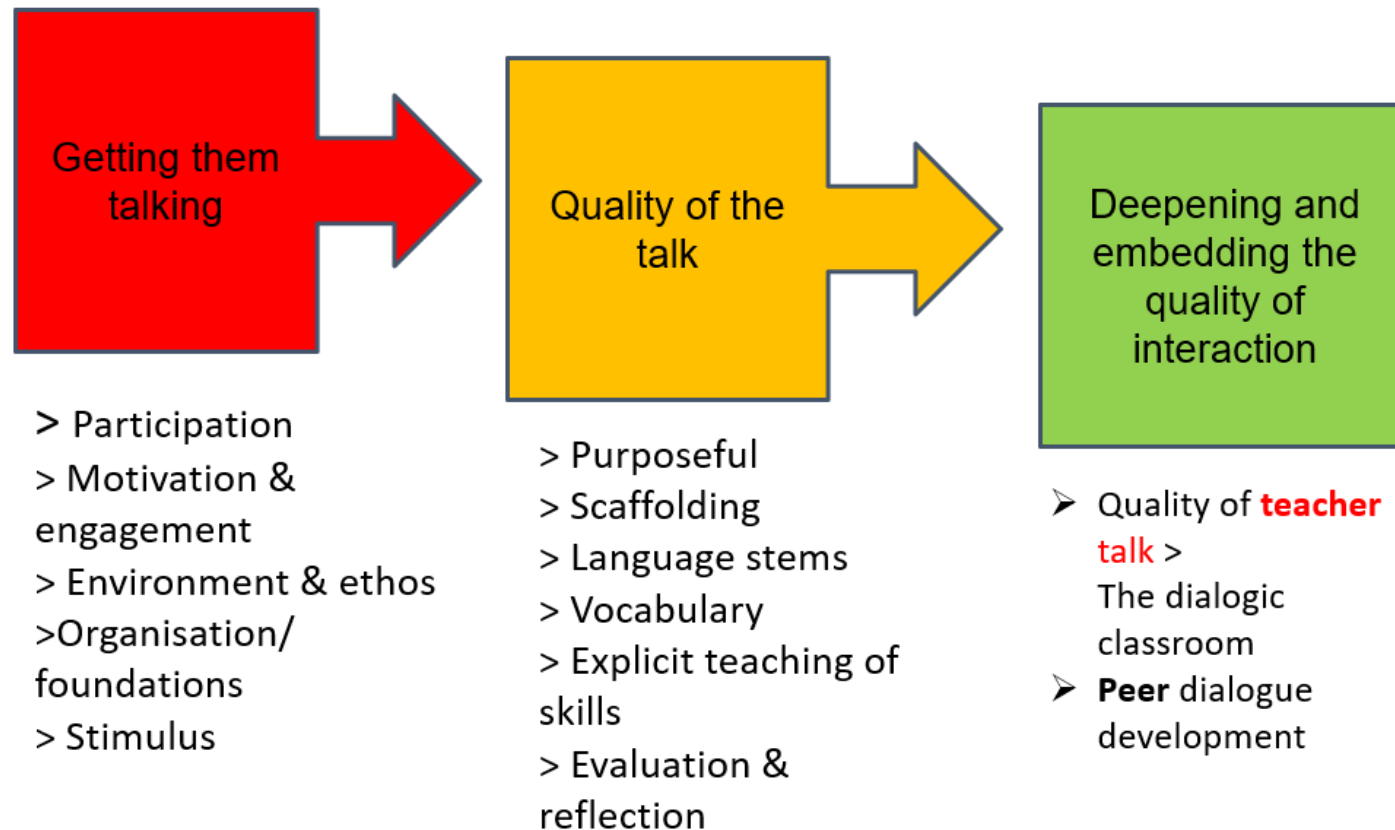
- Physical – how we communicate using our body and voice
- Cognitive – concentration when speaking and listening, asking questions and explaining
- Linguistic – structure of spoken language and vocabulary choices
- Social & Emotional – working with others, listening and responding and developing confidence

The Oracy Framework



Our progression

At WASPS, we encourage teachers to facilitate talk in their classrooms. Throughout the year we use the model below, moving children's oracy from less structured talk towards the ultimate aim of establishing a fully dialogic classroom:



Getting them talking: Teachers focus on increasing children's participation in talk tasks and activities. During this stage, we are more concerned about creating a supportive environment for talk and discussion and ensuring that engaging stimuli are in place.

Quality of Talk: Next we introduce more structure into the talk, scaffolding where appropriate to ensure less confident pupils are able to contribute. Teachers model the vocabulary and 'talk types' they expect children to be using. During this stage, teachers monitor and evaluate the quality of pupil talk.

Deepening: Once the structural aspects of fully embedded (talk types, vocabulary, use of sentence stems etc), the focus shifts to deepening the quality of interactions. At this stage the teacher consistently models high quality talk and classroom interactions are usually based on dialogue rather than less complex, nuanced talk such as instruction or simple question and answer conversation.

Discussion Guidelines

During our embedded oracy sessions, children develop discussion guidelines and are encouraged to use a range of different types of speech by adopting different roles in discussions, debates and conversations. These are:

- Instigator – The person who starts the discussion
- Builder – Develops, adds to or runs with an idea
- Challenger – Disagrees with or presents an alternative argument
- Clarifier – Makes things clearer and simplifies ideas by asking questions
- Prober – Digs deeper into the argument, asks for evidence or justification of ideas
- Summariser – Presents reflections on the discussions. They may offer a conclusion or balanced assessment of the main points.



In conjunction with our positive behaviour policy, each classroom discussion occurs under the same, clearly understood guidelines. These are to:

- Respect each other's ideas and views
- Build on each other's ideas
- Show proof of listening
- Give reasons to support our views

Oracy Ambassadors

At WASPS, we have a team of specially selected oracy ambassadors. These children volunteered for the role and went through a selection process designed to assess not only their confidence speaking but also their ability to listen effectively and include others in discussions.

The oracy ambassador team meet fortnightly and oracy ambassadors fulfil a number of functions at WASPS. These include:

- Monitoring the emphasis on and quality of oracy practice in classrooms
- Designing and delivering assemblies
- Representing their class and school on educational visits and trips
- Conducting parent tours of the school
- Mediating during disputes
- Reciting prayers during collective worship

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. These have been agreed collaboratively by WASPS staff. These sentence stems represent sentences children may say; it is not an exhaustive list. It is our intention that, from EYFS to Year 6, children will build a toolkit of sentences and phrases they can use as part of their daily conversations.

	Instigator	Builder	Challenger	Clarifier	Prober	Summariser
EYFS	"Let's do this..." "I'll do/be this..." "You do/be that..."	"I have a..." [Statements linking to own experience e.g. "My dad did that.."]	"I don't want to do that..." "I want to be.."	[Making comments/asking questions about what they have heard]		[Sharing their creations, explaining the processes that they have used]
Year 1	"I think...." "I can see that..." "I know...."	"Say it again better" "I noticed..." "I agree because..."	"Thank you for sharing but..." "I think...because" "I disagree because"	"What do you mean when you say..."	"How do you know?" "Why do you think?"	"We have been talking about..."
Year 2	"Let's talk about..." "First, can I say.."	"I like that idea because...." "Also...."	"Or...." "Yes, but...."	"I don't understand, can you explain" "What did you mean by..."	"Has this ever happen to"	"Some people think... and some people think..." "In summary..."

	"Can we talk about..." "Are you thinking about..."	"That makes me think of..." "That reminded me of..."	"I like that idea, but..." "I'm not so sure..."	"Does that mean...." "Can you tell me more..."	you/someone you know" "Have you ever seen..."	"We agreed about... but we didn't agree about..."
Year 3	"I want to know..." "My first thought/idea is..." "Do you think..."	"I also think..." "In addition..." "Adding to that..."	"I have a different idea" "Have you thought about..." "I understand your point but..."	"Are you sure..." "Can I check that..." "Have I understood..." "Can you help me to understand..."	"Tell me how you know..." "How did you reach that opinion..."	"The three most important things were..." "In one sentence..." "Overall, we think that..."
Year 4	"Firstly..." "Did you know..."	"Taking your idea further..." "I'd like add that..."	"Yes, but what if..." "I'd like to challenge that"	[Paraphrasing] "What they are trying to say is..."	"Are you able to prove that" "What evidence do you have to support that"	"In conclusion..."
Year 5	"What is the link?"	"I would like to build on that idea" "To build on your point..."	"I hear what you are saying but..." "You think that, but I think..."	"I know that because..." "Let me check I've heard you correctly..." "It sounds like you are saying..."	"Can you justify that?" "Why is that happening?" "What are your reasons?"	"Considering all the evidence..." "Having considered all the opinions/evidence..."
Year 6	"I feel strongly that..." "To begin with..." "To start the discussion..."	"Further to your point..." "To develop your idea..."	"To play devil's advocate..." "On the otherhand..." "However,..."	"Can you break that down?" "Could you be more specific?" "Could you simplify your answer?"	"Can you explain your reasoning?" "How does that support your argument?" "How did you come to that conclusion?"	"From today's discussion, it is clear that..." "The evidence shows us..." "We found that..."

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.

Here are some examples of the types of groupings used:

Pairs

Two students talking together



Trios

Three students talking with each other. Two students have a discussion while the third observes then summarises and critiques



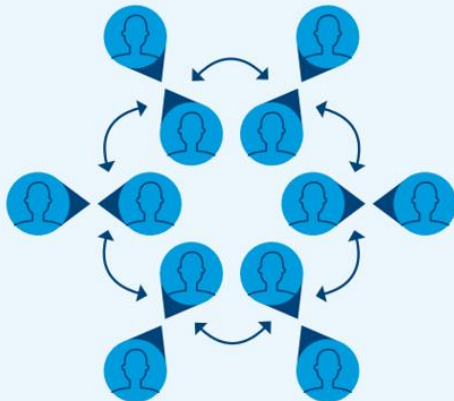
Nest

Students stand apart and whisper their ideas to themselves



Coaching Onion/ Fishbowl

A coaching onion is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying



Traverse

Pupils stand in two parallel lines opposite a speaking partner



Circle (of 6 to 12 students)

A group of six students face each other in a circle. Pupils step inside the circle individually and speak to the group, considering their audience, maintaining good eye contact and using appropriate body language



Oracy across the Curriculum

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. At WASPS oracy is embedded within the curriculum and children are given many opportunities to use their speaking and listening skills and develop their oracy skill set. Our school curriculum is rich in oracy opportunities:

- Maths - During Maths lessons children have opportunities to discuss their learning, knowledge and reasoning. Children are able to enquire about their learning through Maths talk and starter activities.
- Writing - In English lessons our children engage with talk for writing to develop vocabulary and presentational talk.
- At WASPS, Oracy is at the heart of feedback and assessment for learning enabling children to discuss their work and any misconceptions. Teachers challenge children through probing questions about their learning.
- Reading - In reading children experience orally rehearse comprehension questions where they have to explain and provide evidence for their answers based on a text. They are able to present their answer to the class as their audience. Dedicated time is also given to developing reading fluency and prosody.
- PE - Children actively engage with peer feedback and are encouraged to evaluate each lesson.
- Science - Scientific literacy is being developed through immersive experiences and children are encouraged to question their own predictions and results of experiments. The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Through lessons children learn scientific vocabulary and the ability to articulate scientific concepts clearly and precisely. The working scientifically objectives enable children to develop Oracy skills.
- PSHE & RE – Both curriculums are inherently talk based and focus heavily on children having opportunity to debate and the discussion of 'big issues'.
- Pupil voice - At WASPS we have a thriving Equalities Team, Sustainability Council and School Council where members along with teaching staff regularly attend meetings to listen, respect and act upon the views of the children. Children also have opportunities to develop their talk through lively debates with their peers on issues that they are personally passionate about.
- EYFS is the start of our pupils' oracy journey through school. Staff encourage oracy from an early age through talking stories, retelling stories, scaffolding conversations during free flow time and circle time class discussions. Any barriers to oracy are spotted and acted upon here and interventions to assist with speech are put in place. Communication in Early years is a prime learning area and enables children to meet other milestones at the end of the foundation stage.

Learning Environments

Each classroom has working walls which contribute to promoting subject specific vocabulary. Classrooms all have a poster showing the six different types of talker. These are referred to during learning. Classes also have sentence stems and discussion guidelines individual to meet the needs of their class. Sentence stems can also be specific to a particular subject area.

Inclusion

Inclusion is at the heart of our oracy intention and all children are given the support and opportunities they need to thrive in this subject, children with speech and language barriers will develop oracy skills through practice and an imbedded oracy curriculum.

Children with additional needs are encouraged to actively take part in oracy within the curriculum but not forced. Our aim is to develop confidence which for some children will vary by using the oracy toolkit and the progression of skills from EYFS to Year 6. We hope for all learners to be more confident and effective communicators as they progress through school.