



Carbeile Junior School

Oracy Policy

Aim

Our aim is for Carbeile to be a language rich environment, where pupils and staff use the spoken language to communicate and express themselves successfully.

Understanding

At Carbeile, Oracy plays a key role in teaching and learning. The children develop the confidence and skills to listen and talk effectively by valuing different views and engaging in meaningful conversations. They communicate with others positively in all forms and articulate reasoned ideas.

In our school's community, our aim is to promote all forms of communication and use all the available opportunities to encourage children to interact and learn through talk. Oracy is embedded across the curriculum and used to unlock new learning and challenge thinking.

Oracy is described as learning through talk whilst learning to talk and we understand how this can support the learning of all pupils and provide them with the opportunity to articulate their ideas and learn from each other as they explore new topics. We aim to provide pupils with the skills required to become confident speakers, using strongly embedded strategies aimed to support them beyond their school life.

The National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum and new strategies are explicitly taught to support learning. Questions are carefully planned to ensure that all children can fully participate and there is a shared understanding that everyone's opinion should be valued.

Some of the activities we use to help develop spoken language are:

- o Partner Talk
- o Group Discussion
- o Debate
- o Role Play
- o Drama
- o Presentation
- o Collaborative work and problem solving

Teaching and Learning – The National Curriculum

Spoken Language – Years 1-6

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 vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feeling

- 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 support this, we will use the following tools:

- Whole-school Oracy Progression Grid
- Discussion Guidelines
- Protocols (linked to turn-taking)
- Sentence stems and scaffolds

Teaching and Learning – The Oracy Framework

Pupils are taught Oracy skills during dedicated sessions, which are then used and embedded across the curriculum. During these sessions, the children are taught about discussion techniques, vocabulary and listening skills. They explore the use of exploratory talk and presentational talk and teachers understand how to use these appropriately based on where they are within a sequence of learning.

We use the Oracy framework developed by Voice 21, which breaks Oracy into four strands:

- Physical
- Linguistic
- Cognitive
- Social and Emotional

Oracy across the curriculum

Whilst new skills are taught explicitly when first introduced, they become embedded in our curriculum as the children develop their fluency and confidence. We carefully plan for opportunities to talk and teachers are able to use their experience and knowledge to cultivate a talk-rich environment in their classroom. Questions are differentiated and planned to ensure full participation.

Oracy in English

As a school, we are committed to raising and maintaining high standards for literacy. We support our pupils by providing them with a range of skills to help them to:

- Develop a rich vocabulary
- Participate in reasoned discussions
- Articulate and justify their answers

- Participate in role plays, presentations, discussions and debates
- Speak with appropriate volume and pitch with an increasing command of Standard English
- Give well-structured descriptions, explanations and narratives for different purposes
- Learn to use their language to persuade

Oracy in Maths

Oracy is strongly embedded during Maths lessons to support the teaching of mathematical vocabulary, new concepts, support children in proving or justifying their answers to address misconceptions.

Oracy has a particularly important role in reasoning lessons, which focus on the children using their vocabulary to communicate their understanding of mathematics accurately. Children work collaboratively to solve problems and use sentence stems to support discussion.

Oracy in Science

In Science, children use their Oracy skills to:

- Ask relevant questions about scientific enquiries
- Communicate their findings in different ways
- Develop hypotheses collaboratively
- Use scientific vocabulary
- Talk about their findings to explain the steps taken

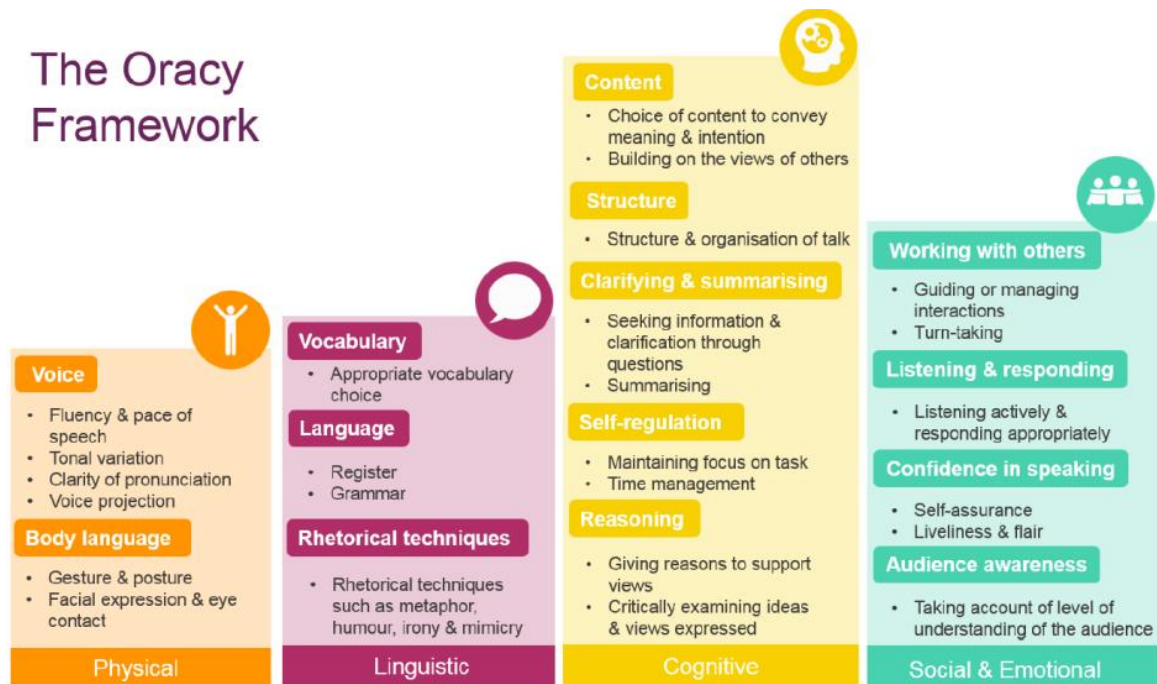
Oracy across the curriculum

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 to instigate discussion, a mathematical image to encourage mathematical talk, a religious image to evoke discussion.

Implementation

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.

The Oracy Framework



Discussion Guidelines

Each class has developed their own set of 'Talk Rues' specific to their talk skills. These are a set of guidelines for partner and group discussion that help to maintain a safe, effective and respectful environment for talk. Different features are focussed upon weekly, to build up skills and support a wide range of talk

Groupings

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



Nest

Students stand apart and whisper their ideas to themselves



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.



Pairs

Two students talking together



Onion

Students form an inner and outer circle. Up to six pupils stand back-to-back in the inner circle, with each facing a partner on the outer circle.



Trios

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



Coaching Onion

This 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 about speaking to them all at once.



Traverse

Pupils stand in two parallel lines opposite a speaking partner.

Learning environment

Our grounds enable us to teach Oracy creatively and use drama and performance to develop communication skills.

Our classroom displays are vibrant and monitored regularly by subject leaders to ensure their effectiveness in supporting all groups of learners. Oracy resources are clearly displayed and easy to access by the children and support packs have been created to facilitate learning and 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. 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.

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.

This snippet of our skills progression highlights what areas of the four strands are being taught within each half term per year group. A spiral system is employed to ensure skills are covered multiples times to embed them.

ORACY	Physical	Linguistic	Cognitive	Social & Emotional		
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	<ul style="list-style-type: none"> Vary voice for humorous or sad parts of story telling Notice when someone has not contributed and invite them to have their say 	<ul style="list-style-type: none"> Take on the challenger role in a small discussion Be able to confidently their mind 	<ul style="list-style-type: none"> Use awareness of audience to support choice of formal/informal language Explain the purpose of their talk e.g. to discuss, to inform, to entertain, etc. 	<ul style="list-style-type: none"> Take part in a consensus circle and reach a shared conclusion Deliver a short presentation 	<ul style="list-style-type: none"> Explain reasoning in maths in a logic manner Be able to explain why they have changed their mind 	<ul style="list-style-type: none"> Begin to summarise an opinion of a contributor Be able to explain what strand they are practising and say why it important for effective talk
YEAR 4	Confidently summarise the contribution of a participant in a logical order	Pause at appropriate times to allow for audiences reaction	Take on the summariser role in a trio discussion	Project voice to the back of the hall and maintain without shouting	Cite evidence from sources when having a discussion Deliver a short teaching session to a small group of younger children	Write own contribution to a presentation