



## Oracy Vision Statement

### Intent

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. At Alverton School we believe that oracy is a key foundational skill which not only underpins the development of reading and writing but is also a powerful tool for learning across the curriculum. We understand that effective spoken language skills are one of the strongest predictors of future life chances (**Why Oracy Matters** <https://voice21.org/why-oracy-matters/>) which is why we want our pupils to receive a high quality oracy education which teaches them to **learn to talk**, as well as **learn through talk**. At Alverton School our oracy education will foster the well-being and confidence of our pupils, helping them to find their voices and to use them to participate confidently and successfully in society.

### Implementation

The **EYFS** statutory framework states that:

- development of spoken language underpins all 7 areas of learning and development
- children's back and forth interactions from an early age form the foundations for language and cognitive development
- the number and quality of conversations they have with adults and peers is crucial for effective language development
- children should become comfortable with using a rich range of vocabulary and language structures through reading, conversation, storytelling and role-play, adult modelling and sensitive questioning.

The **National Curriculum** statutory requirement for Oracy (Spoken Language) states that pupils in years 1-6 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

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- 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.

We aim for pupils entering Year 1 to have met the EYFS ELGs in **Communication and Language**:

### **ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Throughout Key Stage 1 and Key Stage 2 pupils will work progressively towards the aims of the National Curriculum through discrete teaching of the 4 strands of the Oracy framework (Appendix 1) and will be given opportunities to develop these skills both in English and across the wider curriculum. Although there are no discrete objectives for year groups within the National Curriculum we will use the **Voice 21 Oracy Progression Map** (EYFS example: Appendix 2) to support progression in teaching and learning. Our strong and sustained whole school focus on vocabulary already ensures that it is a key

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consideration when planning across all subject areas and we have very high expectations for vocabulary teaching and use.

## **Support for additional needs in Oracy**

We recognise that some pupils may need support in order to fully engage in particular lessons or tasks. Staff are flexible in planning their approach to support and/or intervention and base this on each individual pupil's needs. In order to ensure that all pupils benefit from specific instruction and dedicated opportunities to practice oracy skills, this should be protected time and pupils should not be out of class when this is taking place.

## **Embedding a high quality oracy curriculum across our school**

This is a long term project and the vision statement, along with staff development meetings, will explain to staff the rationale behind an effective and structured oracy curriculum. Staff will begin to embed the Voice 21 benchmarks across the school (<https://voice21.org/wp-content/uploads/2020/06/Benchmarks-report-FINAL.pdf>) and, over time, these will be used to monitor the effectiveness and impact of oracy teaching and learning. This will begin in Summer 2024 with **setting high expectations for oracy** (teacher benchmark) and **creating a school vision for oracy** (school benchmark) with the focus moving to a new pair of teacher/school benchmarks each term or half term (tbc) from Autumn 2024 onwards (whilst continuing to embed the previous ones). The first goal will be to begin to embed the STAR listener and speaker prompts (based on the Voice 21 Oracy Framework) which set the minimum expectations for classroom dialogue across our school (Appendix 3).

## **Impact**

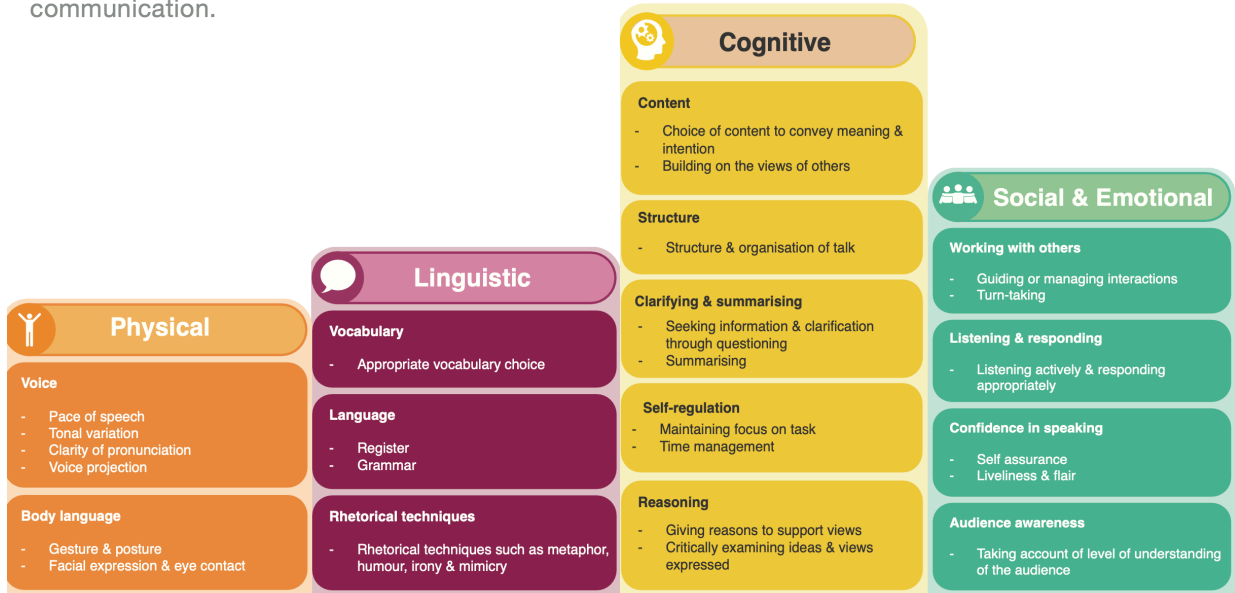
Although there are no formal assessment points for oracy, staff will continue to reflect on the impact of the oracy curriculum on each pupil and to quickly identify those who may need extra support. A high quality oracy education should support pupils in knowing more, remembering more and being able to articulate their own knowledge. As a baseline for showing their skills as an effective orator, pupils will be expected to be able to talk effectively about their own learning, answer (and ask, where appropriate) relevant questions and participate successfully in class discussions.

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## Appendix 1

### 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.



## Appendix 2



### Oracy Progression Map: Primary

#### Reception (4-5 years old)

Key skills to teach:				Experiences:
<b>Physical</b> <ul style="list-style-type: none"> <li>To speak audibly so they can be heard and understood</li> <li>To use gestures to support meaning in play</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>To use talk in play to practice new vocabulary</li> <li>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>To use 'because' to develop their ideas</li> <li>To make relevant contributions and asks questions</li> <li>To describe events that have happened to them in detail</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>To look at someone who is speaking to them</li> <li>To take turns to speak when working in a group</li> </ul>	<ul style="list-style-type: none"> <li>To speak to a partner during whole class teaching</li> <li>Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.</li> <li>Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.</li> </ul>
<b>Teaching ideas:</b> <ul style="list-style-type: none"> <li>Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!'</li> <li>Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.</li> <li>Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.</li> <li>Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.</li> <li>Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'</li> </ul>				

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## Appendix 3

### EYFS prompts

#### Be an **EYFS STAR** speaker & listener!

**S**peak loudly enough

**T**ake turns to talk and listen

**A**sk questions

**R**emember to use linking words (like **and** or **because**)



### KS1 and 2 prompts

#### Be a **STAR** listener!

**S**it up straight

**T**rack the speaker

**A**ct interested

**R**espect others



#### Be a **STAR** speaker!

**S**tep up the vocab

**T**hink pair share

**A**nswer **and** ask questions

**R**espond in full sentences

