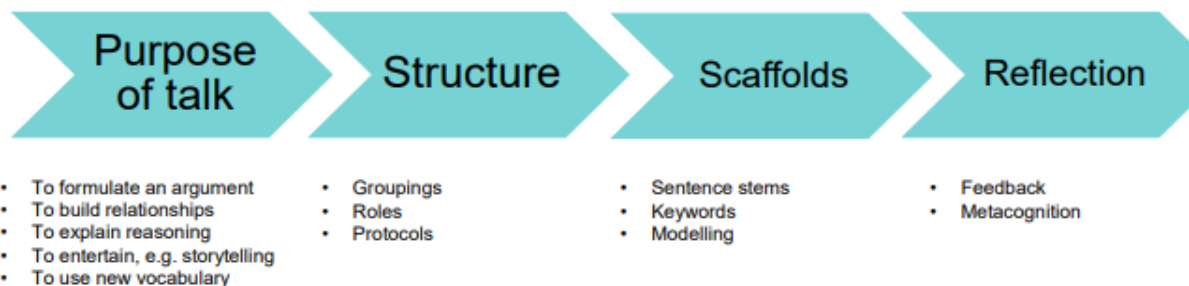


Oracy at James Peacock Infant and Nursery School.

What is Oracy?

Oracy is the ability to communicate and articulate one's ideas effectively through spoken language. It can be described as the process of children learning how to listen, speak clearly and communicate expressively in a variety of situations. Now, more than ever, opportunities for children to express themselves, articulate their thoughts and feelings, and feel heard are key to children's success. We know that the ability to communicate through spoken language is one of the strongest predictors of future life chances when children are at school. We know that many children struggle with communication skills, left unaddressed, this will widen the gaps in children's learning. We believe that teaching oracy can change this, not only benefiting children's spoken language skills, but also their confidence, capacity to learn and success beyond school.



For pupils of all ages to use spoken language successfully, they need to make progress in interrelated aspects of language.

- ▶ **physical** (vocal control and body language, such as making eye contact and speaking loudly and clearly)
- ▶ **linguistic** (knowledge of vocabulary and grammatical constructions, and use of rhetorical devices)
- ▶ **cognitive** (knowledge of content, organisation of ideas, and tailoring talk to a specific purpose, such as to persuade or inform). This will include pupils learning about 'exploratory talk' (to explore new ideas and come to new understandings) and 'presentational talk' (to share their thinking with others).¹ Pupils should learn how to pose questions, and use talk to narrate, explain, speculate, imagine, hypothesise, explore, include, discuss, argue, reason and justify
- ▶ **social and emotional** (considering the needs of different listeners, responding appropriately to others and developing the confidence to share ideas with different audiences)

Intent

At James Peacock Infant and Nursery School our aim is for all pupils to be informed, articulate and empowered. We are a 'talk rich' school: talk is central to our curriculum and to the way our pupils learn. Children learn through talk. We believe oracy (the ability to communicate effectively) is a central means of extending pupils' linguistic, social, emotional and cognitive development; it is key to the progress and attainment of all pupils.

We believe that strong oracy skills can enhance children's lives by providing them with the cultural capital they need to succeed, both within and beyond the school gates. This has enormous potential for addressing social disadvantage. Children in our school are encouraged and praised for engaging thoughtfully and contributing their big ideas. They understand that they all have a voice and that they have a right for their voices to be heard.

Implementation

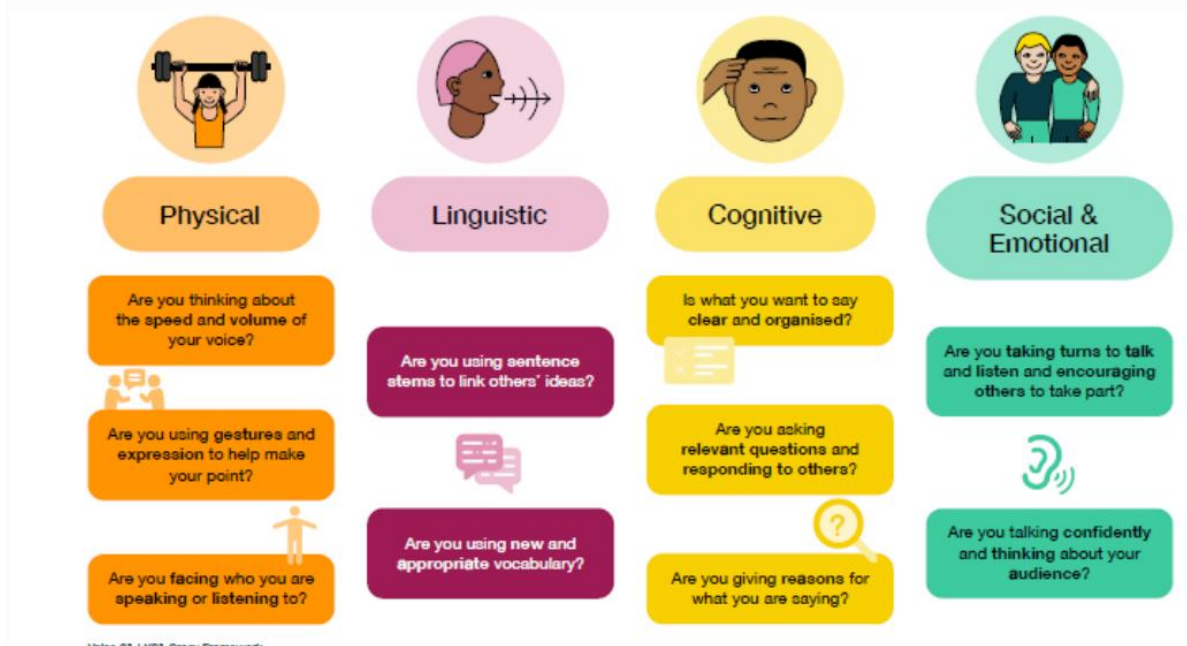
Children in our school are taught to talk and are taught to learn through talk. Children are taught the skills needed in order to effectively communicate their thoughts, ideas and feelings orally. They are taught to talk through the teaching of physical aspects when using their voice, such as fluency, tone and projection, alongside effective body language; posture, eye contact, gestures and posture. Children in our school learn how to talk effectively in a range of different contexts. For example, when working with a partner or addressing a larger audience. Group discussion skills are explicitly taught from nursery to year 2, where we intend all children to learn how to communicate effectively, be an active listener and engage in a successful conversation. Opportunities for this are carefully planned for and threaded throughout our curriculum.

Our curriculum design intends for children to be able to confidently articulate their knowledge and understanding through purposeful interaction with their peers. Talk is at the forefront of children's learning and is something which children are immersed in daily – be it through lessons and projects in class, picture news discussions or whole-school assemblies.

When planning our curriculum, we often search for effective communicators who children can aspire to be like. We encourage children to feel empowered and support their belief that they too can be leaders and promoters of change.

We know that in order to motivate children and give oracy a high-status, children need to be provided with opportunities to talk with a real purpose. The focus on having a growth mind-set is essential in the teaching of oracy empowering children with the confidence to have a go, to persevere and to keep improving.

In Key Stage One we make use of the Oracy Framework guidance posters as a prompt for best practice.



Inclusion

All pupils' including those who have SEND or are disadvantaged are supported through the use sentence stems, explicit vocabulary teaching and high-quality adult models. Pre teaching is built into lessons of tier 2 and tier 3 vocabulary.



'Sticky vocabulary' is carefully planned for each and every lesson. Subject leaders have carefully planned the sticky vocabulary that children need to be taught in each subject, in each year group, in each term. It is modelled effectively by all staff and is a consistent approach which is embedded across school from nursery to year 2.

Subject leaders have explicitly planned oracy opportunities into curriculum progression maps to ensure consistency across school. Talk is promoted in the classroom through partner talk, class discussions, circle times, sentence stems and opportunities to present learning to peers.

A positive culture of oracy is embedded throughout school; we facilitate oracy throughout the school day, alongside the curriculum. This is achieved through talk opportunities such

as; assemblies led by the children, school parliament, pupil parliament, school council reading ambassadors, school productions and weekly picture news.

Team approach

As a school we have placed oracy as a key priority and all staff have been trained in Talk for learning strategies, Shrec approach, quality interactions, language rich environments and sentence stems. This approach spans the EYFS and Key Stage One National Curriculum. We're also looking into investing in Welcomm or Speak Easy for supporting C&L in school.

In EYFS Laura Green is our Language Lead she works closely with subject leads Sarah Srichan (English Lead), Stacie Litherland (Maths Lead), Emma Twomey (Science Lead) and all staff to ensure oracy is a key priority from our youngest children in Nursery through to Year Two.

Parents in partnership

Adults' engagement in dialogue with young children supports their language development. Sharing books and stories introduces not only a wider, deeper range of vocabulary than is found in speech, but also shows how the meaning of words is context-dependent. **Talk to your child!** This can be about anything at all such as how their day was at school.

In an age of mobile phones, computers and tablets, opportunities for parents/carers and children to talk to each other can be easily lost. **Make a special time each day where any electronic devices are put away and the focus is on conversation instead.** This could be on the walk to or from school or during meal times.

Ask your child **questions** about what they say and encourage them to ask you questions too! Try our suggested interaction starters.

tuning in—listening carefully to what is being said and observing what the child is doing.

- showing genuine interest—giving whole attention, eye contact, and smiling and nodding.
- asking children to elaborate— 'I really want to know more about this'
- recapping— 'So you think that...'
- giving their own experience— 'I like to listen to music when cooking at home'
- clarifying ideas— 'So you think we should wear coats in case it rains?'
- using encouragement to extend thinking— 'You have thought really hard about your tower, but what can you do next?'
- suggesting— 'You might want to try doing it like this'
- reminding— 'Don't forget that you said we should wear coats in case it rains'
- asking open questions— 'How did you?', 'Why does this...?', 'What happens next?'

Having regular conversations with your child in your **home language** is also very valuable in terms of developing your child's oracy skills so please do not worry if your first language is not English.

Progression across school

In line with recent research from voice 21, oracy framework and the Shrec approach EEF. We are using the Voice 21 EEF progression documents for Oracy from Nursery to Year Two.

Voice 21 is a framework which supports the teaching of oracy from Reception to Year 2. It breaks the key skills down into physical, linguistic, cognitive and social and emotional and provides a clear progression map for the teaching of these skills for children from 4 years old. The framework is useful when teachers are setting specific oracy targets for children and providing them with formative feedback on their use of speaking and listening.

See attached.

Impact

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. Oracy is used across the curriculum with the use of graphic organisers with images and words linked and repeated in a story map way to support children's learning.

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

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. This is also supported through the Maths Mastering Number programme which focuses on my turn your turn, sentence stems and talking through concepts to have a deep understanding.

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 This is achieved through collaborative projects, group discussion, debate and oral presentations.

Learning Environments Each classroom has working walls which contribute to promoting subject-specific vocabulary development.

Policy written by Sarah Srichan English Lead