

Oracy Policy

Talk, Feel, Question, Reflect

Our Vision

At Triumph Learning Trust, oracy plays a prominent role in teaching and learning and underpins our curriculum intent. The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Critically, oracy underpins the development of reading and writing, and is key to progress in all subjects.

At Triumph Learning Trust schools we promote oracy skills through the curriculum, throughout lunchtimes, during extra-curricular activities, through our Forest School provision and through all aspects of the school day. Oracy can be described as a combination of learning to talk and learning through talk. We have a shared understanding of how talk supports learning and children's social development. We believe that developing oracy throughout primary education provides our ~~students~~ pupils with vital life skills. We aim to encourage fluent, articulate speakers, who are confident to communicate, debate and present in a wide range of situations. The National Curriculum for English reflects the importance of spoken language in pupils' development.

Oracy is embedded throughout our rich curriculum. Lessons are talk-rich, and questions are carefully planned to ensure all children can fully participate. Pupils participate in a wide range of oracy activities which help them to develop confidence in spoken language. To support and enhance pupil's vocabulary range we teach subject specific vocabulary throughout our curriculum and use a range of learning strategies to ensure that our pupils learn it and are able to use it accurately.

There are opportunities for pupils to develop their oracy skills outside of the curriculum. This is achieved through our pupil voice group 'The School Parliament', our 11B411 planned performances, learning assemblies, visiting speakers, curriculum events and participation in local events.

We ensure all children are taught spoken language as outlined in the National Curriculum 2014. Pupils should be taught to:

- listen and respond appropriately to adults and their peers and ask relevant questions to extend their understanding and knowledge and use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions and 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 and use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English and participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s) and consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Teaching and Learning

Our curriculum intent is Talk, Feel, Question, Reflect and throughout our curriculum, our pupils are taught listening skills, vocabulary and discussion techniques. They have the opportunity to experience a range of talking styles – from exploratory talk to presentational talk. We use the oracy framework that was developed by Voice 21 which breaks oracy into four strands: Physical, Cognitive, Linguistic, Social and Emotional. This framework allows parents, staff and pupils to understand what makes good spoken communication. The four strands enable successful discussion, encourage inspiring speech and support effective communication. The framework is used by staff to give feedback and assess progress. (See Appendix 3)

Metacognitive Talk

As part of high-quality oracy education, pupils learn both *to* talk and *through* talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded to enable ~~students~~ them to learn skills needed to talk effectively. The most relevant repertoires for developing metacognitive skills are learning talk and teaching talk.

Interactions with others ~~are~~ can be ‘one way’ to test one’s own metacognitive strategies and knowledge, so both peers and teachers have a role to play.

Learning talk includes narrating, questioning, and discussing; teaching talk includes instruction, exposition, and dialogue. (EEF, METACOGNITION AND SELF-REGULATED LEARNING)

Supporting talk in lessons, all classes from Nursery to Year 6, use some/all the following symbols to promote all areas of talk. These are based on the work by Roger Sutcliffe ‘Thinking Moves’ (see Appendix 1)

“Our thinking ability is what makes us distinctively human. Yet we have no generally accepted approach to teaching thinking – and no common vocabulary to describe different ways of thinking. This, when you think about it, is extraordinary. Imagine trying to teach or learn maths if we did not have commonly accepted terms such as add, subtract, multiply and divide. Thinking Moves A–Z provides a vocabulary for thinking. The moves themselves are not new – we all use them in our learning and our life every day. But now we have a way of talking about how we think, and that gives us a means to work on improving the effectiveness of our thinking.” (See Appendix 2)

Oracy in English

As a school we are committed to raising and maintaining high standards in Literacy. We support our pupils by providing them with the skills necessary to:

- Develop and build vocabulary,
- Participate in collaborative conversations,
- Articulate and justify 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 in Maths

Oracy is incorporated in Maths lessons to increase mathematical vocabulary, supporting ~~children~~ pupils in proving or justifying their answer and to address misconceptions. Oracy has a particularly important role in Maths reasoning lessons, which have a focus on pupils verbally communicating their understanding of mathematics accurately. Pupils work collaboratively to solve a problem and justify their answers. Sentence stems are used to support discussion.

This policy supports Article 12 and 13 on the UN Convention of the rights of the child.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, if it is within the law.

Physical	Linguistic	Cognitive	Social & Emotional
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Voice -pace of speech -tonal variation -clarity of pronunciation -voice projection Body language -gesture and posture -facial expression & eye contact	Vocabulary -appropriate vocabulary choices Language -register -grammar Rhetorical techniques -rhetorical techniques such as metaphor, humour, irony and mimicry	Content -choice of content to convey meaning & intention Structure -structure and organization of talk Clarifying & summarizing -seeking information & clarification through questioning -summarising Self-regulation -maintaining focus on task -time management Reasoning -giving reasons to support views -critically examining ideas & views expressed	Working with others -guiding or managing interactions -turn taking Listening and responding -listening actively & responding appropriately Confidence in speaking -self assurance -liveliness and flair Audience awareness -taking account of level of understanding of the audience
<ul style="list-style-type: none"> • Are they speaking clearly and at an appropriate volume? • Are they using hand gestures? 	<ul style="list-style-type: none"> • Are they using appropriate and ambitious vocabulary? • Are they using specific or technical language when appropriate? 	<ul style="list-style-type: none"> • Are they asking questions? • Do they clarify & justify points? • Do they develop, challenge and critique the ideas of others? 	<ul style="list-style-type: none"> • Are they tracking the speaker? • Are they making sure everyone gets a turn to speak? • Are they actively listening?