ORACY POLICY

William Lilley Infant & Nursery School

Halls Road

Stapleford

Nottinghamshire NG9 7FS

Governors' Committee Responsible: Outcomes and Data

Policy Originator: Sally Beardsley

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Our Vision

At William Lilley Infant and Nursery School 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 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 William Lilley Infant and Nursery School to find their voice. Oracy develops pupils' confidence, articulacy and capacity to learn. Providing a high quality oracy education empowers children, regardless of their background, to find their voice for success in school and in life.
We believe that effective communication skills are needed for children to succeed in later life.

Aims

Oracy is the ability to communicate effectively. At William Lilley we want every child to find their voice. Our aim is to remove communication barriers and enable children to be confident and effective communicators.

Research has found that good oracy leads to higher order thinking and deeper understanding. Therefore, our aim as a school, is to elevate speaking to the same status as reading and writing. At the heart of good oracy is a classroom rich in talk, in which questions are planned, peer conversations are modelled and scaffolded and the teacher uses talk skilfully to develop thinking. There are a variety of opportunities for young people to develop confidence in talking and learn how to be a good speaker and listener.

Teaching children oracy skills will not only enable them to increase confidence in talk within school but equip them for their future.

At William Lilley Infant and Nursery School our aim for oracy is to enable children to:

• Speak with confidence and clarity.

• 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 children's confidence, articulacy and capacity to learn.

Oracy is…

- Engaging with other's 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 EYFS and National Curriculum.

At William Lilley, staff and pupils follow a progression ladder for oracy across school from EYFS to Year 2. The ladder incorporates the four strands of the oracy framework for each phase.

Progression of skills - EYFS

Physical

- To speak audibly so they can be heard and understood
- To use gestures to support meaning in play

Linguistic

- To use talk in play to practice new vocabulary
- To join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Cognitive

- To use 'because' to develop their ideas
- To make relevant contributions and asks questions
- To describe events that have happened to them in detail

Social and Emotional

- To look at someone who is speaking to them
- To take turns to speak when working in a group

Teaching Ideas

- 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!'
- 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.
- 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'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- 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!'
- Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?

Experiences

- To speak to a partner during whole class teaching
- Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.
- 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.

Progression of skills – Year 1

Physical

- To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.
- To speak clearly and confidently in a range of contexts

Linguistic

- To use vocabulary appropriate specific to the topic at hand
- To take opportunities to try out new language, even if not always used correctly.
- To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with… because …' 'Linking to …'
- To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.

Cognitive

- To offer reasons for their opinions
- To recognise when they haven't understood something and asks a question to help with this.
- To disagree with someone else's opinion politely.
- To explain ideas and events in chronological order.

Social and Emotional

- Listens to others and is willing to change their mind based on what they have heard
- To organise group discussions independently of an adult.

Teaching Ideas

- Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.
- Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.
- Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.
- As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'
- Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

Experiences

- To take part in small group discussions without an adult.
- To be filmed speaking and use this for reflection
- To speak in front of a larger audience e.g. during an assembly.

Progression of skills – Year 2

Physical

- To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.

Linguistic

- To adapt how they speak in different situations according to audience.
- To use sentence stems to signal when they are building on or challenging others' ideas.

Cognitive

- To ask questions to find out more about a subject.
- To build on others' ideas in discussions.
- To make connections between what has been said and their own and others' experiences.

Social and Emotional

- To start to develop an awareness of audience e.g. what might interest a certain group.
- To be aware of others who have not spoken and to invite them into discussion.
- Confident delivery of short pre-prepared material.

Teaching Ideas

- Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.
- Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
- Use hot-seating and question tennis to develop pupils' questioning skills.
- Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.
- Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.
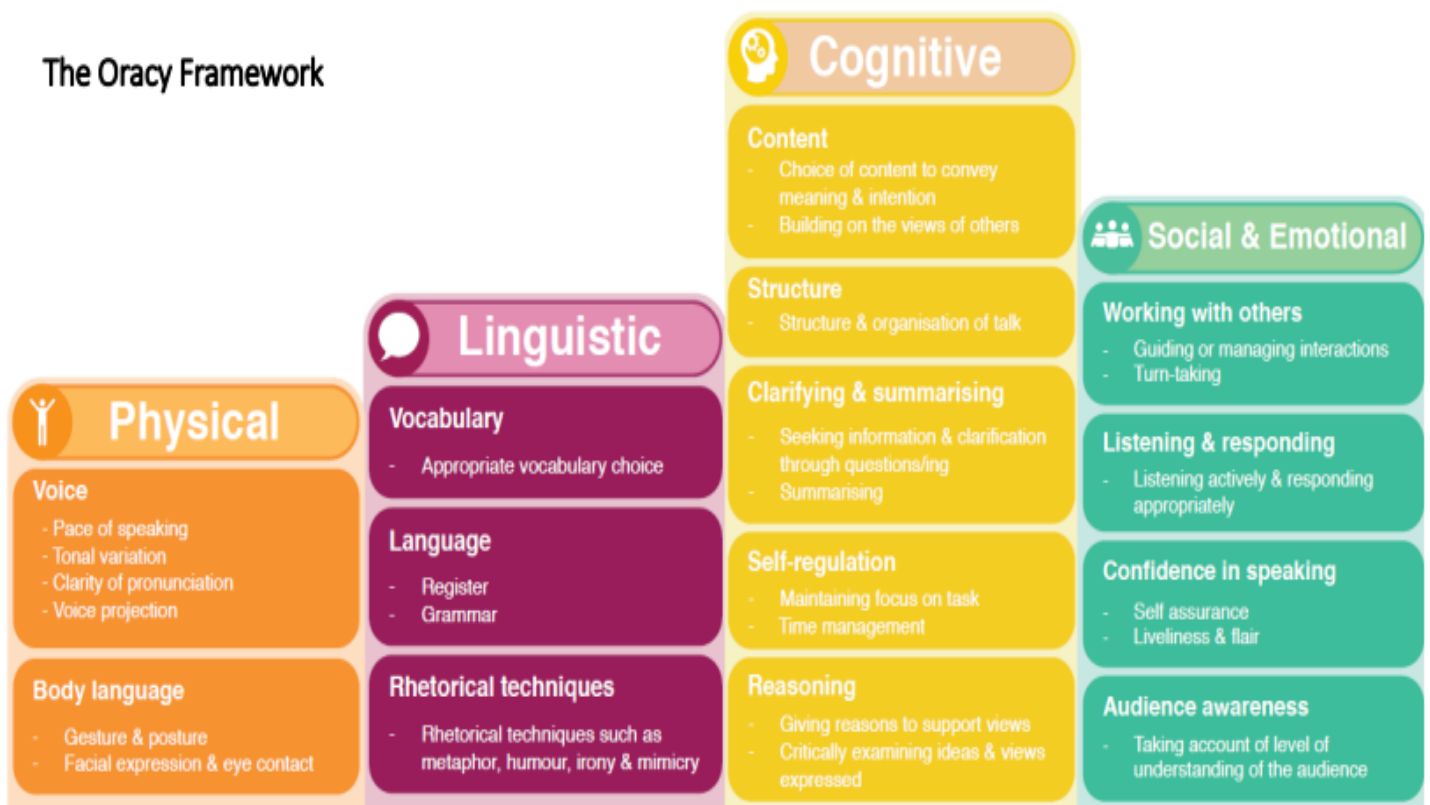
Experiences

- Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.
- Participate in a short 'show and tell' session.

Oracy Framework

The Oracy Framework outlines the elements which underpin successful communication skills and provides a useful tool for analysing speech. The Framework enables children 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 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

Physical

Voice
- Pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language
- Gesture & posture
- Facial expression & eye contact

Linguistic

Vocabulary
- Appropriate vocabulary choice

Language
- Register
- Grammar

Rhetorical techniques
- Rhetorical techniques such as metaphor, humour, irony & mimicry

Cognitive

Content
- Choice of content to convey meaning & intention
- Building on the views of others

Structure
- Structure & organisation of talk

Clarifying & summarising
- Seeking information & clarification through questions/ing
- Summarising

Self-regulation
- Maintaining focus on task
- Time management

Reasoning
- Giving reasons to support views
- Critically examining ideas & views expressed

Social & Emotional

Working with others
- Guiding or managing interactions
- Turn-taking

Listening & responding
- Listening actively & responding appropriately

Confidence in speaking
- Self assurance
- Liveliness & flair

Audience awareness
- Taking account of level of understanding of the audience

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.

• I agree because…

• I disagree because…

• Can I challenge that…

• Can I clarify what you mean by…

• Building on what you have said…

Sentence stems can also be specific to a particular subject area.

Talk Protocols

Having a mutual understanding with the use of protocols enables children to self-govern talk. This enables a safe, effective and respectful talk environment.

These rules are displayed and referred to in each classroom.

• Respect each other's ideas and views

• Build on each other's ideas

• Show proof of listening

• Give reasons to support our views

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.

Groupings

Different groupings support different types of talk

Nest
Stand apart from each other and whisper your ideas to yourself.

Pairs
Talk to your partner.

Trios
Three students talking with each other. Or, two students have a discussion while the third observes then summarises and critiques.

Traverse
Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.

Circle
Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.

Fishbowl
Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.

Onion
Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.

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Learning Environments

Each classroom has working walls which contribute to promoting subject specific vocabulary. Classrooms have a variety of oracy visual cues including Talk for Writing action posters and story vocabulary, talk protocols, good listening posters and sentence stems. These are used as scaffolds during lessons across the curriculum.

Inclusion

Inclusion is at the heart of our oracy intention and all children are given the support and opportunities they need to become effective communicators.

Children with speech and language barriers will develop oracy skills through practise and an oracy rich curriculum. Some children will have specific speech and language intervention and staff work collaboratively with speech and language therapists.

Children with additional needs are encouraged to actively take part in oracy within the curriculum and are often supported with visual cues, Makaton and PECs cards to encourage communication. These children will have specific communication and language targets with their provision maps and IEPs.