



## Oracy Policy

### **Vision statement**

At Holy Cross Primary 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 deliberate, explicit and systematic 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 Holy Cross Primary School to find their voice. Oracy develops pupils' confidence, articulation and capacity to learn. Providing a high quality oracy education empowers students, regardless of their background, to find their voice for success in school and in life. Effective communication skills are needed for students to succeed in later life.

### **Aims**

***Oracy is the ability to communicate effectively.***

At Holy Cross we want every child to find their voice. Our aim is to remove communication barriers and enable students to be confident and effective communicators at the end of primary school. Whilst research has found that good oracy leads to higher order thinking and deeper understanding, on average a child in a deprived area speaks no more than 4 words a lesson. Our aim as a school, therefore, is to elevate speaking to the same status as reading and writing.

At the heart of good oracy is the dialogic classroom. 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 talk and learn how to analyse and talk about talk.

Teaching children oracy skills will not only enable them to increase confidence in talk within school but equip them for their future. At Holy Cross Primary School our aim for oracy is to enable children to:

- Speak with confidence, clarity and eloquence.
- 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 students' confidence, articulation and capacity to learn.***

***Voice 21.***

Oracy is...

- Engaging with others 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 National Curriculum.

At Holy Cross staff and pupils follow a progression ladder for oracy across school from EYFS to Year 6. The ladder incorporates the four strands of the oracy framework for each phase.

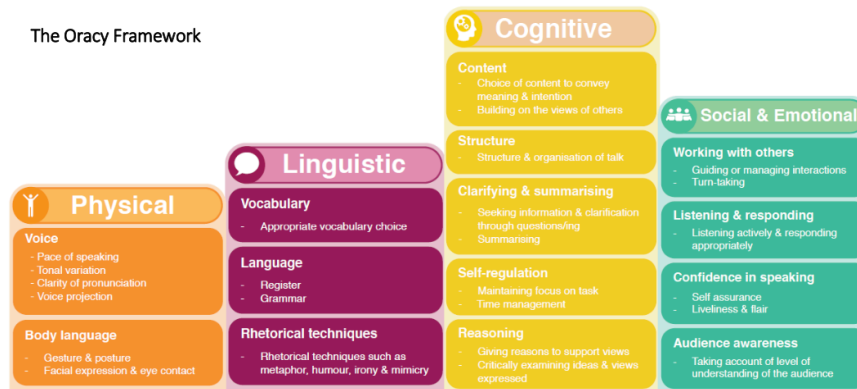
### Oracy Framework and Toolkit

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 outlines the elements which underpin successful communication skills and provides a useful tool for analysing speech. The Framework enables students 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 developed by Cambridge University and School 21 which breaks down oracy into 4 distinct strands:

### Talk Guidelines

During our embedded oracy lessons children follow a set of talk guidelines, classes have a mixture of protocols used and developed by the Voice 21 programme and some of their own guidelines individual to the class. This enables a safe, effective and respectful talk environment.

**Holy Cross Talk Guidelines EYFS/Key Stage 1**

I listen		<ul style="list-style-type: none"> <li>• I look at who is talking, using eye contact to show active listening</li> <li>• My hands are on my lap or flat on the table</li> <li>• I use body language to show active listening (nodding, facial expressions)</li> </ul>
I use my voice		<ul style="list-style-type: none"> <li>• I respond appropriately to questions like "how are you?" and ask the question back</li> <li>• I project my voice when necessary</li> <li>• I speak clearly and confidently</li> </ul>
I use appropriate language		<ul style="list-style-type: none"> <li>• I speak in sentences using conjunctions to sequence ideas. I take opportunities to use new vocabulary</li> <li>• I use sentence stems provided</li> </ul>
I engage in group discussions		<ul style="list-style-type: none"> <li>• I listen to the opinions of others</li> <li>• I put my hand up to respond to others</li> <li>• I ask questions based on what others have said</li> <li>• I use other children's names when referring to their point</li> </ul>

**Holy Cross Talk Guidelines Key Stage 2**

I listen		<ul style="list-style-type: none"> <li>• I look at who is talking, using eye contact to show active listening</li> <li>• My hands are on my lap or flat on the table</li> <li>• I use body language to show active listening (nodding, facial expressions)</li> </ul>
I use my voice		<ul style="list-style-type: none"> <li>• I respond appropriately to questions like "how are you?" and ask the question back</li> <li>• I project my voice and vary my tone and volume for effect</li> <li>• I speak clearly and confidently</li> <li>• I speak with flair and passion</li> </ul>
I use appropriate language		<ul style="list-style-type: none"> <li>• I speak in sentences using conjunctions to sequence ideas</li> <li>• I take opportunities to use sophisticated sentence stems and create my own</li> <li>• I use impressive vocabulary</li> <li>• I adapt my speech to different situations</li> </ul>
I engage in group discussions		<ul style="list-style-type: none"> <li>• I listen to the opinions of others</li> <li>• I put my hand up to build on or challenge the opinion of others</li> <li>• I challenge the opinions of others appropriately</li> <li>• I provide appropriate feedback to others</li> <li>• I use questions based on what others have said</li> <li>• I use other children's names when referring to their point</li> </ul>

## 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...

## Talk Protocols

Having a mutual understanding with the use of protocols enables children to self-govern talk.

## Groupings

Having different groupings provides management and support to group discussions and aids the development of both speaking and listening skills encouraging children to become active listeners.

**Groupings**  
Different groupings support different types of talk.

- Nest**: Share apart from each other and welcome your ideas to yourself.
- Pairs**: Talk to your partner.
- Trios**: Three students talking with each other. Or, two students form a discussion while the third observes from a distance and critiques.
- 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.
- Traverse**: Stand in two parallel lines opposite a partner. Change partners by moving one person closer to the other end of the line.
- 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 people in the inner circle start back to back, bring a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.

**THUMBS IN**  
TO SPEAK, PUT YOUR THUMB UP. ONCE YOU HAVE SPOKE, YOU CAN CHOOSE THE NEXT PERSON TO SPEAK.

**PASS AND GO**  
GO AROUND YOUR CIRCLE, ALLOWING EACH PERSON TO SPEAK OR TO PASS.

**CHAIRER DISCUSSION**  
AS A GROUP, NOMINATE ONE PERSON TO ACT AS CHAIR. THE CHAIR CHOOSES WHO SPEAKS. DISCUSSING TOPICS GETS A THUMB UP. THEY MAY ALSO BE ASKED TO SUMMARISE THE DISCUSSION AT THE END.

## Find Your Voice Poster

Children can use the poster to guide them in oracy from being a confident affective speaker to being an active listener to being reflective within oracy.

**ORACY - FIND YOUR VOICE**  
A GUIDE TO TALKING AND DEVELOPING COMMUNICATION SKILLS IN THE CLASSROOM

**Use Your Body**

- Use gestures to add emphasis
- Make eye contact with your audience
- Use gestures to add emphasis
- Use visual aids as a prompt, not a prop
- Project your voice so your message is heard clearly
- Use visual aids as a prompt, not a prop
- Speak slowly and use pauses
- Vary the pitch and tone of your voice
- Speak slowly and use pauses

**Express Your Opinion**

- In my opinion...
- It is my belief that...
- I found this work very...
- I particularly liked...
- In my view...

**Elaborate Your Ideas**

- Building on...
- This part made me feel...
- This would suggest that...
- I agree with...
- Furthermore...
- This shows...
- Based on the image...
- Therefore...

**Be Reflective**

- What worked well? What did not work well?
- What important skills were needed for everyone to carry out the task successfully?
- What are the important learning points to take forward?

**Oracy Checklist**

- Use sentences stems
- Use the discussion guidelines
- Talk clearly and with clarity
- Use a range of vocabulary
- Think about body language
- Challenge the speaker
- Show you're listening

**Actively Listen**

- Look them in the eye
- Don't interrupt unless the time is right
- Focus carefully on what they're saying
- Come up with questions
- Be open-minded
- Use your body to show you are listening
- Give positive and honest feedback

**Physical**

- Voice**: Pace of speaking, loud/quiet, clarity of pronunciation, intonation.
- Body language**: Gesture & posture, facial expression & eye contact.

**Linguistic**

- Vocabulary**: Appropriate vocabulary choice.
- Language**: Register, Grammar.
- Rhetorical techniques**: Rhetorical techniques such as metaphor, simile, irony & onomatopoeia.

**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, summarising.
- Self-regulation**: Monitoring focus on task, time management.
- Reasoning**: Using reasons to support views, clearly expressing ideas & views expressed.

**Social & Emotional**

- Working with others**: Guiding or managing interactions, team building.
- Listening & responding**: Listening actively & responding appropriately.
- Confidence in speaking**: Self assurance, Loudness & Bar.
- Audience awareness**: Taking account of level of understanding of the audience.



## **Oracy across the Curriculum**

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. At Holy Cross oracy is embedded within the curriculum and children are given many opportunities to use their speaking and listening skills and develop their oracy skill set. Our school curriculum is rich in oracy opportunities:

- Maths- During maths lessons children have opportunities to discuss their learning, knowledge and reasoning. Children are able to enquire about their learning through maths talk and daily number sense starter activities.
- Writing- In English lessons our children engage with talk for writing to develop vocabulary and presentational talk.
- At Holy Cross Oracy is at the heart of feedback and assessment for learning enabling children to discuss their work and any misconceptions. Teachers challenge children through probing questions about their learning.
- Reading- In reading children experience Book Talk where they have to explain and provide evidence for their answers based on a text. They are able to present their answer to the class as their audience. Texts are discussed during reading lessons (vocabulary and comprehension) which are taught explicitly.
- We use knowledge organisers across school that include many talking points for children to reflect on during their curriculum driver lessons. Each half term children have an enquiry question for each curriculum driver which all of their learning stems from, this enables many Oracy opportunities.
- ICT- Across the school, children are given opportunities in ICT to present what they have learnt in computing. For example, presenting Google slides to coding robots. Also sharing their knowledge with peers on how to complete a task.
- PE- Children actively engage with peer feedback and are encouraged to evaluate each lesson. Sports Ambassadors lead and guide children in sports events and a focus active group weekly.
- Science- Scientific literacy is being developed through immersive experiences and children are encouraged to question their own predictions and results of experiments. The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Through lessons children learn scientific vocabulary and the ability to articulate scientific concepts clearly and precisely. The working scientifically objectives enable children to develop Oracy skills.
- RE- RE topics are split into big questions which immediately spark discussion in classrooms. Vocabulary is developed throughout the big questions and celebration days.
- Humanities - A big debate curriculum has been carefully planned out to ensure the children have 5 planned debates a year.
- Pupil voice- At Holy Cross we have various subject teams and a school council where members along with teaching staff regularly attend meetings to listen, respect and act upon the views of the children. Children also have opportunities to discuss their learning with curriculum co-ordinator leads through pupil voice sessions.
- EYFS is the start of our pupils' oracy journey through school. Staff encourage oracy from an early age through talking stories, retelling stories, scaffolding conversations during free flow time and circle time class discussions. Any barriers to oracy are spotted and acted upon here and interventions to assist with speech are put in place. Communication in Early years is a prime learning area and enables children to meet other milestones at the end of the foundation stage.

## **Learning Environments**

Each classroom has working walls which contribute to promoting subject specific vocabulary. Classrooms have a variety of oracy visual cues including the following posters; talk protocols, proof of listening, find



your voice and oracy framework. These are used as scaffolds during oracy sessions. Classes also have sentence stems and discussion guidelines individual to meet the needs of their class. Sentence stems can also be specific to a particular subject area.

### **Inclusion**

Inclusion is at the heart of our oracy intention and all children are given the support and opportunities they need to thrive in this subject, children with speech and language barriers will develop oracy skills through practise and an imbedded oracy curriculum. Children with additional needs are encouraged to actively take part in oracy within the curriculum but not forced. Our aim is to develop confidence which for some children will vary by using the oracy toolkit and the progression of skills from EYFS to Year 6. We hope for all learners to be more confident and effective communicators as they progress through school.