



Burton End Primary Academy Oracy Policy

February 2021

INTENT – What do we want to teach our children about oracy?

Oracy is the skill of being able to communicate your ideas and your feelings effectively through speaking. Our aim is to teach children to be confident, articulate and fluent speakers in order to share their thoughts with others around them. 'The ability to speak eloquently, articulate ideas...and have confidence to express your views are vital skills that support success in learning and life in general. (Gaunt & Stott, 2019). We are committed to providing opportunities for children to learn these skills and to practise them in all areas of the curriculum.

The aims of our oracy policy at the school are to empower children to:

- speak with confidence, clarity and eloquence.
- understand the importance of listening in conjunction with speaking.
- value their own opinions and ideas and be able to express and justify them to others.
- adapt their use of language for a range of different purposes and audiences.
- to listen carefully the opinions of others and to respond to others appropriately.
- to respect the contribution of others and to take account of their views.
- celebrate the diversity of languages in the school and appreciate the experience and value the contributions of children with a wide variety of linguistic abilities.
- share their learning in an engaging, informative way through presentations, recitals, drama, poetry and debate.

IMPLEMENTATION – How do we aim to teach these skills?

Burton End Primary Academy aims to ensure that a child's experience of being in school is one that is rich in opportunities to listen to and practise high-quality speaking skills. All staff will model a high standard of spoken English at all times and provide opportunities for children to articulate their ideas and opinions to different audiences.

In each class there will be 'Rules for Talk' (see Appendix 1) which will be shared with the children and explained to them. This will form the general expectation for oracy and feedback during their time at school.

These 'Rules' can be edited for classes teaching younger pupils, however the principles should remain the same so that the expectations are generally consistent throughout the school. There is also scope for teachers to adapt these rules and expectations slightly where children may reasonably struggle to apply them (for example children with ASD may struggle to make and maintain eye contact).

Furthermore, a list of activities and tips will be provided to all staff to help them to establish and nurture oracy skills in the classroom: 'Top Tips for Teaching Talk'.

Opportunities for high-quality oracy will be provided to children in all areas of the curriculum:

Maths – children in maths lessons are expected to respond to questions during lessons in full sentences rather than simple one-word answers. Partner talk and group talk also takes place in lessons to enable children to address increasingly larger audiences. Children are encouraged to share how they arrived at answers and how they have solved problems with the class. ‘Talk Tasks’ within lessons also promote this. Furthermore, key words associated with the learning are used frequently and praise is used when children accurately and intentionally use these in their own discussions and explanations.

SFA – much of the marking that takes place in reading and writing lessons is ‘live’ and provides an opportunity for teacher and student to discuss learning ‘in the moment’ which promotes conversation. In reading sessions, children are always encouraged to read and summarise what they have read with their partners which enables children to take important information from what is heard or read and re-tell this in their own way. Three of the principles of SFA learning that underpin each lesson are particularly pertinent to oracy:

- Everyone Participates: this encourages children in the group to talk together and ensure that everyone is engaged and included in the conversation. Teachers can listen closely to these discussions to promote great oracy as well as correct any issues where necessary.
- Explain your ideas and say why: this principle promotes speaking to a variety of different audiences (partners, groups and class) and giving longer answers and explanations of learning with opportunities to justify their thoughts and ideas.
- Active Listening: an important part of communication, listening ensures that due attention is paid to the speaker and that maximum information can be taken from those that are speaking.

Discrete grammar lessons also promote good oracy skills through the practising of standard English phrases and the understanding of sentence formation. By understanding the construction of sentences, their constituent parts and how they work together to convey meaning helps children to write and speak more fluently and more accurately.

Science – children are encouraged to share their thoughts, ideas and experiences in science lessons. Our use of ‘Knowledge Organisers’ and ‘Knowledge Strips’ means that children have the key vocabulary and learning of the lesson to-hand and can access this easily when they express their ideas. It promotes the use of technical vocabulary in discussion and explanation.

Humanities – throughout the lesson, key questions are provided for children to discuss in pairs and groups. These can also be shared with the class. Again, knowledge strips and knowledge organisers are used to promote the key vocabulary for the lessons.

RE and PSHE– RE and PSHE lessons are heavily discussion-based allowing children to share experiences, thoughts and ideas about different religions. Children also have opportunities to form and ask questions of their own. Knowledge organisers and knowledge strips are now being used to help promote key language in these lessons. The discussions in the lessons are a good model to children of turn-taking, active listening and respecting the views of others.

Class Displays – classes will include key words on their boards relating to the subject of study during that term. Children will be encouraged to contribute words themselves that they came across during these studies and throughout their day so that this language can be shared with others.

School Council – the school council is an opportunity to develop conversing in small groups, preparing speeches and information and then addressing audiences more publically (such as

on videos or in assemblies). Turn-taking and expression of thoughts and opinions will be taught as well as the ability to listen and summarise information.

Assemblies – Assemblies take place regularly during the week at school with different teachers having the opportunity to take some of these assemblies. This gives the children an opportunity to listen to different speaking styles, different languages and accents and to understand how some more formal speaking styles are used when presenting subjects. Every two weeks an assembly will take place which is focussed solely on an oracy strand or skill that the children can then take away and practise at home and in their classrooms.

Each class will have a ‘Class Reader’ that the teacher shares with the children at the end of the day. This gives the children the chance to listen to high-quality texts being read aloud and an opportunity to listen to varying pitches, accents and emphasis on different words.

Clubs – It is the intention of the school to run a ‘Public Speaking’ club where children can come and practise some of the oracy skills that they have been learning in school as well as plan, deliver and evaluate their own speeches. During the club, different members will have different roles to take on whilst a speaker is delivering a speech so that they are well-engaged and understand some of the different nuances of speaking publically.

IMPACT – how will we know that oracy is improving?

The school is looking to develop a method of assessing oracy skills so that we can track the specific skills that children are confident with and those that need development. We will also be able to track if there are any particular skills across cohorts which need to be taught more. Information for this will come from class teachers as well as from learning walks from subject leads who can comment on the standard of spoken English and oracy skills.

We aim to celebrate great examples of oracy as well as great progress through awards and certificates in assembly. This will have the added advantage of raising the profile of oracy skills throughout the school and contribute to the language-rich culture.

We aim to assess each child’s proficiency in each skill using a RAG-rated system which will help to recognise where particular areas of development are for children and across year groups.

		Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7
Stage 1	• I can talk about interesting topics.							
	• I can listen to others and comment.							
	• I can speak clearly to different people.							
	• I am beginning to use details.							
Stage 2	• I am beginning to show confidence in talking and listening, particularly in interesting topics.							
	• Sometimes, I think about the listener by including useful detail.							
	• I speak clearly and use good words to explain and develop my ideas.							
	• I usually listen carefully and answer well to what others say.							
	• I am beginning to know that sometimes a different tone of voice and words are used.							
	• I can talk and listen confidently in different contexts, exploring and sharing ideas.							

These will be updated at the end of every term or more frequently as teachers see each skill develop. These can also be updated after specific oracy skills are taught.

APPENDIX 1

Rules for Talk!

1. **Use technical vocabulary** related to your topic or writing at all times (e.g. 'theme', 'protagonist', 'dialogue' etc.)
2. **Use and maintain eye contact** and/or **positive body language** if you can to show that you are engaged (when you are listening and when you are speaking).
3. **Project your voice** loudly and clearly – you are addressing the whole room and not just your teacher!
4. **Use full sentences** in your answers and in your conversations – remember to articulate each word; they are all important!
5. **Replace filler words** like 'stuff' and 'things' with precise, academic vocabulary when you can.
6. **Read and talk with expression** to convey meaning and emphasis
7. **Listen carefully** – you may be asked to summarise or paraphrase what has been said!