



Vision statement

At The Canons CE Primary, 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 (*Physical, Linguistic, Cognitive, Social and Emotional- Taken from The Oracy Framework, Voice 21*).

We want every child at The Canons to find their voice. We encourage the children to 'Talk like a...' across all subjects within our curriculum. Oracy develops pupils' confidence, articulacy 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 and this is why the teaching of oracy is increasingly prevalent in our school.

Intent:

Oracy is the ability to communicate effectively. At The Canons 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. As a school we want 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 where questions are planned, 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 talk.

Teaching children oracy skills will not only enable them to increase confidence in talk within school but equip them for their future. At The Canons 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.
- 'Talk like a...' using the correct vocabulary and features to Talk like a scientist / historian etc.



What Is Oracy?

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

Oracy develops students' confidence, articulacy and capacity to learn.

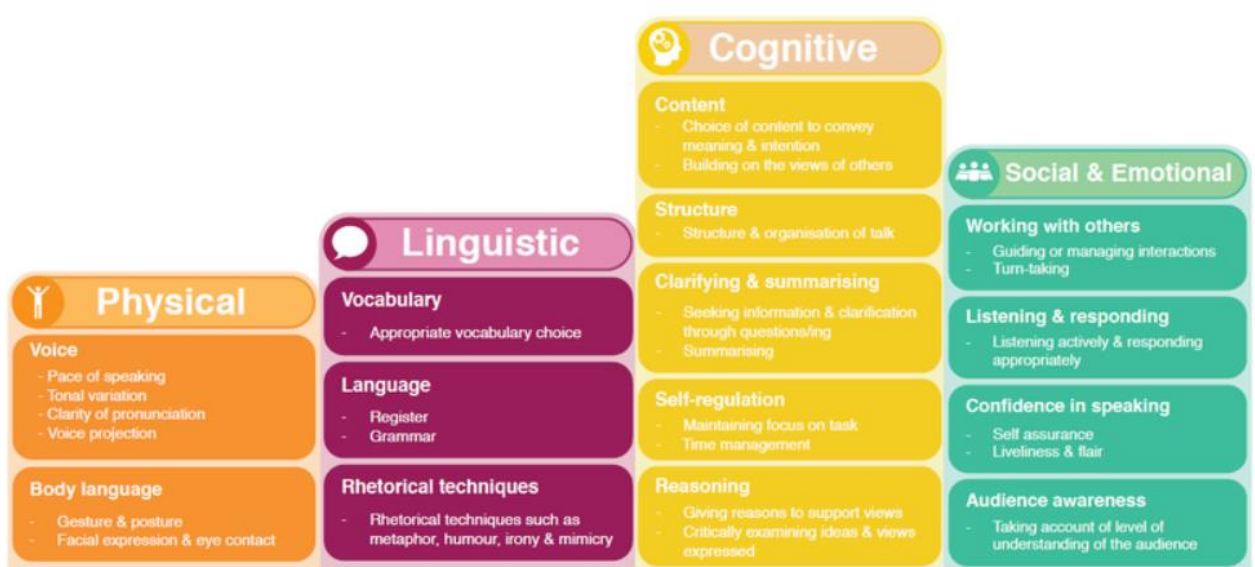
Voice 21.

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

Implementation:

Oracy Toolkit



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

Discussion Guidelines

During our embedded oracy lessons children develop discussion guidelines, classes have a mixture of protocols, used and developed by the Voice 21 programme, and some of their own guidelines, which are individual to the class. Having a mutual understanding with the use of protocols enables children to self-govern talk. This enables a safe, effective and respectful talk environment.

- Respect each other’s ideas and views
- Build on each other’s ideas
- Show proof of listening
- Give reasons to support our views

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

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

Express Your Opinion

I found this work very.....

In my opinion...

It is my belief that...

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...

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 questioning
- 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...

Oracy across the Curriculum

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. 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 in discussions in a range of contexts including; vocabulary, immersion, debates, questioning and feedback.
- **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.
- **Vocabulary**- higher order (tier 3) vocabulary is shared and taught. Use of subject-specific language across all areas of the curriculum is used to support children's Oracy development and this is monitored through planning and book looks and pupil explanations of vocabulary.
- In Year 6, children participate in a production by Shakespeare 4 Kids. This allows children to perform and immerse themselves in a Shakespeare play.
- At The Canons CE Primary, 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.
- We use knowledge organisers across school that include many talking points for children to reflect on during their curriculum lessons. Each half term children have enquiry questions for each curriculum which all of their learning stems from, this enables many Oracy opportunities.
- Computing - Across the school, children are given opportunities in Computing to present what they have learnt. For example, presenting their ideas and explanations using SeeSaw. 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.
- Pupil voice- At The Canons CE Primary, we have learning ambassadors and a school council where members, along with teaching staff, regularly attend meetings to listen, respect and act upon the views of the children.



- 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, using Talk Through Stories. 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.

Impact:

Children will be able to express issues and ideas, speak clearly, listen carefully, contribute to discussion, respond to questions and comments and use a wide and interesting vocabulary. When children explore learning through the varied oracy strategies, and are exposed to new vocabulary, they retain this knowledge. This leads to children using higher level language with a deeper understanding when presenting or writing.