



# PENPOL SCHOOL

## Oracy Policy

Signed by:

\_\_\_\_\_ Head Teacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of Governors                      Date: \_\_\_\_\_

**Designed: June 2022**  
**Review Date: June 2023**

## **Vision**

Penpol pupils are curious, creative and courageous learners. Our school community believes in authenticity as the foundations of deep-rooted learning. Through our rich and relevant Oracy curriculum, we nurture community-minded, forward-facing international citizens of the future.

## **Intent**

At Penpol Primary School we are working hard to provide a high-quality oracy education and we are committed to building and embedding a culture of oracy. Oracy is the ability to communicate effectively by articulating ideas, develop understanding and engage with others through spoken language. At Penpol Primary School we want every child to find their voice. Our aim is to remove communication barriers and enable children to be confident and effective communicators at the end of primary school.

At Penpol Primary School our aim for oracy is:

- To achieve high levels of participation in dialogue – all actively participate
- To share relevant information
- To respect each other's ideas and views
- To encourage children to elaborate their ideas
- To encourage questioning and challenging
- Check understanding by asking questions
- To engage critically but constructively with each other's ideas
- To build on each other's responses
- To learn the skills of language for life
- To improve children's attainment and reasoning skills

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

## **Implementation**

Oracy needs to be underneath everything we do and not put on top. It will develop overtime and we need to see oracy as the golden thread that runs through every lesson. 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 children 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 Penpol Primary School to find their voice. Oracy develops children's confidence, fluency and capability to learn. By providing a high-quality oracy education empowers children, regardless of their background, to find their voice for success in school and in life. Effective communication skills are needed for children to succeed in later life.

There are two core elements to oracy:

1. Learning through talk – quality of talk in the classroom
2. Learning to talk – explicit teaching of skills

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. Please see

Appendix 5 – The Nine Talk Moves poster to help plan rich talk discussions. There are a variety of opportunities for children to develop confidence in talk and learn how to analyse and talk about talk.

### **Impact**

By teaching oracy skills, children are able to explore learning through various oracy strategies and provides a way to encourage children to retain knowledge. Learning is presented in a memorable way which can help children to engrain information. Children are exposed to learning and practising new vocabulary which can help their understanding and develop their language throughout the curriculum. Oracy promotes achieving higher levels of participation in dialogue and moves away from teacher talk and encourages pupil talk. Oracy encourages children to elaborate their ideas and is a tool to promote questioning and challenge throughout the curriculum. Therefore, allowing children to think at a higher level and gain a deeper understanding. Teaching children oracy skills will increase confidence in talk within school and equip children for their future.

Effective teaching and learning use oracy because:

- Children participate better in class
- Children learn the skills of language for life
- Children's attainment improves
- Children's reasoning skills improve – when working together and independently
- Teachers gain a better understanding of their children's learning

### **The National Curriculum**

We ensure that all children have the opportunity to develop and learn spoken language as outlined in the National Curriculum.

Spoken Language for Year 1 to 6 Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- 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
- Articulate and justify answers, arguments and opinions
- 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
- Articulate and justify answers, arguments and opinions
- 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

### **Oracy Framework and Toolkit**

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 developed by Cambridge University and School 21 which 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

Please see Appendix 1 – The Oracy Framework for more information.

### **Teaching Time**

Oracy is seen at Penpol Primary School as the golden thread that runs throughout the curriculum. Oracy is not taught in isolation as it is embedded throughout the curriculum. Teachers are able to reflect on teaching and learning of oracy in their classroom by using a self-audit supporting and development of dialogue in the classroom. Please see Appendix 6 – Self-Audit: Supporting development of dialogue in the classroom for more information.

### **Inclusion**

Penpol Primary School will endeavour to make oracy an inclusive experience for all. Inclusion is at the heart of our oracy intention and all children are given the support and opportunities they need to participate 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. Children with additional needs are encouraged to take a full and active part in spoken language activities at a level appropriate for their needs.

Targets are usually set by the class teacher, following the advice of our SENDCo, which are then worked on individually or in small groups. Some of our children have input from a speech and language therapist, and we welcome the expertise they bring to the school. Teachers should liaise with the SENDCo for additional information to support a child if necessary. Our aim is to develop confidence which for some children will vary. We hope for all children to be more confident and effective communicators as they progress through school.

### **Learning Environments**

Classrooms have a variety of oracy visual cues including the following posters; talk protocols, Find Your Voice poster, Oracy Skills framework and Groupings. These are used as scaffolds during oracy sessions. Classes also have Agree, Build, Challenge sentence stems which are differentiated into EYFS/KS1, lower KS2 and upper KS2. Sentence stems can also be specific to a particular subject area. Each classroom has working walls which contribute to promoting subject specific vocabulary.

#### Talk Protocols

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

#### 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.

Please see Appendix 8 – Find Your Voice poster for more information.

#### Oracy Skills Framework

- The Oracy Skills Framework can be used to understand the physical, linguistic, cognitive and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Please see Appendix 1 – Oracy Skills Framework for more information.

#### 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.

Please see Appendix 7 – Groups for Different Types of Talk poster for more information.

#### 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.

Please see Appendix 2, 3 and 4 – ABC poster for more information.

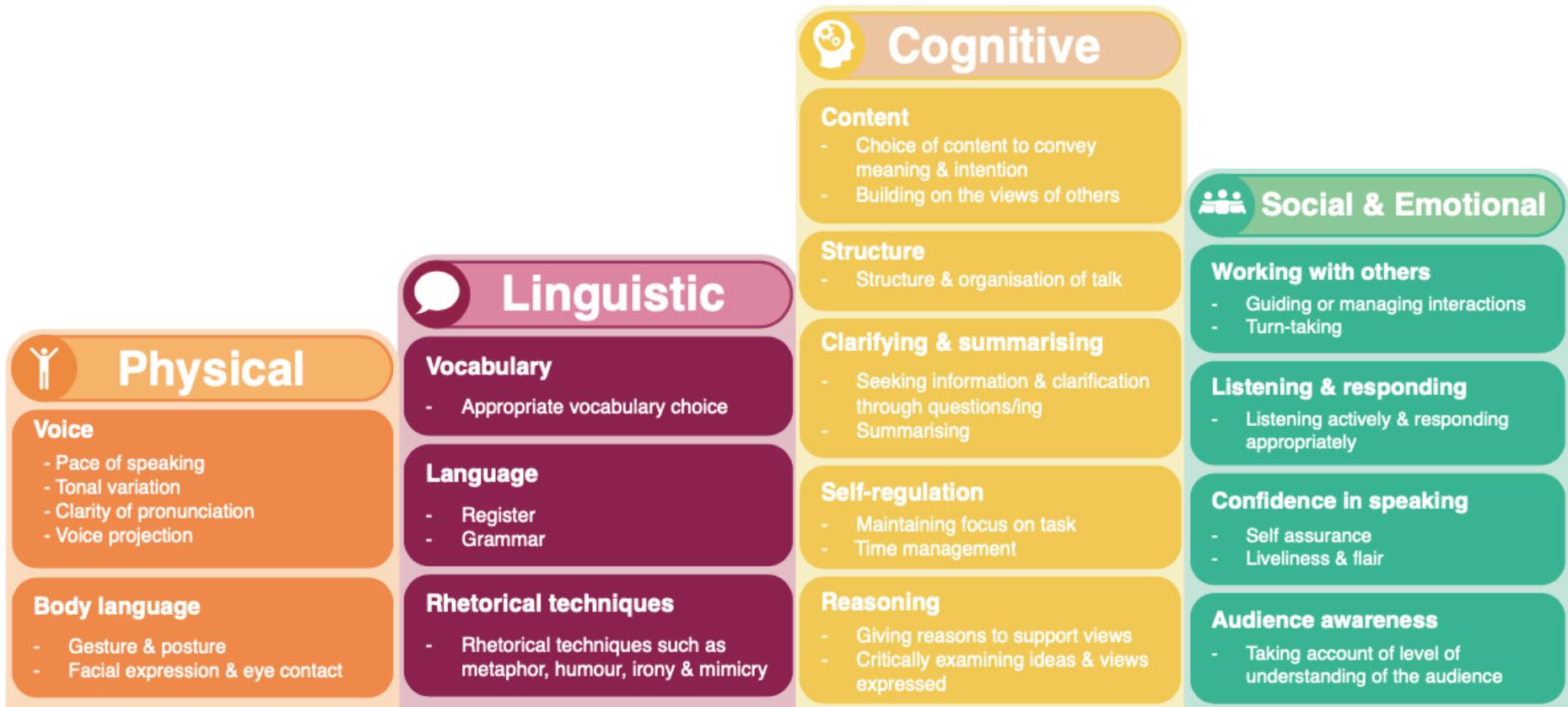
#### **Celebrating Oracy**

A high emphasis is placed upon positive praise and celebrating children's achievements at Penpol Primary School. Children demonstrating excellent oracy skills will be praised at the end of the discussion to celebrate their achievements during the lesson and will be given rewards (eg. Class Dojo points, stickers, stamps etc). It is important not to praise the children immediately during the discussion as this can stop the flow of conversation.



# The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



**Agree**

I agree with \_\_\_\_\_'s  
point due to...

**Build**

I would like to build  
on \_\_\_\_'s point...

**Challenge**

I disagree with \_\_\_\_'s  
point because...

I agree with  
\_\_\_\_\_'s point  
due to...

Agree

The reason I  
agree with  
\_\_\_ is...

Evidence also  
suggests  
that...

Build

I would like  
to build on  
\_\_\_\_\_'s point...

I would like  
to challenge  
\_\_\_\_\_'s point...

Challenge

I disagree with  
\_\_\_\_\_'s point  
because...

Appendix 4 – upper KS2

I agree with

The reason I agree  
with \_\_\_ is

In addition to



## The Nine Talk Moves

<p>1. Time to think: [opportunities to share, expand and clarify thinking]</p> <ul style="list-style-type: none"> <li>- Partner talk</li> <li>- Writing as thinking time</li> <li>- Wait time</li> </ul>	<p>2. Say more [opportunities to share, expand and clarify thinking]</p> <ul style="list-style-type: none"> <li>- “Can you say more about that?”</li> <li>- “Are you saying?” [always leave space for the original student to agree or disagree and say more]</li> </ul>	<p>3. So, are you saying / revoice [opportunities to share, expand and clarify thinking]</p> <ul style="list-style-type: none"> <li>- “Why do you think that?”</li> <li>- “What’s your evidence?”</li> <li>- “How did you arrive at that conclusion?”</li> <li>- “Is there anything in the text that made you think that?”</li> </ul>
<p>4. Rephrase or repeat [opportunities to listen carefully to one another]</p> <ul style="list-style-type: none"> <li>- “Who can repeat what Javed just said or out it into their own words?”</li> <li>- “What did your partner say?” [after a partner talk]</li> </ul>	<p>5. Ask for evidence or reasoning [opportunities to deepen understanding]</p> <ul style="list-style-type: none"> <li>- “Why do you think that?”</li> <li>- “What’s your evidence?”</li> <li>- “How did you arrive at that conclusion?”</li> <li>- “Is there anything in the text that made you think that?”</li> </ul>	<p>6. Challenge or counter-example [opportunities to deepen understanding]</p> <ul style="list-style-type: none"> <li>- “Does it always work that way?”</li> <li>- “How does that idea square with Sonia’s example?”</li> <li>- “What if it had been a copper cube instead?”</li> </ul>
<p>7. Agree /disagree and why [opportunities to think with others]</p> <ul style="list-style-type: none"> <li>- “Do you agree/ disagree? [and why?”</li> <li>- “Are you saying the same thing as Mia or something different, and if it’s different, how is it different?”</li> <li>- “What do people think about what Tom has just said?”</li> </ul>	<p>8. Add on [opportunities to think with others]</p> <ul style="list-style-type: none"> <li>- “Who can add onto the idea that Jamal is building?”</li> <li>- “Can anyone take the suggestion and push it a little further?”</li> </ul>	<p>9. Explaining what someone else means [opportunities to think with others]</p> <ul style="list-style-type: none"> <li>- “Who can explain what Lucy means when she says that?”</li> <li>- “Who thinks they could explain in their own words why Dylan came up with that answer?”</li> <li>- “Why do you think he said that?”</li> </ul>

Michaels and O’Connor, 2012

**Self-Audit: Supporting development of dialogue in the classroom**Reflect on learning and teaching in your classroom and rate each statement using: **(1)** rarely **(2)** sometimes **(3)** usually

<b>In my teaching, do I...?</b>	<b>My rating</b>	<b>In our classroom, do we...?</b>	<b>My rating</b>
<ul style="list-style-type: none"><li>• value student talk in my lessons and plan for it to take place in groups and whole-class situations</li><li>• ensure that everyone participate sometimes in classroom dialogue, including myself</li><li>• take account of children's individual needs and interests when developing dialogue</li><li>• encourage children to be responsible for their own learning (individually and collectively)</li><li>• invite children to build on their own and others' ideas</li><li>• invite children to justify their ideas and opinions</li><li>• invite children to ask each other challenging questions about their ideas</li><li>• invite and encourage children to compare/ coordinate different ideas</li><li>• support children in a range of ways to enable them to share their ideas, views and feelings</li><li>• build on children's contributions to advance the dialogue using my own subject knowledge and understanding</li><li>• take risks and experiment by trying out new dialogic teaching approaches</li><li>• listen to students, give feedback and respond in a constructive way</li><li>• use classroom resources, including technology, in dialogic ways to help children in their learning</li></ul>		<ul style="list-style-type: none"><li>• create an inclusive classroom conversation</li><li>• trust and listen to each other</li><li>• express a range of views</li><li>• challenge each other respectfully</li><li>• explain our reasoning clearly</li><li>• ask questions to pursue inquiry</li><li>• have the willingness to sometimes change our minds</li><li>• sometimes come to agreement</li><li>• help each other to understand things in a new way/ to improve ideas together</li><li>• extend and refine what we already know</li><li>• continue a dialogue over time, from lesson to lesson</li><li>• summarise what we have learned</li><li>• realise what we still need or want to learn and how we might like to do it.</li></ul>	

# Groupings

Different groupings support different types of talk



## Trios

Talk with two other people. Alternatively, talk to a partner while a third person listens in and summarises or critiques the discussion. Or two people talk and the third listens in to summarise and critique the discussion.



## Traverse

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



## Pair

Talk to a partner



## 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.



## Nest

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



## 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.



