

Park Junior School



Oracy Policy

"Together we make a difference."

Vision

Park Junior School pupils are curious, creative and courageous learners. Our school community believe 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.

Our key oracy principles are:

- Oracy is for everyone: every child should be given opportunities to have their voice heard and develop the skills needed to express themselves.
- From educators to parents to resource providers, everyone has a part to play in helping children to develop their oral language skills.
- Oracy should be embedded within the curriculum and is key to children's confidence and wellbeing.
- Oracy can unlock reading, writing and a broader vocabulary; talking is an essential part of these processes.

Intent

At Park Junior we work hard to provide a high-quality oracy education and 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 Park 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 their time here.

At Park our aim for oracy is:

- Achieve high levels of participation in dialogue – all children actively participate
- Share relevant information
- Respect each other's ideas and views
- Encourage children to elaborate their ideas
- Encourage questioning and challenging
- Check understanding by asking questions
- Engage critically but constructively with each other's ideas
- Build on each other's responses
- Learn the skills of language for life

- 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 over time 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 Park Junior to find their voice. Oracy develops children's confidence, fluency and capacity to learn. By providing a high-quality oracy education we empower 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 4 – 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 children's learning

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 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

Oracy progression map

The oracy progression map outlines the elements which underpin successful communication skills and provide a useful tool for analysing speech. The map enables staff to understand what effective communication looks like and to put strategies in place to improve specific speaking and listening skills. The map is broken down into four distinct strands:

1. Physical – how we communicate using our body and voice
2. Cognitive – concentration when speaking and listening, asking questions and explaining
3. Linguistic – structure of spoken language and vocabulary choices
4. Social and emotional – working with others, listening and responding and developing confidence

Links have also been made to PHSE and to the rights of the child.

We also use the Oracy Framework developed by Cambridge University and School21.

Teaching Time

Oracy is seen at Park 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 5 – Self Audit: Supporting development of dialogue in the classroom for more information.

Oracy Across the Curriculum

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. Oracy supports pupils to make their thinking clear to themselves as well as others. Oracy is carefully planned into lessons. Questions are targeted to ensure full participation and pupil discussions are scaffolded to ensure inclusive practice.

Oracy in English: As a school we are committed to raising and maintaining high standards in Literacy. We support our pupils by providing them with the skills necessary to:

- Develop and build vocabulary
- Participate in collaborative conversations
- Articulate and justify their answers
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Speak audibly and fluently with increasing command of Standard English
- Give well-structured descriptions, explanations and narratives for different purposes

Oracy is incorporated into English lessons in the following ways:

- Drama and role play
- Worthwhile questions
- Group discussions
- Vocabulary activities

- Partner talk
- Presentation of work

Oracy in Maths: Oracy is incorporated in maths lessons to increase mathematical vocabulary, support children in proving or justifying their answer and to address misconceptions.

Oracy has a particularly important role in Maths reasoning lessons, which have a focus on children verbally communicating their understanding of mathematics accurately. Children work collaboratively to solve a problem and justify their answers. Sentence stems are used to support discussion.

Oracy in Science: Children are given opportunities that will support them to:

- Ask questions linked to scientific enquiry
- Talk about what they found out and how they found it out
- Communicate their findings in a range of ways
- Use scientific vocabulary

This is achieved through collaborative projects, group discussion, debate and oral presentations.

Inclusion

Park Junior 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 embedded 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 working 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 for lower and upper KS2. Sentence stems can 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.

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.

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.

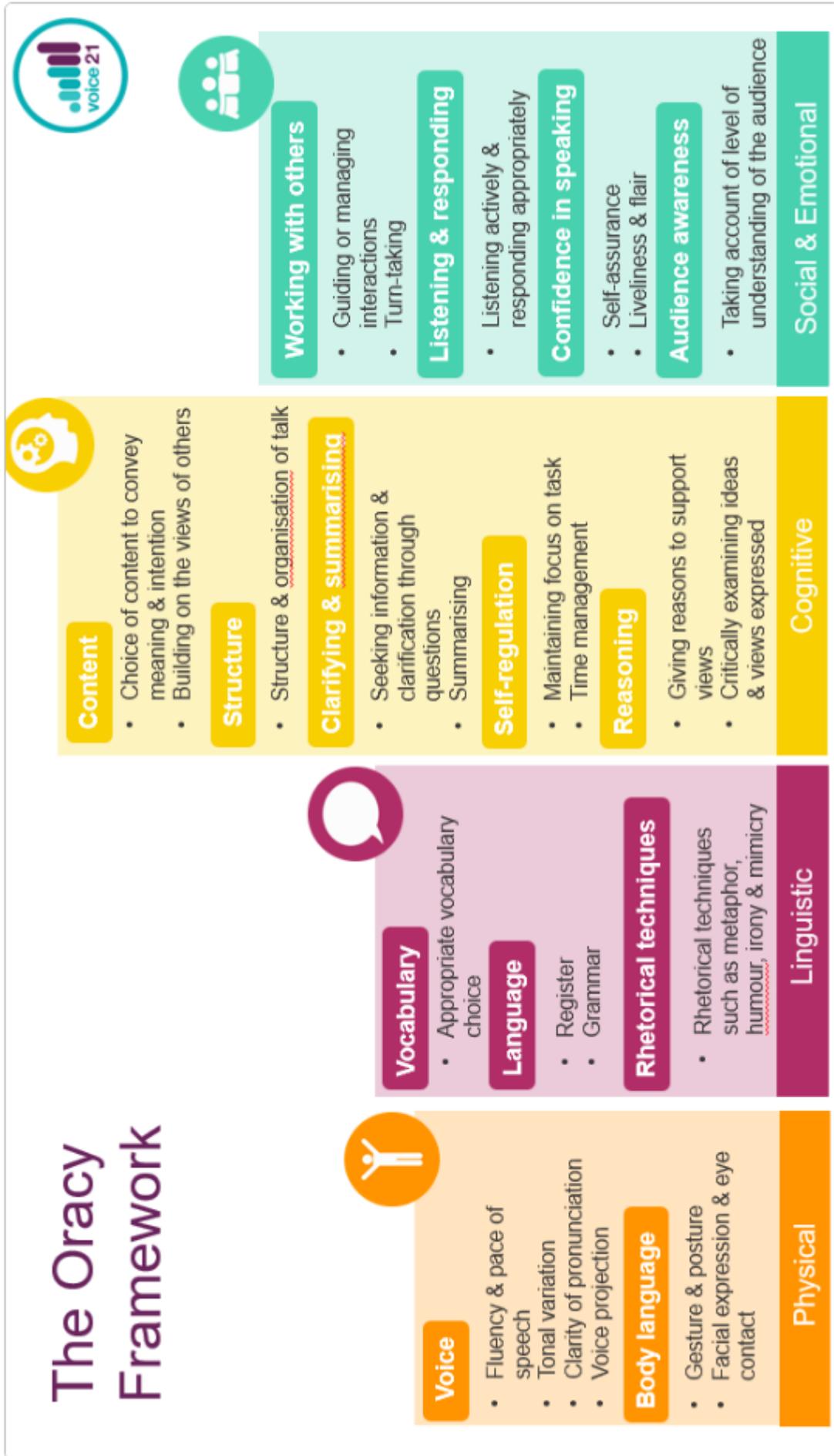
Sentence Stems

- Children are familiar with and encouraged to use sentence stems to develop a structure to their speaking and listening skills. The stems support pupils to access discussion.

Celebrating Oracy

A high emphasis is placed upon positive praise and celebrating children’s achievements at Park Junior 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 (e.g. points, stickers, class Dojo, stamps, etc.). It is important not to praise children immediately during the discussion as this can stop the flow of conversation.

Policy created by:	Vicky Towson	September 2024
Policy to be reviewed:	English Co-ordinator	September 2025
Policy agreed by governors:	Signed:	Date:





Cognitive

Content

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

Reasoning

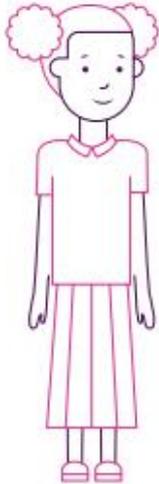
- Giving reasons to support views
- Critically examining ideas & views expressed

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questioning
- Summarising



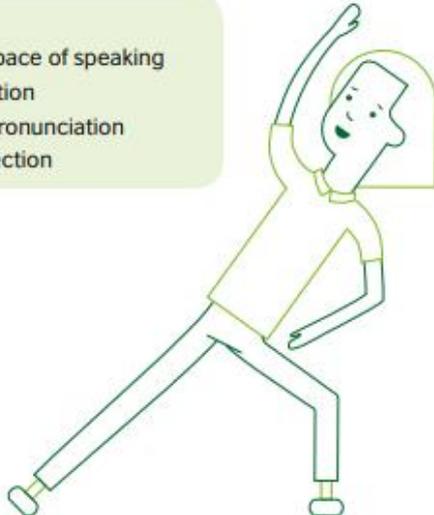
Physical

Voice

- Fluency & pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact



Language

- Register
- Grammar

Vocabulary

- Appropriate vocabulary choice

Rhetorical techniques

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

Linguistic

Audience awareness

- Taking account of level of understanding of the audience

Confidence in speaking

- Self-assurance
- Liveliness & flair

Listening & responding

- Listening actively & responding appropriately

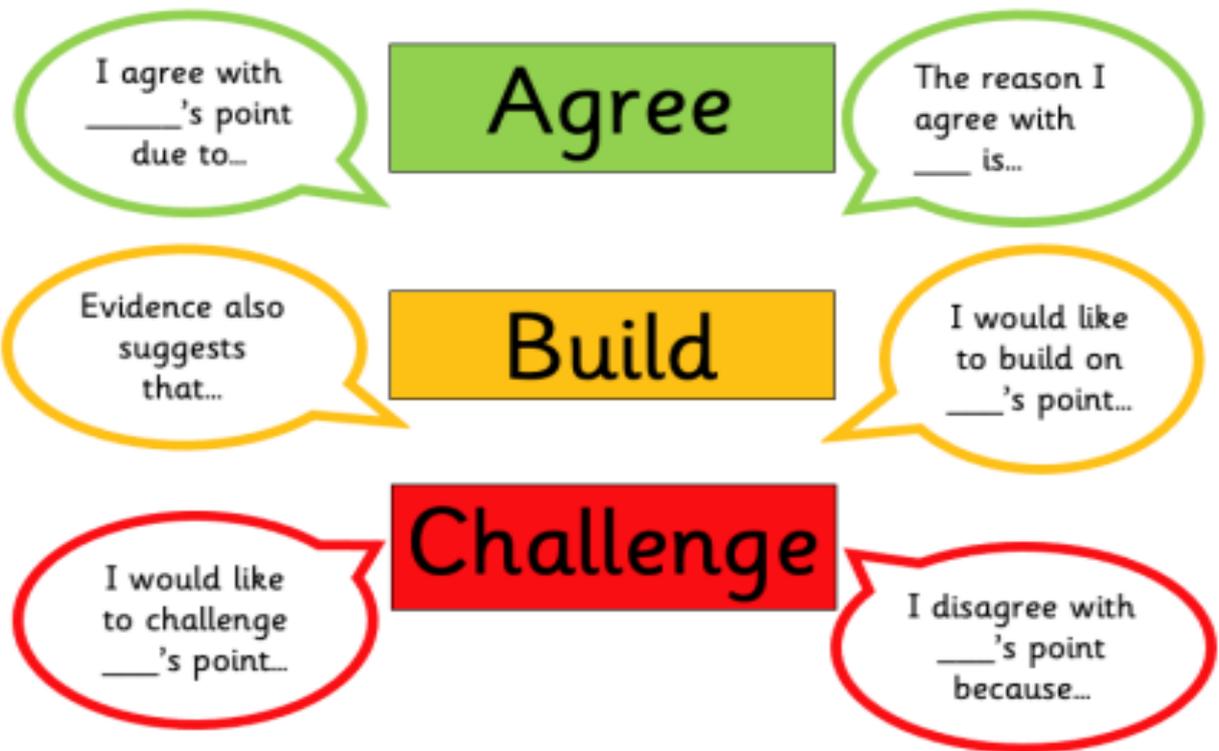
Working with others

- Guiding or managing interactions
- Turn-taking

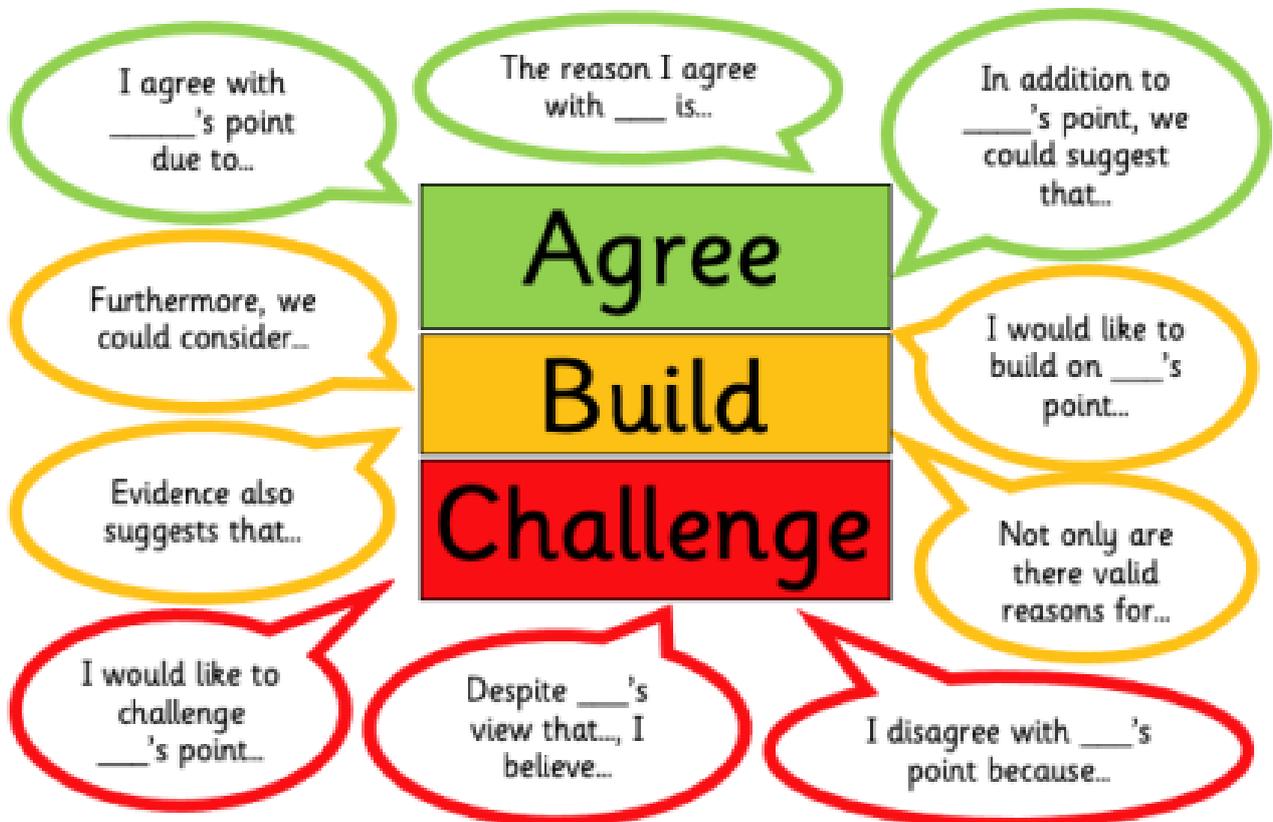


Social & Emotional

Appendix 2



Appendix 3



Appendix 4: The Nine Talk Moves

The Nine Talk Moves

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

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

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.



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.



Nest

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



DISCUSSION GUIDELINES

WE GIVE PROOF OF LISTENING 

 WE RESPECT OTHERS' IDEAS

WE BUILD, CHALLENGE, SUMMARISE, CLARIFY, AND PROBE EACH OTHER'S IDEAS 

 WE ARE PREPARED TO CHANGE OUR MIND

WE INVITE OTHERS INTO OUR DISCUSSION 

 WE TRY TO REACH A SHARED AGREEMENT



voice 21

Appendix 8: Talking roles

Discussion Roles

Discussion roles help students to manage talk and encourage the development of certain speaking and listening skills.



Instigator

Starts the discussion or opens up a new topic for discussion

Will say:

- I would like to start by saying ...
- I think we should consider ...
- We haven't yet talked about ...
- Let's also think about ...



Prober

Digs deeper into the argument, asks for evidence or justification of ideas

Will say:

- What do you think would be the effect of ...?
- Why do you think ...?
- Can you provide an example to support what you are saying?



Challenger

Gives reasons to disagree or presents an alternative argument

Will say:

- I disagree with you because ...
- You mentioned X but what about ...
- To challenge you X, I think ...
- I understand your point of view, but have you thought about ...?



Clarifier

Simplifies and makes things clearer by asking questions

Will say:

- What do you mean when you say ...?
- Can you explain a bit more about ...?
- Does that mean ...?
- Please can you clarify what you meant by ...?



Summariser

Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.

Will say:

- Overall, the main points were ...
- The main ideas raised today were ...
- Our discussion focused on ...
- The three main things we talked about were ...



Builder

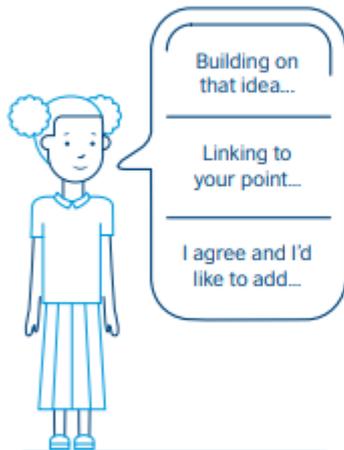
Develops, adds to or runs with an idea

Will say:

- I agree, and would like to add...
- Building on that idea, I think ...
- Linking to what X said, I think...

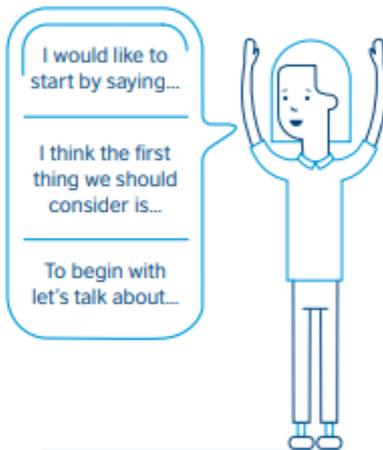
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Talking roles



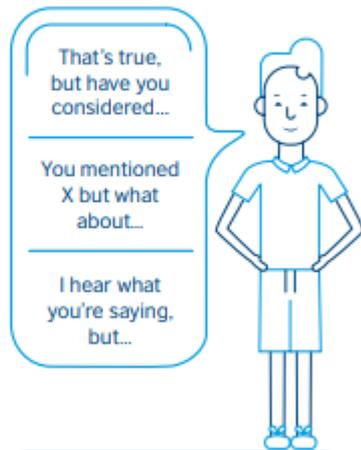
Builder

Develops, adds to or runs with an idea



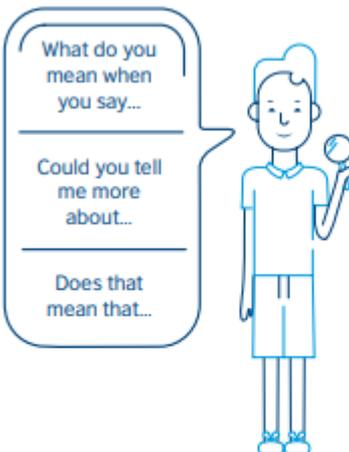
Instigator

The person who starts the discussion



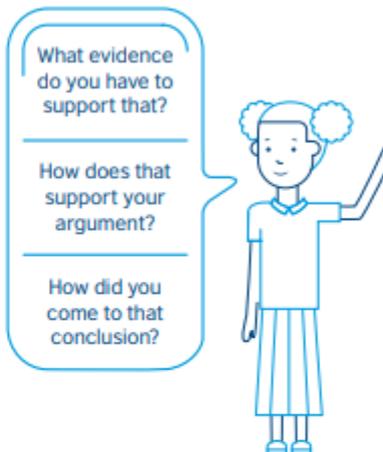
Challenger

Disagrees with or presents an alternative argument



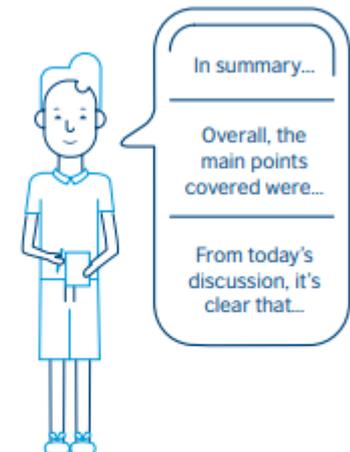
Clarifier

Makes things clearer and simplifies ideas by asking questions



Prober

Digs deeper into the argument, asks for evidence or justification of ideas



Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points

Appendix 9: Talk Protocols



Turn and TALK

1. Join your conversation group and share an interesting fact about yourself or day.

Actively Listen
2. Silently view the piece – What's there? What's missing? Significance?

3. Share your thoughts the prompt. Ask you peers their opinion on the prompt.

10s wrap up
4. Teacher raises hand... 10 seconds to wrap up discussion.

CHOOSE YOUR PROTOCOL

THUMBS IN

TO SPEAK, PUT YOUR THUMB OUT. ONCE YOU HAVE SPOKEN, YOU CAN CHOOSE THE NEXT PERSON TO SPEAK.



PASS AND GO

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

CHAired DISCUSSION

AS A GROUP, NOMINATE ONE PERSON TO ACT AS CHAIR. THE CHAIR CHOOSES WHO SPEAKS, ENSURING EVERYONE GETS A TURN. THEY MAY ALSO BE ASKED TO SUMMARISE THE DISCUSSION AT THE END.



Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				

Making talk visible

Students sometimes struggle to analyse and reflect on talk because they can't 'see' it. Try out these activities to help your students visualise talk and support them in reflecting on the quality of their discussions and how they can be improved.



Talk counters

Provide students with 'talk counters' to support them to manage their contributions during discussions. Give each pupil a set number of counters to 'spend' during the discussion. Once their counters have run out they cannot make any more contributions. This regulates students that tend to dominate a discussion whilst providing quieter students with an incentive to join in.



Lego bricks

Lego bricks help pupils to visualise the concept of building on someone's idea in a discussion. Younger children in particular struggle to understand that their contributions to a discussion should link to the previous person's idea. Each pupil in a discussion contributes a brick to a tower when they correctly build on someone else's idea. New lines of enquiry are represented by new towers. Reflecting on the height and number of towers is a useful tool to analyse a discussion.



Wool

Wool is an excellent tool to help students follow the thread of a conversation or discussion. The instigator of the discussion holds onto the initial strand and passes the ball to the next person when they speak who then holds onto a section of the wool before passing it on again. This provides students with a handy visual map of their discussion so they can monitor how the discussion progressed, as well as who made the most and least contributions.