

Alderman's Green Primary School

'Where everyone believes in us and we believe in ourselves'



Oracy Vision Statement and Skills Expectations

'To learn to listen, to learn through listening, to learn to talk and to learn through talk'

Intent:

At Alderman's Green, we are committed to transforming the learning and life opportunities of all of our children through talk, so that all pupils can use their voice for success in school and beyond. We know that speaking and listening skills are crucial as they play a vital role in both academic achievement and personal development. Effective communication is foundational for learning, and pupils who can express themselves clearly are more likely to engage in discussions, understand complex concepts, and collaborate with their peers. Here at Alderman's Green, we believe that these oracy skills will act as a bridge to provide better opportunities and give our children the tools they need to adapt and learn as they move through school, then on into their adult life. These skills not only support English and language development at our school, but also contribute to social and emotional growth, boosting confidence and self-esteem, which goes hand in hand with our Thrive and My Happy Minds outcomes.

Implementation:

The EYFS statutory framework states that:	<ul style="list-style-type: none">• development of spoken language underpins all 7 areas of learning and development• children's back and forth interactions from an early age form the foundations for language and cognitive development• the number and quality of conversations they have with adults and peers is crucial for effective language development• children should become comfortable with using a rich range of vocabulary and language structures through reading, conversation, storytelling and role-play, adult modelling and sensitive questioning
Early learning goals for listening, attention and understanding	<ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions• Make comments about what they have heard and ask questions to clarify their understanding• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
Early learning goals for speaking	<ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

<p>The National Curriculum statutory requirement for Oracy (Spoken Language) states that pupils in years 1-6 should be taught to:</p>	<ul style="list-style-type: none"> • <i>listen</i> 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 • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates (<i>see below for progressive activities</i>) • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.
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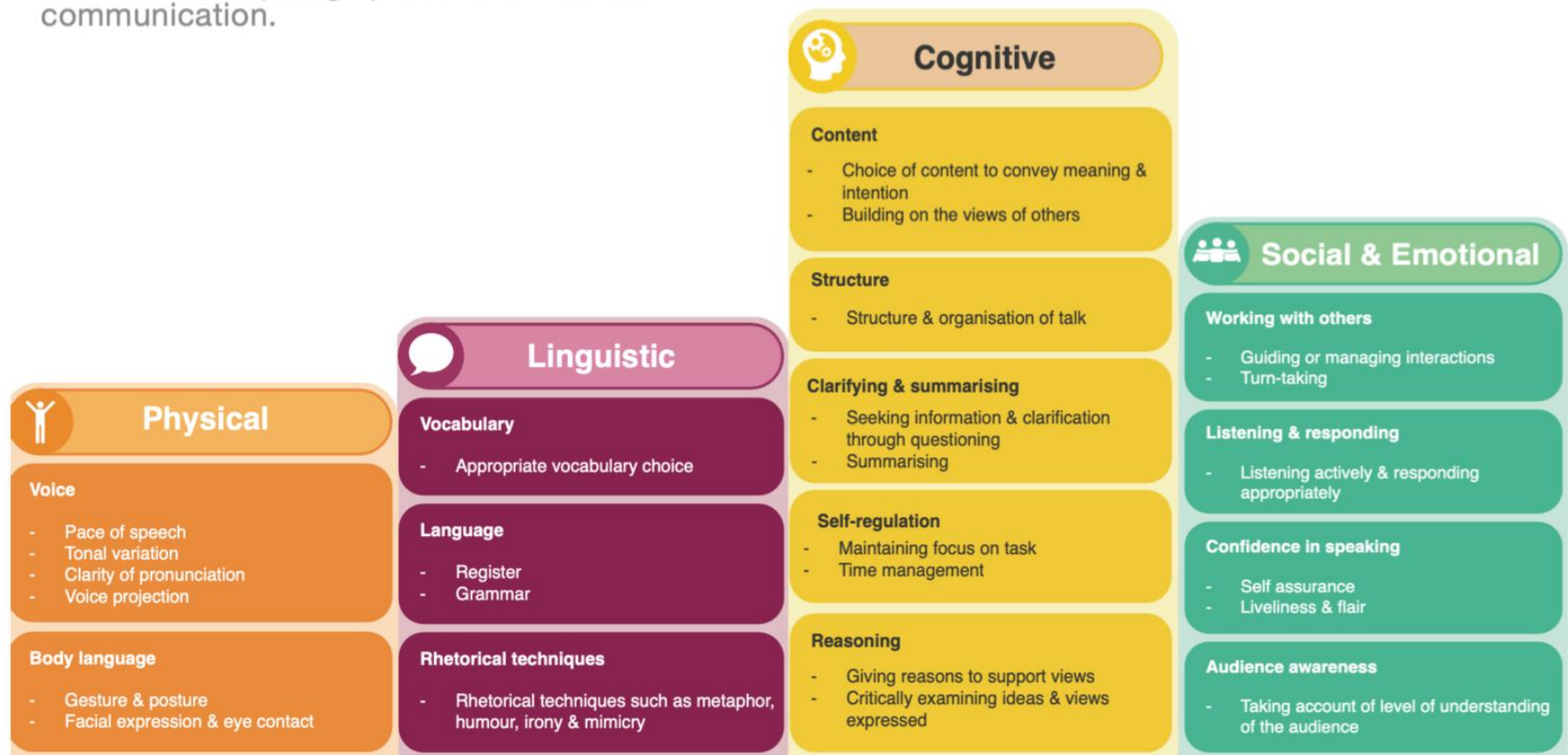
We aim for pupils entering year 1 to have met the EYFS Early Learning Goals in communication and language which are shown above. As the children then move through year 1 to year 6, they work towards the aims set out by The National curriculum, shown in the table above, through the four strands of the Oracy framework (Appendix 1).. Throughout their time at our school, all of the children at Alderman’s Green have the opportunity to present to a range of audiences, are given opportunities to take on school roles and use these skills in the wider community. As the National Curriculum does not assign these skills to specific year groups, we will use The Voice 21 Oracy Progression Map (Appendix 2) to work progressively to achieve these skills.

Impact:

All staff have a clear understanding of Oracy within Alderman’s Green and will regularly reflect on the impact of our Oracy curriculum on each pupil within their class and identify any children who need further support to work towards the aims set out by The National Curriculum and Voice 21. The high-quality Oracy education we provide should support children in knowing more, understanding more and being able to explain their own knowledge using subject specific vocabulary enabling them to talk like an expert. Oracy will be embedded with our curriculum across all subjects in turn positively impacting writing as it demonstrates high use of language and accuracy within written pieces. Children will have confidence when speaking within lessons and opportunities away from teaching to showcase their skills further develop their spoken language skills. Teachers will model and demonstrate high standards of spoken English to ensure children are exposed to a rich language at all times and sentence stems are to be used to support children’s written and oral understanding within their learning.

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.





Oracy Progression Map: Primary

Reception (4-5 years old)

Key skills to teach:				Experiences:
<p>Physical</p> <ul style="list-style-type: none">• To speak audibly so they can be heard and understood• To use gestures to support meaning in play	<p>Linguistic</p> <ul style="list-style-type: none">• To use talk in play to practice new vocabulary• To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	<p>Cognitive</p> <ul style="list-style-type: none">• To use 'because' to develop their ideas• To make relevant contributions and asks questions• To describe events that have happened to them in detail	<p>Social and emotional</p> <ul style="list-style-type: none">• To look at someone who is speaking to them• To take turns to speak when working in a group	<ul style="list-style-type: none">• To speak to a partner during whole class teaching• Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.• Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.
Teaching ideas:				
<ul style="list-style-type: none">• Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!'• Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.• Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.• Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.• Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'				