



Oracy at Percy Main Primary School

Oracy is at the heart of our curriculum and how children learn at Percy Main Primary.

Evidence shows us that when children develop their oracy skills they become more engaged with learning and develop the tools, knowledge and confidence to flourish personally and academically.

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

Vision Statement for Oracy

At our school we believe every child has a powerful voice. Our vision is to help children develop the confidence to speak assertively, kindly and for a range of audiences and purposes. We empower pupils to know that their voice matters and that they can use it for good- to share ideas, build others up, and make positive changes in their world.

Through rich oracy opportunities across the curriculum, we support children to express their understanding clearly, articulate their views with confidence and listen respectfully to the opinions of others. We strive to nurture thoughtful, knowledgeable speakers who communicate with empathy, curiosity and respect.

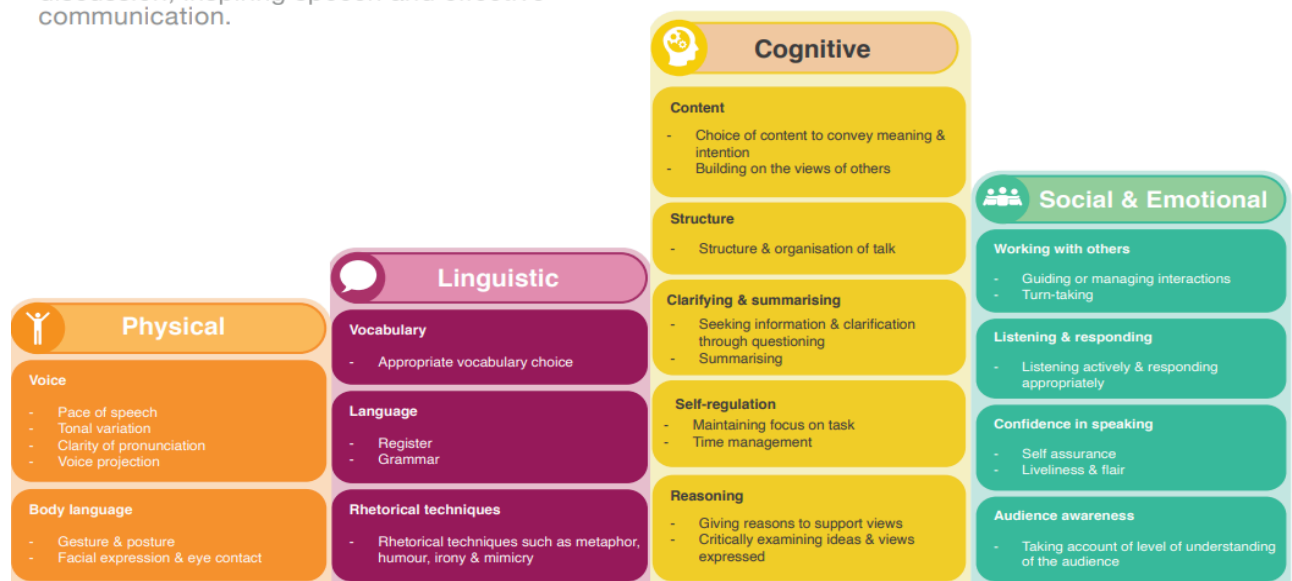
Children are explicitly taught the four strands of Oracy. They are:



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
Cambridge

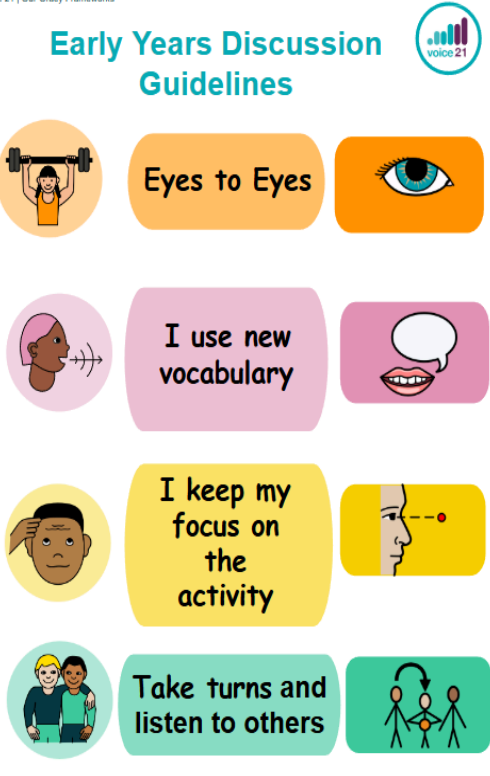
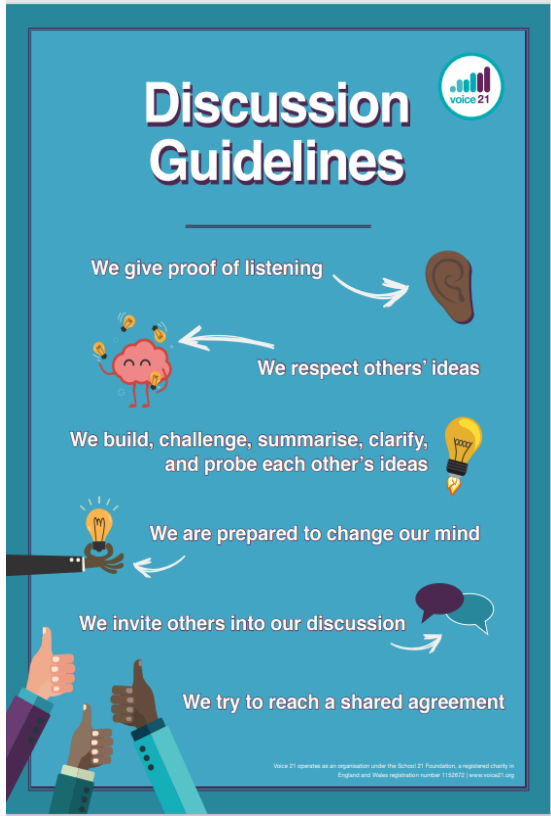


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How do we teach and develop oracy understanding and skills?

At Percy Main Primary we have developed clear programs of agreed discussion guidelines and talk tactics to help children practise and master their oracy

skills. They will use them in all subject areas. These make oracy a norm and develop an emotionally safe culture for all children to participate.

Examples of Discussion Guidelines in EYFS	Discussion Guidelines in KS1 and KS2
<p><small>Voice 21 Our Oracy Frameworks</small></p> <p>Early Years Discussion Guidelines</p>  <p>The poster for Early Years Discussion Guidelines features a vertical layout with five rows. Each row contains an illustration, a text box, and another illustration. The rows are: 1. A person lifting a barbell, 'Eyes to Eyes', and an eye. 2. A person speaking, 'I use new vocabulary', and a mouth with a speech bubble. 3. A person with a hand on their head, 'I keep my focus on the activity', and a profile of a head with a red dot on the nose. 4. Two people talking, 'Take turns and listen to others', and two stick figures with arrows indicating a turn-taking cycle. The Voice 21 logo is in the top right corner.</p>	 <p>The poster for Discussion Guidelines has a blue background and features six rows of text with corresponding illustrations. The rows are: 1. 'We give proof of listening' with an ear illustration. 2. 'We respect others' ideas' with a brain illustration. 3. 'We build, challenge, summarise, clarify, and probe each other's ideas' with a lightbulb illustration. 4. 'We are prepared to change our mind' with a hand holding a lightbulb illustration. 5. 'We invite others into our discussion' with a speech bubble illustration. 6. 'We try to reach a shared agreement' with two thumbs up illustrations. The Voice 21 logo is in the top right corner. At the bottom, there is small text: 'Voice 21 operates as an organisation under the School 21 Foundation, a registered charity in England and Wales registration number 1158272 - voice21.org'.</p>

This culture and value of oracy is then harnessed through careful pedagogy including:

Different groupings and structures for oracy.

Talk tactics so children can contribute, listen and respond using known tactics, techniques and 'taught' processes.

Structure – groupings



Trio



Pair



Nest



Traverse



Circle



Fishbowl



Scaffolds – talk tactics

Instigate
Present an idea or open up a new line of enquiry

Start by saying:

- I would like to start by saying...
- I think....
- We haven't yet talked about...

Instigate

Probe
Dig deeper, ask for evidence or justification of ideas

Start by saying:

- Why do you think...?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe

Challenge
Disagree or present an alternative argument

Start by saying:

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

Challenge

Clarify
Asking questions to make things clearer and check your understanding

Start by saying:

- So are you saying...?
- Does that mean...?
- Can you clarify what you mean by?

Clarify

Summarise
Identify and recap the main ideas

Start by saying:

- So far we have talked about...
- The main points raised today were...
- Our discussion focused on...

Summarise

Build
Develop, add to or elaborate on an idea.

Start by saying:

- Building on X's idea...
- I agree and would like to add...
- X's idea made me think...

Build



Percy Main's Approach to Teaching Vocabulary

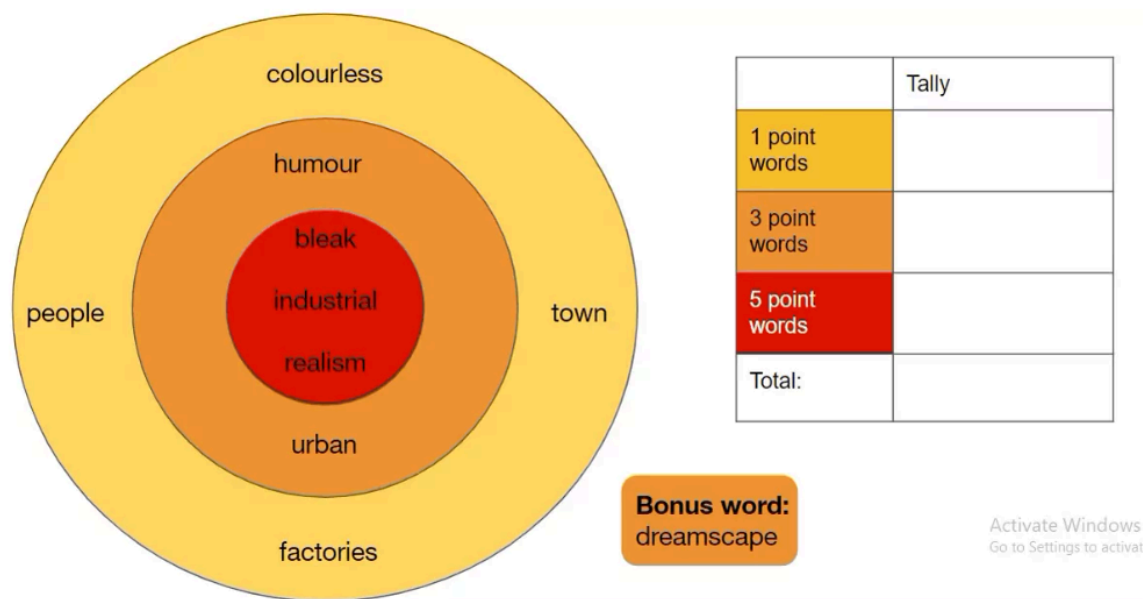
Using different grouping and talk tactics children are taught to expand and master their vocabulary and sentence structure. Specific vocabulary is defined and taught so children can think deeply about the meaning and contexts for using that vocabulary.

A teaching sequence for vocabulary will involve the following common approaches:

- Use a range of low-stakes input strategies to support students to understand and explore new vocabulary.
- Plan for exploratory talk to allow students to experiment with and contextualise new language.
- Use output strategies to enable students to gain word ownership.

Vocabulary bullseye

Key vocabulary is organised into the bullseye with the more difficult words located closer to the centre of the target. As one partner speaks, the other ticks off the target language they have used, recording how many points they have earned.



Oracy leads carry out listening walk every half term to audit oracy skills against the oracy framework and set targets for each class.

Example of targets set

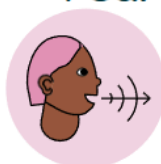
The Oracy Framework

Year 1 Targets



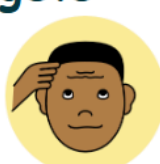
Physical

Experiment with adjusting tone, volume and pace



Linguistic

Use vocabulary specific to the topic we are learning about



Cognitive

Give a reason for my answer



Social & Emotional

Listen carefully to others

Instigate

Present an idea or open up a new line of inquiry

"I would like to start by saying ____"

"I think ____"

"We haven't yet talked about ____"



Build

"Building on X's idea ____"

"I agree and would like to add ____"

"X's idea made me think ____"

Challenge

Disagree or present an alternative argument

"I disagree because ____"

"To challenge you X, I think ____"

"I understand your point of view, but have you thought about ____?"

Voice 21 | Our Oracy Framework

Targets are selected from the progression grids. See a LKS2 example below.

Oracy Framework Strand	Year 3	Year 4
Physical 	<ul style="list-style-type: none"> Deliberately vary tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. Considers position and posture when addressing an audience. 	<ul style="list-style-type: none"> To consider movement when addressing an audience. To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.
Linguistic 	<ul style="list-style-type: none"> To be able to use specialist language to describe their own and others' talk (topic specific language). To make precise language choices e.g. Instead of describing a cake as 'nice' using 'delectable'. 	<ul style="list-style-type: none"> To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. To use specialist vocabulary with increasing confidence.
Cognitive 	<ul style="list-style-type: none"> To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions. 	<ul style="list-style-type: none"> To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve. To build on, challenge and summarise other's ideas in discussion.
Social and Emotional 	<ul style="list-style-type: none"> To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience. To begin to organise some group discussion without the support of an adult. 	<ul style="list-style-type: none"> To use more natural and subtle prompts for turn taking. To be able to empathise with an audience. To consider the impact of their words on others when giving feedback.

