



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.

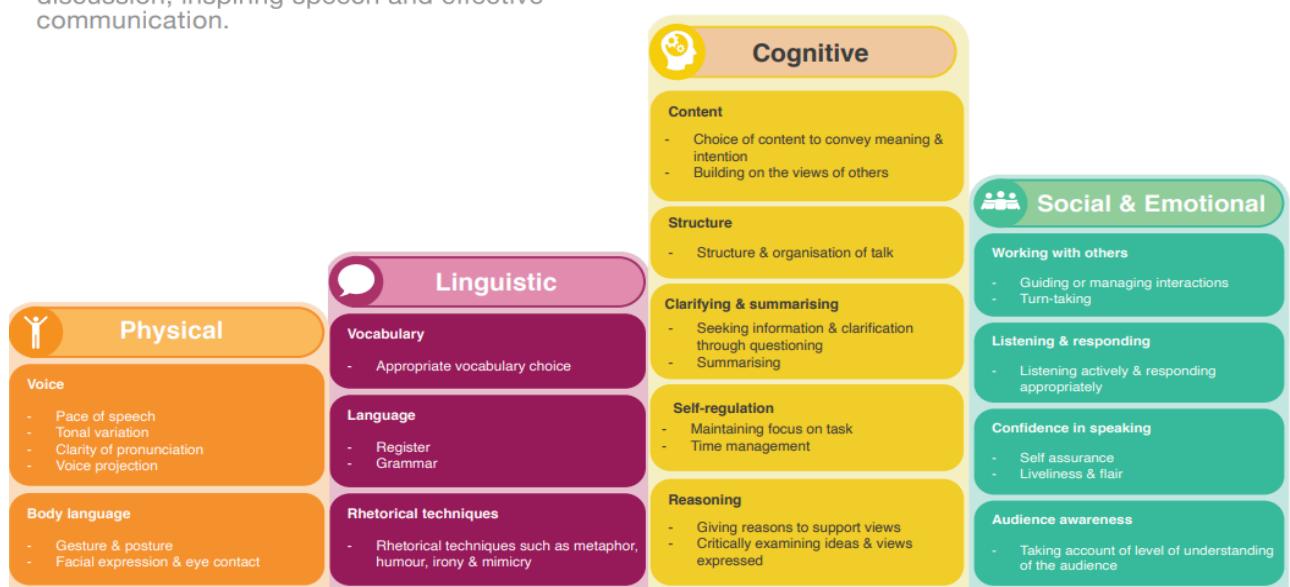
Through rich oracy opportunities across the curriculum, we support children to express their understanding clearly, articulate their views with confidence and listen respectfully to the opinions of others. We strive to nurture thoughtful, knowledgeable speakers who communicate with empathy, curiosity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



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.

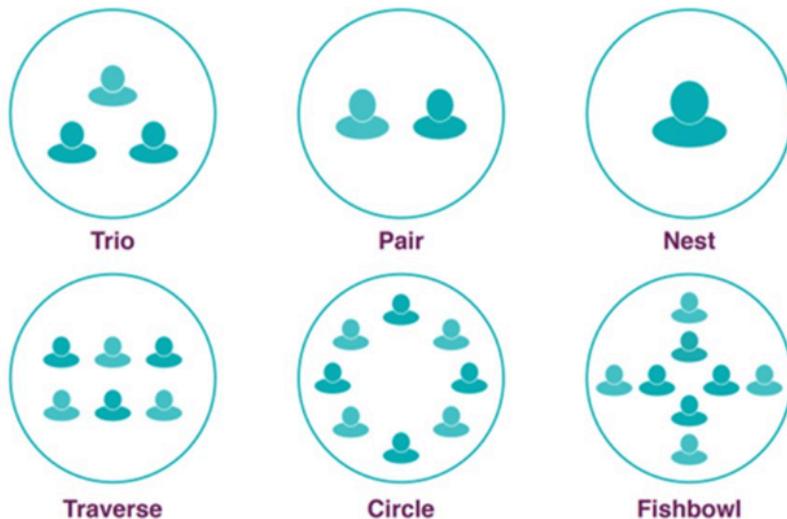
Examples of Discussion Guidelines in EYFS	Discussion Guidelines in KS1 and KS2
<p>Voice 21 Our Oracy Frameworks</p>  <p>The poster is titled 'Early Years Discussion Guidelines' and features four orange boxes with icons and text: 1. A person lifting weights with the text 'Eyes to Eyes'. 2. A speech bubble with an eye icon and the text 'I use new vocabulary'. 3. A person's profile with the text 'I keep my focus on the activity'. 4. Two people hugging with the text 'Take turns and listen to others'.</p>	 <p>The poster is titled 'Discussion Guidelines' and lists six guidelines with icons: 1. 'We give proof of listening' (ear icon). 2. 'We respect others' ideas' (brain icon). 3. 'We build, challenge, summarise, clarify, and probe each other's ideas' (lightbulb icon). 4. 'We are prepared to change our mind' (hand icon). 5. 'We invite others into our discussion' (two speech bubbles icon). 6. 'We try to reach a shared agreement' (two thumbs up icon). The Voice 21 logo is in the top right corner.</p>

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

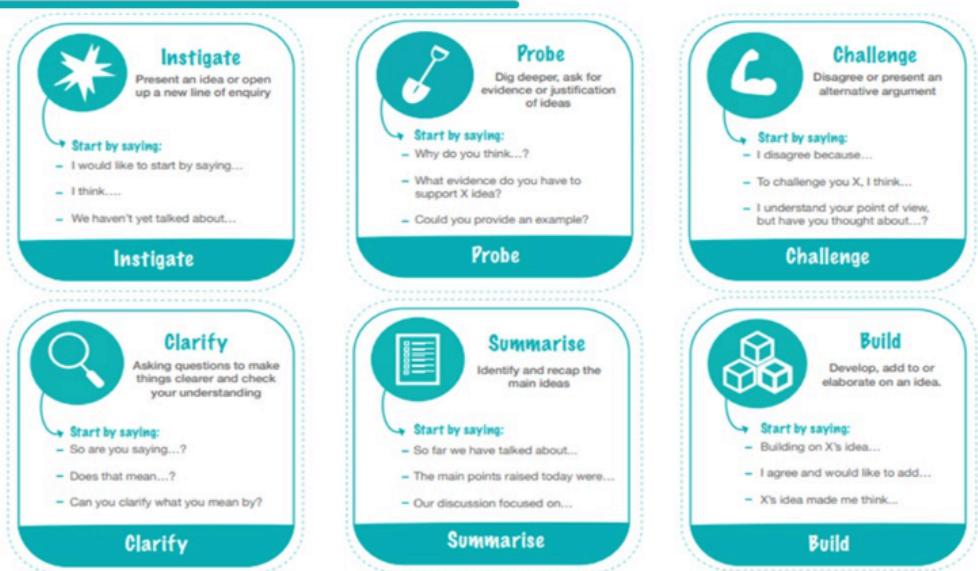
Different groupings and structures for oracy.

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

Structure – groupings



Scaffolds – talk tactics



Percy Main's Approach to Teaching Vocabulary

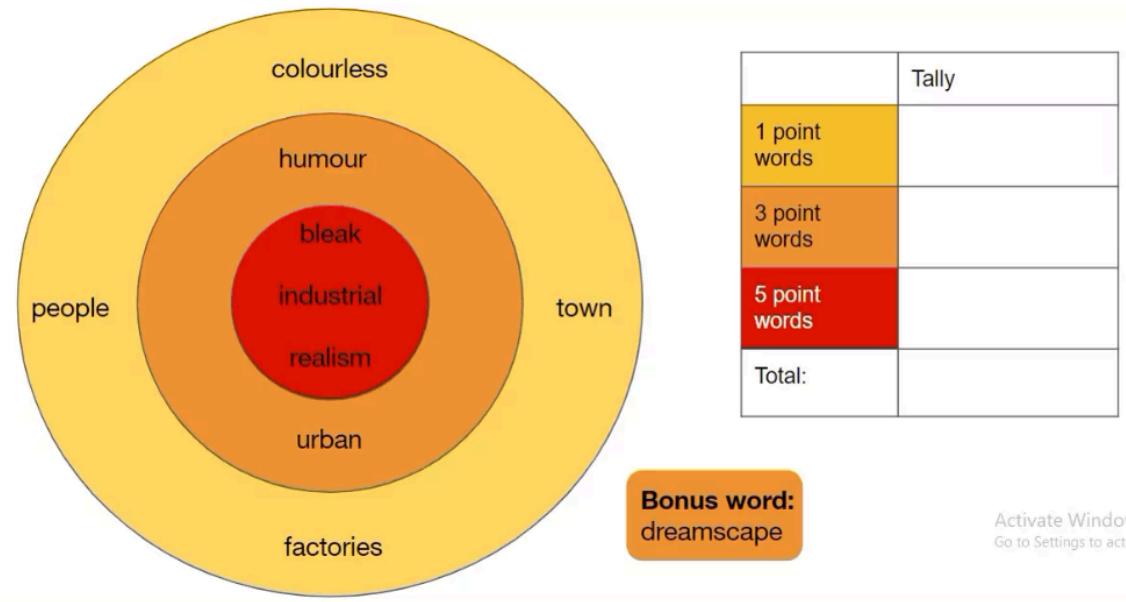
Using different grouping and talk tactics children are taught to expand and master their vocabulary and sentence structure. Specific vocabulary is defined and taught so children can think deeply about the meaning and contexts for using that vocabulary.

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.



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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.

