

## Oracy Curriculum Statement

### Intent

At St Mary's Catholic Primary School, we recognise the vital role an oracy curriculum plays in supporting pupils to be able to verbalise their knowledge, thoughts and ideas in a coherent and confident way. As a Voice 21 school, oracy is integral to the St. Mary's Primary School curriculum. Our aim is to develop pupils' speaking and listening skills, understanding and higher order thinking, which starts at Nursery all the way through to Year 6.

Our curriculum and classrooms are designed to be rich in talk, from effective questioning to constructive peer discussions and teachers use talk skilfully develop and encourage critical thinking. There is a clear understanding in school of how talk aids learning, social relationships and higher order metacognition.

Our oracy curriculum focuses on providing a consistent approach to teaching pupils to talk and teaching pupils through talk.

**Teaching pupils to talk-** The curriculum is progressive and introduces students to a range of different language models to navigate a variety of conversations and discussions. It prepares students to speak for a range of purposes including discussions and presentations to authentic audiences. Talk plays a vital role in all lessons and pupils are taught both generalised language features and subject specific vocabulary that supports them to present their knowledge coherently and confidently.

**Teaching pupils through talk-** Talk is consistently embedded throughout all lessons to elevate learning across the curriculum. Talk is used as a tool to encourage curiosity and pupils to explore and extend their ideas and knowledge. There is a focus on self-reflection, understanding how our own and others ideas are formed, and challenging thinking using prior knowledge. The curriculum provides pupils with the knowledge, skills and opportunities to refine their oracy skills so that they are able to effectively communicate for a range of purposes and supports them to become future ready.

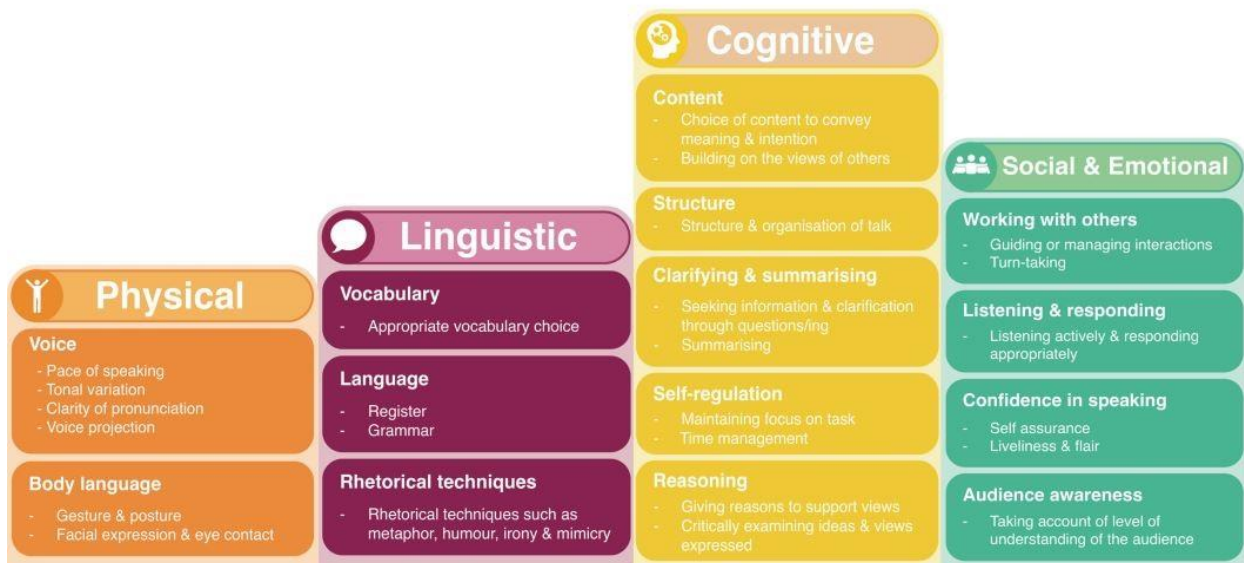
Our oracy curriculum will enable pupils to:

- Have thinking time to formulate and structure their ideas before articulating them (nesting).
- Orally engage with different groups of people to present ideas with confidence, in a range of groupings and settings.
- Recognise the value of listening.
- Speak with confidence, clarity and fluency.
- Use their voice confidently to reason, negotiate, present and explore ideas to support their learning across the curriculum.
- Take turns and listen to the views of others.
- Sustain a logical argument, question, reason and respond to others appropriately.
- Be open minded to value the contribution of others.
- Orally rehearse ideas for writing.

- Be confident in the value of their own opinions and to be able to express and justify them to others
- Adapt their use of language for a range of different purposes and audiences
- Share their learning in an engaging, informative way through presentations, recitals, drama, poetry and debate, to a wide range of audiences.

## Implementation

Oracy has been carefully interwoven into our broad and balanced curriculum to ensure that children are taught, and given feedback on, the four strands of oracy:



Throughout the curriculum, questions are differentiated to ensure full participation and pupil discussions are scaffolded to ensure inclusive practice. Oracy is often used as a starting point for a range of subjects e.g. a historical painting to instigate discussion, a mathematical image to encourage mathematical talk or a religious image to evoke discussion (see individual subject curriculum statements for more information about oracy through each subject).

Each half term, each year group has one or two oracy outcomes planned. Throughout the year, a key oracy outcome is mapped out for each subject area. These outcomes have been carefully planned so as to ensure progression within the year and across the year groups. For each outcome, key oracy objectives are identified by staff and used to assess against.

### Discussion Guidelines

Each class has a set of age-appropriate discussion guidelines, which are discussed and displayed in each classroom. These are 'talk rules' which remind children of the expectations around talk that help to maintain an effective and respectful environment for talk.

## Stem Sentences

Stem sentences are an essential teaching tool to support talk. They support pupils of all ages and abilities and are used across the curriculum to scaffold talk, enhance learning and improve retention and recall. Relevant stem sentences are displayed in the classroom and revisited frequently.

## Working Walls

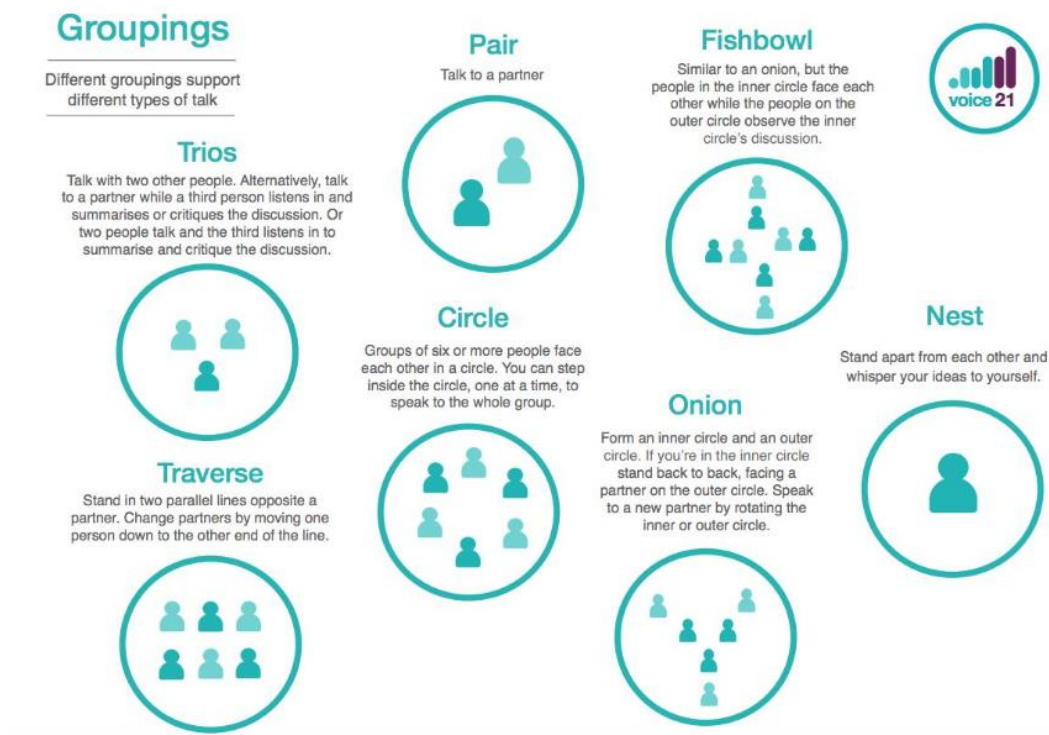
Each classroom has working walls, which contribute to promoting subject-specific vocabulary development.

## Oracy Mats

Each classroom has oracy mats, which are used by the children during lessons to scaffold their talk. The oracy mats are age-appropriate and provide the children with stem sentences to aid them with their discussions.

## Groupings

At St. Mary's, we ensure that pupils are given ample opportunities to engage with different people in a range of different groupings and for different purposes. Groupings are chosen so suit the purpose of a discussion and the number of pupils involved.



## Talk Tactics

Talk tactics are used to promote productive talk and encourage pupils to think about their contributions to group talk, facilitating meaningful discussions. These talk tactics are taught from EYFS and all children will have exposure to all six talk tactics by the end of Year 2. These are then built on in Key Stage 2. As a school, we have developed a gesture for each talk tactic, which are used in all classrooms.



Instigate



Build



Challenge



Summarise



Probe



Clarify



## Presentational Oracy

Presentational skills are taught explicitly within lessons in preparation for assemblies, presentations and performances. Children are given opportunities throughout the year to speak in front of an audience. Assemblies, performance poetry, school productions and speeches are some examples of the presentational experiences our pupils are offered. Pupils learn the required skills through application of the oracy framework and are given verbal feedback from teachers and peers. They consider pitch, tone, pace, gesture, body language and projection.

### Audiences for talk

Children are given many opportunities throughout their time at St. Mary's to engage in talk for a range of different audiences:

Audiences			
Older	Younger	Adult	Large group
Peers	Unfamiliar	Familiar	Live
Chosen by speaker	Small group	Expert	Recorded

## **SEND/Interventions**

In EYFS, the development of communication and language is of highest priority. Children who fall below the expected standard in this area are quickly identified as in need of extra support. We use the 'NELI' intervention programme, which is an integrated programme designed to improve language and behaviour. 'Time to Talk' is also used in our Nursery, which is designed to teach and develop social interaction skills and improve oral language skills. Along similar lines, 'Talking Time' is used as an oral language programme.

Higher up the school, children who require additional communication and language support are targeted during lessons, where oracy skills are explicitly and implicitly taught.

## **Oracy and Behaviour**

The importance of oracy is central to our behaviour policy. Our restorative practice approach to behaviour promotes active communication and dialogue as a means to conflict resolution and relationship building. Children are encouraged to speak confidently about how they feel and listen attentively to how others feel.

## **Assessment**

Oracy baselines are carried out at the start of the school year where children are assessed against the four strands of oracy. Although assessed throughout each lesson, summative assessments take place at the end of each term where children are deemed to be red (working below year group expectations), yellow (working at year group expectations) or green (working above year group expectations) as per our oracy progression document.

Progress made in oracy is also reflected in the assessments in other subject areas, where children are able to speak confidently about what they have been learning, showing a richer knowledge and greater retention of subject specific vocabulary. Subject leaders will quality assure teacher judgements using first-hand evidence using methods such as: pupil voice, observations of tasks, work scrutinies and discussions with pupils.

Teachers and leaders regularly assess their practice by self-evaluating against the Voice 21 teacher and school benchmarks.

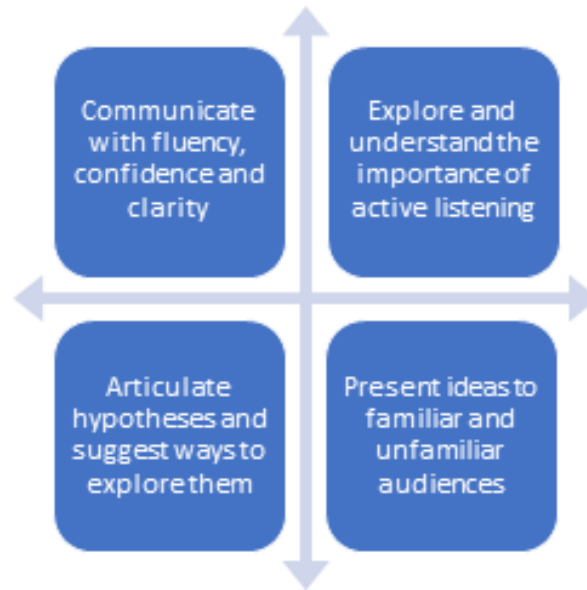
## **Celebrating Oracy**

- Whole school events are planned throughout the school year for pupils to engage in oracy activities
- Implementation of student leadership teams
- Class performances/assemblies
- Participation in the English Speaking Board
- Implementation of a Speech Festival
- Celebration of No Pens Day

## Impact

We strive to ensure that all of our pupils are confident speakers, who embrace opportunities to speak whether it be in the classroom, in assembly, in front of a panel of governors or in front of parents.

We believe that by implementing and developing these teaching and learning approaches, we enable pupils to achieve because they can do the following:



## Wider Oracy Outcomes

By implementing oracy strategies across the curriculum, we enable pupils to develop the following personal, social and moral areas:

