SPPS Oracy Policy

2023-24

Shoreditch Park Primary School

Created 10/2023

Updated 10/2023

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Our Intent:

Why we teach what we teach

At Shoreditch Park Primary, ASPIRE Oracy plays a prominent role in teaching and learning. We understand that Oracy skills are vital to success in school and in life, as they are closely linked to cultural capital. For many children, especially those growing up in poverty, opportunities to develop these vital skills are missed. We ensure that Oracy is prevalent across the school in terms of how the pupils learn through talk and to talk, and how teachers plan and deliver speaking activities. At Shoreditch Park Primary we strive to develop Oracy skills through the curriculum, lunchtimes, extra-curricular activities and the whole ethos of the school.

The National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum, and is explicitly taught throughout. Lessons are talk-rich, and questions are carefully planned to ensure all children can fully participate and that specific Oracy learning dispositions are developed and consolidated .

At Shoreditch Park Primary there is a shared understanding of how talk supports learning and children's social development. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of contexts. Additionally, there are opportunities for pupils to develop their Oracy skills outside of the curriculum. This is achieved through pupil voice groups, year group productions, assemblies, visiting speakers, topic events and participation in local events.

In 2023/24, Shoreditch Park continues to work closely with Voice 21 to further develop classroom practice, curriculum implementation and provide continued CPD for all SPPS staff, as we strive as whole team to achieve Voice 21 accreditation in the near future.

Intent Overview

- **To give all children the best start by facilitating increased educational, vocational and social opportunities through the development of Oracy skills.**
- **For all children to become confident, proficient orators who are able to present and perform in a range of contexts.**
- **For all children to deepen their knowledge and understanding across all aspects of the curriculum through carefully planned Oracy tasks .**
- **To enable children with an EHCP or with SEND needs to make good progress in spoken communication from their starting points, through carefully planned support and scaffolding.**
- **For all children to become effective listeners who are able to respectfully navigate group situations and who are able to challenge and build on other pupils' view in a constructive and purposeful way.**

Our Implementation:
Oracy

Shoreditch Park Primary School

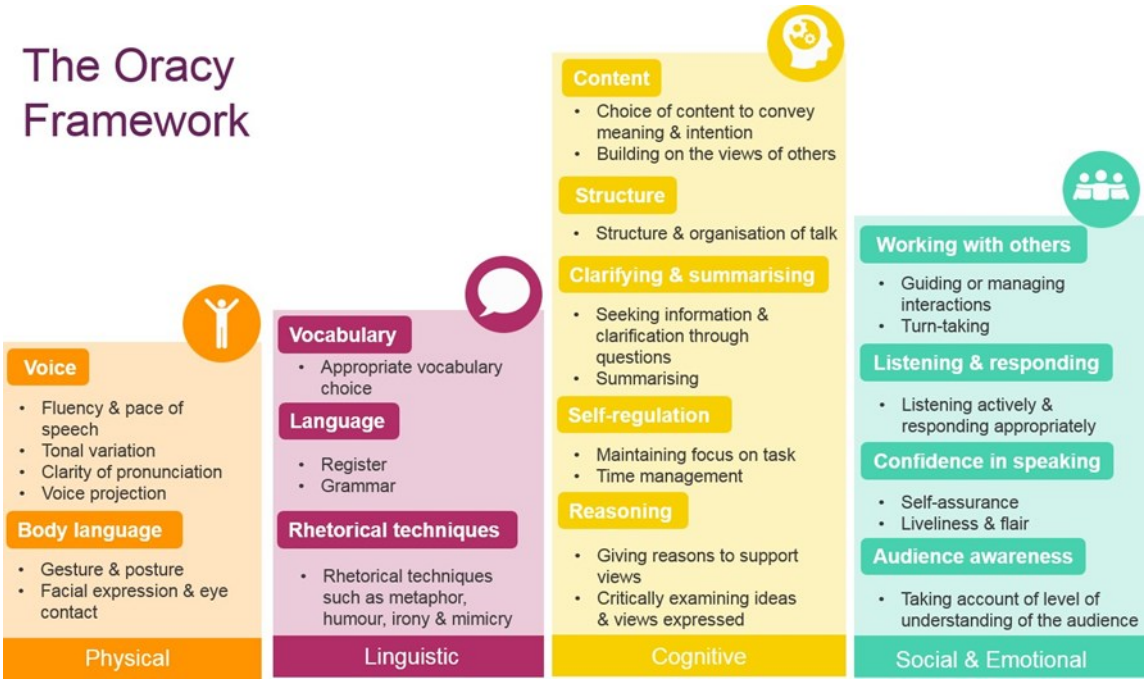
Teaching and Learning – The Shoreditch Park Oracy Framework

Pupils are taught oracy skills during dedicated oracy lessons once a week. During these lessons pupils are taught listening skills, vocabulary and discussion techniques. They have the opportunity to experience a range of talking styles – from exploratory talk to presentational talk.

At Shoreditch Park Primary we use the oracy framework that was developed by The University of Cambridge and Voice 21. This framework break oracy into four strands:

- ◊ **Physical**
- ◊ **Cognitive**
- ◊ **Linguistic**
- ◊ **Social and Emotional**

This frameworks allows both staff and pupils to understand what makes good spoken communication. The four strands enable successful discussion, inspiring speech and effective communication. The framework is used by staff to give feedback and assess progress. Pupils use the framework to self-assess, peer-assess and talk about talk.



Our Implementation:
Oracy

Shoreditch Park Primary School

Oracy Toolkit

Shoreditch Park Primary are part of the Voice 21 Leadership Programme for 2023/24. We use an oracy toolkit designed by our colleagues at Voice 21 to support pupils during oracy lessons.

Discussion Guidelines

These are a set of guidelines for partner and group discussion that help to maintain a safe, effective and respectful environment for talk.

Discussion Sentence stems

These sentence stems support pupils of all ages and abilities to access partner or group discussion.





Talk Tactics

These discussion roles help to manage and support group discussions. They also help to develop speaking and listening skills.



Our Implementation:
Oracy

Oray Toolkit

Talk Protocols

Talk Protocols allow pupils to self-govern talk. These will be displayed in each classroom and referred to in oracy tasks.

Talk Detectives

Talk Detectives allow students to step out of a discussion and recognise which oracy skills are being used and if discussion guidelines are being followed.

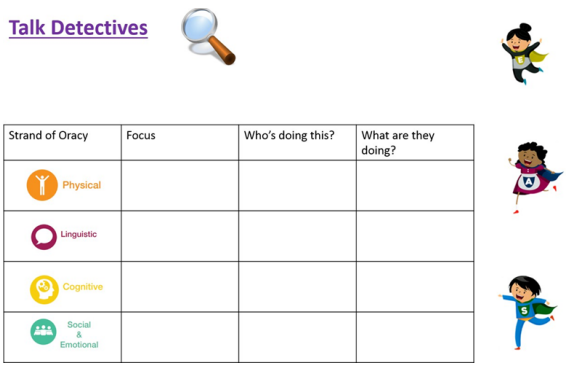
Vocabulary Bullseye

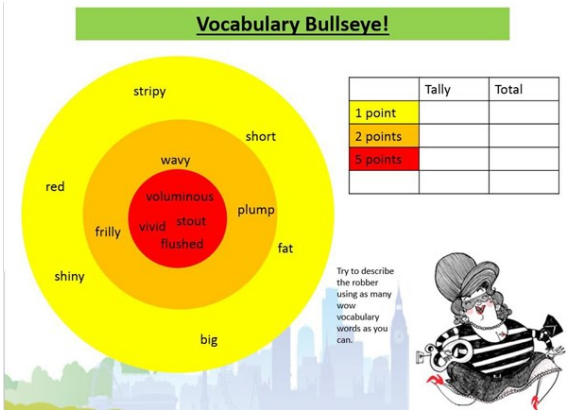
This activity encourages children develop, build and use challenging vocabulary when explaining their learning. It can also be used to develop peer feedback on writing.

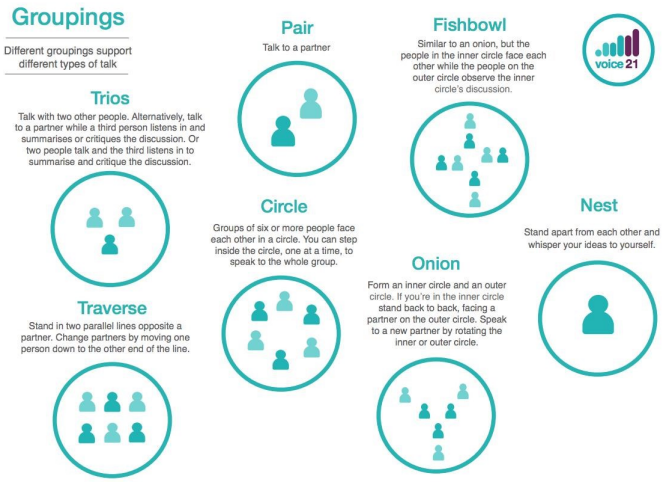
Groupings

Groupings support talk for different purposes. Groupings are chosen to suit the purpose of a discussion and the number of pupils involved.









Our Implementation:
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Presentational Oracy

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

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 differentiated to ensure full participation and pupil discussions are scaffolded to ensure inclusive practice.

Oracy skills that were originally mastered in discreet oracy lessons are now incorporated across the curriculum.

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 an 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 discussion
- Vocabulary activities
- Partner talk
- Presentation of work

Our Implementation:
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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

Children with additional needs are encouraged to take a full and active part in spoken language activities at a level appropriate for their needs. Some pupils access weekly sessions with a speech and language therapist, and we welcome the expertise they bring to the school. Targets are usually set which are then worked on individually or in small groups.

We are a rights respecting school and ensure that every child has access to their rights. This policy supports Article 12 and 13 on the UN Convention of the rights of the child.

◊ **Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.**

◊ **Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.**

Our Impact:
Oracy

Shoreditch Park Primary School

Oracy Framework

While we understand that day-to-day spoken interaction can be tricky to record, it is evident from simply walking the corridors and talking to the pupils of SPPS that those ambitious oracy dispositions are evident across the school. The overall oracy culture of the school is an aspect that Voice 21 has praised us for during visits to the school.

In addition to the day-to-day oracy, the teachers use Voice 21's Oracy Framework as way of assessing where the children are in terms of their oracy attainment and how they progress in terms of their physical, liguistic , cognitive and social and emotional oracy skills

EYFS

For our EYFS Oracy Framework we have introduced the four strands – physical, linguistic, cognitive and social & emotional – and set one core oracy objective for each that gets to the root of each Framework strand. At this stage we have put the emphasis on students' fundamental oracy skills such as speaking loud enough to be heard, beginning to join ideas together, asking questions and taking turns.

Key Stage 1

For our Key Stage 1 Oracy Framework we have built on the ideas introduced in EYFS and generated two or three interlinked objectives for each strand. Each objective is slightly more complex than the previous key stage and introduces more sophisticated vocabulary. At this stage we have put the emphasis on beginning to have more self and audience awareness, considering which language is appropriate and thinking about speech being structured and purposeful.

Key Stage 2

For our Key Stage 2 Oracy Framework we have built on the ideas introduced in Key Stage 1 and generated three or four interlinked objectives, each under the relevant subheadings for that strand. Each objective is more complex than the previous key stage and introduces more sophisticated vocabulary as well as demanding a little more thought to its application. At this stage we have put the emphasis on adapting to different situations and audiences, tailoring speech to a particular audience and being more aware of group dynamics and how to influence these.

Key Stage 3, 4 & 5

By the time your students reach secondary school, we expect students to begin to engage with our original Oracy Framework, understanding by now what each strand means and how to put it into practice effectively. However, there is nothing to stop them from using any of our other student-friendly Oracy Frameworks until they are fully ready for this, even if this is just for a select number of students.

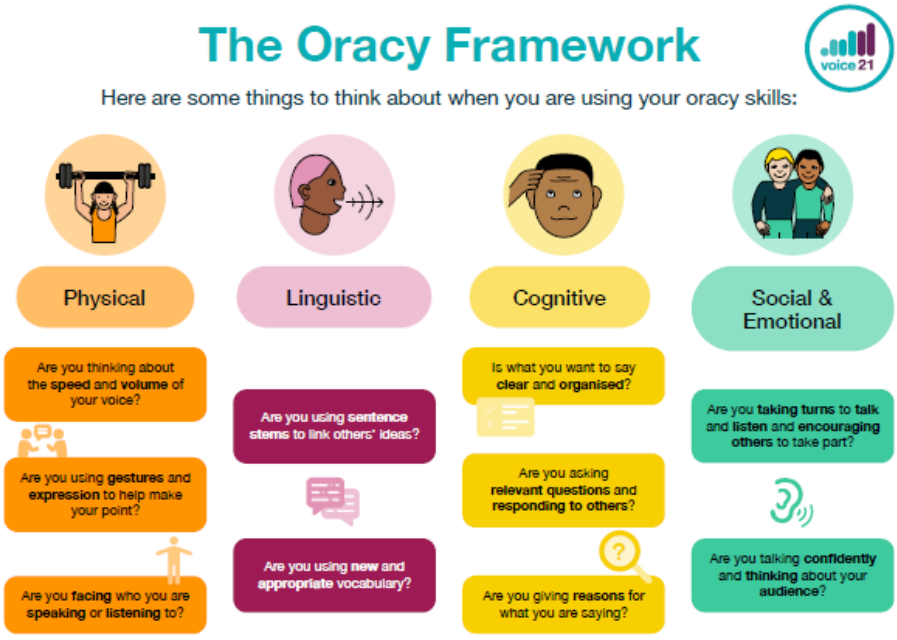
Our Impact:
Oracy

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EYFS



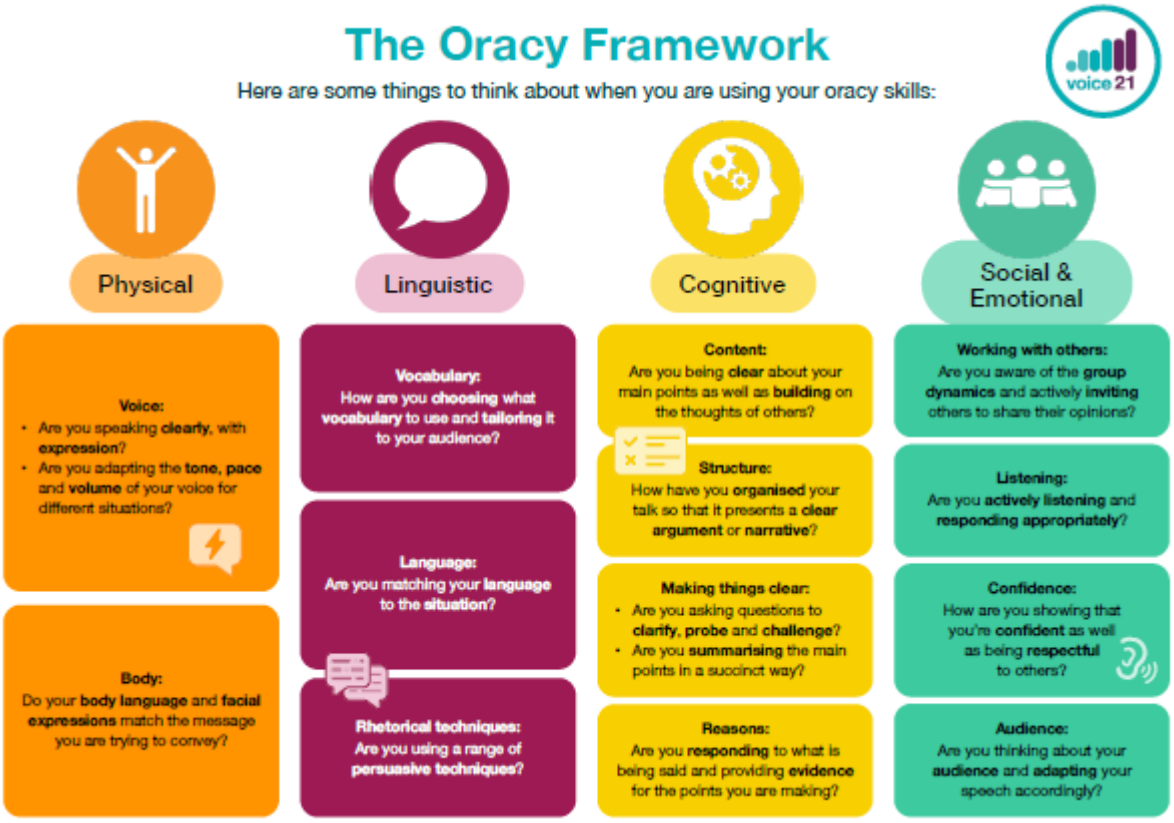
KS1



Our Impact:
Oracy

Shoreditch Park Primary School

KS2



Our Impact:
Oracy

Oracy Outcomes

As part of our work with Voice 21, we have been implementing oracy outcomes across the curriculum. These oracy specific tasks provide the children with a opportunity to use their presentation skills in a range of contexts. These outcomes are recorded and added to a digitalised portfolio of oracy evidence.





Assemblies and Performances

Assemblies and performances have always been a special occasion at SPPS, but this year we are aiming to make them even more ambitious, as not only are they an opportunity to showcase the excellent work we do at developing oracy, but they are also a fantastic opportunity for parental engagement. We hope to see you at a SPPS performance soon.

