Oracy Curriculum & Skills Progression

Oracy

Purpose of Study: Oracy refers to the ability to communicate effectively through speech. It involves using language to express thoughts, ideas, and feelings, and to interact with others clearly, coherently, and appropriately. At Henley Green, Oracy is defined as "learning to talk, learning through talk and learning to listen".

The national curriculum refers to oracy in the English programmes of study, mostly through the 'Speaking & Listening' content domain.

The national curriculum aims to ensure that all pupils: 'speak clearly, fluently and with confidence in any situation, including presenting and debating' and ''listen and respond appropriately to others, including in group discussion, taking turns and building on the contributions of others"

Oracy in The National Curriculum: Primary, DfE 2014

"Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects. Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing"

"English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. The national curriculum for English aims to ensure that all pupils: acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas and are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate."

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum.

Intent

Henley Green's Oracy Charter: *"At Henley Green, oracy empowers us to make a positive impact on our world and to feel valued. We use our voices to make the most of every learning opportunity, to resolve conflict effectively, and to create and maintain positive relationships with each other."*

At Henley Green, we understand the relationship between early language skills and outcomes in later life. As the biggest indicator of future employment and attainment in Key Stage 4, whilst oracy is harnessed to support learning in all subjects, we also intend for oracy and its skills to be taught explicitly and discretely in every classroom, to every child right from their first days with us in Little Acorns, without exception, via the tailored curriculum offer in school. We envision oracy education as fundamental to our pupil's academic success but also to their social and emotional development. Our curriculum aims to impact children's behaviour positively by facilitating children's ability to communicate, understand and hold different views effectively and appropriately. We aim for all children to understand the power that their individual and collective voices hold and for them to know how to use these appropriately to secure a better future for themselves and others. All of our pupils have fantastic potential, thus it is our wish that by aiming for oracy skills to be embedded to a subconscious level in how children conduct themselves, they are able to present themselves articulately and successfully in any given scenario, but especially when securing future education and employment opportunities. We firmly believe that oracy holds the key to our children's progress within and beyond our school environment and can therefore pave the way for each of them to fulfil their unique potential and aspirations.

Implementation

All pupils at Henley Green are exposed to explicit and discrete oracy teaching and opportunities to apply their learning across all lessons and subjects. Our pupils are familiar with our tailored 'Oracy Charter' and are able to articulate what oracy is, what it means, why is is important and how these skills can be used within and to further their learning. Our provision for oracy teaching and curriculum is largely lead by and designed through our membership to Voice 21, their teacher and school benchmarks, and the Cambridge 'Oracy Framework'. In reading lessons, children apply and rehearse the skills linked to the Oracy Framework to enhance and further their understanding of texts and their meaning. Children also refine their reading aloud skills. The use of sentence stems is mapped and incorporated into all subjects across all year groups so that children rehearse more formal structures for speaking that in turn enhance and refine their understanding and construction of written language. Sentence stems are used to scaffold children's reasoning processes as well as their ability to challenge, interrogate and evaluate the material they learn. Sentence stems are particularly integrated into subjects such as Maths, Science, History and Geography. There use supports children to deepen their understanding and knowledge by probing each other and any source material they access. These sentence stems along with our talk protocol gestures talk tactics, strategies and springboards for talk further scaffold our students' utilisation of talk to further their learning in all subjects. Additionally, we have a weekly oracy assembly whereby children learn that oracy has a high profile in school and is crucial for the world beyond our building. Our assemblies focus on communication skills and how these can be used to gain employment later in life and we expose children to a range of professions to widen and raise their aspirations. We provide extracurricular experiences through the Coventry Oracy Hub for children to showcase their progress and apply their skills into broader contexts beyond school and to learn from communicating with different and new groups of people. Through these opportunities our staff can also network and gain valuable CPD from other settings. This, coupled with a robust programme of staff CPD ensures that our provision for oracy is up to date and of the highest quality. Our lunchtime talk prompts help to enhance children's social communication skills and teach children appropriate conversation technique as well as etiquette and table manners. All of this has a positive impact upon behaviour in the dining room and playground.

Impact

Our bespoke curriculum for Oracy impacts our pupils both in terms of their academic outcomes and progress, and their social and emotional development. Our provision ensures that our children leave Year 6 as articulate, polite, respectful and confident speakers, who can communicate appropriately in all manors of different contexts- whether speaking informally to friends in a social setting, presenting or engaging in formal discussion as part of learning, or using exploratory talk to discover and deepen their knowledge. Our commitment to oracy in a way that is not just focused on academic achievement means that our students are develop problem solving, de-escalation and empathy skills. This allows them to communicate with one another harmoniously and develops their tolerance for alternate views, freedom of speech, individuality and diversity of opinion and experience. As a result, our pupils are well equipped to handle and accept disagreement and resolve conflict that arises out of these differences courteously and respectfully. Our pupils progress through our school with the knowledge that their voices and words are powerful and can make a difference to their worlds. The leave school knowing their valuable and unique place in the world and that their voices and talk enhance and provide opportunities for them, both academically and beyond this. Our children leave us empowered to use their voices for good and to create a brighter future for themselves and those around them as they grow up- a lesson that we know will stay with them into adulthood.
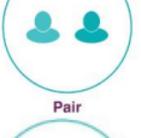
Whole School Initiatives:

-Weekly Oracy assemblies focused on aspirations and careers   -Membership for Voice 21, Coventry Oracy Hub & linked CPD/events
-Lunchtime talk prompts   -Parent events and workshops to improve awareness of oracy and speaking and listening skills
-Extra-curricular clubs and competitions   -Internal whole staff CPD programme focused on oracy
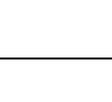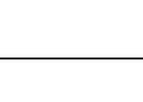
	Oracy Framework	Protocol Gestures & Talk Tactics	Sentence Stems	Springboards For Talk & 60 Second Strategies	Groupings	Listening focus	Discussion Guidelines
Little Acorns	**Physical** Volume Eye contact **Cognitive** 2/3-word phrases **Social & Emotional** Listening Turn taking	Instigate Initiate Challenge Agree Disagree	I want… I need… ….and… He is…. She is…. They are… I am….	Would You Rather Sound spotting	Circle Pair	Eye contact in the direction of speaker 100% attention on the speaker	Take turns to speak & Talking object Listen and look at the speaker Quiet when someone is speaking
Nursery	**Physical** Volume Eye contact **Cognitive** 4-6-word phrases Building on other's views **Social & Emotional** Listening Turn taking	Instigate Initiate Challenge Agree Disagree	I (can) see… I (can) hear… I want… I (can) feel… Can I have…. I would like…. I like… I do not like…	Would You Rather Sound spotting Talk Tokens Categories Why? Because…	Circle Pair	Eye contact in the direction of speaker 100% attention on the speaker	Take turns to speak & Talking object Listen and look at the speaker Quiet when someone is speaking

Reception	**Physical** Volume Eye contact Body language- still **Linguistic** Polite vocabulary **Cognitive** Full sentences Reasoning Building on others' views Focus within the conversation **Social & Emotional** Listening Turn taking	Instigate — **Initiate** Build — **Build** Challenge — **Agree** Challenge (icon)	I think…. I feel… I notice… I agree with…. I disagree with…. I like… I don't like…	Would You Rather Concept Cartoons Talk tokens Talk trail Talk Towers/Bricks Categories Why? Because Turn To Your Partner Talk	Nest Pair	Eye contact in the direction of speaker 100% attention on the speaker Being calm and still	Take turns to speak & Talking object Listen and look at the speaker Quiet when others speak Agree and disagree courteously
Year 1	**Physical** Volume Eye contact Body language- still Gesture- nodding **Linguistic** Polite vocabulary **Cognitive** Full sentences Reasoning Building on others' views Focus within the conversation **Social & Emotional** Listening Turn taking	Instigate — **Initiate** Build — **Build** Challenge — **Agree** Challenge — **Disagree**	I think…. I feel… I notice… I agree because…. I disagree because…. I wonder if… I like…because I don't like…because Fortunately… Unfortunately….	Would You Rather Concept Cartoons I think, I see, I wonder Yes, but.. Opinion line/agree scale Anybody who…. Connection circles Categories Why? Because Stop and Talk Think, Pair, Share Turn To Your Partner Talk	Nest Pair Trio	Eye contact in the direction of speaker 100% attention on the speaker Being calm and still Verbal & non verbal encouragement	Take turns Listen and look at the speaker Quiet when others speak Wait for speakers to finish before building Agree and disagree courteously Show respect

Year 2	Physical		I think….	Would You Rather		Eye contact in the direction of speaker	Take turns

Year 2	**Physical** Volume Eye contact Body language- still Gesture- nodding **Linguistic** Polite vocabulary **Cognitive** Full sentences Reasoning Building on others' views Focus within the conversation Questions **Social & Emotional** Listening & turns Responding Encouraging	Instigate → **Initiate** Build → **Build** Challenge → **Agree** **Disagree**	I think…. I feel… I notice… I agree because…. I disagree because… I wonder if… I like…because I don't like…because Fortunately… Unfortunately….	Would You Rather 20 sounds a minute Concept Cartoons I think, I see, I wonder Yes, but Opinion line/agree scale Anybody who… Connection circles Categories Why? Because Stop and Talk Think, Pair, Share Turn To Your Partner Talk The Director Always, Sometimes, Never	Nest Pair Trio	Eye contact in the direction of speaker 100% attention on the speaker Being calm and still Verbal/non verbal encouragement React to what is said using protocol gestures	Take turns Listen and look at the speaker Quiet when others speak Wait for speakers to finish before building Agree and disagree courteously Show respect Be open minded
Year 3	**Physical** Volume Eye contact Body language- still Gesture- nodding **Linguistic** Polite vocabulary **Cognitive** Reasoning Building on views Focus on task Questions **Social & Emotional** Listening & turns Responding Encouraging	Instigate → **Initiate** Build → **Build** Challenge → **Agree** **Disagree** Probe	I wonder if… I politely disagree… However…. On the other hand… Therefore… I agree somewhat… I disagree slightly… I must challenge the point because… Sadly… Whereas… Whilst I agree with… I partly agree… I partly disagree…	Concept Cartoons Odd One Out If I ruled the world Talk detectives Any questions Connection circles Why? Because Stop and Talk Think, Pair, Share	Nest Pair Trio	Giving 100% focus Eye contact Gestures to react and respond Non-verbal encouragement Ask questions to clarify and probe	Take turns Quiet, still & 100% attention Courteous & respectful challenge & building of ideas Encourage, respond & invite Wait to build, challenge, probe Be open minded to different views

Year 4	Physical Volume Eye contact Body language Gesture Tone Facial expression Linguistic Polite vocabulary Formal register Cognitive Reasoning Building on views Focus on task Questions Structure sentences with openers Social & Emotional Listening & turns Responding Encouraging Confidence	Instigate — Initiate Build — Build Build — Agree Challenge — Challenge Probe — Disagree Probe — Probe	However…. On the other hand… Therefore… I agree somewhat… I disagree slightly… I must challenge the point… Whereas… Whilst I agree with… Can I ask if… Building on from… In addition to… Could you explain further…. Would you mind elaborating…	Concept Cartoons Odd One Out If I ruled the world Balloon debate Talk detectives Dubbing Any questions Connection circles Why? Because The Director Hot seating Think, Pair, Share We said	Nest Pair Trio Circle	Giving 100% focus Eye contact Gestures to react and respond Non-verbal encouragement Ask questions to clarify and probe	Take turns Quiet, still & 100% attention Courteous & respectful Encourage, respond & invite Wait to build, challenge, probe Be open minded

Year 5	Physical Volume Eye contact Body language Gesture Tone Facial expression Pace Enunciation Linguistic Polite vocabulary Formal register Cognitive Reasoning Building on views Focus on task Questions Structure sentences with openers Clarify Summarise Social & Emotional Listening & turns Responding Encouraging Confidence Work with others		I would like to start by saying… We haven't yet talked about… Building on X's idea… I agree and add that.. Furthermore… I would like to add… To challenge you X, I think… Our discussion focused on… So far we have talked about… Why do you think… Can you provide an example… So are you saying… Does that mean…	Talking Points Concept Cartoons Consensus Circle Always, sometimes, never Summary Bullseye Talk detectives Question tennis Word association Treasure hunt Micro/Macro Listening Hot seating We said What's the link		Giving 100% focus Eye contact Gestures to react and respond Non-verbal encouragement Ask questions to clarify and probe Summarise and repeat back what is said Mirror language to link responses	Proof of listening Value every voice Courteous and respectful build, challenge, probe, summarise Be opened minded and prepare to change your view Try to reach a shared agreement/decision Invite others into discussions and include everyone equally

| Year 6 | Physical
Volume
Eye contact
Body language
Gesture
Tone
Facial expression
Pace
Enunciation
Linguistic
Polite vocabulary
Formal register
Rhetorical devices
Cognitive
Reasoning
Building on views
Focus on task
Questions
Structure sentences with openers
Clarify
Summarise
Social & Emotional
Listening & turns
Responding
Encouraging
Confidence
Work with others | Instigate — **Initiate**
Build — **Build**
Challenge — **Agree**
— **Disagree**
Probe — **Probe**
Clarify — **Clarify**
Summarise — **Summarise** | I would like to start by saying…
We haven't yet talked about…
Building on X's idea…
I agree and add that..
Furthermore…
I would like to add…
To challenge you X, I think…
Our discussion focused on…
So far we have talked about…
Why do you think…
Can you provide an example…
So are you saying…
Does that mean…
To support X…I believe…
Could you explain further…
In summary… | Talking Points
Concept cartoons
Consensus Circle
If I ruled the world
Always, sometimes, never
Summary bullseye
Talk detectives
Question tennis
Word association
Treasure hunt
Hot seating
Micro/Macro Listening
We said
What's the link | Nest
Pair
Trio
Circle
Fishbowl
Traverse | Giving 100% focus

Eye contact

Gestures to react and respond

Non-verbal encouragement

Ask questions to clarify and probe

Summarise and repeat back what is said

Mirror language to link responses | Proof of listening

Value every voice

Courteous and respectful build, challenge, probe, summarise

Be opened minded and prepare to change your view

Try to reach a shared agreement/decision

Invite others into discussions and include everyone equally |

Oracy Skills Progression - Key Vocabulary

	Little Acorns	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key vocabulary: **Physical**	Volume Eye contact Speaker	Volume Eye contact Speaker	Volume Eye contact Body language Speaker	Volume Eye contact Body language Gesture	Volume Eye contact Body language Gesture	Volume Eye contact Body language Gesture	Volume Eye contact Body language Gesture Tone Facial expression	Volume Eye contact Body language Gesture Tone Facial expression Pace Enunciation	Volume Eye contact Body language Gesture Tone Facial expression Pace Enunciation
Key vocabulary: **Linguistic**	Sentence	Sentence	Polite Agree Disagree	Polite Agree Disagree	Polite Vocabulary	Polite Vocabulary	Polite Vocabulary Formal Register Linguistic	Polite vocabulary Formal Register Linguistic Rhetoric	Polite Vocabulary Formal Register Rhetorical Irony Figurative Metaphor Linguistic
Key vocabulary: **Linguistic**	Phrases	Phrases	Reasoning Building Challenge Focus Conversation	Sentences Reasoning Building Views Opinions Focus Conversation	Sentences Reasoning Building Views Opinions Focus Conversation Questions	Reasoning Building Views Focus Questions Challenge Conversation Sentence Opener	Reasoning Building Challenge Focus Opinion Questions Structure Probe Conversation Sentence Opener	Reasoning Building Evidence Focus Questions Structure Clarify Summarise Evidence Challenge Cognitive	Reasoning Building Focus Probe Questions Structure Clarify Challenge Summarise Evidence Cognitive
Key vocabulary: **Social & Emotional**	Listening Focus Attention Turn taking	Listening Turn taking Focus Attention	Listening Turn taking Focus Attention	Listening Turn taking Focus Attention	Listening Turn taking Focus Attention Encouraging	Listening Turn taking Responding Encouraging Teamwork	Listening Turn taking Responding Encouraging Confidence Collaborate	Listening Turn taking Responding Encouraging Confidence Co-operate	Listening Turn taking Responding Encouraging Confidence Consensus