



Oracy at St Luke's

Our Vision

"Children at St Luke's have secure communication skills in order to support them in becoming confident speakers and future ready individuals, to thrive and succeed in the wider world. We believe that everyone's voice should be heard and valued."

Intent

At St Luke's Primary, Oracy plays a prominent role in teaching and learning. The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Oracy underpins the development of reading and writing, and is key to progress in all aspects of the curriculum.

At St Luke's we strive to develop Oracy skills through the curriculum, assemblies, extra-curricular activities and the whole ethos of the school. Oracy can be described as a combination of learning to talk and learning through talk. We believe that developing Oracy throughout primary education provides our children with life-long skills, which will help them in secondary school and beyond. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations. Children will be able to explain their ideas and discuss points of view. Oracy is embedded throughout our broad and balanced curriculum, and is explicitly taught and practised in dedicated Oracy sessions and assemblies.

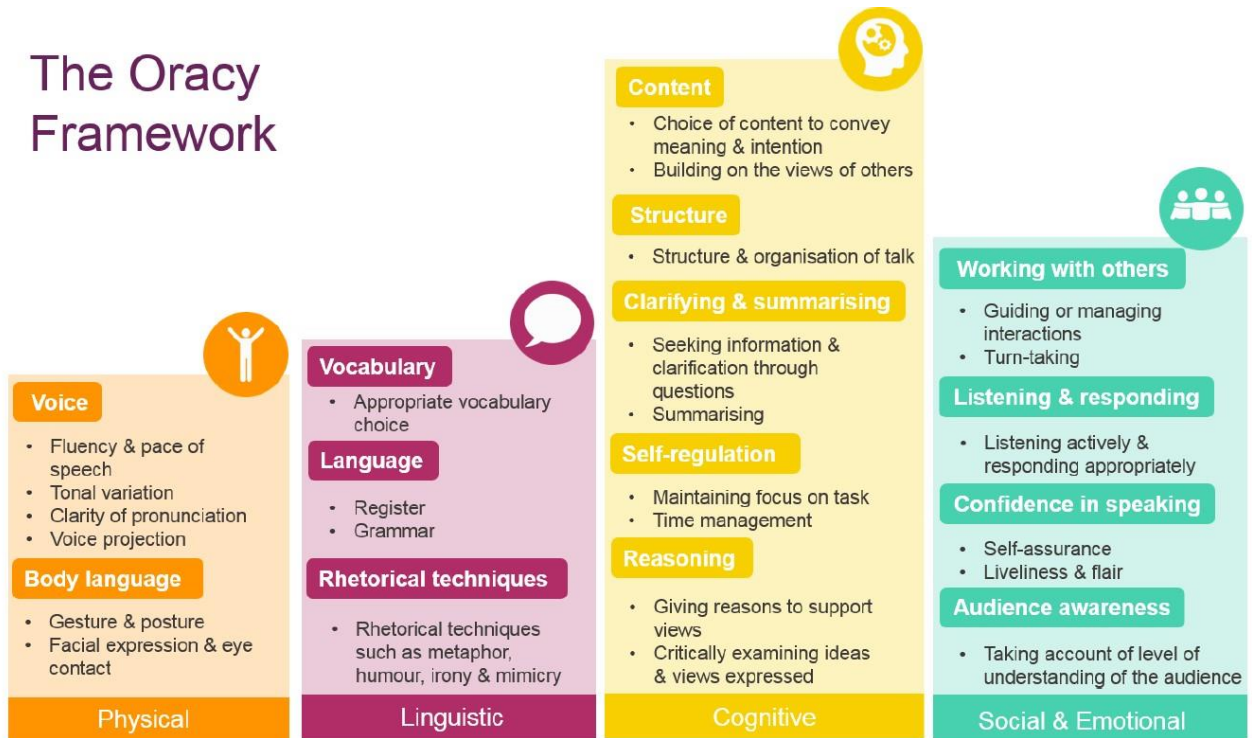
There are opportunities for pupils to develop their Oracy skills outside of the curriculum. This is achieved through pupil conferencing, productions, assemblies, visiting speakers, topic events and participation in local trips.

Implementation

Pupils are taught Oracy skills through dedicated daily Oracy sessions and assemblies. During these sessions pupils are taught a range of listening, vocabulary and discussion techniques. We teach these skills through the Oracy framework focusing the four key strands: Physical, Cognitive, Linguistic and Social and Emotional. The framework allows both pupils and staff to understand what makes effective communication. The four strands enable successful discussion and effective communication. The framework is used to give

feedback and assess progress. Pupils should also be encouraged to use the framework to self and peer-assess talk.

The Oracy Framework









Discussion Guidelines

Each class have developed their own set of 'Discussion Guidelines' to support partner talk and group discussion. These guidelines are to enable a safe, effective and respectful environment for talk.



Discussion sentence stems

Sentence stems support children in Oracy sessions and assemblies. All classes should have sentence stems displayed for the children to access and refer to. These should be differentiated as outlined below.

	Instigator Starts the discussion 	Builder Develops, adds to, or runs with an idea 	Challenger Disagrees with or presents an alternative argument 	Clarifier Makes things clearer and simplifies ideas by asking questions 	Prober Digs deeper into the argument, asks for evidence or justification 	Summariser Presents reflections on the discussion. May offer a conclusion or balanced assessment 
EYFS	I think... I know... I can see... I can hear...	Also... And...			Why? How?	My partner said...
Year 1	I think... I know... I can see... I can hear...	Also... And...	I disagree with ___ because...			My partner said... My partner thinks that...
Year 2	I think... I believe...	Also... Building onto...	I disagree with ___ because...	Can you tell me more about _____?		My partner said... My partner thinks that... Our group thinks that...
Year 3	I think... I believe... Firstly, I think that...	Also... Building onto... Adding onto...	I disagree with ___ because...	Can you tell me more about _____?	Why do you think that?	My partner thinks that... Our group thinks that...
Year 4	I believe... Firstly, I think that... I would like to start by saying...	Also... Building onto... Adding onto... In addition... Furthermore...	Respectfully disagreeing... On the other hand...	Can you tell me more about _____? Does that mean that...	Why do you think that? What evidence have you found?	Overall, our group thinks... In summary, My partner believes that...
Year 5	I would like to start by saying... I think the first thing we should consider...	I agree and I'd like to add... Building on your point... Adding to what you said...	Respectfully disagreeing... That is an interesting point, but have you considered...	What do you mean when you <u>say</u> ... Could you tell me more <u>about</u> ... Does that mean that...	What evidence do you have to support that? How does that support your argument? How did you come to that conclusion?	In summary... Overall, the main points considered were... To summarise... From today's discussion is it clear that...
Year 6	I would like to start by saying... I think the first thing we should consider...	I agree and I'd like to add... Building on your point...	Respectfully disagreeing That is an interesting point, but have you considered	What do you mean when you <u>say</u> ... Could you tell me more <u>about</u> ...	What evidence do you have to support that? How does that support your argument?	In summary... Overall, the main points considered were... To summarise...

Groupings

Groups support talk for different purposes. Teachers should carefully select different grouping depending on the task and purpose of the discussion.



Nest
Students stand apart and whisper their ideas to themselves



Circle (of 6 to 12 students)
A group of six students face each other in a circle. Pupils step inside the circle individually and speak to the group, considering their audience, maintaining good eye contact and using appropriate body language.



Pairs
Two students talking together



Onion
Students form an inner and outer circle. Up to six pupils stand back-to-back in the inner circle, with each facing a partner on the outer circle.



Trios
Three students talking with each other. Two students have a discussion while the third observes then summarises and critiques



Traverse
Pupils stand in two parallel lines opposite a speaking partner.



Coaching Onion
This is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying about speaking to them all at once.

Presentational Oracy

Presentational skills should be taught explicitly in preparation for assemblies, presentations and performances. Throughout the year, all children are given the opportunity to speak in front of an audience. Class assemblies, performance poetry, school performances are just some examples of the presentation experiences that children are offered.

Impact- Progression in Oracy

Year group	Strand of Oracy			
	Physical	Linguistic	Cognitive	Social and Emotional
EYFS (Early Learning Goal)	To be able to produce voice in order to articulate thought	To extend vocabulary and ideas, especially by grouping and naming and linking sentences together	To develop narratives and explanations by connecting ideas or events	To express themselves effectively, showing awareness of listeners' needs
	To be able to produce developmentally appropriate sounds (e.g. th, j)	To use tense accurately	To answer 'how' and 'why' questions (Blank level 4), using 'because'	To take account of one another's ideas about how to organise their activity
Year 1	To speak audibly so they can be heard and understood	To use a range of sentence types	To recognise when they haven't understood something and ask a question to help with this	To take turns to talk, listen and respond appropriately in two-way conversations
	To use gestures and nonverbal skills to support meaning	To use sentences containing an increasing complex vocabulary of adjectives, prepositions, verbs and conjunctions	To increasingly use the language of opinion and argument	To listen to others and be willing to change their mind
Year 2	To use speech that is consistently clear and easy to understand	To use vocabulary appropriate to the topic at hand	To ask questions to find out more about a subject	To take turns to talk, listen and respond appropriately in groups
	To use the appropriate tone of voice	To use sentence stems to signal when they are building on or challenging others' ideas	To offer reasons for their opinions	To adapt ideas, suggestions and opinions based on what they have heard
Year 3	To consider position and posture when addressing others	To make precise language choices and use specialist vocabulary to convey meaning	To present somebody else's point of view	To speak with confidence when addressing a group/specific audience
	To deliberately vary tone of voice in order to convey meaning	To show understanding by rephrasing the language of others	To summarise key points from discussion	To invite those who have not spoken in to a discussion
Year 4	To develop fluency in presentation or when offering a response	To use complex grammar and sentences effectively to communicate in different ways to clarify, summarise, explain choices and plan	To reflect on their own oracy skills	To maintain discussion by making relevant comments or by asking questions
	To use pauses for effect in presentational talk		To infer meanings, reasons and make predictions using supporting evidence	To consider the impact of their words on others when giving feedback
Year 5	To project their voice to a large audience	To use language demonstrating a deeper empathy and understanding with fluency and accuracy	To draw on knowledge of the world to support their own point of view and explore different perspectives	To listen for extended periods and then summarise and recount ideas
	To interpret more subtle, non-verbal communication and adjust language accordingly	To show increased competence at expressing opinions	To argue their position with well structured logical reasoning	To demonstrate increased awareness of the listener's needs

Year 6	To speak fluently in front of an audience	To vary sentence structures and length for effect when speaking	To construct a detailed argument or complex narrative, also seeing things from a different perspective	To use humour appropriately and effectively
	To have confidence and an evolving idea of stage presence	To be comfortable using idiom and expressions accurately and appropriately	To spontaneously respond to increasingly complex questions, citing evidence where appropriate	To be able to read to a group and respond accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions

Right Respecting School

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.