

## Oracy Policy

### Intent

At Rockwell Green Church of England Primary School it is our intent that all of our pupils will become able to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

### Implementation

Our planning, assessment, delivery, classroom and school organisation are essential parts of promoting our aim. Some of our approaches will be common across the school, e.g.

- All staff and pupils will be explicitly taught to understand that good listening and or speaking takes place in every interaction - whether that is asking for your lunch in the dinner hall, attempting to solve a complex problem in a lesson, or sharing how you feel on the playground - ways in which we speak and listen will be shared across the curriculum and tie into our approach and expectations for behaviour
- The explicit skills of speaking and listening to one another will be highlighted when this is appropriate. This will be achieved through the use of discussion guidelines, sentence stems and, where appropriate, talk tactics will be taught, modelled and used to elevate learning
- Across the curriculum, teachers will identify and explicitly teach vocabulary that will help their pupils to access learning in those lessons, e.g. subject specific words in science such as root, leaf, petal and text specific words in English, e.g/ 'merely,' 'sumptuous,' words that are discussed as part of an English text may be planned in advance but may arise through book talk and follow the need of the group, class or individual
- New words and sentence stems will be introduced using the 'my turn,' 'your turn,' approach, adding in an action hook where possible. New words we have in common will be collected and reactivated across the term and year. These are added to the vocabulary lists for specific subjects (e.g. R.E. and science)
- Pupils will be able to orally rehearse sentences using the 'nest and beak' system if this is helpful for the class
- Talk will be at the heart of learning and every class will use various groupings, including (but not limited to) talk partners, trios and nest to ensure all children are engaged in that process. Talking partners will be activated quickly and seamlessly using the whole school agreed 'silent' signal
- All staff will scaffold good speaking by modelling and encouraging the use of whole school agreed student talk tactics, which fall into the six categories of **Instigate, Probe, Build, Challenge, Clarify and Summarise\*** (see student talk tactics appendix 1\*).
- Staff will model talk tactics and discussion roles and give explicit praise based on progress against these\* and the oracy framework.\* (see teacher talk tactics and oracy framework appendices 2 and 3\*)
- Good listening will be shared explicitly with the children in all classes. When someone is speaking to the whole class, they will be asked to stand (if appropriate to the lesson and beneficial to the learning/pace) and all pupils will show respect and active listening by tracking the speaker. The 'whole body listening' poster\* will be referred to in order to support this. (see poster appendix 4\*)

- All people taking part in a discussion will agree and abide by their agreed class discussion guidelines. Guidelines will be displayed in all classes in a large format, with supportive symbols. Staff will refer to these guidelines frequently
- When taking part in group discussion, the children will be taught clearly defined roles, based on the student talk tactics. Occasionally, the role of talk detective may also be used so children can explicitly assess their speaking and listening progress
- Talk tokens may be used to encourage less keen talkers to participate and also to focus the overly keen talkers on saying something with a high value status.
- Where a specific language need has been identified, the child or group of children will be assessed using the Language Link programme and may then follow the specific suggestions to help close their language skills gap.
- Children will be encouraged to share their learning through verbal presentations during some points of the year. This learning will sometimes be learnt by heart in order to be able to present and focus on their speaking communication skills, in key stage one this might take the form of 'stepping out' a known rhyme or facts, moving towards a more formal presentation in and across key stage two.
- Pupils will be encouraged to use presentational talk where possible, this will be achieved through (but not limited to) the use of a poetry podium, through performances in church and the school hall and through the debating club.
- The progression in oracy document can be used as a useful aid when planning in explicit talk opportunities each half term.

#### Early Oracy

In addition to the above, EYFS staff will continue to enhance language development by:

- Helping children to expand on what they say by introducing additional vocabulary and language structures using the EYFS teacher talk tactics\* (see appendix\*)
- Commenting on what is happening during activities rather than low level questioning of children. When questioning, staff will consider the answer they are looking for and if the children have the adequate language to respond.
- Using talk to describe what children are doing by providing a running commentary alongside activities

In Rockets, as well as ongoing practitioner assessments, the children are screened using the First and Foremost screening tool on a termly basis for those children who are causing concern in their oracy skills. Those who are then shown to be falling behind age related expectations will follow the suggested ideas.

In Reception, as well as ongoing assessments, all children are assessed using the BPVS and Speech Link programme and, if needed, may work in a small group three times a week and 1:1 twice a week as suggested. Children who are identified as a cause for concern from this, will then complete the Language Link assessment.