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## Oracy- Curriculum Overview

### **What is a Voice21 Oracy School?**

As a Voice21 Oracy School we are committed to transforming our school's teaching, learning and ethos to ensure that all of our children benefit from a high-quality oracy education. We are part of a network of schools and educators across the UK, open to sharing their best practice and innovation in oracy education. We are working with the Voice21 charity and their oracy teaching and learning experts to identify and address specific needs and ambitions for oracy both in our classrooms and across the whole school.

### **Intent:**

**Here at Netherton our Oracy Aims are to help pupils develop their speaking and listening skills and become more confident, articulate speakers.**

Children's ability to speak and listen is fundamental to their language development, learning in school and social development. Talk underpins learning and thinking. Richness and variety of talk is important for all children.

We ensure that pupils' oracy skills play a significant part in their learning. We provide children with role play, real life situations, collaborative and problem-solving opportunities to develop these skills.

Pupils will also be taught knowledge, skills and understanding through a wide range of activities, contexts and purposes including:

- Speaking for different audiences which includes friends, class, teachers and other adults in the school
- Listening and responding, both in face-to-face situations and to broadcast or taped material
- Discussion and group interaction, in settings with different numbers of participants and different levels of formality
- Speaking with talking partners, to create and clarify ideas
- Drama activities, including improvisation and working in role, as well as writing and performing scripted drama

### **Implementation**

Direct teaching of oracy skills is fostered at our school to enable our children to develop confidence and a range of talk for different purposes and audiences. Links between oral and written language are encouraged and built on across the curriculum. We use a wide range of resources to support our work and train our staff to develop our oracy approach. This includes using Voice 21 resources and training.

We aim to enable pupils to:

- Be confident when sharing their ideas
- Enjoy playing with patterns of words
- Enjoy talking as part of their play and learning
- Communicate effectively by speaking and listening with increasing confidence, clarity and fluency
- Speak appropriately in a variety of settings for a range of audiences
- Develop a wide range of speaking skills on increasingly complex subjects
- Think carefully and organise thinking before speaking
- Respond sensitively and reflectively to what has been heard
- Reflect on their talk

We ensure that our children become confident, successful young people because of our commitment to the use of talking within the learning process. Children throughout their learning use talk partners, group work and whole class work to share ideas and develop their thinking. Role play, drama, discussion, debate, presentation and decision making play a significant part in the learning process. Within drama we encourage pupils to adopt, create and sustain a range of roles whilst also responding appropriately to others in role. In history the children will re-create scenes from the past and then brainstorm feelings and phrases that the characters may have said. In science the children have to plan an investigation with their group and decide what resources they will need. In maths pairs of children will discuss which is the best method for solving a problem and then share this with the whole class. This talk for learning supports the children's thinking and enables them to learn from each other and structure their ideas. In English lessons we use talk for writing strategies to encourage all of the children to verbalise their ideas before they write. For example, children throughout the school, within guided group work, might talk through shared story maps or make class word and phrase banks. This ensures that they have used the vocabulary and verbalised their ideas so that they are then confident to commit their ideas to paper.

From Nursery to Year 6 we model quality talk for learning and for writing, and through guided work ensure all of our children become successful users of language and who are able to express themselves clearly and communicate effectively.

<b><u>Physical</u></b>			
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>
	<p>Speak audibly so they can be heard and understood by a talk partner.</p> <p>To maintain eye contact with a partner or familiar adult.</p> <p>Use gestures to support meaning eg in a T4W recital.</p>	<p>Speak clearly and confidently in a small group of known peers.</p> <p>Use non-verbal signals to indicate agreement or disagreement.</p> <p>Speak clearly and confidently when explaining displayed learning to an adult in class.</p>	<p>Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build.</p> <p>Begin to understand the importance of posture when speaking.</p> <p>Moderate tone and volume to match the audience.</p> <p>Maintain suitable posture throughout a spoken contribution.</p> <p>Be aware of where to look or stand to ensure the audience can hear clearly.</p>

<b><u>Cognitive</u></b>			
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>
	<p>To use 'because' to develop their ideas.</p> <p>To make relevant contributions and asks questions.</p> <p>To describe events that have happened to them in detail.</p>	<p>To offer reasons for their opinions.</p> <p>To recognise when they haven't understood something and asks a question to help with this.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p>	<p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p>

<b><u>Linguistic</u></b>			
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>
	<p>Express needs clearly to a familiar adult or peer.</p> <p>To use talk in play to practice new vocabulary.</p> <p>To joins phrases with words such as 'if', 'because' 'so' 'could' 'but'</p>	<p>To use vocabulary appropriate specific to the topic at hand.</p> <p>To use 'if' and 'might' to explain how they could improve their work next time.</p> <p>To take opportunities to try out new language, even if not always used correctly.</p> <p>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p>	<p>Choose the most appropriate stem independently.</p> <p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>Use technical, subject-specific vocabulary when explaining opinions.</p>

<b><u>Social and Emotional</u></b>			
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>
	<p>To look at someone who is speaking to them.</p> <p>To take turns to speak when working in a group</p>	<p>Be able to independently take turns and ensure all members contribute.</p> <p>Listens to others and is willing to change their mind based on what they have heard.</p> <p>To organise group discussions independently of an adult.</p>	<p>To start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>To be aware of others who have not spoken and to invite them into discussion.</p> <p>Be able to change their mind in response to another person's argument.</p>