

Shawlands Primary School
Oracy Curriculum and Progression
Written November 2021



Intent Statement

At Shawlands Primary School we believe that speaking and listening are fundamental to the teaching of English and that it permeates the whole curriculum – cognitively, socially and linguistically. We want our children to develop effective communication skills for the here and now and also in readiness for later life. Having recently signed up to Voice 21 (a national charity that exists to enable teachers and schools to provide a high quality oracy education so that all young people can find their **voice** for success in school and life) we are committed to building and embedding a culture of oracy throughout our curriculum.

We will ensure that teachers and senior leaders are equipped with the skills to develop oracy for teaching and learning, to plan for talk across the curriculum and to elevate speaking beyond the classroom. By building a culture of oracy within our school, we want to develop our children's confidence, spoken language and written outcomes across and beyond the curriculum.

Our aim is to enable the children to improve their levels of oracy so that they are express themselves clearly and are able to communicate effectively and confidently in front of any type of audience. These skills are being encouraged in every area of our curriculum as good oracy skills can enhance every type of learning including maths and science. A key part of oracy is for children to think carefully about the language they're using, and tailor it to their subject, purpose and audience.

So much in life depends on being a good communicator, so it's vital that children learn the importance of oracy from a young age. Children who start school with limited communication skills are six times less likely than their peers to reach the expected standards in English at the end of Year 6. We are aware of children's different starting points therefore developing oracy skills is crucial in improving our children's life chances.

We also recognise that children who communicate well are more likely to form good relationships with other children and adults, therefore it is important that our children are able to listen to others, and respond appropriately. Purposeful talk is used to drive forward learning, through talk in the classroom, which has been planned, designed, modelled and structured to enable all learners to develop the skills needed to talk effectively.

Implementation

At Shawlands Primary School we have adopted the Voice 21 framework for oracy which breaks down the teaching of speaking and listening into four strands: Physical, Cognitive, Linguistic and Social and Emotional. We promote classrooms rich in talk, in which questions are planned, peer conversations are modelled and scaffolded and the teacher uses talk skilfully to develop thinking. From EYFS to Year 6, children are given opportunities to develop oracy skills and build their confidence in talk for formal and informal situations, both in and outside the classroom.

We have an embedded oracy curriculum ensuring the children have an opportunity to practice a variety of types of talk and practise the skills needed for different oracy outcomes:

- exploratory talk
- interactive/negotiation
- recitation
- debate and persuasion
- building understanding
- to inform/teach
- entertainment and expression

The deliberate, explicit and systematic teaching of oracy across the school and throughout the curriculum will support our children to make progress in the four strands of oracy.

A range of purposeful opportunities are used to encourage learning through talk and learning to talk, including:

- **Setting ground rules for speaking and listening in class**, such as putting your hand up before speaking, waiting to be chosen, and not interrupting each other.
- **Discussions** as a pair, small group or whole class, for example about religious beliefs, story plots, or predicting the outcomes of experiments.
- **Hot seating**: a drama technique where one child sits in the 'hot seat,' and the other children ask them questions to answer in character.
- **Exploring a text through performance** – not just re-enacting what actually happens in the book, but also acting out what characters might do or say in a particular situation.
- **Debates**, with one group of pupils for and another against a certain topic or question, such as, 'Is it right to bully a bully?'
- **Putting on assemblies** e.g. Harvest, attended by the rest of the school and often parents.
- **School council meetings**, where council members collect questions and concerns from other pupils and present them to their fellow councillors and teachers.
- **Group work**, where communication and listening to each other are essential.
- **Role play**, where children pretend to be someone else or pretend to be in a specific situation that they are not actually in at the time.

Impact

Oracy skills will be assessed using the oracy framework. Teachers and Senior Leaders can use the progression statements from the Oracy Progression Map to monitor progress and attainment. Each year group has oracy objectives which build on and extend from the previous year ensuring progression as the children move through the school.

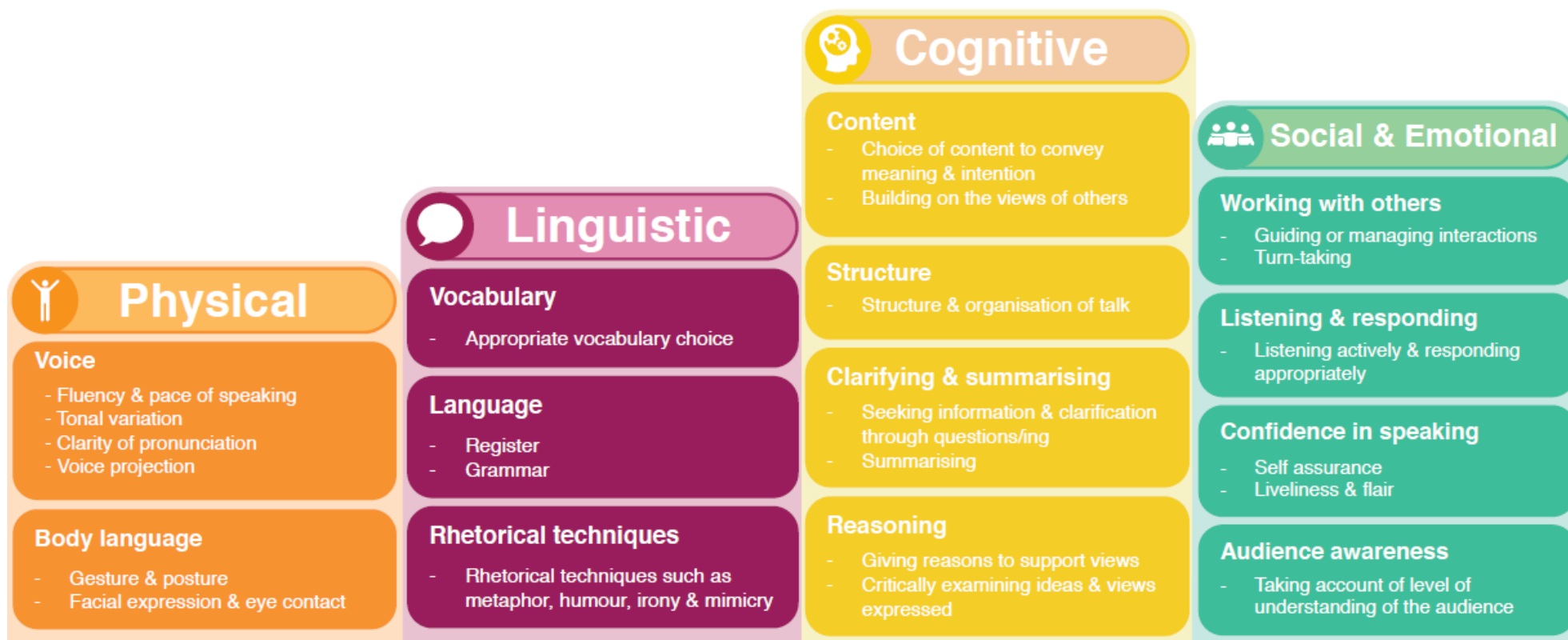
Through the teaching of oracy, children will be able to:

- Speak fluently, with confidence and clarity in front of an audience including talking in full sentences
- Explore ideas through talk
- Deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their idea
- Recognise the value of listening to what others say
- Use conjunctions to organise and sequence their ideas
- Adapt how they speak in different situations according to the audience, including using Standard English
- Value their own opinions and be able to express them to others
- Begin to reflect on their oracy skills and identify areas of strength and areas to improve
- Ask questions to find out more about a subject
- Respond appropriately to what others say, challenge each other's opinions and develop their own reasoned arguments
- Be open-minded, value the contribution of others and take account of their views
- Appreciate the diversity of languages, dialects and accents in the school
- Consider the impact of their words on others when giving feedback
- Share their learning in an engaging, informative way through formal presentations

Oracy: The Four Strands



Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.





Oracy Progression Map: Primary

Reception (4-5 years old)

Key skills to teach:				Experiences:
Physical <ul style="list-style-type: none"> To speak audibly so they can be heard and understood To use gestures to support meaning in play 	Linguistic <ul style="list-style-type: none"> To use talk in play to practice new vocabulary To join phrases with words such as 'if', 'because' 'so' 'could' 'but' 	Cognitive <ul style="list-style-type: none"> To use 'because' to develop their ideas To make relevant contributions and asks questions To describe events that have happened to them in detail 	Social and emotional <ul style="list-style-type: none"> To look at someone who is speaking to them To take turns to speak when working in a group 	<ul style="list-style-type: none"> To speak to a partner during whole class teaching Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction. Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.
Teaching ideas:				
<ul style="list-style-type: none"> Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!' Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'. Introduce new language and sentence stems through call and repeat, 'my turn, your turn'. Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper 				



<p>... now tell me your favourite colour in a playground voice!</p> <ul style="list-style-type: none"> ● Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow? 	
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Oracy in Key Stage One
Year 1 (5-6 years old)

Key skills to teach:				Experiences
Physical <ul style="list-style-type: none"> ● To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. ● To speak clearly and confidently in a range of contexts 	Linguistic <ul style="list-style-type: none"> ● To use vocabulary appropriate specific to the topic at hand ● To take opportunities to try out new language, even if not always used correctly. ● To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' ● To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. 	Cognitive <ul style="list-style-type: none"> ● To offer reasons for their opinions ● To recognise when they haven't understood something and asks a question to help with this. ● To disagree with someone else's opinion politely. ● To explain ideas and events in chronological order. 	Social and emotional <ul style="list-style-type: none"> ● Listens to others and is willing to change their mind based on what they have heard ● To organise group discussions independently of an adult. 	<ul style="list-style-type: none"> ● To take part in small group discussions without an adult. ● To be filmed speaking and use this for reflection ● To speak in front of a larger audience e.g. during an assembly.
Teaching ideas:				



<ul style="list-style-type: none"> ● Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle. ● Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other. ● Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role. ● As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?' ● Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?' 	
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Year 2 (6-7 years old)

Key skills to teach:				Experiences
Physical <ul style="list-style-type: none"> ● To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. 	Linguistic <ul style="list-style-type: none"> ● To adapt how they speak in different situations according to audience. ● To use sentence stems to signal when they are building on or challenging others' ideas. 	Cognitive <ul style="list-style-type: none"> ● To ask questions to find out more about a subject. ● To build on others' ideas in discussions. ● To make connections between what has been said and their own and others' experiences. 	Social and emotional <ul style="list-style-type: none"> ● To start to develop an awareness of audience e.g. what might interest a certain group. ● To be aware of others who have not spoken and to invite them into discussion. ● Confident delivery of short pre-prepared material. 	<ul style="list-style-type: none"> ● Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom. ● Participate in a short 'show and tell' session.



Teaching ideas:

- Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.
- Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
- Use hot-seating and question tennis to develop pupils' questioning skills.
- Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.
- Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.



Year 3 (7-8 years old)

Key skills to teach:				Experiences
<p>Physical</p> <ul style="list-style-type: none"> Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. Considers position and posture when addressing an audience. 	<p>Linguistic</p> <ul style="list-style-type: none"> To be able to use specialist language to describe their own and others' talk. To use specialist vocabulary. To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'. 	<p>Cognitive</p> <ul style="list-style-type: none"> To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions. 	<p>Social and emotional</p> <ul style="list-style-type: none"> To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience. 	<ul style="list-style-type: none"> Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist. Become a storyteller for an authentic audience. Present to an audience of older or younger students. Chair a discussion. Hold a class meeting.
<p>Teaching ideas:</p> <ul style="list-style-type: none"> Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority. Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions. Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion. 				



<ul style="list-style-type: none"> • Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too. • Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion. • Play 'articulate' with specialist subject vocabulary. 	
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Year 4 (8-9 years old)

Moving away from just sharing information and to more specific purposes. A more sophisticated understanding of different contexts which goes beyond 'formal V informal'. Responding to academic questioning using knowledge.

Key skills to teach:				Experiences
Physical <ul style="list-style-type: none"> • To consider movement when addressing an audience. • To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke. 	Linguistic <ul style="list-style-type: none"> • To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. 	Cognitive <ul style="list-style-type: none"> • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. • To ask probing questions. • To reflect on their own oracy skills and identify areas of strength and areas to improve. 	Social and emotional <ul style="list-style-type: none"> • To use more natural and subtle prompts for turn taking. • To be able to empathise with an audience. • To consider the impact of their words on others when giving feedback. 	<ul style="list-style-type: none"> • To use talk for a specific purpose e.g. to persuade or to entertain. • To speak in front of a larger audience of adults e.g. a group of eight. • To collaboratively solve a problem. • To speak with an unknown adult for a specific purpose, e.g. for market research or making an order. • To receive feedback from a peer or audience
Teaching ideas:				



<ul style="list-style-type: none"> ● Introduce pupils to sentence stems to cite evidence and ask probing questions. ● Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions. ● Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement. ● Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event. ● When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group. 	<p>member on their oracy skills.</p> <ul style="list-style-type: none"> ● Create TV or Radio adverts. ● Mock election hustings ● Peer teaching ● Perform poetry by heart
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Year 5 (9-10 years old)

Talk at this age is much more reliant on knowledge, not just expert knowledge but knowledge of the world. Increasingly able to participate in high level spontaneous talk - not just subject matter of their own choosing and responding to academic questioning.

Key skills to teach:				Experiences
Physical <ul style="list-style-type: none"> ● To project their voice to large audience. ● For gestures to become increasingly natural. 	Linguistic <ul style="list-style-type: none"> ● To use an increasingly sophisticated range of sentence stems with fluency and accuracy. 	Cognitive <ul style="list-style-type: none"> ● To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, 	Social and emotional <ul style="list-style-type: none"> ● Listening for extended periods of time. ● To speak with flair and passion. 	<ul style="list-style-type: none"> ● Enter a debate competition ● BBC school report ● Create a Youtube Channel ● Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. ● Leading a parents'



		<p>rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'.</p> <ul style="list-style-type: none">• To identify when a discussion is going off topic and to be able to bring it back on track.		<p>evening.</p> <ul style="list-style-type: none">• Compering a school talent show or event.• Slam poetry• Stand up comedy
Teaching ideas:				
<ul style="list-style-type: none">• Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.• Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.• Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.• Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'				

Year 6 (10 -11 years old)



To develop their own style as a speaker; to have a sense of their place in discussions, and an increasingly subtle understanding of how to navigate different situations.

Key skills to teach:				Experiences
Physical <ul style="list-style-type: none"> To speak fluently in front of an audience. To have a stage presence. Consciously adapt tone, pace and volume of voice within a single situation. 	Linguistic <ul style="list-style-type: none"> To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions. 	Cognitive <ul style="list-style-type: none"> To construct a detailed argument or complex narrative. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. 	Social and emotional <ul style="list-style-type: none"> To use humour effectively. To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions. 	<ul style="list-style-type: none"> Give a speech to an audience of peers and adults. Lead School Council Mentor or teach younger students Lead an assembly. Act as a tour guides for prospective parents. Record their own sports commentary.
Teaching ideas: <ul style="list-style-type: none"> Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change. Practise 'power poses' to explore physical aspects of speaking Teach structures for building evidence-based arguments 				