



Oracy

Intent

Vision Statement:

We recognise that the Curriculum reaches far wider than the learning that happens in formal lessons in each classroom. It includes everything that a child experiences in their time at our school and develops the very person they are becoming, with their talents, their needs and their aspirations for the future. Each experience provides a learning opportunity to develop and prepare our children for life in modern Britain as global citizens through the lens of Catholic life.

At St Gregory's, we are inclusive and recognise that everyone has their own unique God-given talents. Our curriculum is progressive and builds on prior knowledge, understanding and skills so that we develop our whole school community academically, spiritually, emotionally, morally and socially. This enables our children to develop cultural capital and become righteous citizens who give to society. We provide creative and engaging opportunities that inspire and motivate our children to become lifelong learners and have aspirations to be the very best they can be.

In Oracy, we aim for all of our children to see themselves as Orators. We endeavour to inspire a sense of curiosity in our children and develop their enthusiasm for Oracy, recognising that the skills and knowledge they learn through Oracy can be used to have a positive impact on God's world around them.

To be able to be an Orator, children will need to build up the skills, knowledge and understanding of Oracy. They will need to understand and use the language of Oracy and apply these speaking and listening skills and knowledge across the curriculum, making connections both within Oracy and across other curriculum areas too.

To be an Orator, children need to hear and use a variety of language in order to develop their vocabulary, grammar and understanding. This will support their development in reading and writing. Children will have opportunities to develop their confidence and competence in spoken language and listening skills. Children will be able to explain their understanding of books and other reading, and will have the opportunities to prepare their ideas before they write. They will be able to make their thinking clear to themselves and others, and they will be able to discuss and debate to address and remedy their misconceptions. Children will participate in and gain knowledge, skills and understanding associated with drama. Children will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They will have opportunities to improvise, devise and script drama for one another and a range of audiences. They will be able to rehearse, refine, share and respond thoughtfully to drama performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the National Curriculum which are reflected and contextualised across each subject in the National Curriculum.



Implementation

Statement of Implementation:

The aims of the National Curriculum (2014) for Oracy (spoken language) are to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The National Curriculum is the part of the St Gregory's curriculum that maps out the knowledge and skills that we want our children to learn and experience in each subject. The wider curriculum includes a number of vehicles to develop the whole child and includes:

- **Inclusion using teaching for mastery** – Our mastery approach ensures that all children are exposed to the same curriculum content by breaking sessions down into small learning intentions and focusing on developing deep understanding, providing support and intervention to address each individual pupil's needs. This enables all children, including those with SEND, from disadvantaged backgrounds and from multi-lingual backgrounds to achieve their true potential through careful support and scaffolding.
- **Oracy, vocabulary and reading for pleasure** – We provide a language-rich environment with a sharp focus on Oracy and the development of rich vocabulary which includes technical vocabulary relevant to the progression of each child's learning. Talk is central to learning and as such, Oracy activities are woven through all activities and experiences to give children plenty of opportunity to develop and practise their speaking and listening skills. Reading is integral to our curriculum design with daily opportunities to hear and read a range of texts – this exposes children to a wider range of vocabulary and develops a love of reading.
- **Catholic Social Teaching** – are the principles to living life through the lens of a Catholic. They are principles that support children to make links from their learning through to the world in which they live and helps them to be givers rather than takers in our society. These are woven carefully through the subject lessons and also used to apply the knowledge of the topics through discreet lessons to help deepen their understanding of



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the context of their learning in the wider world and empowering them to challenge social injustice.

- **Metacognition and self-regulated learning (including growth mind-set and restorative practice)** – Children are supported to manage emotions, develop a positive sense of self, set themselves aspirational goals and have confidence in their own ability. This is supported by the use of our St Gregory's learning profile and growth mind-set approach giving our children a better awareness of how they learn, the emotions linked to this and the transferable learning skills needed to be the very best they can be and reach their potential.
 - Teachers support pupils to plan, monitor, and evaluate their learning. Developing the children's **metacognitive** knowledge of how they learn and their knowledge of themselves as a learner and strategies that help them – these things support them in becoming independent learners.
 - **Restorative practice** helps our children to develop stronger relationships, and become problem solvers within these relationships, setting firm foundation for learning, so that they are more resilient to overcome adversity within their lives.
 - **Self-regulated learners** are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- **Retrieval opportunities** – enable our learners to embed knowledge by transferring it from their working memory to their long term memory. We make deliberate connections between current and prior learning and recall learning by providing opportunities such as quizzes, oracy activities and challenging discussions based on question stems.
- **Extracurricular opportunities** – provide a wide range of additional experiences for the children to inspire them within their learning and add a wider context for them. This also enables us to seek out and develop the talents in every child. e.g. clubs (book club, Oracy club, debating club), trips, festivals, assemblies, liturgies, mass, chaplaincy, school councils, residential, outdoor learning, production, nativity, story making.

These aspects are expanded further in our [teaching and learning policy](#).

How we plan for progression in Oracy at St Gregory's:

The St Gregory's Curriculum is designed around year group themes. Each has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within Oracy and across other subjects too.

For Oracy, activities and opportunities are weaved throughout all lessons across the curriculum from EYFS to year 6. In Early Years and KS1, children have a daily Oracy session where they are given opportunities for speaking and listening to others and to develop their vocabulary. They also have a weekly circle time session. In KS2, children have a weekly 20-minute circle time session with a focus on Oracy skills. Vocabulary is displayed in all classrooms for a range of subjects. Children are taught new vocabulary regularly and are given opportunities to use their new vocabulary in written work and conversations. Children revisit and build upon vocabulary learned in previous years as learning and



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topics build upon each other throughout the school.

We recognise that foundations for becoming an Orator are laid in the Early Years Foundation Stage through all seven strands of the Early Years Framework, especially Communication and Language, and to be ready for the next stage in their education, the starting point that we strive for every child to have upon entry to Y1 and working towards the aims of the National Curriculum is:

- To have back and forth interactions
- To hold quality conversations with adults and peers
- To be exposed to and build new vocabulary
- To have opportunities to use and embed new words in a range of contexts
- To engage in stories, non-fiction, rhymes and poems
- To share ideas through conversation, story-telling and role play
- To answer questions and elaborate on thoughts and ideas

Once children enter Y1, they work progressively towards the aims of the National Curriculum. To ensure progression, the teaching team worked together to plan out curriculum coverage and then the subject leader identified the progression of skills and vocabulary required at each stage of learning to prepare children for the next stage in their learning.

Oracy curriculum coverage

As Oracy is a non-statutory subject, there are no discrete objectives for Oracy within the National Curriculum. Oracy is one of the vehicles used throughout the St Gregory's wider curriculum to develop the whole child and therefore Oracy knowledge, skills and understanding is taught across the curriculum.

In most lessons, there will be an opportunity for children to develop their Oracy skills, as starters, plenaries and tackling misconceptions. Where appropriate, teachers will plan for the main activity or task in a lesson to be Oracy based. Through these activities, children have opportunities to develop many Oracy skills such as explaining; discussing; describing; questioning; convincing; agreeing and disagreeing, as well as learning and using new vocabulary. Teachers plan lessons according to the needs of their class and teach specific Oracy skills. For example, children are taught how to debate politely before a debating activity can be planned into a lesson.

All classes create their own 'Rules for Talk' at the beginning of the year. These are Oracy rules decided on by the children themselves, which they agree to follow throughout the year. The rules set an expectation of high quality Oracy in the classroom and demonstrate the teacher's high standards.

Oracy Progression of skills

As Oracy is a non-statutory subject, there is no Skills Progression document set within the National Curriculum. We are part of the Voice 21 programme and as such use the Progression Map that they have created. Teachers use this as guidance and to ensure progression through planning.



Oracy Progression Map: Primary

Reception (4-5 years old)

Key skills to teach:				Experiences:
Physical • To speak audibly so they can be heard and understood • To use gestures to support meaning in play	Linguistic • To use talk in play to practice new vocabulary • To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	Cognitive • 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 • To look at someone who is speaking to them • To take turns to speak when working in a group	• 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: • 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 ... now tell me your favourite colour in a playground voice!'				

Year 1 (5-6 years old)

Key skills to teach:				Experiences
Physical - 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 - 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 - 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 - Listens to others and is willing to change their mind based on what they have heard - To organise group discussions independently of an adult.	- 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: 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.				

Year 2 (6-7 years old)

Year 2 (6-7 years old)				
Key skills to teach:				Experiences
Physical 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 - 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 - 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 - 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.	- 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:				



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- 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.	
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Year 3 (7-8 years old)

Year 5 (7-8 years old)				
Key skills to teach:				Experiences
Physical - 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.	Linguistic - 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'.	Cognitive - 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.	Social and emotional - To adapt the content of their speech for a specific audience. - To speak with confidence in front of an audience.	- 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.
Teaching ideas: - 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. - 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.				

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 ● 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 ● To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	Cognitive ● 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 ● 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.	● 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 member on their oracy skills. ● Create TV or Radio adverts. ● Mock election hustings
Teaching ideas: ● 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.				● 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 - To project their voice to large audience. - For gestures to become increasingly natural.	Linguistic To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	Cognitive 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, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat	Social and emotional - Listening for extended periods of time. - To speak with flair and passion.	- 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' evening. - Compering a school talent show or event. - Slam poetry - Stand up comedy
		meat because they believe killing animals is cruel'. To identify when a discussion is going off topic and to be able to bring it back on track.		
Teaching ideas:				
- 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	Linguistic To vary sentence structures and	Cognitive To construct a detailed argument	Social and emotional To use humour effectively.	Give a speech to an audience of peers and adults.
- 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.	- length for effect when speaking. - To be comfortable using idiom and expressions.	- or complex narrative. - To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	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.	- 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:				
- 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				



Oracy Progression of Vocabulary

Vocabulary, at an age appropriate level, is paramount to the children's understanding and ability to articulate their intent and enable questioning. It is a key consideration in Oracy activities. Key subject vocabulary is introduced at the appropriate time, building on prior knowledge. This has been developed alongside subject leaders and the Oracy leader to ensure progression.

Key vocabulary progression document in foundation subjects

	Design and Technology		Art
EYFS/KS1	Design and technology, plan, tools, design, purpose, design criteria, diagram, template, mock-up, equipment, measure, joins, fixing, product, folding, hinge, evaluate, textiles, mechanisms, machine, healthy, varied diet, dishes, materials, texture, appearance, model, stiffer, stable, two dimensional, three dimensional, fastening.	EYFS/KS1	Texture, line, shape, colour, pattern, natural, man-made, design, illustration, layout, collage, print, draw, paint, sculpt, form and space, artists, craft makers and designers, materials, trace, landscape portrait, rubbing, weave, primary and secondary colours.
LKS2	Prototype, pattern pieces, assemble, components, weave, finish, combine, modify, technique, annotated sketches, innovative, functional, seasonality, savoury/sweet, processed, reared, prepare (food), resistant materials.	LKS2	Mix-media, proportion, sculpture, tone, lighting, shading, viewpoint, abstract, geometric, technique, control, architects, style, brush strokes, wash, orientation, optical illusion, composition, tertiary colours.
UKS2	Score, aesthetics, cross-sectional, dismantle, exploded diagram, analysis, computer aided design.	UKS2	Still life, perspective, maquette, contemporary and classic artists, reclaimed.

	History		Geography
EYFS/KS1	Week, day, year, month, calendar, period, Before Christ (BC), Anno Domini (AD), artefacts, ancient, past, present, future, religion, chronology, explorer, invention, museum.	EYFS/KS1	Arial, atlas, globe, map, location, capital city, city, town, village, cliff, beach, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, factory, farm, office, port, harbour, shop, climate, compass, continent, country, north, south, east, west, near, far, left, right, route, symbols, key, environment, human and physical features, fieldwork.
LKS2	Millennium, age, decade, century, empire, civilisation, settlements, society, archaeologists, culture, conquer, invade, global, monarchy, primary and secondary source.	LKS2	Landmarks, hemisphere, longitude, latitude, regions, topographical features, land-use, equator, Northern and Southern hemisphere, Capricorn, Tropic of Cancer, Arctic Circle, Antarctic Circle, climate zones, volcanoes, earthquakes, trade, natural resources, digital computer mapping, terrestrial, marine, scale, Biome, distribution, time zone, Prime/Greenwich Meridian, Vegetation belts, water cycle, ordnance survey.
UKS2	Common Era (CE), Before Common Era (BCE), parliament, aristocracy, regional, national, international, military, economy, politics, democracy, causation, colony, emigrant, immigrant.	UKS2	

	Physical Education		Science – Working Scientifically
EYFS/KS1	Balance, control, speed, attacking, defending, movement, competition, compete, technique, strength, athlete, exercise, stretch, warm up, cool down, muscles, heart rate, sprint, jog, healthy, diet, active, direction, skill, co-ordination, travel, sequence, perform, apparatus, equipment.	EYFS/KS1	Question, answer, observe, observing, equipment, identity, classify, sort, group, record – charts, diagrams, map, data, differences and similarities, evidence, fair test.
LKS2	Agility, flexibility, opponents, pace, reaction, stamina, formation, rhythm, tactics.	LKS2	Research, relevant, questions, scientific enquiry, comparative and fair test, accurate measurements, present, record – drawings, labelled, keys, bar charts, tables, explanations, conclusion, predictions, interpret, variables.
UKS2	Body composition, endurance.	UKS2	Arguments, degree of trust, causal relationships, scatter and line graphs.

	Computing		
EYFS/KS1	Digital, algorithms, device, program, instructions, information technology, on-line safety, create, organise, store, manipulate, retrieve, multi-media, animation, sequence, keyboard, mouse, monitor, password, printer, search engine, webpage, de-bug, internet.	EYFS/KS1	
LKS2	Design, selection, repetition, select, software, systems, drives, database, online, offline, applications, video, audio.	LKS2	
UKS2	Control, simulation, input, output, network, world wide web, server, Internet Service Provider (ISP), hyperlinks, virus, Trojan, HTML, copyright, plagiarism.	UKS2	



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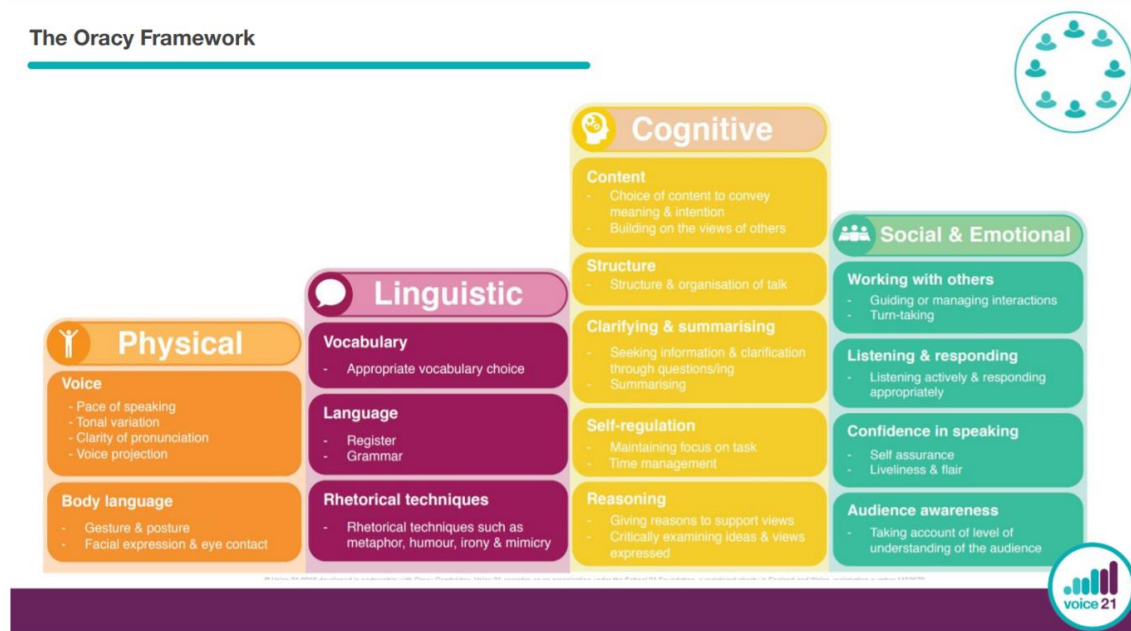


Planning

There is no set planning template for Oracy activities. Below are the documents that can be used to guide planning of Oracy activities, most of which are provided by Voice 21.

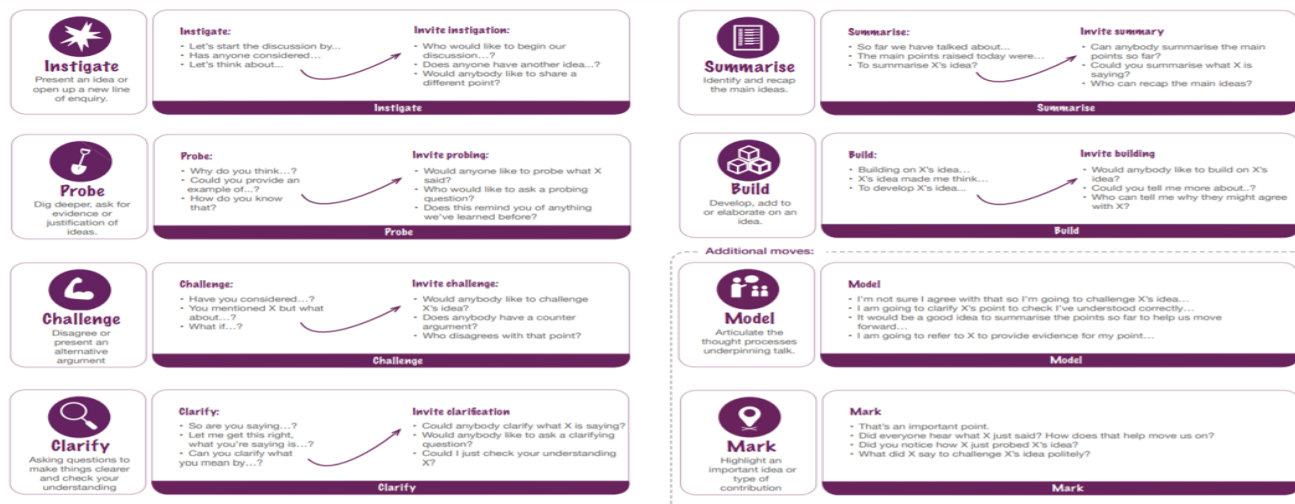
The Oracy Framework identifies the four strands of Oracy and enables teachers to identify areas of strength and weakness, and plan Oracy activities accordingly for the needs of the children in their class.

The Oracy Framework



Tools for teachers to use and add to lessons to support children's discussions. Some of these tactics will be taught discretely while others are woven into lessons across the curriculum.

Teacher talk tactics



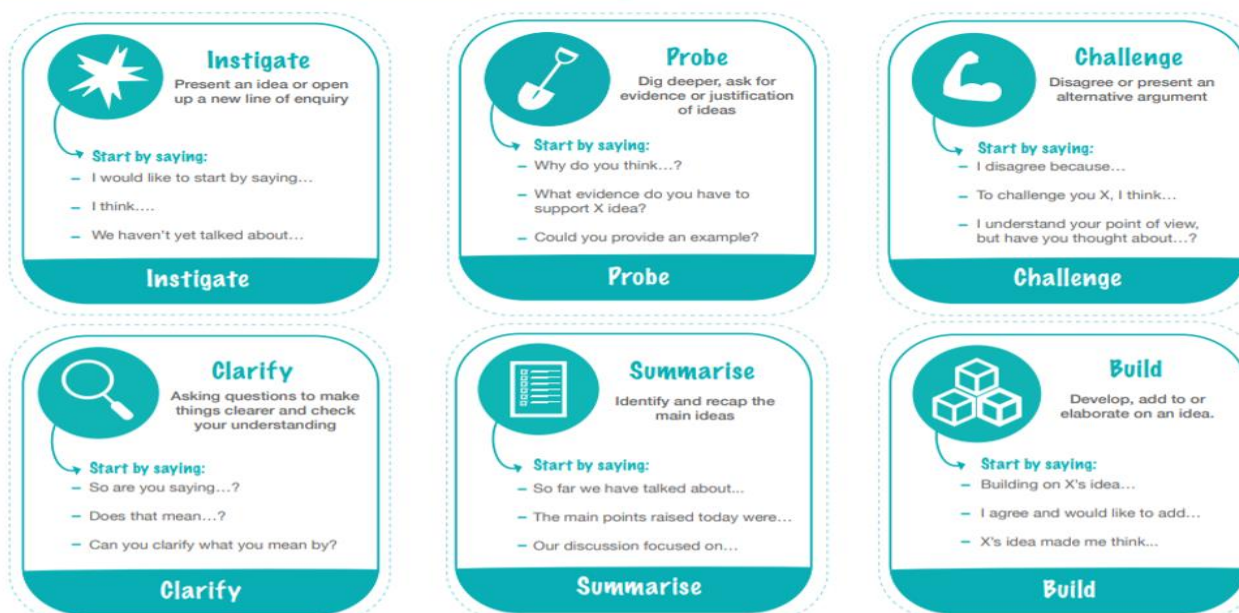


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Children's talk tactics outline skills that children can use in lessons to develop their skills of discussion and debate.

Children's talk tactics



Below are activities and lesson starters provided for teachers to use to guide their planning. The activities are tailored to key stages to ensure progression and to build on children's prior learning.

EYFS

Physical (Voice, body language)	Linguistic (Vocabulary, register, grammar, structure and organisation of talk, rhetorical techniques such as metaphor, humour and irony)	Cognitive (Memory, choice of content to convey meaning, building on the views of others, seeking information/clarifying through questions, summarising, giving reasons to support views, audience awareness)	Social and Emotional (Turn taking, working with others, listening actively and responding appropriately, confidence)
Story making Children to perform story making text using props. They could first practise this in a small group and then perform in front of others (the rest of the class, a different class/ teacher). Adult could record them performing for the children to watch back. You could also do this with other familiar stories/ story sacks.	Rhyming game Children to have a selection of picture cards on the table. They take it in turns to turn over 2 cards; if they are words that rhyme they get to keep them. The person with the most cards at the end is the winner. Extension - I wonder if you can think of another word that rhymes with ... True or false, ___ rhymes with ___.	Odd one out Lay out 3 or 4 objects on the table that children are familiar with. Children discuss and choose which one they think is the odd one out and explain why. Extension - introduce new objects that children are unfamiliar with to extend vocabulary.	The Monster Have a child come up to the board and give them a pen. The other children describe a monster for the child to draw. The teacher might prompt them by asking questions such as - how many eyes does it have? What shape are they? How many teeth? The child draws the monster being described as best they can.
Presenting Children to create something using Lego alongside the other children and an adult. Adult to join in and narrate what they are doing, encouraging the children to do the same. Children to present their creation to the rest of the group. They could take questions afterwards.	Blowing bubbles: Outside area/playground. Tell children you are going to blow bubbles, and you will choose one child to chase/pop them. Explain that everyone will have a turn, as long as they wait. Model language such as floating, pop, big, little and encourage children to talk about what is happening. What do you notice? Where is it going? Is it big or little? Give every child a turn at chasing the bubbles.	Listen and repeat Show children 3 pictures for a few seconds then take them away. Children have to remember and repeat them in the right order. To make it trickier, you could also do this with words.	Chinese Whispers Pass a word around the circle, whispering to the person after you. The final person says the word out loud.
Just a minute Have a selection of familiar things on the table - animals, superheroes, books etc. Children take it in turns to choose one and talk to the rest of the group about it, trying to speak in full sentences. As children become more confident, you could use a 1-minute timer.	Give me 5 Give children a category, and ask for five appropriate word choices. Give me five fruits. Give me five sports. Give me five colours.	Do you like...? Have different pretend food on the table. Model saying 'I like pizza because it is tasty' and encourage the children to do the same. Ask them do you like ...? Why/ why not? Children to justify their answers and speak in sentences. If you have access to the computer, you could listen to the Youtube.	What's in the bag? Put a familiar object in a feely bag; choose one child to feel the object and describe it to the group, using descriptive language to help them guess what it might be.



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KS1

Physical (Voice, body language)	Linguistic (Vocabulary, register, grammar, structure and organisation of talk, rhetorical techniques such as metaphor, humour and irony)	Cognitive (Choice of content to convey meaning, building on the views of others, seeking information/clarifying through questions, summarising, giving reasons to support views, audience awareness)	Social and Emotional (Turn taking, working with others, listening actively and responding appropriately, confidence)
Presentations Children should plan and present in front of a group/ the class. Consider whether children are to use PowerPoint slides or any other visual aids to support them. Peers could provide feedback afterwards. You could record children's presentations for them to watch back in order to self-assess.	Cheddar Gorge: Children all start with 10 points. By taking it in turns to say a word each, children should aim not to be the one who completes a sentence. If the word they say finishes a complete and grammatically correct sentence they lose a point. The main tactic is to try to force the next person to complete the sentence. This game has a focus on correct grammar and syntax and might help children to assess whether or not a sentence has been completed. Teachers could record the sentences and model correct punctuation.	Rebuttal Tennis Before playing, show children the video on Noisy Classroom website so they can see how the activity works. https://noisyclassroom.com/video/rebuttal-tennis/ Children sit opposite a partner. One child makes a statement 'for' something and the other person immediately disagrees. The first student disagrees back; they keep going until somebody gives in. Adaptations – play as a whole class, half the class for and half against.	Write It Down Have students pair up and have one student read a passage from a book. This can be any book they have handy. The other student must write everything down. How long you want the piece to be will depend on the language level of the students. At the end of the reading, have the students switch roles. They can also check each other's work. The group with the fastest dictation wins.
News broadcasts If you are studying a historical event or a scientific discovery you could get your children to present, and maybe film, a news broadcast of the event. This will get them to focus on the details of what has happened and allow them to analyse the consequences and evaluate the significance.	Make a sentence Ask one child to offer a noun, another an adjective, a third a verb, and a fourth an adverb. Challenge the rest of the class to create a sentence using the given words.	For/against Display a sentence on the board, In pairs, ask children to think of 2-3 arguments for and against.	Headbands Choose a child to wear the headband and place a picture in the slot. The other children describe the object without saying what it is.
Debates Pose a question to the class and give children an opportunity to discuss it with their partner before sharing with the class. Children to listen to others opinions then agree or disagree, build on or challenge. You could use counters to ensure everyone contributes, or Lego pieces to see what the children discuss	Story starters Provide children with a story starter to discuss and complete with a partner. Children may present their completed sentence to the class. Eg. 'It was a dark and stormy night' 'I wish people would not say ...' 'Yesterday I saw a herd of cows' 'My favourite activity is bird watching' 'The wisest saying I ever heard was ...'	Philosophy 4 Children There are a range of videos on the following website under 'Resources': https://www.sapere.org.uk/ that can be used for philosophical discussions.	Charades Create a jar of ideas for charades - these could be relevant to your topic; books you have read with the class; movies they are familiar with, or actions. A child takes one slip of paper and acts out whatever it says for the other children to guess.

KS2

Physical (Voice, body language)	Linguistic (Vocabulary, register, grammar, structure and organisation of talk, rhetorical techniques such as metaphor, humour and irony)	Cognitive (Choice of content to convey meaning, building on the views of others, seeking information/clarifying through questions, summarising, giving reasons to support views, audience awareness)	Social and Emotional (Turn taking, working with others, listening actively and responding appropriately, confidence)
News broadcasts If you are studying a historical event or a scientific discovery you could get your children to present, and maybe film, a news broadcast of the event.	Synonyms Agree a sentence with the children – standard or silly! Children take turns to repeat the sentence in different ways, for example, <i>muttering, bellowing or whining</i> , then invite others to guess the synonym for said. This game can be adapted to relate to adverbs also – 'she said reluctantly'.	Philosophy 4 Children There are a range of videos on the following website under 'Resources': https://www.sapere.org.uk/ that can be used for philosophical discussions.	The Monster Have a child come up to the board and give them a pen. The other children describe a monster for the child to draw. The teacher might prompt them by asking questions such as – how many eyes does it have? What shape are they? How many teeth? The child draws the monster being described as best they can.
Presenting Children to present work or something they have created, to the class. They can take questions from their peers afterwards.	Synonyms Children to have a selection of word cards on the table. They take it in turns to turn over 2 cards, if they are synonyms of each other they get to keep them. The person with the most cards at the end is the winner.	Odd one out Using three or four words, maybe words from your topic or new vocabulary that your class have learned. Children discuss and choose which they think is the odd one out and explain why. Other children can agree or disagree; build on or challenge.	Chinese Whispers Pass a word around the circle, whispering to the person after you. The final person says the word out loud.
Hot seating One child take on the role of a character, perhaps from the story you are learning in English, with the other children asking appropriate questions for the hot seater to answer.	Word bank Provide children with a text extracts, with a range of vocabulary that they already know and that might be new to them, or invite them to use their own reading books. Ask them to identify new words as they read and they can add them to a class word bank. You could extend this by asking a child to act out a word from the word bank for the others to guess.	Memory game Twinkl activity – showing children pattern pictures for 10 seconds then asking them questions about what they saw.	What's in the bag? Put a familiar object in a feely bag; choose one child to feel the object and describe it to the group, using descriptive language to help them guess what it might be.

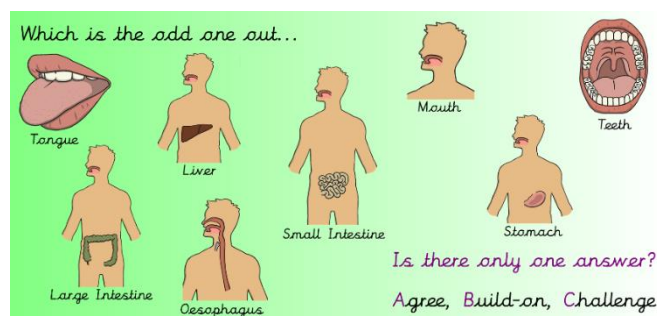


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All statutory subjects from the National Curriculum are planned on SMART notebooks so Oracy activities are usually outlined on notebooks for individual lessons.

See screenshot below for an example of an Oracy activity from a Year 4 Science lesson and a Year 1 English lessons.



Support for additional needs in Oracy

We recognise that some pupils may require support in particular lessons or tasks. Support is planned mindfully and tailored to the needs of each pupil. Teachers are flexible in their approach to planning support and intervention and recognise that specific SENDs do not necessarily need support across the entirety of the curriculum.

Oracy and Circle Times are protected time in the timetable where children are not taken out of class. This is to ensure all children are exposed to quality first teaching and the modelling of good Oracy skills. All children are taught discrete Oracy skills within this protected time. The children are able to build confidence in these skills therefore allowing them to apply them within lessons.

Typical support in place within Oracy includes: deliberate talk partner choices and seating arrangements, targeted questioning, reading opportunities, availability of manipulatives and wider resources, pre-teaching of key vocabulary and concepts, targeted Oracy club in EYFS, Talk Boost intervention in KS1, Oracy interventions in EYFS and all interventions include an Oracy based activity as a starter because of the EEF research into the value of Oracy development in terms of impact on the whole curriculum.

Planning to challenge in Oracy

As a school, we have developed a working descriptor for Greater Depth learning which is used across the curriculum. Through teaching for mastery, all children are exposed to opportunities for greater depth thinking. A child who is learning at Greater Depth can consistently:

- Apply their learning to different contexts, identifying relationships within the subject and between other areas of the curriculum.
- Work independently, showing resilience.
- Apply their skills and knowledge consistently and fluently.
- Explain and reason using accurate vocabulary.
- Show curiosity and take responsibility for deepening their own learning by asking questions.
- Teach others what they have learnt in a sensitive and thoughtful way to enable them to learn too.



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We recognise that a child will often show a particular gift or talent in specific subjects rather than across the whole curriculum and therefore in Oracy we are specifically looking for children who do this within the knowledge, skills and understanding in Oracy. It may be that a Greater Depth Orator receives support in other areas of the curriculum, for example and therefore in this subject can show greater confidence and will not require support.

Because we teach using the teaching for mastery approach, we expect all pupils to meet the objective to a greater or lesser extent (some will require support to do this), with all children being exposed to aspects of greater depth learning and some children able to prove they've learnt at greater depth about a specific objective.

How are staff skilled to teach and facilitate Oracy

Whole staff training takes account of training in curriculum drivers such as metacognition, retrieval, growth mindset, vocabulary building, reading, teaching for mastery and how to support and challenge. Training specific to Oracy tends to be offered in response to staff needs and is based upon staff audits and peer lesson visits with an oracy skills focus. It is delivered in groups or 1:1. Subject leadership time is given for this to take place.

Oracy staff meeting time has been allocated and this is a chance for the subject leader to share their passion with others to inspire the staff team in Oracy.

The subject leader has completed a year of training with Voice 21 which has enabled us as a school to review our Oracy teaching and identify our areas of strength and areas for improvement. The subject leader has completed online training based on areas of need, such as Oracy in EYFS and improving vocabulary through Oracy. The subject leader has passed on relevant information and training to the rest of the staff using staff training time. Resources and ideas from Voice 21 are shared with teachers regularly.

Impact

Statement of Intended Impact and Monitoring of this:

As a school, we continuously reflect on the impact that our facilitation of Oracy has on our whole school community, in helping our children to know more and remember more as well as preparing them to be the best they can be as righteous global citizens.

To assess how a child's journey to becoming an Orator is progressing, we use a range of assessment methods to ensure the intended curriculum and the way it is implemented at St Gregory's is having an impact on their journey.

Our vision for Oracy is that each and every child sees themselves as an Orator. There are no formal assessment points for Oracy as it is a non-statutory subject and does not have objectives outlined in the National Curriculum.



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To reflect on the impact that the facilitation and teaching of Oracy skills is having on each child, we use both qualitative and quantitative means including:

- Teachers evaluate children's knowledge, understanding and learning characteristics through a range of informal means. Assessment of Oracy uses observations of practice and pupil conversations to make informal judgements. This informs the further implementation of the curriculum.
- We strive for every child to see themselves as an Orator and be able to talk about the skills and knowledge they have that would help them in that role both now and in the future. They can make links with their learning both within the Oracy curriculum and across the wider curriculum.
- Children are self-regulated learners who can talk about their strengths and weaknesses, and can motivate themselves to engage, and improve, their learning by using tools such as the learning pit, self and peer assessments, metacognition strategies. All of these help them to apply their learning both now and in their future lives to satisfy the ambitions that they have for themselves.
- Children are righteous citizens who have high ambitions for themselves, are economically active and give to society in a variety of ways. They value the gifts and talents that everyone brings to the diverse local and global community in which they live. They recognise ways that they can challenge social injustice and are empowered to do this both now and in the future.

Subject leader time is allocated to allow for this monitoring of impact to take place throughout the year. The school leadership team receive headlines and triangulate this with their own monitoring. Members of the governing board attend Key Area Team meetings to understand the implementation and impact of each subject within their KAT and annual formal monitoring by the Curriculum Committee takes place through a report and consequent pupil conferencing to triangulate the information they have received. This allows for the testing of impact and support and challenge about Oracy at many levels.