



Oracy Policy

This Policy was approved at a meeting of the Full Governing Body on 15th July 2024

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Signed
Signed

Chair of Governors

Headteacher

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VOCABULARY PROGRESSION

Progression within a component

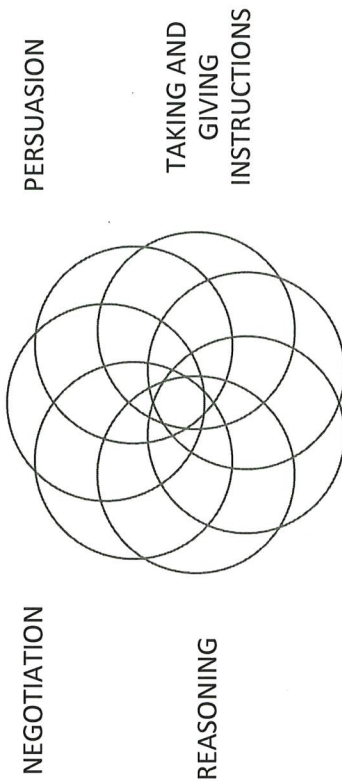
Within each oracy component vocabulary is specifically chosen to reflect the knowledge, skills and understanding being developed at that stage. For instance, in the Persuasion component, pupils start with basic persuasive language techniques and gradually progress to employing more sophisticated rhetorical strategies, reflected in the vocabulary they learn and use, such as "emotive language," "rhetorical questions," and "ethical considerations." This progression ensures that as pupils' understanding of each component deepens, so does their ability to articulate their ideas with greater precision and sophistication.

Progression by year group

In addition, vocabulary progresses by year group, ensuring it is age-appropriate and builds on prior learning. Starting in Key Stage 1, pupils are introduced to basic vocabulary that lays the foundation for effective communication, such as "talk," "listen," and "question". As pupils advance through the year groups, the vocabulary becomes more complex and specialised. This dual focus on progression within components and by year group ensures a comprehensive vocabulary development strategy that supports and enhances the overall oracy education.

PLANNING

NARRATIVE TALK



Interconnectedness of oracy components

Despite its different components – narrative talk, persuasion, taking and giving instructions, discussion, reasoning, explanation and negotiation, – we recognise that these should not be viewed or planned for in isolation. Each component, while distinct, naturally supports and enhances the others, forming a cohesive and comprehensive approach to developing pupils' oracy skills.

Integrated Learning Approaches

Each oracy component overlaps with others in practical applications and effective oracy education requires a holistic approach where skills are not segregated but integrated.

Reinforcement of Skills

Skills developed in one area can enhance performance in another.

Cyclical Skill Development

Teaching these components together allows for cyclical skill reinforcement.

Real-World Application and Versatility

In real-world settings, communication seldom falls neatly into one category; it often spans several oracy components. Preparing pupils to operate in complex communication environments involves training them to switch between different oracy skills as context demands.

Promoting Depth and Complexity in Learning

Viewing these components as interconnected allows teachers to design more complex, engaging, and realistic learning experiences. Activities that combine several oracy aspects, like preparing a mock trial or a parliamentary debate, not only make learning more interesting but also deepen pupils' understanding and application of these skills.

ORACY EARLY LEARNING GOALS (ELGs)

COMMUNICATION AND LANGUAGE

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

LITERACY

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

UNDERSTANDING THE WORLD

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

EXPRESSIVE ARTS AND DESIGN

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

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Years 1 to 6

Spoken English - Pupils should be taught 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.

Spiritual	Moral	Social	Cultural
<p>Oracy fosters spiritual growth by enhancing imagination and creativity, which are fundamental in learning. Through spoken language, students can explore and express complex ideas and feelings, including those related to spirituality. Engaging in discussions, storytelling, and oral presentations allows students to empathise with others, explore various belief systems, and articulate their thoughts and feelings on a wide array of subjects. This not only broadens their understanding of the world but also helps in recognising the spiritual dimensions of life.</p>	<p>Oracy supports moral development by facilitating discussions, debates, and reflections on moral and ethical issues. Through engaging in spoken activities, students learn to articulate their viewpoints, listen to others, and critically evaluate different perspectives on issues such as justice, fairness, and responsibility. This helps in understanding the complexity of moral dilemmas and encourages thoughtful decision-making and empathy towards others. Oracy activities that involve exploring the consequences of actions and the moral choices characters make in stories or real-life scenarios help in building a strong moral compass.</p>	<p>In terms of social development, oracy is a key tool for understanding social norms and the evolution of language within society. It helps students to appreciate the diversity of language and its impact on social identity and cohesion. Through discussions, role-plays, and collaborative projects, students develop essential social skills such as active listening, respectful dialogue, and the ability to present and defend their ideas confidently. These activities prepare students to navigate social interactions and contribute positively to their communities. Oracy also promotes a culture of acceptance and inclusion, encouraging students to value diverse perspectives and backgrounds, which enhances their ability to engage with a wider variety of people in a respectful and understanding manner.</p>	<p>Oracy enhances cultural development by exposing students to a variety of linguistic traditions and cultural narratives. Through oral storytelling, reading aloud, and discussing literature and viewpoints from different cultures, students gain insights into the lives, values, and perspectives of people from diverse backgrounds. This not only enriches their understanding of the world but also fosters respect for cultural diversity. Furthermore, by encouraging students to express their own cultural experiences and viewpoints, oracy helps in cultivating a strong sense of identity and belonging.</p>

Incorporating oracy across the wider curriculum enriches students' learning experiences and supports their SMSC development through various subjects. Here are some specific examples illustrating how discussions, debates, explanations, and other oracy-based activities can be integrated into different subjects to enhance SMSC:

English and Literature

- Debates on themes within literature, such as the moral implications of characters' actions in novels, encourage students to articulate and defend their viewpoints, fostering moral and social development.
- Oral storytelling and poetry recitals that explore diverse cultural backgrounds and belief systems support spiritual and cultural development by allowing students to express creativity and understand different perspectives.

Mathematics

- Explaining mathematical concepts to peers in small groups or presentations helps students articulate abstract concepts, enhancing their social skills through academic discourse.
- Debates on the role of mathematics in societal issues, such as economics, environmental planning, or ethical dilemmas in statistics (e.g., how data can be misrepresented), encourage students to consider the moral and social implications of mathematical knowledge and its applications.

Science

- Group presentations explaining scientific concepts or discoveries encourage students to communicate complex information clearly and listen to others' explanations, promoting social development.
- Debates on ethical issues in science, such as the use of genetic editing or environmental conservation strategies, support moral development by engaging students in evaluating the implications of scientific advancements on society and the environment.

History

- Discussions about historical events and figures from various cultures and epochs foster cultural awareness and empathy. For example, examining the societal impact of key historical figures or movements helps students understand different worldviews.
- Role-play activities simulating historical debates (e.g., arguing for or against the actions of a historical figure) enhance students' social and moral development by encouraging them to consider multiple perspectives and the complexity of moral choices in history.

Geography

- Explaining geographical phenomena in oral presentations helps students develop their ability to articulate complex information, fostering social development.
- Discussions on global issues, such as climate change or population migration, promote cultural and moral development by encouraging students to consider the global impact of human actions and the importance of sustainable living.

Religious Education

- Interfaith dialogues and discussions about different religious beliefs and practices enhance cultural and spiritual development by exposing students to a range of spiritual perspectives and encouraging open-mindedness and respect for diversity.
- Oral reflections on personal beliefs and values, and how they relate to studied religions, foster personal spiritual growth and understanding.

Physical Education

- Team strategy discussions enhance social development by teaching students the importance of communication, cooperation, and understanding within a team.
- Debates on sportsmanship and fair play contribute to moral development by highlighting the values of respect, integrity, and fairness in sports and competition.

Design Technology (DT)

- Group discussions on the impact of technology on society and the environment encourage students to consider the ethical implications of their design choices, fostering moral development.
- Oral presentations of design projects allow students to explain their creative process and the cultural influences on their work, promoting cultural understanding and personal expression.

Art and Design

- Group critiques of artwork where students express their interpretations and engage in constructive feedback encourage social and cultural development by fostering an appreciation for different perspectives and artistic expressions.
- Oral presentations on artists and art movements from various cultures enhance cultural understanding and allow students to explore the spiritual and emotional dimensions of art, supporting their spiritual development.

Music

- Class discussions about the role of music in different cultures and how it expresses identity and emotions can enhance students' cultural and spiritual development by deepening their appreciation of music's diversity and power.
- Debates on music censorship or the moral responsibilities of artists offer a platform for students to engage with complex ethical issues, contributing to their moral and social development.

Computing

- Debates on digital ethics, such as data privacy, cybersecurity, and the social impacts of artificial intelligence, engage students in critical thinking about moral issues in the digital age, supporting their moral development.
- Collaborative coding projects encourage teamwork and communication, essential for social development, as students must articulate their ideas, listen to others, and negotiate solutions.

Languages

- Role-playing scenarios in a foreign language, such as ordering food in a restaurant or interviewing for a job, help students practice real-life communication, enhancing their social skills and cultural awareness.
- Group discussions on idiomatic expressions, cultural norms, and social etiquette in different countries support cultural development by broadening students' understanding of the world and fostering respect for diversity.

Relationships. Sex and Health Education (RSHE)

- Group discussions on topics such as consent, relationships, and body image can facilitate open dialogue, helping students to express their feelings and opinions in a safe environment. This promotes moral and social development by encouraging empathy, respect, and understanding.
- Role-plays dealing with real-life scenarios, such as peer pressure or healthy relationships, can help students practice communication skills and decision-making, fostering their social and moral development by understanding the consequences of actions and the importance of respectful interactions.

Personal, Social, Health, and Economic (PSHE) Education

- Debates on ethical dilemmas, such as fairness in the workplace or environmental responsibility, encourage students to articulate and evaluate different viewpoints, supporting their moral and social development by engaging with complex societal issues.
- Oral presentations on personal goals, achievements, and challenges can foster self-expression and self-awareness, essential for spiritual and social development. Sharing personal experiences encourages empathy among peers and promotes a supportive learning environment.