



### 1. Oracy at St John St James

Oracy is the ability for students to articulate ideas and develop understanding and engagement with others through spoken language. It permits students to become effective speakers and listeners, whilst deepening their subject knowledge and understanding through carefully planned, designed, modelled and scaffolded talking opportunities across the curriculum.

At St John St James CofE Primary School, we know that teaching oracy improves academic outcomes, through developing skills to think critically, reason together and have the vocabulary to express one's knowledge and understanding.

We also value the power of oracy education in increasing the confidence and wellbeing of our pupils, empowering them with the belief that their voice has a value and developing the ability to articulate thoughts that others will listen and respond to. Furthermore, oracy skills are pivotal for social mobility, equipping children to thrive in life beyond school and supporting them to progress and access employment.

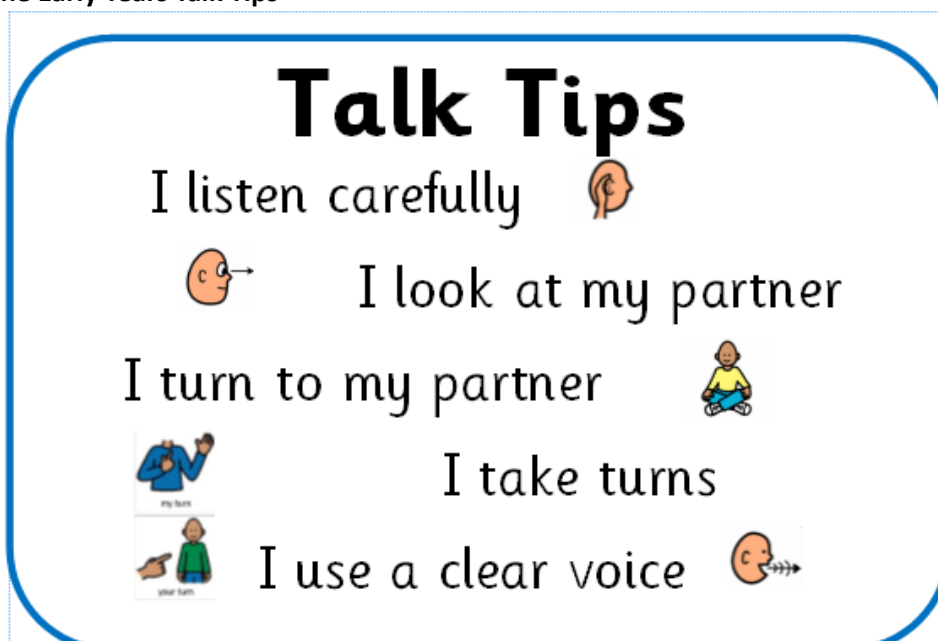
### 2. Oracy and Inclusion

Children with additional needs are encouraged to take an active role in spoken language activities at a level appropriate and personalised for their needs. As a Rights Respecting School, we encourage every child to express their views, feelings and wishes in all matters and believe their views should be considered and taken seriously. (Article 12) Some pupils also take part in weekly sessions with the speech and language therapist and targets are set and worked on individually or in small groups.

### 3. Talk Guidelines

Each class teacher refers to the St John St James Talk Guidelines when teaching oracy across the phases. These guidelines help to maintain a safe, effective and respectful environment for talk. These guidelines are used as a foundation for children to self and peer assess what they are able to do and reflect on areas of development. Similarly, teachers use the Talk Guidelines as a means of monitoring progress, planning next steps and providing pupils with feedback.

#### The Early Years Talk Tips



# St John & St James' C of E Primary School





## Oracy Policy







### Key Stage One and Two Talk Guidelines

Our Key Stage One and Two, our Talk Guidelines are broken into four strands: **listening, using your voice, vocabulary and engaging in group discussions.**

Talk Detectives are also used in classrooms to empower students to step out of a discussion and circulate in the classroom to recognise which oracy skills are being respected and if the talk guidelines are being followed.

St John St James Talk Guidelines Ks1	
<small>Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</small>	
<b>I listen</b> 	<ul style="list-style-type: none"> <li>I look at who is talking, using eye contact to show active listening</li> <li>My hands are on my lap or flat on the table</li> <li>I use body language to show active listening (nodding, facial expressions)</li> </ul>
<b>I use my voice</b> 	<ul style="list-style-type: none"> <li>I respond appropriately to questions like "how are you?" and ask the question back</li> <li>I project my voice when necessary</li> <li>I speak clearly and confidently</li> </ul>
<b>I use appropriate language</b> 	<ul style="list-style-type: none"> <li>I speak in sentences using conjunctions to sequence ideas</li> <li>I take opportunities to use new vocabulary</li> <li>I use sentence stems provided</li> </ul>
<b>I engage in group discussions</b> 	<ul style="list-style-type: none"> <li>I listen to the opinions of others</li> <li>I put my hand up to respond to others</li> <li>I ask questions based on what others have said</li> <li>I use other children's names when referring to their point</li> </ul>

St John St James Talk Guidelines Ks2	
<small>Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</small>	
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<b>I use appropriate language</b> 	<ul style="list-style-type: none"> <li>I speak in sentences using conjunctions to sequence ideas</li> <li>I take opportunities to use sophisticated sentence stems and create my own</li> <li>I use sophisticated vocabulary</li> <li>I adapt how I speak to different situations</li> </ul>
<b>I engage in group discussions</b> 	<ul style="list-style-type: none"> <li>I listen to the opinions of others</li> <li>I put my hand up to build on or challenge the opinion of others</li> <li>I challenge the opinions of others appropriately</li> <li>I provide appropriate feedback to others</li> <li>I ask questions based on what others have said</li> <li>I use other children's names when referring to their point</li> </ul>

### 3. Oracy in Our Curriculum

Oracy plays a pivotal role in our curriculum from The Early Years to Year 6. Children are given opportunities to develop oracy skills and build their confidence in talk for formal and informal situations, both inside and outside the classroom. We have talk expectations for every lesson and these are displayed in every classroom.

In Every Classroom
1. Expectations for talk are modelled by all adults.
2. Talk Guidelines are displayed and referred to.
3. Key vocabulary to support with talk is displayed and used in sentence stems in planning.
4. Children do not put their hands up or shout out - Lollypop sticks are used to hear every voice.
5. Partner A and Partner B assigned.
6. Partner A and Partner B have clear talk roles.
7. Sentence stems are provided for talk opportunities on flipcharts.
8. Lessons are pupil-talk rich. (as opposed to teacher-talk rich)
In Years 1-6
1. ABC sentence stems displayed in every classroom to encourage respectful conversation.
2. ABC cards used in every lesson to either discuss a misconception, open up discussion or used as an assessment tool.



Lessons are talk-rich and opportunities for partner and group talk are carefully built into each lesson plan and outlined on all medium term plans. Teachers use targeted questioning and assessment for learning tools, which ensure all children are able to fully participate and every voice is valued. Subject specific vocabulary is provided in lesson plans in order to support children in working on collaborative projects, group discussion and debate or oral presentations. Every classroom also promotes subject-specific vocabulary acquisition through displaying key vocabulary on working walls and actively encouraging children to use these key words in their verbal communication.

From Year 1 to Year 6, children use A,B,C cards across the curriculum to enhance class discussion and deepen understanding. These cards are used as an assessment tool by the teacher, but also as a means to allow pupils the opportunity to respectfully build on and challenge the opinion of others. When children are using these cards, they are encouraged to use the sentence stems outlined below to show recognition of the points made by others, before expressing their own reflections on the learning.

Accept

Build On

Challenge

Accepting, Building On and Challenging  
the Opinions of Others.

"I *agree* with  
what \_\_\_\_\_  
said because..."

"\_\_\_\_\_ made  
an interesting  
point that I  
*agree* with  
because..."

"I would like  
to *build on*  
what \_\_\_\_\_  
said because..."

"Linking to  
what \_\_\_\_\_  
said, I think  
that..."

"I would like  
to *challenge*  
what \_\_\_\_\_  
said because..."

"I understand  
\_\_\_\_\_'s point  
of view,  
however..."

A range of purposeful opportunities are used across the curriculum to encourage learning through talk and learning to talk including:

- Presentations
- Discussions
- Hot Seating
- Exploring a Text through Performance
- Oral Fluency Tests in reading and book reviews
- Collaborative discussions around maths reasoning
- Debates
- Group and Partner Work



- Role Play

Children are also provided with opportunities to develop their oracy skills outside of the classroom through the following experiences: being part of a student leader group such as The Green Team or Digital Leaders; class assemblies; whole school performances; using structured talk in the playground and debates in whole school assemblies.

### 4. Oracy Progression

The oracy skills expected of each year group, from nursery to Year 6, are outlined in our school oracy skills progression map. This overview ensures that the children's verbal communication and listening skills are built on and developed each year. This map is shared with teachers and used to support in planning age- appropriate oracy activities.

### 5. Oracy Lessons – The Big Debate

Each class has a weekly lesson dedicated to developing their oracy skills. In these lessons, the class prepare for a presentation or debate around a topic they are learning about in their humanities lessons.

#### Physical

In these lessons, children learn about how their body language reflects their active listening. They learn that gestures such as nodding or facial expressions can show a speaker that they are engaged. Furthermore, they learn about gestures and vocal techniques used to engage an audience such as projecting their voice, varying their tone and volume, speaking with flair and passion and using hand gestures.

#### Vocabulary

#### Vocabulary - Introduction

*I would like to begin by stating my opinion on this matter.*

*I strongly believe...*

*It is without a doubt that...*

*It is undeniable that...*

*My research shows...*

*Based on my research, I know...*

#### Vocabulary - Sequencing

*My first point on this matter is...*

*Furthermore, I would like to add...*

*In addition...*

*My final point is...*

*In conclusion,*

*To summarise what I have said...*

#### Vocabulary - Challenging the opinion of others

*I appreciate what you have said, however...*

*Thank you for sharing your point, however...*

*You make an important point, however have you considered...*

*You have clearly researched your point, but I would suggest that...*

Children also learn how to use vocabulary to structure and strengthen their verbal communication. They are taught how to introduce an opinion, how to sequence their points using conjunctions and how to challenge the opinions of others in a respectful manner.

### Engaging in Group Discussions

In these lessons, children are also taught how to respectably build on and challenge the opinions of others. The classes uses A, B, C cards which show they want to Accept, Build On or Challenge the opinions of others. The pupils are provided with the relevant vocabulary and sentence stems to show their peers that they appreciate their opinion, but would like to offer an alternative perspective. They also learn the importance of providing feedback to others and how to do this appropriately in order to be meaningful.

### Curriculum Map for The Big Debate Curriculum

	Autumn Term		Spring Term	Summer Term	
Year 1	<b>My History Presentation:</b> Children present some information about themselves. Article 8 - You have the right to an	<b>UK and Nigeria Presentation:</b> Children present some of the differences that they have found out between the UK and Nigeria	<b>The City and the Countryside Debate Statement:</b> There is more to do in a city than at the countryside Article 29 - You have the right to be taught how	<b>Explorers Debate Statement:</b> Anyone can be an explorer Article 29 Education must develop every child's	<b>Let's go to the Seaside Debate Statement:</b> The seaside is a nicer place to live than the city Article 29 - Encourage respect

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



### 6. Assessment

In order to best support children in developing their oracy skills and having clarity on what their next steps are, teachers consistently assess the children against the Oracy Talk Guidelines. Class teachers will often assess one of the four strands, for example a focus might be "I use my voice," whereby the children will work on projecting their voice and speaking clearly and confidently. The Talk Guidelines also provide an opportunity for children to peer assess each other and provide feedback to their peers based on the school's talk guidelines.

We also welcome parents and carers into our classrooms once a term to watch a class presentation or debate. Parents are made aware of the Talk Guidelines focus for the oracy activity and provide feedback to the pupils based on these.

St John St James uses the application "Seesaw" to record talk happening in the classroom. These recordings are used as teaching points, where the class provide collective feedback on a recording and think about areas of development using the Talk Guidelines. They are also stored here, so children can revisit videos throughout the year and see their progress. These videos are shared with the wider school community through QR codes, which are stuck into books.

KS1 Talk Guidelines - Test It!		Teacher Assessment	Peer Assessment
I listen	 <ul style="list-style-type: none"> <li>I look at who is talking, using eye contact to show active listening</li> <li>My hands are on my lap or flat on the table</li> <li>I use body language to show active listening (nodding, facial expressions)</li> </ul>		
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<b>Two Stars and A Wish</b> You were excellent at... <hr/> <hr/> Next time you could... <hr/> <hr/>			

KS2 Talk Guidelines - Test It!		Teacher Assessment	Peer Assessment
I listen	 <ul style="list-style-type: none"> <li>I look at who is talking, using eye contact to show active listening</li> <li>My hands are on my lap or flat on the table</li> <li>I use body language to show active listening (nodding, facial expressions)</li> </ul>		
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