

For millions of years, mankind lived just like the animals. Then something happened which unleashed the power of our imagination. We learned to talk and we learned to listen.

Stephen Hawking



Oracy

Oracy Intent and Purpose

Why do we teach Oracy?

We teach Oracy as the benefits of oracy skills go far beyond academic achievement and employability. Oracy skills boost a whole range of social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy.

What is the aim of our curriculum for Oracy?

The aim is that by teaching oracy we are helping children develop the ability to speak eloquently, articulate ideas and thoughts, influence through talking, listen to others and have the confidence to express their views. In other words an essential life skill we need to support children to develop.

Oracy Intent and Purpose

What do we do in our Oracy curriculum?

Years 3 & 4

To give children a range of experiences:

- To take on an expert role for example to deliver a talk or speech as an archaeologist
- To become a storyteller for an authentic audience
- To present to an audience of younger or older students
- To chair a discussion
- To hold a class meeting
- To use talk for a specific purpose
- To speak in front of a large audience of adults
- To collaboratively solve a problem
- To speak to an unknown adult for a specific purpose
- To receive feedback from a peer or audience member on their oracy skills
- To create a TV or radio advert
- To participate in mock election hustings

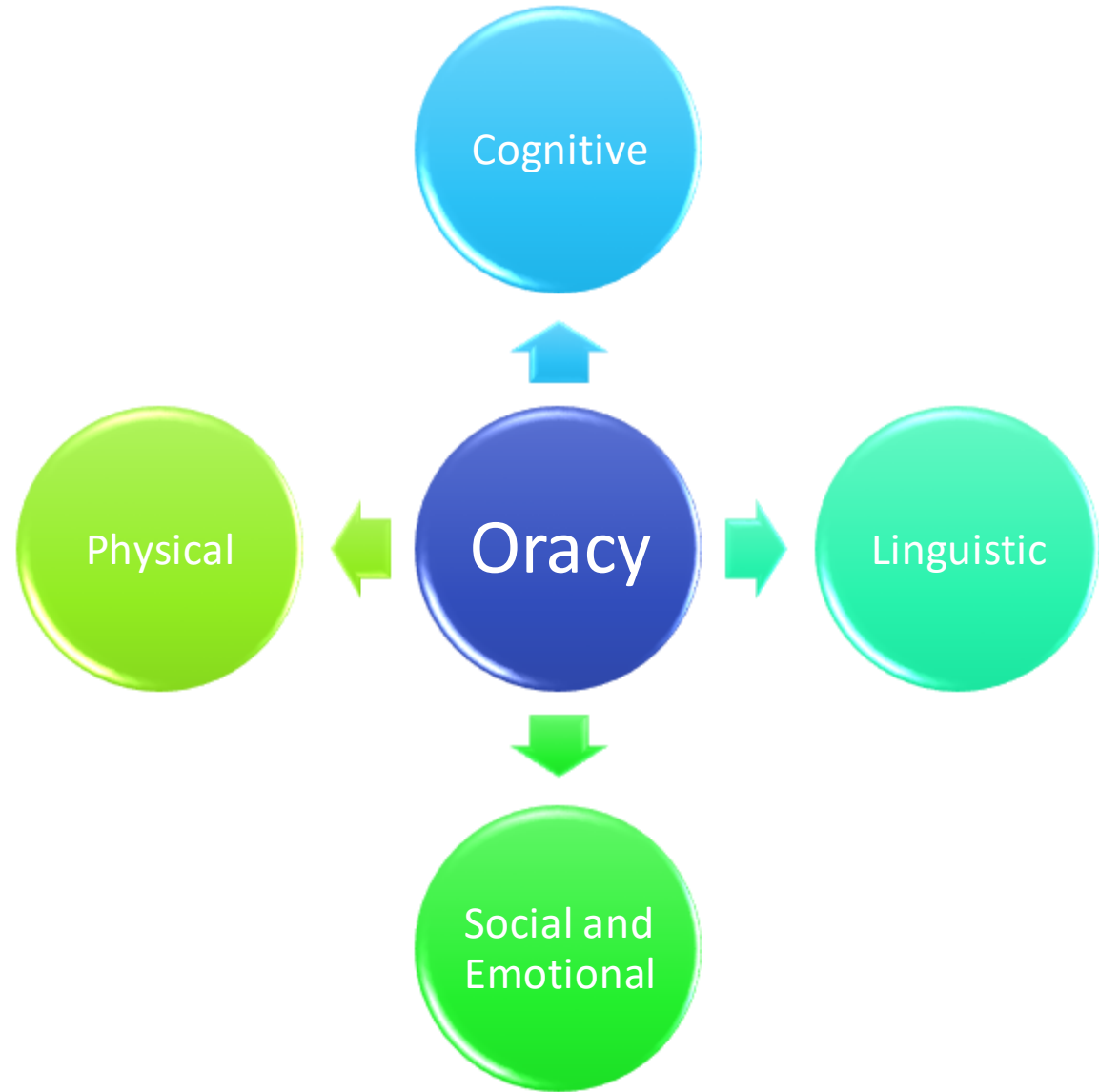
Years 5 & 6

To give children a range of experiences:

- To enter a debate competition
- Create a BBC school report or Youtube channel
- To meet a professional for example an MP or lawyer and to ask questions about their job
- To lead a parents' evening
- To compere a school talent show or event
- To lead School Council
- To mentor or teach younger children
- To lead an assembly
- Act as a tour guide for prospective parents
- To record their own sports commentary

Oracy

Key Concepts



Oracy Implementation and Pedagogy

How is oracy taught at Westende Junior School?

We believe that high quality classroom talk is essential to pupil's thinking and learning.

Oracy is taught through four main types of different skills:

Physical

- Projecting voice for influence
- Gestures to become increasingly natural

Linguistic

- Using a range of sentence stems with fluency and accuracy

Cognitive

- Being able to draw upon knowledge of the world to support their own point of view and explore different perspectives

Social and Emotional

- Listening for extended periods of time
- Speaking with flair and passion

We will teach two types of talk; exploratory talk and presentational talk

Through exploratory talk, children will be taught to listen critically but constructively to each others' ideas. They will learn to exchange ideas with each other with a view to sharing information to solve problems and explore different possible answers to questions.

Through presentational talk, we will create a range of meaningful and authentic contexts for oracy and teach a wide variety of opportunities for presenting information to others. This will include:

entering into a debate or discussion; creating reports; meeting other professionals and ask questions in and out of the class room; leading a discussion with parents; compering a school talent show or event; giving a speech to a specific audience; creating educational videos or public service announcements; mentoring younger children; leading an assembly and acting as a tour guide for parents.

Oracy Content Spine

	Autumn	Spring	Summer
Year 3	Introduction to the 4 strands of Oracy and establishing Talk Rules	<p>Story telling using pictures and actions to recite a piece of text.</p> <p>Acting out forces in science.</p> <p>Reciting and performing poetry through pictures and actions.</p> <p>Expressing emotions with a reason why.</p>	<p>Acting and reciting playscripts in groups.</p> <p>Discussion about Amelia Earhart and why she was important.</p> <p>Performing poetry</p> <p>Reciting stories using pictures and actions</p>
Year 4	Oracy Week	Linguistic (to carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk).	STEM Project – presentation in the style of ‘Dragon’s Den’ repurposing single-use plastic
Year 5	<p>Narrative Poetry. Linguistic and Physical (knowing which phrases to use)</p> <p>Presenting. Physical (making yourself heard, using your voice and body as an instrument)</p>	<p>War Poetry To project their voice to a large audience. (Physical)</p> <p>Scientific Discussions To use an increasingly sophisticated range of sentence stems. (Linguistic)</p> <p>To draw upon knowledge of the world to support their ideas. (Cognitive)</p>	<p>Audio Recordings To speak with flair and passion (Social and Emotional)</p> <p>Presenting (To project their voice to a large audience)</p> <p>Talk for writing (Reciting and performing a Greek myth)</p>
Year 6	<p>Presenting an argument/ Point of view</p> <p>Presenting a scientific light show and explain the science behind it</p>	<p>Presenting to an audience (STEM project of a marble run)</p> <p>David Attenborough style documentary explaining evolution</p>	<p>To speak fluently in front of an audience (Year 6 production)</p> <p>Mentor or teach younger students</p>

Oracy Progression Map

	Physical	Linguistic	Cognitive	Social and emotional
3	<ul style="list-style-type: none"> To deliberately vary tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad story To consider position and posture when addressing an audience 	<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 cake as 'nice' using 'delectable' 	<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 a shared agreement in discussions 	<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
4	<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 an anecdote or telling a joke 	<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 	<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 	<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
5	<ul style="list-style-type: none"> To project their voice to a large audience For gestures to become increasingly natural 	<ul style="list-style-type: none"> To use an increasingly sophisticated range of sentence stems with fluency and accuracy 	<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 To identify when a discussion is going off topic and to be able to bring it back on track 	<ul style="list-style-type: none"> Listening for extended periods of time -To speak with flair and passion
6	<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 	<ul style="list-style-type: none"> To vary sentence structures and length for effect when speaking To be comfortable using idiom and expressions 	<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 	<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