

Oracy at St Ann's



ORACY:

**THE ABILITY TO COMMUNICATE EFFECTIVELY
USING SPOKEN LANGUAGE.**

"Oral language is the medium we use to make friends, earn a living and become participating members of the community. It is through speech that we assimilate the thoughts and opinions, ideas, emotions, humour, wisdom, common sense and even moral and spiritual values of those around us".



Our Vision

At St. Ann's Church of England Primary School, we believe that Oracy should be woven into the very fabric of our school. We want Oracy not just to be a core part of our Curriculum, but an integral aspect of the culture at St Ann's. This will ensure our pupils are prepared to embark on their life journey as confident communicators. This will lead them to the highest professions and echelons of society.

Oracy within the National Curriculum

Speaking and Listening (Oracy)

- Become effective listeners, who can focus, concentrate on and respond to the spoken word.
- Identify key points in a discussion and recall and evaluate what they have heard.
- Recognise characteristics of various types of language.
- Speak with confidence, adapting their speech to suit the purpose and audience.
- Gain and hold the attention of audiences by being clear, confident, and expressive speakers, using formal English where appropriate.



Speak It 4: Present It!

- What have we learned?
- Presenting key findings from research
- Presenting knowledge on a theme or topic.
- Presenting to a varied audience (parents/peers/teachers)



Speak It 5: Critique It!

- What went well ... (successes)
- Even better if ... (improvements)
- Next steps ... (targets)
- FISH – Friendly, Informative, Specific, Honest



Speak It 6: P4C It!

- Listen
- Value others' responses
- Respond respectfully to others
- Question
- Connect ideas
- Make suggestions



Speak It 1: Talk It!

- Giving Instructions
- Discussion (adopting roles – Instigator/Builder/Challenger/Clarifier/Prober/Summariser)
- Explanation
- Debate (reasoning, negotiating and persuading)
- Narrative (telling a story)



Speak It 2: Drama It!

This will allow us to receive nationally recognised awards.

- Choral Performance
- Improvisation



Speak It 3: Role Play It!

- Character empathy
- What happens next? (predicting from a text)
- Adopting character personas
- Improvisation
- Questioning a character
- Unstructured role play – child led in EYFS/KS1

What does Oracy look like at St Ann's?

O
R
A
C
Y

S
K
I
L
L
S

PHYSICAL

1. Voice
2. Body language

- 1 a) fluency and pace of speech; b) tonal variation; c) clarity of pronunciation; d) voice projection
- 2 a) gesture and posture; b) facial expression and eye contact

LINGUISTIC

3. Vocabulary
4. Language variety
5. Structure
6. Rhetorical techniques

- 3 appropriate vocabulary choice
- 4 a) register; b) grammar
- 5 structure and organisation of talk
- 6 rhetorical techniques, such as metaphor, humour, irony and mimicry

COGNITIVE

7. Content
8. Clarifying and summarising
9. Self-regulation
10. Reasoning
11. Audience awareness

- 7 a) choice of content to convey meaning and intention; b) building on the views of others
- 8 a) seeking information and clarification through questions; b) summarising
- 9 a) maintaining focus on task; b) time management
- 10 a) giving reasons to support views; b) critically examining ideas and views expressed
- 11 taking account of level of understanding of the audience

SOCIAL & EMOTIONAL

12. Working with others
13. Listening and responding
14. Confidence in speaking

- 12 a) guiding or managing the interactions; b) turn-taking
- 13 listening actively and responding appropriately
- 14 a) self-assurance; b) liveliness and flair

Planning and Delivery of Oracy

At St. Ann's we use a framework for the teaching and assessment of speaking skills. Unlike previous frameworks for speaking and listening, this framework is skills-based and can be used in any context. It provides a simple, common approach for teachers and children to plan their Oracy, execute it and provide feedback to each other. The Oracy Framework isolates the key components of spoken language, breaking them into four different areas: physical, social and emotional, linguistic and cognitive. Each year group has an Oracy Long Term Plan. The plan outlines the six types of speaking that will be taught during the year and the objectives to be covered. The objectives contained within each speaking type are progressive. The speaking types are: instruction, discussion, explanation, reasoning, negotiation and persuasion.



Our 'Speak Its'

Speak Its are planned Oracy opportunities woven into our Curriculum. They span over all curriculum areas and cover English Speaking and Listening skills. When we have looked at all possible Oracy opportunities teachers may give children, they clearly fall into 6 key categories. It is these that we will share with children and refer to in planning. All 6 'Speak Its' allow children to demonstrate the 4 Oracy Strands we assess upon.

These 'Speak Its' are:



Talk It!



Drama It! (taught specifically through a bespoke Drama Curriculum)



Role Play It!



Present It!



Critique It!



P4C It!

*Teachers please note: The icons are known to the children and should be referred to whenever a Speak It is happening. Icons should also be present on any Speak It evidence in books.