

# Spotlight on.

## Oracy

**Our Vision:** We believe that the teaching of oracy provides fundamental skills within the curriculum, which enables pupils to express themselves creatively and imaginatively, to communicate effectively and confidently with others and to participate fully in the communities and society in which they live.

**Subject Leader:** Miss Bispham English)

### The National Curriculum Purpose of Study for Spoken Language:

“The national curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum—cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

### Oracy at Milton Court:

At Milton Court we teach oracy skills discretely within our literacy lessons once per week. Children learn how to debate and perform by using dramatic skill to present themselves and their work. We use talk and questioning to springboard ideas within reading and writing lessons.

We aim to continue this good practise by making links with PSHE and the promotion of fundamental British values to further enhance children confidence in using new challenging vocabulary.

### What we are good at:

- \* Using discussion and questioning to clarify thinking.
- \* Encouraging peer mentoring and talk buddies to share and magpie ideas.
- \* Exploring cross curriculum links to further develop vocabulary.

### Things we are working on:

- \* Finding the best way to collect evidence of children's learning in oracy.
- \* Raising the levels of enjoyment for oracy by holding poetry recitals and performance competitions.
- \* Exploring ways to mark and feedback in oracy.

# Non-negotiables in Oracy

We look at and develop oracy skills throughout our wide curriculum. As a result, we cover the Early Years and National Curriculum requirements and go further to extend children's knowledge and understanding. Underpinning our curriculum delivery throughout years 1-6 are non-negotiable skills that we ensure are taught, embedded and applied in each year group. Our aim is that every child has a firm understanding of these key skills within their year group expectations as a minimum.

In the Early Years Oracy is looked at through....

Key skill expectations for each year group are shown below.

Oracy in the Early Years:

In the Early Years teachers use role play areas to model high expectations for vocabulary. Children are given space and time to talk through their play including their negotiations with other children. With nurturing support from adults children learn how to use talk to build relationships, manage their feelings and behaviour and make independent decisions.

## THE NATIONAL CURRICULUM

Ks1  
& ks2

The National Curriculum requires the following in spoken language in KS1 and KS2

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 the appropriate registers for effective communication

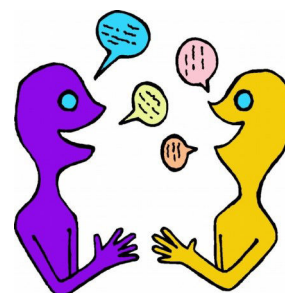
ORACY DEVELOPMENT

<p>Y1</p>	<ul style="list-style-type: none"> <li>• Speak clearly and loudly enough to communicate meaningfully</li> <li>• Ask questions about matters of interest</li> <li>• Express feelings and ideas when talking about matters of interest</li> <li>• Start to develop ideas by adding detail to their speech</li> <li>• Start to understand how to take turns when speaking</li> <li>• Start to listen to others and respond appropriately</li> <li>• Join in with imaginative play talking on the role of different familiar characters</li> <li>• Speak in complete sentences after modelling</li> <li>• Retell a familiar story in sentences using narrative language</li> <li>• Recount an event or experience in sentences</li> <li>• Begin to understand how to change language when speaking to different listeners eg peers and adults</li> </ul>
<p>Y2</p>	<ul style="list-style-type: none"> <li>• Talk about topics that are interesting to me or that I enjoy</li> <li>• Ask questions to gain information and clarify meaning</li> <li>• Begin to develop and explain my ideas</li> <li>• Express myself using complete sentences when required</li> <li>• Make more specific vocabulary choices eg technical language</li> <li>• Listen carefully and respond appropriately</li> <li>• Take turns when talking in pairs or in small groups</li> <li>• Begin to be aware that formal and informal situations require a different role and language</li> <li>• Retell a familiar story using narrative language and linking words and phrases</li> <li>• Recount an event or experience in sentences using carefully chosen vocabulary</li> <li>• Perform a simple poem from memory</li> <li>• Hold the attention of listeners by adapting the way I talk</li> <li>• Begin to understand how to speak for different purposes and audiences</li> </ul>
<p>Y3</p>	<ul style="list-style-type: none"> <li>• Talk and listen confidently in different situations</li> <li>• Show they have listened carefully by asking relevant questions</li> <li>• Develop and explain their ideas giving reasons</li> <li>• Sequence and communicate ideas in an organised and logical way in complete sentences as required</li> <li>• Vary the amount of detail—dependent on purpose and audience</li> <li>• Participate fully in paired and group discussions</li> <li>• Show understanding of the main points in a discussion</li> <li>• Vary the use and choice of vocabulary—dependent on the purpose and audience</li> <li>• Start to show awareness of how and when Standard English is used</li> <li>• Retell a story using narrative language, adding relevant detail</li> <li>• Perform poems from memory, adapting expression and tone as appropriate</li> <li>• Show they have listened carefully through making relevant comments</li> <li>• Formally present ideas or information to an audience</li> <li>• Recognise that meaning can be expressed in different ways dependent on the context</li> <li>• Begin to adapt use of language to meet the needs of the audience / listener</li> </ul>
<p>Y4</p>	<ul style="list-style-type: none"> <li>• Talk and listen confidently in a wide range of contexts</li> <li>• Ask questions to clarify or develop understanding</li> <li>• Give an answer and justify with evidence</li> <li>• Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required</li> <li>• Show understanding of the main points and significant details in a discussion</li> <li>• Show that they have listened carefully through making relevant comments</li> <li>• Increasingly be able to adapt what they say to meet the needs of the audience / listener</li> <li>• Vary the use and choice of vocabulary dependent on the purpose and audience</li> <li>• Show understanding of how and why language choices vary in different contexts</li> <li>• Use some features of Standard English</li> <li>• Present writing to an audience using appropriate intonation and control the tone and volume so that the meaning is clear</li> <li>• Perform poems or plays from memory conveying ideas about characters and situations by adapting expression and tone</li> <li>• Understand when the context requires the use of Standard English</li> </ul>



## ORACY DEVELOPMENT

Y5	<ul style="list-style-type: none"> <li>• Talk and listen confidently in a wide range of contexts including some that are formal</li> <li>• Engage the interest of the listener by varying their expression and vocabulary</li> <li>• Adapt spoken language to the audience, purpose and context</li> <li>• Explain the effect of using different language for different purposes</li> <li>• Develop ideas and opinions with relevant detail</li> <li>• Express ideas and options justifying a point of view</li> <li>• Show understanding of the main points, significant details and implied meanings in a discussion</li> <li>• Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views</li> <li>• Begin to use Standard English in formal situations</li> <li>• Begin to use hypothetical language to consider more than one possible solution</li> <li>• Perform their own compositions using appropriate intonation and volume so that meaning is clear</li> <li>• Perform poems or plays from memory making careful choices how they convey ideas about characters and situations by adapting expression and tone</li> <li>• Understand and begin to select the appropriate register according to the context</li> </ul>
Y6	<ul style="list-style-type: none"> <li>• Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence</li> <li>• Ask questions to develop ideas and make contributions that take account of others' views</li> <li>• Use evidence to support ideas and opinions</li> <li>• Explain ideas and opinions—elaborating to make meaning explicit</li> <li>• Take an active part in discussion, taking different roles</li> <li>• Use hypothetical speculative language to express possibilities</li> <li>• Use Standard English fluently in formal situations</li> <li>• Debate an issue maintaining a focused point of view</li> <li>• Use formal language of persuasion to structure a logical argument</li> <li>• Perform own compositions using appropriate intonation, volume and expression so that literal and implied meaning is clear</li> <li>• Perform poems or plays from memory making deliberate choices about how to convey ideas about characters, context and atmosphere</li> <li>• Pay close attention to, and consider the view and opinions of, others in discussions</li> <li>• Make contributions to discussions, evaluating others' ideas and responding to them</li> <li>• Understand and select the appropriate register according to the content</li> </ul>



### Finding out more...

Some good websites for developing English skills include:

#### Exploring phonics

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

#### Spelling

[www.spellingcity.co.uk](http://www.spellingcity.co.uk)

<http://www.bbc.co.uk/skillswise/topic-group/spelling>

<http://www.crickweb.co.uk/ks2literacy.html>

#### Writing

<http://www.bbc.co.uk/bitesize/ks2/english/writing/>

#### Reading

<http://www.bbc.co.uk/bitesize/ks2/english/reading/>

<http://www.topmarks.co.uk/english-games/7-11-years/reading>

Want to brainstorm your own 'out of the box' way to teach at home

[www.pinterest.com](http://www.pinterest.com)

Free printable resources

