



### The importance of oracy

“Oracy develops students' confidence, articulation and capacity to learn. To provide a high quality oracy education empowers pupils, regardless of their background, to find their voice for success in school and in life.” Voice 21

At Berkeley Primary School, we see oracy development as a priority. We want our children to become confident and competent communicators and to be able to use these skills in all areas of the curriculum. Children will become 'future ready' by learning to express and articulate their own views, as well as listen sensitively and respectfully to the views of others. We want our children to be able to make a positive contribution to both the local and global community. 'Every child at Berkeley Primary will find their voice.'

We began working with Voice 21 in September 2022 to build a whole school culture which values and celebrates our children's voices. We have leadership for oracy within the school, developing and implementing best practice and supporting our children to learn 'to talk and through talk'.

### Oracy for enrichment and enjoyment

We love to talk in our school. We talk about reading and books, how to solve mathematical problems, our learning across the curriculum and about our emotions and how we are feeling. We feel that it is important that children have a wide range of stimulus, experiences and audiences to talk about and to.

We have a range of additional activities that enhance our day to day activities and promote the enjoyment of oracy. These include:

- **Reading café sessions** – parents are invited into class to share reading activities and books with their children. Each class in key stage 1 and lower key stage 2 have a session every term.
- **Inspire afternoons** – parents are invited to share a lesson each term, we turn the school hall into a classroom and we all learn together, really using our oracy skills.
- **Authors and visitors in school and visits to events** – we are fortunate to have accessed sessions with real authors / poets and other visitors, who lead sessions and assemblies with our children to develop their oracy skills and these always lead to quality speaking and listening as an outcome.
- **Nursery Rhyme week** – we celebrate this in Nursery, Reception and Year 1 every year – children reciting rhymes out loud to an audience.
- **School plays** – our children perform Harvest Festivals, Nativity plays and Carol Concerts every year. Year 6 children put on a big production at the end of their school year. All giving the children an opportunity to perform their oracy skills to a larger audience.
- **Worker Memorial Service and the Holocaust Memorial Services** – our Year 5 children lead / take part in these services every year, representing the school in oracy at county level.
- **Peaceful Pals, Comedy Club and other after school clubs** – many of our after school clubs support and develop children's oracy skills and ways of expressing themselves and their emotions.

## Widening our children's vocabulary

We provide our children with a language rich environment. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking and writing both informally and formally. We want our children to know and apply subject specific vocabulary to all areas of the wider curriculum.

Ambitious vocabulary is taught within English lessons and other curriculum lessons, with new vocabulary embedded daily and it is applied on various situations. We have 'word of the day' taken from their reading or other subject lessons, that the children are exposed to. Daily vocabulary activities linked to the words can include: exploring definitions, synonyms and antonyms, related words and ultimately the correct application of the new vocabulary in spoken and written pieces.

## The oracy journey at Berkeley Primary School

We have mapped our oracy progression across all year groups and have a clearly structure Oracy medium Term Plan, laid out in year groups, from Nursery to Year 6 (see school website). We have used the Early Years curriculum and Development Matters for Nursery and Reception, and the Voice 21 Curriculum Design for Reception to Year 6, to inform our plans.

The oracy knowledge has been broken into four key areas of oracy learning; physical, linguistic, cognitive and social emotional. Oracy will be taught explicitly within English oracy lessons and opportunities to practice and hone this knowledge will be taken in all curriculum subjects and throughout the school day.

We have embedded sentence stems in our planning across the curriculum to help scaffold class discussions whilst ensuring that children of all abilities can access their learning. This is also impacting on children's writing, because children are applying the sentence stems within their writing and using their extended vocabulary. Every classroom displays key oracy prompts to help the children learning, including the 'Listening Ladder', 'Discussion Guidelines' and use the Student and Teacher 'Talk Tactics'.

This is our Year 2 plan (all year plans are on the school website).

| Y2 | Physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Linguistic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Cognitive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Social and Emotional                                                                                                                                                                                                             |
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|    | <ul style="list-style-type: none"><li>-use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea</li><li>-speak clearly and confidently in a range of contexts</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>-adapt how they speak in different situations according to audience</li><li>-use sentence stems to signal when they are building on or challenging others' ideas</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>-ask questions to find out more about a subject</li><li>-build on others' ideas in discussions</li><li>-make connections between what has been said and their own and others' experiences</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>-encourage everyone to contribute</li><li>-develop an awareness of audience, e.g. what might interest a certain group</li><li>-confident delivery of short pre-prepared material</li></ul> |
|    | <b>Science – Uses of Everyday Materials (Autumn)</b><br><br><b>SHARE INFORMATION IN A PRESENTATION – suitability of material for a purpose</b><br><br><b>Audience:</b> small group of younger Y1 audience<br><br><b>Oracy skills:</b> <ul style="list-style-type: none"><li>-speak clearly and confidently</li><li>-development awareness of audience and adapt how they speak</li><li>-start to experiment with gesture</li><li>-confident deliver of short pre-prepared material</li></ul><br><b>Subject specific skills:</b> <ul style="list-style-type: none"><li>-explain clearly why a material would and would not be suitable</li></ul> | <b>History – Our Monarchy (Spring)</b><br><br><b>GENERATE IDEAS AND OPINIONS – structured discussion (opinion line)</b><br><br><b>Audience:</b> peers<br><br><b>Oracy skills:</b> <ul style="list-style-type: none"><li>-use sentence stems to agree / disagree, build and challenge</li><li>-use gesture to support the delivery of ideas</li><li>-encourage all involved in the discussion to contribute</li></ul><br><b>Subject specific skills:</b> <ul style="list-style-type: none"><li>-make connections between their own ideas and opinions regarding the monarchy, as well as those help by others</li></ul> | <b>Geography – Bangladesh (Summer)</b><br><br><b>GET INFORMATION – interview someone from Bangladesh for first-hand information about the country</b><br><br><b>Audience:</b> Peers and adult being interviewed<br><br><b>Oracy skills:</b> <ul style="list-style-type: none"><li>-build on others' ideas and questions</li><li>-use sentence stems to signal when they are building on others' ideas</li><li>-adapt how they speak according to the audience</li><li>-speak clearly and confidently</li></ul><br><b>Subject specific skills:</b> <ul style="list-style-type: none"><li>-devise and ask questions to find out more about Bangladesh</li><li>-summarise life in Bangladesh using first hand accounts</li></ul> |                                                                                                                                                                                                                                  |

We have planned specific opportunities within science, history and geography.

|          | AUTUMN                                                                                                                                       | SPRING                                                                                                                                                                                                                 | SUMMER                                                                                                                                 |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>N</b> | Science – This is me<br>ACQUIRE NEW LANGUAGE – draw self and discuss body parts                                                              | Geography – Winter Spring<br>INFORM – tell about different occupations related to geography (e.g. a farmer, travel agent, coast guard, driver)                                                                         | History – Creepy Crawlies<br>RETELL – a memory from a photo or object                                                                  |
| <b>R</b> | Science – Seasonal Changes<br>PROBLEM SOLVING – create outfits for different weather and explain their choices                               | History – Let it grow<br>RETELL – things that have happened in their recent past using photos and objects                                                                                                              | Geography – Around the world and beyond<br>INFORM – explain why life in the African Savannah is different to life in England           |
| <b>1</b> | Geography – Blue Planet<br>GIVE OPINION – tell someone what they think is the biggest danger to ocean creatures and why                      | Science – Everyday materials<br>CHALLENGE – concept cartoon on best material for an umbrella                                                                                                                           | History – Explorers<br>INFORM – museum exhibition (tour guide style delivery)                                                          |
| <b>2</b> | Science – Uses of Everyday Materials<br>SHARE INFORMATION IN A PRESENTATION – suitability of material for a purpose                          | History – Our Monarchy<br>GENERATE IDEAS AND OPINIONS – structured discussion (opinion line)                                                                                                                           | Geography – Bangladesh<br>GET INFORMATION – interview someone from Bangladesh for first-hand information about the country             |
| <b>3</b> | Science – Animals, including humans<br>INSTRUCTIONS – How to prepare a healthy eating plate of good food (and film for feedback)             | Geography – What makes the earth angry<br>INFORM – two class assemblies on enquiry questions 'Why are some places more likely to experience earthquakes?' and 'Why would you live near a volcano?' (half class on one) | History – Romans<br>UNDERSTAND AND REASON – Harkness discussion on legacy of the Romans                                                |
| <b>4</b> | Geography – South America<br>UNDERSTAND AND REASON – Harkness discussion on how life is different in South America to Scunthorpe             | History – Ancient Egypt<br>PERSUADE – group presentation on one aspect of Ancient Egyptian influence – which was the most important?                                                                                   | Science – States of matter – water cycle<br>INFORM AND ENTERTAIN – explanation of the water cycle to ensure it is memorable for others |
| <b>5</b> | Science – Forces<br>PROBLEM SOLVE – "would you rather" i.e. parachute made from ... (air resistance) a boat made from ... (water resistance) | History – Islamic Civilisation<br>INFORM – exhibition (expert talk in trios / partners)                                                                                                                                | Geography – River Deep, Mountain High<br>DEBATE – climbing Everest should be banned                                                    |
| <b>6</b> | Science – Electricity<br>INSTRUCTIONS – How to make a circuit including a buzzer and a bulb                                                  | History – Ancient Greece<br>ENTERTAIN – Podcast                                                                                                                                                                        | Geography – Coast to Coast<br>DEBATE – the proposed windfarm off the east coast should be approved                                     |

### Oracy Assemblies

Each week we hold an 'Oracy Assembly'. We discuss, collaborate and engage each other about various topics, including; recycling, British Values and our school vision meaning 'Every Child, Every Chance, Every Day'. Children sit in groups of 6 mixed class and year groups, supported by the adults as 'Talk Detectives' to really discuss some key issues and practice their oracy skills.



### Oracy Champions – they wear their badges with pride

Our pupil Oracy Champions are very important in school as they promote the use of good oracy, particularly at lunchtimes. They encourage their peers to engage in the oracy talk points at lunchtimes, modelling using oracy accurately and effectively to get their point across. The Oracy Champions support children in joining in with the discussions, suggest sentence stems children may use and praise the children when they are using good oracy skills.

Our Oracy Champions also lead visitor tours of the school, telling them all about our school and what we are about.





## Oracy at Lunchtimes

Each lunchtime we have 'Oracy Lunchtimes' displayed on each dining table for the children to use as a talk stimulus. The discussions starters include; Odd One Outs, Would you Rathers and Concept Cartoons. We include sentence stems to help the children develop ways to challenge respectfully and have debates. Sometimes vocabulary is included with a challenge to use the words in the sentences in the correct way, which helps children to talk like experts and practice subject specific vocabulary.



## Additional support for those children that need it

Our ambition is for every child to find their voice. We are forensic in our approach to oracy and our diagnostic testing identifies those children that are not on track and need additional support, we put this into place swiftly. Teachers and Teaching Assistants throughout school are all trained in oracy (speaking and listening).

Our SENDCOs and Oracy Leaders are on hand to advise teaching teams as needed and support their work in identifying any factors making progress difficult and finding solutions. There can be many different reasons that children experience barriers to speech and language development and our teachers and SENDCOs can help find the reasons and pinpoint what the issues are. Within school we use WellComm, a speech and language toolkit for children from 6 months to 6 years, that has a screening test and intervention materials. Through testing and specialist agencies being involved we can support them early in their education journey.

We work very closely with Speech and Language Therapy and also the Hearing Support Team in the Local Authority. We use their diagnostic tests for children where there is a concern about their development and refer where additional support is needed. The Speech Therapists work in school and devise programmes and leave resources for parents and school staff to use to support children to catch-up and develop in specific areas.

## How carers can help

Carers are of course partners in their child's oracy journey. We'll make sure parents are well communicated with about what is happening with oracy in school. We always let you know how well your child is doing and how you can support your child. A child cannot talk too much, they need to be hearing and using the amazing words and phrases we have in the English language!