

Sandy Hill Academy

Teaching and Learning Principles

Subject: English Oracy

Mission Statement:

'Aspiring to achieve, determined to succeed'

In English - Oracy we aim to:

Provide pupils with the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching pupils to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. Through a high-quality oracy education, pupils learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

- Develop pupils' ability to learn through talk and talk.
- Provide all pupils with opportunities to articulate their ideas across the curriculum.
- Develop pupils' confidence in talking with and in front of different audiences.
- Provide pupils' with opportunities to develop their confidence in oracy skills to support their ability to discuss their mental health and well-being.
- To equip pupils' to thrive in life beyond primary school.



Our Sandy Hill Expectations apply to the teaching and learning of English – Oracy; embedding opportunities to promote healthy, social and thinking skills.

English – Oracy (National Curriculum 2014):

Spoken Language Year 1 – Year 6

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 appropriate registers for effective communication.

EYFS

In the EYFS English - Oracy is taught through many aspects of the EYFS Curriculum as the importance of interlinking Prime and Specific areas is essential to providing effective Early Years practice. However, specific curriculum links to English – Oracy in the EYFS are within the Communication & Language and Personal, Social and Emotional Development areas of learning.

With regards to the Characteristics of Effective Learning, English - Oracy opportunities in the Early Years will encourage children to explore, observe, solve problems, think critically, make decisions and to talk about why they have made their decisions.

In our Nursery and Reception class' aspects of English – Oracy are taught on a daily basis through continuous provision areas, outdoor activities, Understanding of the World, Mathematics, Physical Development and especially through Expressive Arts and Design. In Reception, this is further developed with specifically taught activities through a model teaching approach. A variety of resources are selected and used to supplement our planning but the focus of learning will always be based upon the curriculum and children's next steps. In both Nursery and Reception, English – Oracy is supported through the Nuffield Early Language Intervention programme (NELI) which is taught to all children and is then designed to specifically support those children who need additional support with their speech, language and communication skills.

At Sandy Hill Academy we use Tapestry, our online learning journal, to record and track children's progress and achievements in English – Oracy against the age related development areas and the Early Learning Goals. Children who need additional help are identified and interventions put in to place when appropriate.

Skills Progression:

At Sandy Hill, we use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning. Specific subject related skills will be enhanced and developed during effective teaching and learning experiences; providing children with plentiful practical hands-on experiences.

Below is an example of a skills progression document for the specific strand Cognitive Oracy.

Cognitive Oracy Progression Overview	
Year 1	In Year 1 pupils' learning will progress as they will learn to: <ul style="list-style-type: none"> • Offer reasons for their opinions • Recognise when they haven't understood something and ask a question • Disagree with someone else's opinion politely • Explain ideas and events in chronological order
Year 2	In Year 2 pupils' learning will progress as they will learn to: <ul style="list-style-type: none"> • Ask questions to find out more about a subject • Build on others' ideas in discussions • Make connections between what has been said and their own and others' experiences
Year 3	In Year 3 pupils will learn to: <ul style="list-style-type: none"> • Offer opinions that aren't their own e.g. taking on the role of ... • Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives • Reach shared agreement in discussions
Year 4	In Year 4 pupils' learning will progress as they will learn to: <ul style="list-style-type: none"> • Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event • Ask probing questions • Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets
Year 5	In Year 5 pupils' learning will progress as they will learn to: <ul style="list-style-type: none"> • Draw upon knowledge of the world to support their own point of view and explore different perspectives • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event • Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?
Year 6	In Year 6 pupils' learning will progress as they will learn to: <ul style="list-style-type: none"> • Construct a detailed argument or complex narrative • Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate • Reflect on their own and others' oracy skills and identify how to improve.

Teaching and Learning Expectations:

- All children are able to access English – Oracy across the curriculum subjects.
- Teachers to use English – Oracy curriculum maps to support planning, teaching and assessment.
- Speech and Language referrals are made appropriately by Teachers for children who may need additional support.
- All children to have equal opportunities.
- Class blogs and social media to include examples of English – Oracy from Nursery-Year 6.

Working Walls/Displays:

- All classes to display examples of English – Oracy as part of their classroom curriculum displays.
- My Personal Best values and Sandy Hill STARS on display in all classes/key communal areas of the school to refer to when completing English – Oracy learning.

Monitoring/Assessment:

- Exit Points (e.g.: assemblies, large scale projects, visitors, Eco Council/School Parliament discussions and debates)
- Use of assessment documentation to identify children, WTS, EXS and GDS
- Pupil Conferencing
- Learning Walk/Lesson Observations
- Work/book Scrutinies for examples of English – Oracy across the curriculum.
- Staff meetings to continuously evaluate current practices and reflect upon ideas.
- Appropriate CPD