

# Medlock Primary



Oracy Policy September 2021

Review September 2023

## Aims and Expectations.

At Medlock Primary School we believe that all children have the right to receive high quality teaching and learning and we will strive to provide this at all times. Quality first teaching is essential for children making progress (physically, socially and emotionally as well as academically) and where appropriate, interventions will be put in place to support children's individual needs. Communication: both with each other and with their parents is crucial to ensuring the same strategies are used and continued in all areas where learning takes place. Well planned lessons and high quality resources coupled with the before mentioned teaching and communication methods are imperative to ensuring children's next steps are built upon and therefore make as much progress as possible.

In all areas of the curriculum promoting oracy is at the heart of our teaching and learning. During all lessons and activities planned, there will be opportunities for children to verbally share their ideas with each other and the whole class / group, ask and answer questions and be encouraged to extend their responses. Although "spoken language" and speaking listening skills are in the English section of The National Curriculum, at Medlock, oracy has a place in all areas of the curriculum and should be a priority during all times of the day, not just during English lessons. Hence, why this policy is a stand alone and not part of the English policies.

We aim for all children to leave Medlock Primary School as confident speakers and conversationalists who can speak eloquently and clearly. We want all children to be able to give high quality answers and voice their opinions confidently and give reasons for their explanations.

## Talk Promise.

Each classroom should have a copy of the talk promise displayed, as well as other areas of the school where communication takes place. Each class teacher should go through the talk promise with their class at the start of the year as you would with all class expectations and then be referred to constantly, as you would with the school's expectations and displays which support learning. The Talk Promise is for all adults and children who work at and visit Medlock Primary to adhere to and underpins all forms of communication and strategies which follow in this policy.

- **We will all join in because all ideas lead to learning.**
- **We will show respectful listening towards the person speaking.**
- **We will give each other time to think and respond.**
- **We will speak clearly so everyone can be heard.**
- **We will ask relevant questions because we want to learn more.**

## Talk Moves (from Topsy Page, 2017).

The Talk Moves support staff with how to help and encourage children to verbalise their ideas and extend their discussion points. Staff should start at Goal One and then move

through the moves at an appropriate rate for the ability and age of the children being taught.

**Goal One: Help individual children share, expand and clarify their own thinking.**

1. Time to think, partner talk, writing as think time, wait time.

2. Say More

“Go on...” “Tell me more” “Can you say a bit more about that?” “What do you mean by that?” “Can you give an example?”

3. So, Are You Saying...?:

“So, let me see if I've got what you're saying. Are you saying...?” (always leaving space for the original child to agree or disagree and say more)

**Goal Two: Help children listen carefully to each other.**

4. Who can rephrase or repeat?

“Who can repeat what Maya just said or put it into their own words?”

(after pair talk) “What did your partner say?”.

**Goal Three: Help children deepen their reasoning.**

5. Asking for evidence or reasoning

“How do you know?” “Why do you think that?” “What's your evidence?” “How did you arrive at that conclusion?”

6. Challenge or counterexample

“Does it always work that way?” “How does that idea fit with Mark's example?” “What if it had been a two digit number instead?”

**Goal Four: Help children think with others.**

7. Agree/Disagree and Why?

“Do you agree/disagree? (And why?)” “What do people think about what Cleo said?”

“Does anyone want to respond to that idea?”

8. Add on

“Who can add onto the idea that Jamal is building?” “Can anyone take that suggestion and

push it a little further?”

9. Explaining what someone else means

“Who can explain what Aisha means when she says that?” “Who thinks they could explain why Sam came up with that answer?” “Why do you think he said that?”

**Talk Partners/ Threes.**

In all lessons, children in all year groups should be given the opportunity to discuss opinions, ideas and answers in either “talk partners” or “talk threes”. The purpose of this model is so children of varied abilities and from different backgrounds can share opinions and experiences. Teachers should plan the pairs/ groups which they put children in and think about who would benefit from talking to who, taking into consideration factors such as confidence, ability, background, speech and language issues, EAL and the range of

experiences the children have outside of school. "Talk Threes" rather than "Talk Partners" often work well, so the situation of one child doing all of the talking doesn't arise. The groupings in talk partners/ threes should be changed at least once every half term so children get to work with new partners and gain a wider range of experience.

### Seating Arrangements.

Teachers should plan their seating arrangements for both carpet spaces and at tables taking into consideration factors such as confidence, ability, background, speech and language issues, EAL and the range of experiences they have outside of school. In general, at Medlock Primary School we believe mixed ability groups work best so that children can learn from each other. However there are times when it is appropriate for teachers to seat children based on ability for a particular task or activity or after assessment when teaching a focused guided group, providing they can justify why they've made that decision. Carpet spaces and table seating arrangements should be swapped each half term so children get to work with new partners and gain a wider range of experience.

### Speaking and Listening Activities.

Due to the wide range of backgrounds of our children, we have a vast range of abilities regarding speaking and listening skills. We have a huge number of children who find it difficult to share answers and opinions verbally and also a large number of children who are extremely confident in sharing their views but struggle to listen to others. As a result it is imperative that teachers plan for regular activities to promote confidence and positive speaking and listening skills. A method which has proved to have worked to tackle the issue of turn taking is to label the talk partners/ three as partners 1, 2 and 3 and for the teacher to specify which partner should be talking and who should be listening.

### Sentence Stems and Sentence Extensions.

All classes should have a range of sentence stems on display for children to use, which suit the age range being taught, EYFS may use pictures rather than written prompts. Teachers should spend time modelling and teaching each sentence stem before displaying it and refer back to them constantly. The 'Medlock Progression in Language Structures' document outlines the sentence structures to be taught in each year group including a range of language types. This should be followed to ensure progression throughout school and impact writing.

Staff should not accept one word answers from children, so if one is given, staff should encourage children to extend their answers by asking questions such as "Can you tell me more?" or "What else can you tell me about...?" or "What did you see to make you think that?". This is where staff should be using the Talk Prompts (mentioned earlier in the policy). Most of our children need staff to heavily model beginning sentences in different ways and extending them. Staff should also be modelling the Talk prompts and respectful language to each other at all times and in particular promoting it's okay to ask for and give support, for example "Miss Johnson, I think commitment might have a double m, shall we check it together in the dictionary to make sure?".

### Interventions.

Like with all areas of the curriculum, some children may need extra support with improving their oracy skills. In class opportunities and quality first teaching is essential but out of class games and activities can also tackle this, particularly in supporting our less confident pupils. All interventions should be planned for and it is the teacher's responsibility to find out which interventions their children have had before and to track the progress and impact of the sessions if they are not carried out by the class teacher.

### Book Review Books.

All classes are given a Book Review Book by the reading lead at the start of each school year. There are differentiated questions and sentence stems at the front of each book which suit each year group. The reading lead will give suggestions on how it could be filled out but teachers have the freedom to fill it out how they like. It needs to be used by both staff and children regularly and could be used during whole class story time, guided and shared reading time, left in the reading corner for the children to use independently during times such as wet plays, during the morning activity etc. The purpose of the Book Review Book is to give the children a platform to speak freely about a book and to encourage them to give reasons for their opinions. Equally, this is another platform for promoting oracy, particularly if used in whole class/ small group situations.

### P4C.

There should be a planned opportunity for P4C (Philosophy For Children) at least once a week. It is a great platform for children to feel confident enough to share their views and opinions freely, as there isn't a right or wrong answer to the question posed. It's also another opportunity to encourage different sentence stems (which should be displayed in each class) and to ask children to extend their answers by giving a reason why. More detailed information about how P4C is taught can be found in the P.S.H.E policy.

### Circle Time

Teachers should use circle time to develop discussion and the language of debate. The stimulus for circle time should be both the weekly 'British Values' assembly matched to national, local or school issues as well as 'class issues' identified by the class teachers.

### Wellcomm

Wellcomm is to be used as a speech and language assessment and intervention. All children are assessed throughout school and interventions are put in place based on assessments.

Training is given by the school's Speech and Language therapist and can be used throughout the school to develop children's speech and language skills.