Finlay Community School

Oracy

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Oracy Intent

Our school is a place where students, staff and carers speak with kindness, confidence and clarity; where every voice is valued. Our classroom communities are places where critical issues can be discussed; where students feel comfortable putting forward an idea one day to set it aside the next; where students can safely challenge each other – and still play together in the playground or sit together at lunch. Our learners are aware of talk and the power it has to help them think deeply. Teachers harness the power of talk to engage children, to stimulate and extend their thinking. Staff members take an active role in guiding students' language, modelling ways in which talk can be used to think collectively. Talk tasks are designed to draw on and beyond children's existing knowledge, to elicit debate and consideration of different interpretations or ways of problem-solving. Both students and staff view oracy as a golden thread weaving together our curriculum aims and those of the wider school community. We aim to equip students with the tools they need to use their voice to aspire, belong and achieve in school and in life.

Whole School Curriculum Overview: Thematic Overview

Reception

1. It's Good to be Me: All about me and my family.
2. Let's Celebrate: Religious Celebrations.
3. I wonder...
4. Once Upon a Time: Fairytales and Traditional Tales
5. Moving on Up! Transition to Year 1.

Year 1

1. The History of Toys
2. Where oh Where is Finlay Bear? Our Local area and the UK.
3. The Great Space Race: Neil Armstrong, Buzz Aldrin and Tim Peake.

Year 2

1. The Great Fire of London and the Tudors. Focus on Samul Pepys.
2. Around the World in 60 Days/ Paddington's Passport: The 7 continents and 5 Oceans.
3. Heroes in History: Florence Nightingale and Mary Seacole.

Year 3

1. Rock and Roll: The Stone Age to Iron Age.
2. Deadly Disasters: Natural Disasters including volcanoes and earthquakes.
3. Navigating the Nile/ Exciting Egyptians: Ancient Egypt.

Year 4

1. The Rotten Romans/ Glorious Glevum: Roman Britain and their Legacy.
2. Journey to the River Sea/ Come Sail With Me: Oceans and Rivers.
3. Ancient Greece and the Olympics.

Year 5

1. Invaders and Settlers: Anglo Saxons and Vikings
2. The Rainforest: North and South America, Deforestation.
3. Chocolate: Mayans and Aztec Civilisation.

Year 6

1. We'll Meet Again: World War 2 and the impact on children.
2. Ice Explorers: Artic and Antarctica.
3. Let Me Entertain You: Changes in leisure and entertainment throughout history.

Coverage Term by Term (Reception – Year 6)

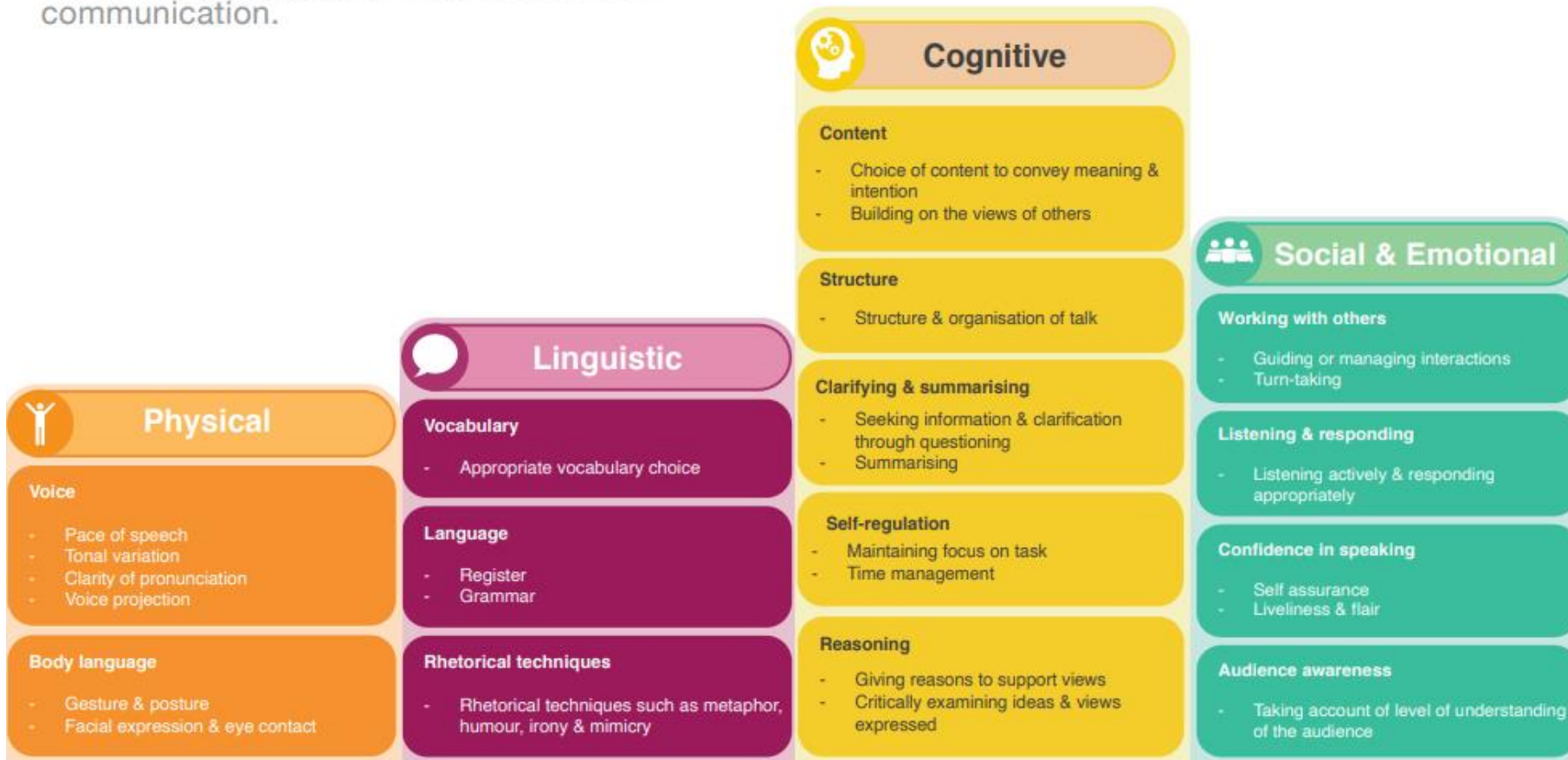|	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	It's Good to be Me	Let's Celebrate	I wonder…	I wonder…	Once Upon a Time Moving on up	
Year 1	Finlay Toy Factory		Where oh Where is Finlay Bear?		The Great Space Race	
Year 2	The Great Fire of London & The Tudors		Paddington's Passport/ Around the world in … days		Heroes who help us – Florence Nightingale and Mary Seacole	
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters		Navigating the Nile/ Ancient Egyptians	
Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea		Ancient Greeks Olympics	
Year 5	Invaders and Settlers – Saxons, Vikings		Deforestation		Chocolate! Ancient Aztecs and Maya	

		Rainforest – North and South America	
Year 6	We'll Meet Again World War 2	Ice Explorers Arctic and Antarctica	Let Me Entertain You! History of Entertainment

Oracy Framework

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Oracy Cambridge — HUGHES HALL UNIVERSITY OF CAMBRIDGE — voice 21

Cognitive

Content
- Choice of content to convey meaning & intention
- Building on the views of others

Structure
- Structure & organisation of talk

Clarifying & summarising
- Seeking information & clarification through questioning
- Summarising

Self-regulation
- Maintaining focus on task
- Time management

Reasoning
- Giving reasons to support views
- Critically examining ideas & views expressed

Social & Emotional

Working with others
- Guiding or managing interactions
- Turn-taking

Listening & responding
- Listening actively & responding appropriately

Confidence in speaking
- Self assurance
- Liveliness & flair

Audience awareness
- Taking account of level of understanding of the audience

Linguistic

Vocabulary
- Appropriate vocabulary choice

Language
- Register
- Grammar

Rhetorical techniques
- Rhetorical techniques such as metaphor, humour, irony & mimicry

Physical

Voice
- Pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language
- Gesture & posture
- Facial expression & eye contact

Progression of Knowledge, Skills and Understanding

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aim	To explore their own voice through play	To confidently share their opinions	To follow, contribute to and lead conversations	To share specialist knowledge through talk	To use convention of talk for specific purposes	To respond passionately to questioning	To develop their own style as a speaker
Physical	• Speak audibly so they can be heard and understood • Use gestures to support meaning in play • Look towards someone who is speaking to them	• Use the appropriate tone in context • Speak clearly and confidently in a range of contexts • Manipulate voice for effect • Begin to use gestures to support meaning e.g. pointing at the parts of a plant they are discussing	• Use gestures to support delivery of ideas e.g. gesture towards someone if referencing their ideas, or counting ideas on their fingers as they say them • Use the appropriate pace, volume, tone of voice in the right context • Use body language to show listening e.g. nods of encouragement, smiling	• Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of the story • Considers position and posture when addressing an audience	• Use pauses for effect in presentational talk e.g. give a point, pause and give examples or comic timing) • Consider position, posture and body language when addressing an audience	• Project their voice to a large audience • Gestures becomes increasingly natural	• Speak fluently in front of an audience • Have a stage presence • Consciously adapt tone, pace and volume of voice in a situation based on the environment they are in
Linguistic	• Use talk in play to practice new vocabulary • Join phrases with words such as 'if', 'because', 'so', 'could', 'but'	• Use vocabulary specific to the topic at hand e.g. lighter, heavier • Take opportunities to try out new language, even if	• Adapt how they speak in different situations according to the audience • Use specialist talk	• Use specialist language • Make precise language choices	• Carefully consider the words and phrases they use to express their ideas and how this supports the purpose of talk e.g. persuade,	• Use an increasingly sophisticated range of sentence steams with fluency and accuracy • Carefully consider	• Vary sentence structures and length for effect when speaking • Carefully consider the words and phrases they uses to express their

		not always used correctly ● Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with…', 'Linking to…' ● Use conjunctions to organise and sequence ideas e.g. 'firstly', 'secondly', 'finally'			inform, entertain	the words and phrases they use to express their ideas and how this supports the purpose of talk e.g. scientific report	ideas and how this supports the purpose of talk e.g. precise vocabulary, presentational talk ● Be comfortable using idioms and expressions without causing confusion
Cognitive 	● Use 'because' to develop their ideas ● Make relevant contributions and ask questions ● Describe events that have happened to them in detail	● Offer reasons for their opinions ● Recognise when they haven't understood something and ask questions to help ● Disagree with someone else's opinion politely ● Explain ideas and events in chronological order ● Explain their reasoning ● Ask effective questions ● Extend their ideas	● Ask questions to find out more about a subject e.g. ask a planned question, then building upon it ● Build and challenge other's ideas in discussion ● Make connections between what has been said and their own and others' experiences ● Paraphrase what has been said ● Choose relevant content for talk	● Offer opinions that aren't their own ● Explain an ideas or concept to someone else ● Reflect on discussions and identify how to improve ● Summarise a discussion ● Reach shared agreement in discussions ● Build, challenge and develop others' ideas in discussions ● Choose appropriate content relating to the topic in hand	● Give supporting evidence e.g. citing a text, 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 ● Confidently use all the discussion roles (Builder, Instigator, Challenger, Prober, Summariser, Clarifier) ● Draw upon knowledge of the world to support their viewpoint	● Draw upon knowledge of the world to support their own point of view and explore different perspectives ● Use of generalisations over specific experiences to support their points e.g. in a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel' ● Identify when a discussion is going off topic and be able to	● Construct a detailed argument or complex narrative ● Spontaneously respond and ask increasingly complex questions, citing evidence where appropriate ● Use all the discussion roles (Builder, Instigator, Challenger, Prober, Summariser, Clarifier) appropriately and without prompting

						bring it back on track • Give supporting evidence e.g. citing a text, a previous example or historical event • Ask probing questions and adjust subsequent questions based on the audience • Use all the discussion roles (Builder, Instigator, Challenger, Prober, Summariser, Clarifier) appropriately	
Social & Emotional	• Take turns to speak when working in a group	• Listen to others • Be willing to change their mind based on what they have heard • Organise group discussions independently of an adult • Build relationships through talk	• Start to develop an awareness of audience e.g. what might interest a certain group • Be aware of others who have not spoken and invite them into discussion • Confidently deliver short pre-prepared material • Begin to engage with an audience	• Adapt the content of their speech for a specific audience • Speak with confidence in front of an audience • Manage group discussions with more independence	• Use more natural and subtle prompts for turn taking • Consider the impact of their words on others when giving feedback • Empathise was an audience – use of hooks and emotional response • Speak with passion and confidence	• Listen with intent • Speak with flair and passion • Begin to read a room or group, and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused, stopping to take questions	• Use humour effectively • Read a room or group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused, stopping to take questions • Speak with flair and passion
Experiences	• Speak to a partner in whole class teaching • Practice speaking to an unfamiliar	• Take part in small group discussions without an adult • Film speaking and use this for	• Speak to unfamiliar people with real purpose e.g. asking questions to a	• Take on an expert role e.g. deliver a talk or speak as an archaeologist or geologist	• Use talk for specific purposes e.g. to persuade or to entertain • Speak in front of	• Enter a debate competition • Create their own BBC school report • Create a YouTube	• Give a speech to and audience of peers and adults • Lead School Council

	• adult to carry out a transaction e.g. at a shop or post office • Talk for an extended period of time about something they are interested in	• reflection • Speak in front of a larger audience e.g. during an assembly	• museum curator or having conversations with a visitor • Participate in Show and Tell	• Become a storyteller for an authentic audience • Present to an audience of younger or older students • Chair a discussion • Hold a class meeting	• a larger audience of adults e.g. a group of 8 • Speak with an unknown adult for a specific purpose e.g. market research or taking an order • Receive feedback from a peer or audience member on their oracy skills • Create TV or radio adverts • Participate in mock election hustings • Teach peers • Perform poetry by heart	• channel • Meet professionals e.g. a lawyer, an MP or councillor • Lead parents' evening • Compere a school talent show or event • Perform a slam poem • Perform stand-up comedy	• Mentor or teach younger students • Lead an assembly • Act as a tour guide for prospective parents • Record their own sports commentary
Teaching Tools	• Role-play in familiar contexts e.g. at the shop • Use of a physical object to support turn taking • Listening Ladder • My Turn, Your Turn to introduce new language and sentence stems • 'Tell your partner in a whisper/ playground voice' • Would you rather? as a silly talking point • Talk Tactic: Instigator – 'I think…'	• Thumbs-in to speak • Pass and go round a circle • Use counters to represent contributions to a discussion • Pass wool from speaker to speaker to show how contributions link • Explicit modelling of using questioning to clarify • Ask pupils if they have changed their mind after listening to an opinion • Talk Tactic:	• Sentence stems with accompanying gestures to support meaning for both speaker and their audience e.g. linking fingers for connecting points or holding up one finger to emphasise their first point • Role-play in unfamiliar contexts e.g. making friends on the playground or having tea with the King • Games to prompt elaboration e.g.	• Expose students to a range of models for talk e.g. meeting an expert, watching an online talk • Unpick why speakers are successful • Develop a shared language to describe talk using Discussion Guidelines • Support learners to reflect on their discussions • Talk Detectives • Spend time teaching learners what it means to be a chair • Silent Summariser	• Sentence stems to cite evidence and ask probing questions • Teach the conventions for different types of talk e.g. use of similes, metaphors and time connectives in story telling, techniques to build suspense, using hooks to grab the audience's attention, rhetorical devices such as the rule of three and rhetorical questions	• Equip students with the language to describe when a discussion has gone off tract and support them to identify when this has happened e.g. by looking at transcripts or videos • Sentence stems for students to bring discussions back on track – 'That might be true, however what do you think about X?' 'It feels like we are going off topic here. Let's get back to X.'	• Play games such as Just a Minute to practise fluency when talking about a topic • Practise power poses

| | | | Builder - 'Yes, and…' 'Building onto X's idea…' 'I agree and would like to add…' 'X's idea made me think…'
● Talk Tactic: Challenger – 'I disagree because…' 'To challenge X's idea…' | Tell Me More, Just a Minute
● Hot-seating and Question Tennis to develop questioning
● Mark and praise those inviting others into a discussion and develop ideas for how this can be done e.g. say their name, ask them a question, turn to them
● Create structured opportunities for learners to consider what will engage their audience e.g. how they can make their object for Show and Tell interesting | ● Articulate to support specialist subject vocabulary
● Talk Tactic: Summariser – 'So far we have talked about…' 'The main parts raised were…' 'Our discussion focussed on…'
● Talk Tactic: Clarifier – 'So you are saying…?' 'Does that mean…?' 'Can you clarify what you mean by…?' | ● Create opportunities for leaners to reflect on their own and their peers oracy skills, and set targets for improvement
● Collaborative learning opportunities such as Jigsaw where each learner has key information to bring to the discussion
● Use of a questioner in trios
● Talk Tactic: Prober – 'Why do you think…?' 'What evidence do you have to support X idea?' 'Could you provide an example?' | ● Teach strategies to be able to listen for an extended period of time e.g. note taking, drawing visuals
● Use vocal warm-ups and diaphragm breathing to support voice projection
● Build sentence stems for Talk Tactics to include alternative phrases to those already known e.g. 'I would like to echo was X has said…' 'I see it in a similar way…' | |

Characteristics of Effective Oracy Teaching

Expectations for talk are explicit and pupils are prepared to meet expectations.	Every voice is valued. Teachers listen meaningfully to students, encouraging them to develop their ideas further.	Learners have opportunities to share, develop and consolidate their subject knowledge understanding through talk.
Skills from the Listening Ladder and Discussion Guidelines are referred to, modelled, selected, marked and reflected upon.	Talk tasks are scaffolded with sentence stems, key vocabulary, talk roles, groupings and timings.	Skills from the Oracy Framework are highlighted in lessons, built upon and developed through purposeful talk tasks
Students receive meaningful feedback on their oracy, from both the teacher and their peers.	Oracy is visible, showcased and celebrated through Showcases of Learning, drama, presentations and debates.	Over the years, students experience opportunities for new challenges with a range of contexts and audiences.

Listening Ladder

100% Giving 100% of their focus to the person speaking	Being calm and still	Looking at the speaker	Offering nods or short words of encouragement	Reacting and refocusing

Discussion Guidelines

WE INVITE OTHERS INTO THE DISCUSSION

IT'S OKAY TO CHANGE OUR MIND

WE RESPECT EACH OTHERS' IDEAS

WE TAKE TURNS TO SPEAK

WE GIVE PROOF OF LISTENING

Discussion Guidelines

Student Talk Tactics

Instigate

Present an idea or open up a new line of inquiry

❝ I would like to start by saying ____
❝ I think ____
❝ We haven't yet talked about ____

Probe

Dig deeper, ask for evidence or justification of ideas

❝ Why do you think ____?
❝ What evidence do you have to support X idea?
❝ Could you provide an example?

Challenge

Disagree or present an alternative argument

❝ I disagree because ____
❝ To challenge you X, I think ____
❝ I understand your point of view, but have you thought about ____?

Clarify

Asking questions to make things clearer and check your understanding

❝ So are you saying ____?
❝ Does that mean ____?
❝ Can you clarify what you mean by ____?

Summarise

Identify and recap the main ideas

❝ So far we have talked about ____
❝ The main points raised today were ____
❝ Our discussion focused on ____

Build

Develop, add to or elaborate on an idea.

❝ Building on X's idea ____
❝ I agree and would like to add ____
❝ X's idea made me think ____

Teacher Talk Tactics

Instigate
Present an idea or open up a new line of inquiry

- Let's start the discussion by ___
- Has anyone considered ___
- Let's think about ___

Invite:
- Who would like to begin our discussion?
- Does anyone have another idea?
- Would anybody like to share a different point?

Probe
Dig deeper, ask for evidence or justification of ideas

- Why do you think ___?
- Could you provide an example of ___?
- How do you know that?

Invite:
- Would anyone like to probe what X said?
- Who would like to ask a probing question?
- Does this remind you of anything we've learned before?

Challenge
Disagree or present an alternative argument

- Have you considered ___?
- You mentioned X but what about ___?
- What if ___?

Invite:
- Would anybody like to challenge X's idea?
- Does anybody have a counter argument?
- Who disagrees with that point?

Clarify
Asking questions to make things clearer and check your understanding

- So are you saying ___?
- Let me get this right, what you're saying is ___?
- Can you clarify what you mean by ___?

Invite:
- Could anybody clarify what X is saying?
- Would anybody like to ask a clarifying question?
- Could I just check your understanding X?

Summarise
Identify and recap the main ideas

- So far we have talked about ___
- The main points raised today were ___
- To summarise X's idea?

Invite:
- Can anybody summarise the main points so far?
- Could you summarise what X is saying?
- Who can recap the main ideas?

Build
Develop, add to or elaborate on an idea

- Building on X's idea ___
- X's idea made me think ___
- To develop X's idea ___

Invite:
- Would anybody like to build on X's idea?
- Could you tell me more about ___?
- Who can tell me why they might agree with X?

Additional moves*

Model
Articulate the thought processes underpinning talk

- I'm not sure I agree with that so I'm going to challenge X's idea ___
- I am going to clarify X's point to check I've understood correctly ___
- It would be a good idea to summarise the points so far to help us move forward ___
- I am going to refer to X to provide evidence for my point ___

Mark
Highlight an important idea or type of contribution

- That's an important point.
- Did everyone hear what X just said? How does that help move us on?
- Did you notice how X just probed X's idea?
- What did X say to challenge X's idea politely?