

MSA Oracy Curriculum Overview



Intent:

At Mount Street Academy our Oracy aims are to help pupils develop their speaking and listening skills and become more confident, articulate speakers.

Children's ability to speak and listen is fundamental to their language development, learning in school and social development. Talk underpins learning and thinking. Richness and variety of talk is important for all children. We ensure that children's oracy skills play a significant part in their learning. We provide children with role play, real life situations, collaborative and problem-solving opportunities to develop these skills. Children will also be taught knowledge, skills and understanding through a wide range of activities, contexts and purposes including:

- Speaking for different audiences which includes friends, class, teachers and other adults in the school
- Listening and responding, both in face-to-face situations and to broadcast or taped material
- Discussion and group interaction, in settings with different numbers of participants and different levels of formality
- Speaking with talking partners, to create and clarify ideas
- Drama activities, including improvisation and working in role, as well as writing and performing scripted drama

Implementation:

Direct teaching of oracy skills is fostered at our school to enable our children to develop confidence and a range of talk for different purposes and audiences. Links between oral and written language are encouraged and built on across the curriculum. We use a wide range of resources to support our work and train our staff to develop our oracy approach. This includes using Voice 21 resources and training.

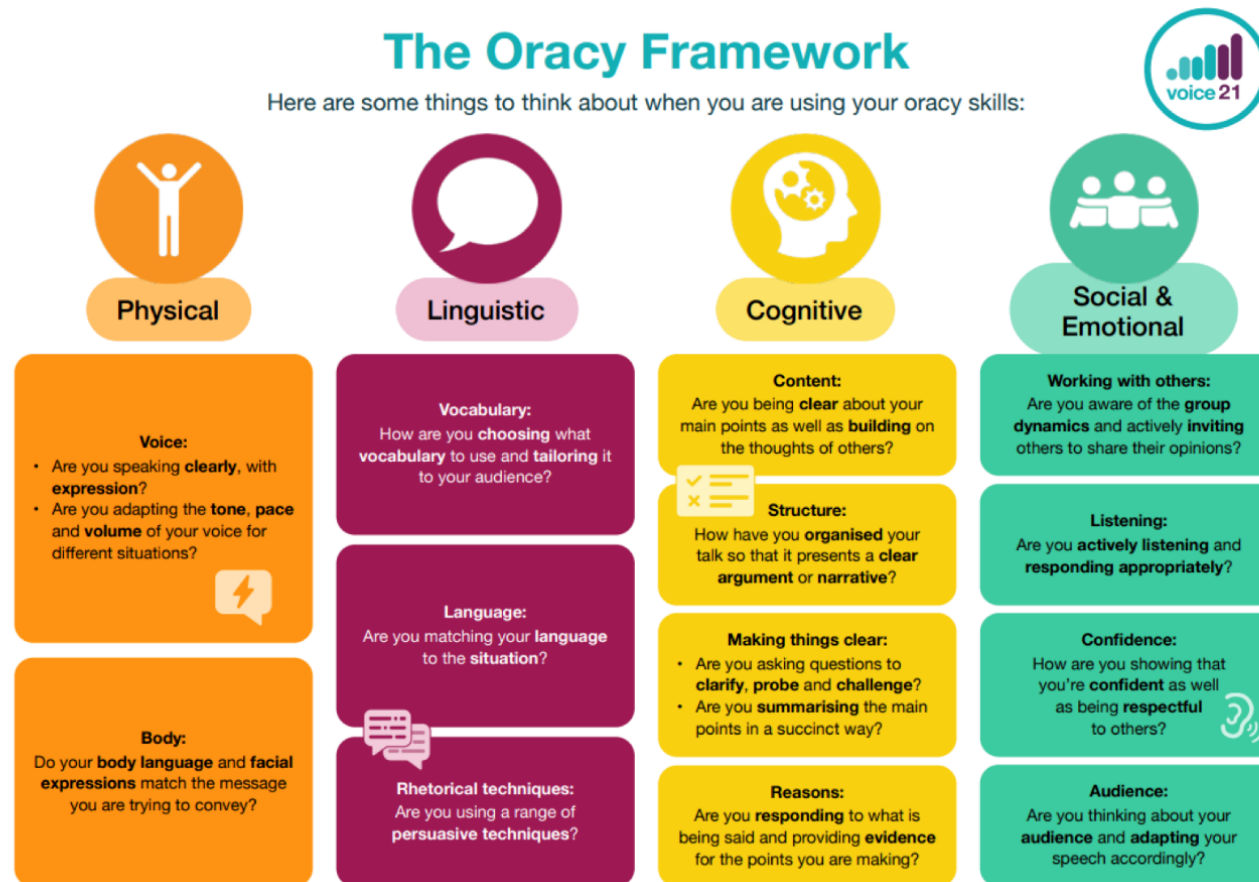
We aim to enable children to:

- Be confident when sharing their ideas
- Enjoy playing with patterns of words
- Enjoy talking as part of their play and learning
- Communicate effectively by speaking and listening with increasing confidence, clarity and fluency
- Speak appropriately in a variety of settings for a range of audiences
- Develop a wide range of speaking skills on increasingly complex subjects
- Think carefully and organise thinking before speaking
- Respond sensitively and reflectively to what has been heard
- Reflect on their talk

We ensure that our children become confident, successful young people because of our commitment to the use of talking within the learning process. Throughout their learning children use talk partners, group work and whole class work to share ideas and develop their thinking. Role play, discussion, debate, presentation and decision making play a significant part in the learning process. Within drama we encourage pupils to adopt, create and sustain a range of roles whilst also responding appropriately to others in role. In history the children will re-create scenes from the past and then brainstorm feelings and phrases that the characters may have said. In science the children have plan an investigation with their group and decide what resources they will need. In maths, pairs of children will discuss which is the best method for solving a problem and then share this with the whole class. This talk for learning supports the children's thinking and enables them to learn from each other and structure their ideas. In English lessons we use talk for writing strategies to encourage all the children to their ideas before they write. For example, children throughout the school, within guided group work, might talk through shared story ideas or make class word and phrase banks. This ensures that they have used the vocabulary and verbalised their ideas so that they are then confident to commit their ideas to paper.

From Nursery to Year 2 we model quality talk for learning, and through guided work ensure all our children become successful users of language and who can express themselves clearly and communicate effectively.




At MSA we focus on the 4 key components of Oracy to ensure children become confident communicators:



Speaker and Listener Roles:

The aim in the long term is for children to independently alternate between the listener and the speaker during conversation. To reach this goal clear and high expectations and scaffolds boost the role of the speaker and the listener. The speaker's role is clearly modelled and scaffolded, so that all participants actively learn in talk-based tasks and the listener's role is also scaffolded so that they become reciprocal listeners who are equally required to take part in the interaction.

The Talking Roles...

 The Instigator...	 The Builder...	 The Challenger ...
Starts the conversation	Develops, adds to and runs with the idea	Disagrees with or presents an alternative
I think that ... I want to start by saying ...	I agree and I'd like to add... Building on that idea ...	I hear what you are saying but ... I disagree with you because... ..

As the children move from Nursery to Year 2, they will have opportunity to develop, apply and embed three key talking roles.

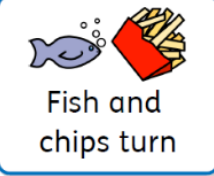
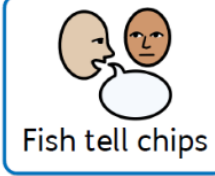


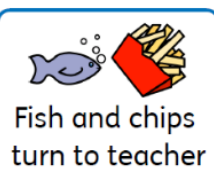

Our high expectations, careful planning and scaffolding of speaking opportunities enables children to learn to employ these talking skills when they are speaking to others.



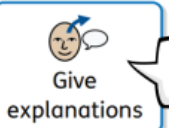
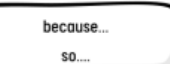

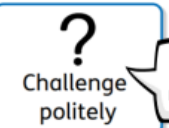
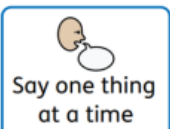
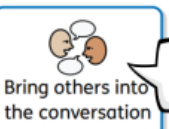
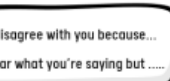
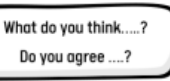
These talking role tactics encourage children to think strategically about their contributions to group talk

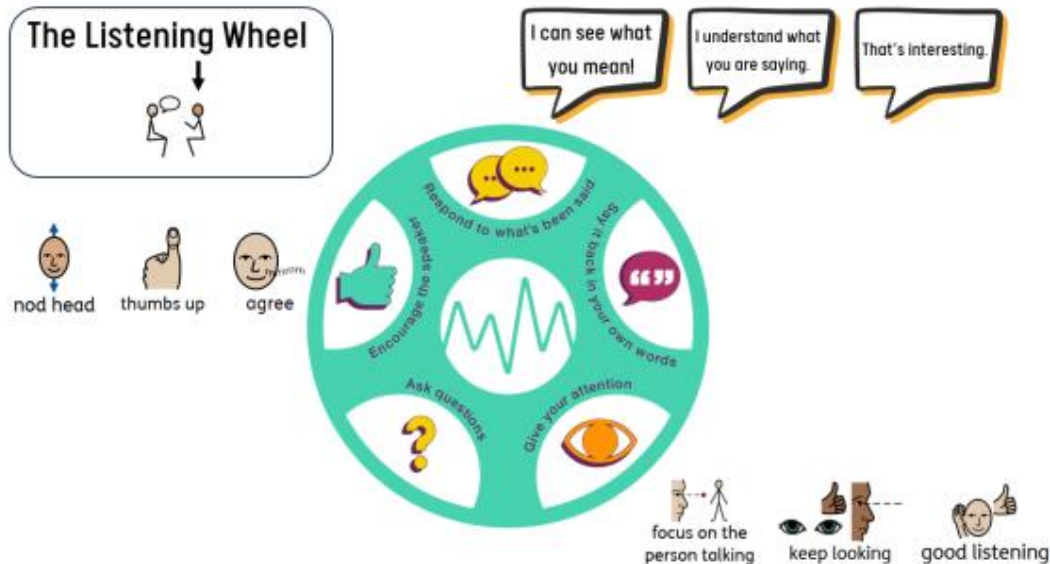
To help children learn to communicate well, we provide them with a framework outlining the essential skills for independent discussion.

These discussion guidelines allow children to remind themselves and/or one another of the important aspects they need to include when conversing/ discussing, in order to be successful – in order to speak and to be heard.

Talking Partners Mantra

 Fish and chips turn	 Fish tell chips
 Go	 Stop
 Fish and chips turn to teacher	 Discuss

Discussion Guidelines	
 The Speaker...	 Speak clearly
 Give explanations	 because... so...
 Build on what others have said	 Challenge politely
 Say one thing at a time	 Bring others into the conversation
	 I disagree with you because... I hear what you're saying but
	 What do you think.....? Do you agree



Children are often, but not always, more confident when talking, but not as proficient at listening. This has an impact on the quality of talk in lessons as children do not effectively listen or respond to their peers. For children to learn through talk they need to be able to listen and respond appropriately.

The Listening Wheel isolates the specific listening skills our children need they know which particular aspect they are using and the impact this has. The Listening Wheel scaffolds children in learning how to be an effective listener and the different listening roles that they use in the listening role.

To develop a culture of listening in the classroom, in which all children feel that their voices are valued, it is important to explicitly teach them *how* to speak and *how* to listen and why knowing both skills is important.

To ensure children develop these speaking and listening skills we ensure we:

- Model expectations – with designated sessions that allow the children to explore these roles and to have them modelled to them.
- Set clear objectives – be explicit about what we want the children to talk about and what the end objective is.
- Define clear roles – through the use of talking partners, to scaffold and support children in knowing what their role is within a conversation.
- Scaffold discussions – through speaker and listener guidelines/scaffolds, sentence frames and sentence stems.

These strategies can be observed in different ways through all learning. But in addition to this, from Reception to Y2 we have designated time for exploring, developing and embedding these roles. We have one whole school talking assembly once a half term, followed by a classroom talking assembly once per week for 3 weeks per half term. These assemblies have a clear structure, are carefully planned and scaffolded with opportunities for staff to model these roles explicitly and for children to explore these roles in order to acquire them and to be increasingly successful communicators.

We have set out a clear progression from Reception to Y2, outlining the expected impact these activities and scaffolded guidelines for speaking and listening will have on our children as they move through school.

MSA Progression in the Four Key Components:

Physical		
Reception	Y1	Y2
<p>Speak audibly so they can be heard and understood by a talk partner.</p> <p>To maintain eye contact with a partner or familiar adult.</p> <p>Use gestures to support meaning.</p>	<p>Speak clearly and confidently in a small group of known peers.</p> <p>Use non-verbal signals to indicate agreement or disagreement.</p> <p>Speak clearly and confidently when explaining learning to an adult in class.</p>	<p>Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build.</p> <p>Begin to understand the importance of posture when speaking.</p> <p>Moderate tone and volume to match the audience.</p> <p>Maintain suitable posture throughout a spoken contribution.</p> <p>Be aware of where to look or stand to ensure the audience can hear clearly.</p>

Cognitive		
Reception	Y1	Y2
<p>To use 'because' to develop their ideas.</p> <p>To make relevant contributions and begin to ask questions.</p> <p>To describe events that have happened to them in detail.</p>	<p>To offer reasons for their opinions.</p> <p>To recognise when they haven't understood something and asks a question to help with this.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p>	<p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p> <p>To challenge politely with reasons why.</p>

Linguistic

Reception	Y1	Y2
<p>Express needs clearly to a familiar adult or peer.</p> <p>To use talk in play to practice new vocabulary.</p> <p>To joins phrases orally with words such as 'if', 'because' 'so' 'could' 'but'</p> <p>To use sentence frames and sentence stems to develop ability to communicate ideas/thoughts well.</p>	<p>To use vocabulary appropriate specific to the topic at hand.</p> <p>To use 'if' and 'might' to explain how they could improve their work next time.</p> <p>To take opportunities to try out new language, even if not always used correctly.</p> <p>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p>	<p>Choose the most appropriate stem independently.</p> <p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>Use technical, subject-specific vocabulary when explaining opinions.</p>

Social and Emotional

Reception	Y1	Y2
<p>To look at someone who is speaking to them.</p> <p>To take turns to speak when working in a group</p>	<p>Be able to independently take turns and ensure all members contribute.</p> <p>Listens to others and is willing to change their mind based on what they have heard.</p> <p>To organise group discussions independently of an adult.</p>	<p>To start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>To be aware of others who have not spoken and to invite them into discussion.</p> <p>Be able to change their mind in response to another person's argument.</p>

Impact:

Through the strategic implementation outlined above, we expect that by the end of their journey through our school, our children will have learnt the skills to be able to clearly articulate their thinking, build on one another's ideas and challenge where they feel they disagree. They will speak confidently and with clarity in a range of scenarios: class presentations, performances and assemblies to a range of audiences and with skills fit for the purpose of their talk.

Children will be able to express issues and ideas, speak clearly, listen carefully, contribute to discussion, respond to questions and comments and use a wide and interesting vocabulary. When children explore learning through the varied oracy strategies, and are exposed to new vocabulary, they retain this knowledge. This leads to children using higher level language with a deeper understanding when presenting or writing.

Assessment for learning is used throughout individual lessons, as well as within talking assemblies, to inform future planning and to identify elements that need to be addressed at later points. Within each term, children are assessed using the table of progression above. The skills for each year group are assessed, however if pupils are working below their year group, previous year group skills are used.

To measure the impact of our oracy provision, we complete regular monitoring and evaluation of oracy as set out on our monitoring and evaluation schedule for the year. The Oracy subject leaders will draw together evidence about the impact of our oracy curriculum through observations/drop ins and discussions with children about their experiences of oracy.