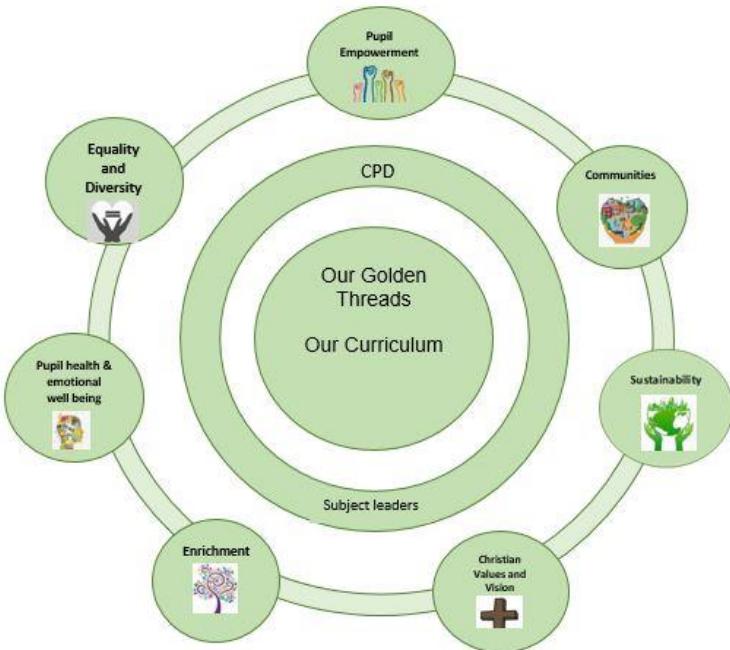


Kenn C of E Primary

Curriculum Design for Oracy



Intent

At Kenn Primary, Speaking and Listening are fundamental to the teaching of English and they permeate the whole curriculum-cognitively, socially and linguistically. We believe spoken language to be fundamental to the achievement of all of our pupils. Our aim is to enable the children to improve their levels of oracy so that all pupils are able to communicate effectively, confidently and articulately in front of any type of audience.

These skills are encouraged in every area of our curriculum as good communication skills can enhance every type of learning. The children are taught to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.

Respectful and productive relationships between all who form part of the school community are crucial aspects of this ethos. As a staff, we therefore model and foster good communication amongst ourselves and with our pupils, their parents and carers, and with the wider community.

Our teaching of Speaking and listening will contribute towards our Christian vision: '*Sowing the seeds of Kindness, Courage and Faith in God's Good Ground*'. We will achieve this by enabling children to express their opinions, articulate feelings and present their ideas with confidence and courage. Alongside this, they will learn to listen and respond appropriately and with kindness in a range of situations and value, accept and respect the views of others.

Meeting the needs of all children

Our Speaking and Listening curriculum is inclusive and accessible - all of our children achieve their potential in Speaking and Listening. Some of our pupils start early school life with the oracy skills relevant for their age. We strive to develop spoken language skills throughout the curriculum, playtimes and lunch times, extra-curricular activities and the whole ethos of the school.

Children with additional needs are encouraged to take a full and active part in spoken language activities at a level appropriate for their needs. Targets are usually set by the class teacher, following the advice of our SENDCo, which are then worked on individually or in small groups. Some of our children have input from a speech therapist, and we welcome the expertise they bring to the school.

Our experienced TAs work with individuals or groups of children specifically in the areas of speaking, listening and collaboration. Sometimes this may be to address a SEND issue, at other times it may be to encourage social skills

Implementation

From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways. We aim to develop and encourage fluent speakers, who can confidently articulate their ideas in a wide range of situations. Pupils should have a range of planned oracy experiences, which include:

- drama;
- talking partners
- talk for writing strategies
- listening to stories;
- guided reading;
- visiting speakers;
- giving and receiving instructions;
- paired/collaborative work;
- problem solving in maths;
- presentation of learning;
- plan, do review sessions.

It should also be recognised that there are opportunities for children to develop their oracy skills outside of the curriculum, including:

- assemblies, including class assemblies;
- school council and other pupil voice activities;
- drama and music showcase events;

Drama offers opportunities for participation and entertainment as well as learning and development. Pupils are enabled to enjoy drama as a subject in its own right, and as a learning medium across the curriculum where they can explore a variety of roles, topics, feelings, situations and facts. We aim to create a range of purposeful drama opportunities, woven into a range of subject areas that have 3 main aims:

1. Subject knowledge is embedded within the drama
2. To support emotional development
3. To extend oracy skills. All teachers also have access to a range of drama strategies and annually there are opportunities for all children to participate in whole school productions.

Impact

The impact of this policy will be evidenced through the monitoring of attainment and progress of all children by class teachers. It is every class teacher's responsibility to ensure that the oracy objectives are met. Each year group has oracy objectives which build on the preceding years' study to ensure progression in this area as children move through the school. Oracy skills will be assessed using this oracy skills framework.

The English Lead and SLT will be responsible for monitoring the impact of spoken language across the school, through work scrutiny, planning scrutiny, learning walks and lesson observations and any other relevant monitoring activities.

The impact on our children will be that they acquire an essential life skill of effective communication through spoken language. Their improved oracy will in turn:

- Improve educational outcomes
- Underpin literacy and vocabulary acquisition
- Support well-being and confidence
- Enable young people to have access to employment and thrive in life beyond school
- Develop citizenship and agency

Pupil Voice

(Quotes from children in Year 6

And Year 2 in April 2023)

I like presenting my Quests

I like saying what I think

I like acting and speaking as a character

I like saying why I disagree

I like explaining things

I like talking to others

Spoken language – years 1 to 6
Spoken language Statutory requirements taken from the National Curriculum:

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.

Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing English 18 Notes and guidance (non-statutory) their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Pre and Post Primary Objectives

Because children begin school at very different starting points, and with very different life experiences, we feel it important to include Nursery objectives in our Curriculum Document to ensure that if there are big gaps in a child's understanding, the school can quickly address these gaps and ensure barriers to learning are minimised.

Likewise, throughout a child's time in at Kenn, they may experience a vast range of learning opportunities in Speaking and Listening outside of school with their families. To ensure that a broader and deeper understanding in Speaking and Listening is catered for, we refer to the Key Stage 3 Speaking and Listening objectives to allow teachers to challenge learners and ensure pupils continue to progress.

Nursery Objectives

The statutory framework for early years foundation stage set out the standards for learning, development and care for children from birth to five.

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Key Stage 3 Objectives

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

Spoken English Pupils should be taught to:

- speak confidently and effectively, including through:
 - using Standard English confidently in a range of formal and informal contexts, including classroom discussion
 - giving short speeches and presentations, expressing their own ideas and keeping to the point
 - participating in formal debates and structured discussions, summarising and/or building on what has been said
 - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Oracy Skills Progression

Kenn Primary	Progression in Oracy across the curriculum					
	Physical	Cognitive	Linguistic	Social & emotional	sentence stems to be used to support progression in language.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Speak audibly so they can be heard and understood by a talk partner.</p> <p>Express needs clearly to a familiar adult or peer.</p>	<p>To maintain eye contact with a partner or familiar adult.</p> <p>Describe an experienced event to a partner including 'and' to elaborate.</p> <p>Know the names of the four strands of the framework.</p>	<p>Speak audibly so they can be heard and understood in a trio.</p> <p>State their point of view simply to a larger group (up to 5).</p> <p>Look at the speaker.</p>	<p>Use gestures to support meaning eg in a T4W recital.</p> <p>Ask a relevant question about a story.</p> <p>Use the 'word of the day' accurately in conversation.</p> <p>Take turns in games and speaking.</p>	<p>Speak audibly so they can be heard and understood by the class. Eg in a plan, do, review session.</p> <p>Use 'because', 'then' 'but' when explaining their plan and outcomes.</p>	<p>To explain how or why something happened using 'because' or 'so'.</p> <p>To use 'if' and 'might' to explain how they could improve their work next time.</p>
Year 1	<p>Speak clearly and confidently in a small group of known peers.</p> <p>Sequence events using the language of time or number.</p> <p>Begin to use sentence stems with some prompting.</p>	<p>Use non-verbal signals to indicate agreement or disagreement.</p> <p>Include 'because' in their contribution to justify ideas.</p>	<p>Speak clearly when presenting learning to the class. E.g. recording a presentation for the showcase.</p> <p>Use sentence stems independently even if not always appropriately.</p>	<p>Retell a story to a small group. Recognising when events are out of sequence and self-correcting.</p> <p>Be able to independently take turns and ensure all members contribute.</p>	<p>Speak clearly and confidently when explaining displayed learning to an adult in the showcase.</p> <p>Recognise when the wrong stem has been used and choose a more appropriate one.</p>	<p>Speak clearly and confidently using a script e.g. live presentation in showcase.</p> <p>Request a book from the librarian. Explaining the title or topic and maintaining eye contact.</p>
Year 2	<p>Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build.</p> <p>Choose the most appropriate stem independently.</p>	<p>Justify their agree/disagree choice with relevant explanations.</p> <p>Use technical, subject-specific vocabulary when explaining opinions.</p>	<p>Begin to understand the importance of posture when speaking.</p> <p>Use taught vocabulary independently, even if not always accurately.</p>	<p>Moderate tone and volume to match the audience.</p> <p>Retell an event calmly in logical order e.g. on the playground.</p>	<p>Maintain suitable posture throughout a spoken contribution.</p> <p>With support, identify a suitable question in response to a stimulus.</p> <p>Be able to change their mind in response to another person's argument. E.g. the opinion continuum.</p>	<p>Be aware of where to look or stand to ensure the audience can hear clearly.</p> <p>Take on the instigator role in a trio discussion.</p> <p>Include taught vocabulary appropriately and independently in discussions.</p>

Year 3	<p>Vary tone of voice for humorous or sad parts of a story telling.</p> <p>Notice when someone has not contributed and invite them to speak.</p>	<p>Take on the challenger role in a small discussion.</p> <p>Be able to confidently change their mind e.g. opinion continuum.</p>	<p>Use awareness of audience to support choice of formal/informal language.</p> <p>Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.</p>	<p>Take part in a consensus circle and reach a shared conclusion.</p> <p>Deliver a short presentation (with notes) to an unfamiliar audience.</p>	<p>Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction.</p> <p>Be able to explain why they have changed their mind e.g. opinion continuum.</p>	<p>Begin to summarise the opinion of one contributor.</p> <p>Know which strand they are practising and explain why that is important to effective talk.</p>
Year 4	Confidently summarise the contribution of one participant in a logical order.	<p>Pause at appropriate points to allow for an audience's reaction. E.g in the comic poetry competition.</p>	<p>Take on the summariser role in a trio discussion.</p> <p>Show awareness of taught collocations and recognise when something 'just doesn't sound right.'</p>	<p>Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.</p>	<p>Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons.</p> <p>Deliver a short teaching session to a small group of younger children.</p>	Write own short contribution to be delivered during the showcase.
Year 5	<p>Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council.</p> <p>Self-assess own delivery of a short recorded presentation. Set targets to work on this year.</p>	<p>Write a coherent discussion text in response to a whole-class stimulus.</p> <p>Deliver that argument to a larger audience of their peers. (Yr grp)</p>	<p>Use effective exploratory and evaluative language to clarify thinking during a discussion.</p>	<p>Present learning to parents in pupil-led parent meetings.</p> <p>Use evaluative stems to support the discussion of successes and next steps.</p>	<p>Independently discuss a question in a small group, maintaining focus on the question and roles.</p>	<p>Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems.</p> <p>Present the outcome of the discussion to the class.</p>
Year 6	Use humour appropriately and effectively to engage an audience.	<p>To project voice to the back of the large hall and maintain volume and pitch through several short spoken contributions.</p>	<p>Use wider world knowledge to support views when participating in debates.</p> <p>Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.</p>	<p>Choose appropriately formal language when participating in debates and formal discussions.</p> <p>Structure a persuasive speech effectively using taught language techniques.</p>	<p>To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition.</p> <p>Be able to reply to questions from the audience.</p>	<p>Speak confidently and naturally to an audience of known and unknown adults during the end of year production.</p>