

LANGTOFT PRIMARY SCHOOL

Speaking and Listening~ Oracy

Our Intent

At Langtoft Primary School our curriculum is rich in oracy opportunities for our children. We understand the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Our deliberate and explicit teaching of oracy throughout our curriculum supports our children to make progress in the four strands of oracy: physical, linguistic, cognitive and social & emotional. We ensure that the quality and variety of language that pupils hear and speak is of high-quality and we are committed to using purposeful talk throughout our school to drive forward learning.

The secure development of language and vocabulary is an essential foundation for future academic success. The ability to communicate and engage with others is a key life skill. (Oxford University Press, 2018)

At Langtoft Primary School we aim for all children to:

- be **confident**, effective communicators who have proficient spoken language and listening skills;
- develop **cooperation** to work together as a team to learn and succeed by providing encouragement to others through praise and positivity;
- be **ambitious** learners who are not afraid to demonstrate their use of new vocabulary and vary the spoken word for effect;
- develop **consideration** for others when discussing, debating and conversing. Children will understand and have empathy for the values, beliefs, rights and opinions of others;
- appreciate and **respect** everyone's right to speak and be listened to;
- be **independent** learners who are articulate and have a thirst for life-long learning;
- be **resilient** when facing challenges and try their best to overcome them.

EYFS ELGs

Communication and Language Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and

NC Reading Objectives: Linked to Spoken Language

KS1:

- learning to appreciate rhymes and poems, and to recite some by heart
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them
- participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

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future tenses and making use of conjunctions, with modelling and support from their teacher.

NC Objectives: Spoken Language

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.

LKS2:

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

UKS2:

- learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- recommending books that they have read to their peers, giving reasons for their choices
- participate in discussions about books, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates,
- provide reasoned justifications for their views

Implementation

Foundation Stage (strategies continue into Key Stage 1)

- Foster a language-rich environment with guided interactions and shared sustained thinking e.g. asking the children to elaborate, 'I really want to know more...', clarifying ideas, 'Do you think this will melt when...', asking open questions.
- Teaching partner talk and using it as a strategy during whole class teaching.
- Provide children with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g., A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown-up shopkeeper!'
- Provide pupils with opportunities to speak for an extended period of time about something they are interested in, e.g. a favourite toy or what they did at the weekend.
- Children's understanding of turn-taking in talk is supported by using a physical object such as a toy to signify whose turn it is to speak during circle time.
- Children's understanding of listening is supported through partner conversations. Break down what it means to listen and frequently return to this through



praise. E.g. 'Perfect partners sit calmly and look at each other when they are listening'.

- Introduce new language and sentence stems through call and repeat, 'My turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practise speaking at different levels. E.g. 'Tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'
- Build pupils' confidence to speak in class by sharing and orally retelling stories- this could be with puppets, picture prompts or props.
- Daily reading aloud and informal book talk as a group or class- developing vocabulary
- Nuffield Early Language Intervention (NELI)- daily sessions with a trained TA for those who need it.

Key Stage 1

- Introduce children to different protocols to scaffold turn-taking e.g. taking turns passing an object around a circle.
- As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'
- Draw children's attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'
- Use hot-seating to develop pupils' questioning skills.
- Praise children who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.
- Before children deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.
- Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions.
- Build pupils' confidence to speak in class by sharing and orally retelling stories used in their writing journey.
- Daily reading aloud and informal book talk as a group or class- developing vocabulary
- Specific weekly oracy task- whole school

Key Stage 2

- Expose children to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful.
- Sentence stems to cite evidence and ask probing questions.
- Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.
- Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.
- Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.



- Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'
- Use of ambitious vocabulary modelled and explicitly taught.
- Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas through all curriculum areas.
- School Council, Reading Ambassadors, Rights Respecting members, Mini Police, lead class discussions.
- Specific weekly oracy task- whole school

Based on research carried out at the University of Cambridge for the UK's oracy charity Voice 21, it has been proposed that we can categorise oracy skills into four main strands of oracy- Physical, Linguistic, Cognitive and Social Emotional.

The 'physical' includes elements such as voice projection, using eye contact and gesture. 'Linguistic' involves using appropriate vocabulary and choosing the right language for different occasions; 'cognitive' is about organising the content of your speech and 'social and emotional' includes working with others, taking turns and developing confidence in speaking.

Progression					
EYFS	Physical	Linguistic	Cognitive	Social and emotional	Experiences
Skills to teach	<ul style="list-style-type: none"> • To speak audibly so they can be heard and understood • To use gestures to support meaning in play 	<ul style="list-style-type: none"> • To use talk in play to practise new vocabulary • To join phrases with words such as 'if', 'because' 'so', 'could' 'but' 	<ul style="list-style-type: none"> • To use 'because' to develop their ideas • To make relevant contributions and ask questions • To describe events that have happened to them in detail 	<ul style="list-style-type: none"> • To look at someone who is speaking to them • To take turns to speak when working in a group 	<ul style="list-style-type: none"> • Learning to speak in a small group then whole class situation. • Listen and ask questions- PE coaches, visitors,
Y1	Physical	Linguistic	Cognitive	Social and emotional	Experiences
Skills to teach	<ul style="list-style-type: none"> • To use the appropriate tone of voice in the right context. E.g. speaking calmly 	<ul style="list-style-type: none"> • To use vocabulary appropriate specific to the topic at hand • To take opportunities to try 	<ul style="list-style-type: none"> • To offer reasons for their opinions • To recognise when they haven't understood 	<ul style="list-style-type: none"> • Listens to others and is willing to change their mind based on 	<ul style="list-style-type: none"> • To join in discussions and ask questions to visitors- Museum Toys from the Past workshop, Zoolab, PE coaches, parents, etc.

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	<p>when resolving an issue in the playground.</p> <ul style="list-style-type: none"> • To speak clearly and confidently in a range of contexts. 	<p>out new language, even if not always used correctly.</p> <ul style="list-style-type: none"> • To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 	<p>something and asks a question to help with this.</p> <ul style="list-style-type: none"> • To disagree with someone else's opinion politely. • To explain ideas and events in chronological order. 	<p>what they have heard</p> <ul style="list-style-type: none"> • To organise group discussions independently of an adult. 	<ul style="list-style-type: none"> • To join in discussions and ask questions to visitors- School Trip to the Museum and Church. • Perform in assemblies, Harvest Festival and Christmas performance- small speaking parts. • Speak to other adults in school during pupil voice. • Participate in a short 'show and tell' session.
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Y2	Physical	Linguistic	Cognitive	Social and emotional	Experiences
Skills to teach	<ul style="list-style-type: none"> • To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. 	<ul style="list-style-type: none"> • To adapt how they speak in different situations according to audience. • To use sentence stems to signal when they are building on or challenging others' ideas. 	<ul style="list-style-type: none"> • To ask questions to find out more about a subject. • To build on others' ideas in discussions. • To make connections between what has been said and their own and others' experiences. 	<ul style="list-style-type: none"> • To start to develop an awareness of audience e.g. what might interest a certain group. • To be aware of others who have not spoken and to invite them into discussion. • Confident delivery of short pre-prepared material. 	<ul style="list-style-type: none"> • Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom. • Learn and perform speaking parts in the Christmas performance in front of parents.

Y3	Physical	Linguistic	Cognitive	Social and emotional	Experiences
Skills to teach	<ul style="list-style-type: none"> • Deliberately varies tone of voice in order to convey meaning. • Considers position and posture when addressing an audience. 	<ul style="list-style-type: none"> • To be able to use specialist language to describe their own and others' talk. • To use specialist vocabulary. • To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'. 	<ul style="list-style-type: none"> • To offer opinions that aren't their own. • To reflect on discussions and identify how to improve. • To be able to summarise a discussion. • To reach shared agreement in discussions. 	<ul style="list-style-type: none"> • To adapt the content of their speech for a specific audience. • To speak with confidence in front of an audience. 	<ul style="list-style-type: none"> • Become a storyteller for an authentic audience. • Present to an audience of older or younger students.
Y4	Physical	Linguistic	Cognitive	Social and emotional	Experiences
Skills to teach	<ul style="list-style-type: none"> • To consider movement when addressing an audience. • To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. 	<ul style="list-style-type: none"> • To carefully consider the words and phrases they use to express their ideas and how this supports the purpose of talk. 	<ul style="list-style-type: none"> • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. • To ask probing questions. • To reflect on their own oracy skills and identify areas of strength and areas to improve. 	<ul style="list-style-type: none"> • To use more natural and subtle prompts for turn taking. • To be able to empathise with an audience. • To consider the impact of their words on others when giving feedback. 	<ul style="list-style-type: none"> • To use talk for a specific purpose e.g. to persuade or to entertain. • To speak in front of a larger audience of adults. • Present a short paragraph to the rest of the class. • Create Podcast- experimenting with tone, pitch and intonation of voice.

Y5	Physical	Linguistic	Cognitive	Social and emotional	Experiences
Skills to teach	<ul style="list-style-type: none"> • To project their voice to large audience. • For gestures to become increasingly natural. 	<ul style="list-style-type: none"> • To use an increasingly sophisticated range of sentence stems with fluency and accuracy. 	<ul style="list-style-type: none"> • To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. • To identify when a discussion is going off topic and to be able to bring it back on track. 	<ul style="list-style-type: none"> • Listening for extended periods of time. • To speak with flair and passion. 	<ul style="list-style-type: none"> • Take part in a debate • Perform a speech in front of peers/ alternative year group • Perform in church • Perform in class assembly

Y6	Physical	Linguistic	Cognitive	Social and emotional	Experiences
Skills to teach	<ul style="list-style-type: none"> • To speak fluently in front of an audience. • To have a stage presence. • Consciously adapt tone, pace and volume of voice within a single situation. 	<ul style="list-style-type: none"> • To vary sentence structures and length for effect when speaking. • To be comfortable using idiom and expressions. 	<ul style="list-style-type: none"> • To construct a detailed argument or complex narrative. • To spontaneously respond to increasingly complex questions, citing evidence where appropriate. 	<ul style="list-style-type: none"> • To use humour effectively. • To be able to read a room or a 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. 	<ul style="list-style-type: none"> • Give a speech to an audience of peers and adults. • Mentor or teach younger students • Lead an assembly. • Act as a tour guide for prospective parents. • Perform end of year play. Mock Court scene/ debate with local magistrate.