

# A Journey Into Oracy

Children present their learning in Inquiry.



Year 2 children recite Emily Bronte's 'Fall, Leaves, Fall' to the autumn trees.



Children perform in an  
amphitheatre in Greece.



School Council lead the assembly and  
give feedback from their meeting.



During Oracy Week, children 'talk' maths, learn poetry by heart, deliver speeches, and put on plays.



A packed audience enjoys the Summer Production.



**For more information, please see 'Germoe and Boskenwyn English Curriculum'**

### **Intent**

It is our intent that we establish a practice that puts talk at the heart of the curriculum. By the end of Y6, we want our children to feel that they are powerful orators who can call upon their voice in a variety of situations. We want them to be critical listeners. We want them to be able to confidently discuss different strands of oracy and to be able to decide which aspects to use in different situations (for example, during presentations or in conflict resolution). We want them to have a broad vocabulary with which to communicate. We want them to understand that talk can change the world and to have investigated powerful orators and the impact that they had.

### **Implementation**

We are in the infancy of implementing our oracy curriculum but have already started to embed the following practices:

In EYFS, a focus on closing the language gap through talk, story, rhymes and role-play. Where language skills upon entry are particularly low, we act swiftly to implement interventions to minimise the negative impact this has on being able to proceed with learning to read and write.

Have minimum expectations for oracy, for example, children to **always** answer in full sentences, making eye-contact and speaking audibly, even during routine exchanges such as ordering lunch.

In English units, we dedicate time to drama, role-play and debate in which physical literacy skills are explicitly practised.

We set 'mini oracy projects', such as interviewing older relatives in History.

We give children regular opportunity to speak aloud to the group during presentations, reading their writing or presenting Inquiry work.

We give children wider opportunities to present their learning or display their oracy skills, e.g. speaking parts in school productions, presenting their learning to other classes or parents, up-loading videos to seesaw, taking part in Youth Speaks, inter-school debates, and fortnightly debate topics held in class (in UKS2).

We actively build vocabulary through front-loading vocabulary, discussing language and ambitious reading.

We discuss a speaker's choice of vocabulary and rhetorical techniques, as you would a writer's

We inquire into, model and display rules for guiding interactions, using sentence stems to enable children to bring others into a conversation, to agree, or to disagree.

We inquire into, model and display rules for listening actively.

We expect that children use these rules for talk in settling their own disputes.

In KS2, we expose children to great orators and discuss monumental speeches using the language of oracy.

During GR sessions and whole class story, we discuss ideas and encourage children to build upon each other's.

### **Impact**

The impact of our approach to developing oracy is very hard to quantify. Children are undoubtedly obtaining more learning from talk-partnerships having learned the sentence stems and expectations for discussion. UKS2 teachers report that the 'Listening Ladder' has made their children more active in their role as the listener. Children have enjoyed their oracy projects and have felt proud of their videos and speeches that have been shared with parents. Playground disputes are often navigated orally, and increasingly, this is managed by the children rather than guided by an adult. Last year, during Year 6 transition to secondary school, our Year 6 teacher was sought out by the drama teacher so that he could express his delight in our children's confidence and willingness to participate in his activities. Another secondary school teacher commented on Transition Day that 'You can always tell a Germoe child.' for their confidence to share thoughts and ideas orally.

### **Pupil Voice**

'It's good learning about it because when you don't agree [with your talk partner] you can just say 'I respectfully disagree'.' Y2

'I enjoy oracy because I get to talk about something that I have made and know lots about.' Y4

### **Priorities for this Year**

Further embed our oracy curriculum, establishing English units in KS2 that inquire into influential orators and linking progression skills with over-arching topics	Nov 2024- BR	
Hold an 'oracy week' that puts talk at the centre of our practice for that week	Feb 2025 BR	
Plan for talk- put oracy objs onto planning sheets	BR Oct 2024	
Hold a conversation with parents about developing early language. Share ideas on the website	BR Oct 2024	
Expand School Council's role in leading assemblies at Boskenwyn- oracy coaching	BR Nov 2024 JN	
Develop other school leaders as orators- Reading Ambassadors, etc		
Specifically developing oracy during Show and Tell	BR Oct 24	