

# ORACY TEACHING AND LEARNING AT ROBSON HOUSE

Oracy is a key component of the curriculum at Robson House, and an integral aspect of the school's culture. Across the setting, children's voices are highly valued, and classrooms are talk-rich environments, in which opportunities to 'learn to' and 'through talk' are plentiful.

As children move throughout the school, teachers plan engaging and meaningful experiences in which the children develop their oracy skills across the four fundamental strands: physical, linguistic, cognitive, and social and emotional. To support this, purposeful oracy outcomes which link to the classes' topics are developed for each half term. This enables the children to deepen their subject knowledge and strengthen their spoken language skills including listening, in a broad range of differing contexts. In addition, all staff seek out further opportunities to teach oracy explicitly and harness it to drive and elevate learning across the curriculum. They think carefully about the children's individual strengths and needs, and work closely with the school's allocated Language and Communication Teacher and Speech and Language Therapist to support the progression of every child. Children's individual and collective oracy work is recorded and videoed, and enthusiastically celebrated at school assemblies, parent/carer meetings and whole-campus exhibitions.

The school has close links with Voice 21 and has been involved in the 'Get PRUs Talking' Project, as well as additional high quality CPD led by the oracy charity, which allows staff to continually develop and refine their own practice.

KS1



## Key Skills to Learn

### Physical

- To use appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground.
- To speak clearly and confidently in a range of contexts.

### Linguistic

- To use vocabulary appropriate specific to the topic at hand.
- To take opportunities to try out new language, even if not always used correctly.
- To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to...'
- To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.

### Cognitive

- To offer reasons for their opinions.
- To recognise when they haven't understood something and asks a question to help with this.
- To disagree with someone else's opinion politely.
- To explain ideas and events in chronological order.

### Social and Emotional

- Listens to others and is willing to change their mind based on what they have heard.
- To organise group discussions independently of an adult.

## Outcomes

- Breakfast Club
- Puppet Theatre
- Instructional Video - Mummification
- Royal Speech
- Brickton Project

## Key Skills to Learn

### Physical

- 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.

### Linguistic

- 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.

### Cognitive

- 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.

### Social and Emotional

- 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.



KEY LEARNING YEAR 1

KEY LEARNING YEAR 2

LKS2



# KEY LEARNING YEAR 3

## Key Skills to Learn

### Physical

- To deliberately vary 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 a story.
- To consider position and posture when addressing an audience.

### Linguistic

- 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'.

### Cognitive

- 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.

### Social and Emotional

- To adapt the content of their speech for a specific audience.
- To speak with confidence in front of an audience.

## Outcomes

- Stone Age Live Cooking Demonstration
- In Conversation with 'Mary Anning'
- Mini Exhibition Tour
- Trampolining Commentary
- Mock Trial Henry VIII



## Key Skills to Learn

### Physical

- 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.

### Linguistic

- To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.

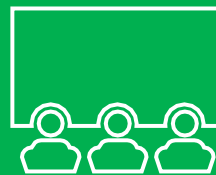
### Cognitive

- 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.

### Social and Emotional

- 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.

# KEY LEARNING YEAR 4



UKS2



### Key Skills to Learn

#### Physical

- To project their voice to large audience.
- To use gestures in an increasingly natural manner.

#### Linguistic

- To use an increasingly sophisticated range of sentence stems with fluency and accuracy.

#### Cognitive

- To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.

#### Social and Emotional

- To listen for extended periods of time.
- To speak with flair and passion.

KEY LEARNING YEAR 5

### Outcomes

- Deforestation Debate
- Space Race Podcast
- 'How to Draw Lesson'
- Space Mission Broadcast
- Guided Meditation
- Fitness Video



KEY LEARNING YEAR 6

### Key Skills to Learn

#### Physical

- To speak fluently in front of an audience.
- To develop a stage presence.
- To consciously adapt tone, pace and volume of voice to suit different contexts.

#### Linguistic

- To vary sentence structures and length for effect when speaking.
- To be comfortable using idioms and expressions.

#### Cognitive

- To construct a detailed argument or complex narrative.
- To respond to increasingly complex questions, citing evidence where appropriate.

#### Social and Emotional

- To use humor effectively.
- To be able to read a room or a group and take action accordingly e.g. changing topic or stopping to ask questions.



### INTENDED OUTCOME BY END OF KEY STAGE 2

Children will leave Robson House feeling heard and appreciated. They will have the skills and confidence to express their ideas, opinions, and emotions, seek out help, build successful relationships and positively resolve difficulties. Children will have the vocabulary to communicate their knowledge and understanding and have experience of thinking and conversing critically, and reasoning together with others. The strength of their communication skills will support their transition into secondary pathways and equip them with the foundation to access employment and engage in civic life beyond school.