



Oracy- “Being Herrick”

Aim:

Oracy is the ability to articulate ideas and develop more effective speakers and listeners and good communicators. Oracy is empowerment. Oracy is an integral part of the Herrick Curriculum and is developed daily through both core and foundation subjects

Objectives:

- planning identifies; ‘must know’ and ‘be able to’
- build on prior knowledge

Intent	<p>What knowledge and understanding do we expect: Overview</p> <ul style="list-style-type: none"> • Develop pupils’ enjoyment and interest in effective communication • Develop a knowledge and respect for different methods of interacting-pairs, triads, role play, and debate • Build on pupils’ curiosity for articulating their learning in a nurturing environment. • Introduce pupils to the language and vocabulary at appropriate stages to further develop oracy. • Provide age-appropriate sentence stems and scaffolding to enable for language to develop
	<ul style="list-style-type: none"> • Teachers plan a knowledge organiser which integrates oracy into different subjects. • Classroom talk is used skilfully to develop students’ thinking and understanding. • Oracy can be taught both in isolation and is further developed through units and topics which plan for progression and depth within and across year groups • All children to have equal access to the oracy curriculum and its associated practical activities. • All stakeholders are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. • Where appropriate, work will be adapted to meet pupils’ needs and, if appropriate, extra support given • Where appropriate, pupils will experiment with various techniques. • Gender differences will be reflected positively in the teaching materials used
Impact	<p>Pupil achievement</p> <ul style="list-style-type: none"> • Children will practise knowledge that is pertinent to oracy with a real-life context. • Children will be able to question ideas, challenge and reflect on knowledge • Children will work collaboratively and practically to practise oracy skills. • A wider variety of skills linked to oracy will continued to be further developed. • A richer vocabulary that will enable to articulate their understanding of taught concepts. • High aspirations, which will see them through to further study, work and a successful adult life.


Oracy Across the School

Oracy is practised across the curriculum and each subject policy mentions how oracy is specifically developed and is an integral part of daily teaching and learning.

Teaching and Learning Policy

At Herrick, we believe oracy is an essential ingredient in preparing a child for life as a 21st century citizen.

What skills help a child prepare for the future?

Metacognition		
Deep Learning		Herrick Character
Being Herrick		Herrick Learning Attitudes

At Herrick, we believe oracy has a key part to play in further developing and enhancing self confidence, independence and social interaction.

Herrick Lessons-non negotiables

The Herrick teachers know thy impact	The Herrick Children	Learning or Learning Environment
Sees learning through the eyes of the learner Reflective Adapts Effectively assesses Provides effective feedback Evaluative Takes risks and provides opportunities for risk taking in the classroom. Challenges Provides opportunities for deep learning Develops strategies Develops meta-cognitive skills	Strive to their highest Face their challenges Are willing to take a risk Self assess /monitor Curiosity-Ask questions and be involved Challenge-Stretch myself Self-Confident-Believe in my own ability Independent—In charge of my own learning Investigate-Problem solve	Supportive peers and teachers Engaging lessons Safe & nurturing environment Lessons are stimulating Error is welcomed and fostered Respect for all

The Teaching and Learning Policy emphasises the importance of children being able to answer key questions about their learning

		Questions children are able to answer about their learning.
Assessment for Learning	Teacher uses prior knowledge and responds to the learners' needs Knows how to assess and when to intervene and when to move on Demonstrates use of appropriate strategies to maximize learning Adapts and reshapes a lesson if necessary	<i>What do you now know that you didn't before? What are you learning?</i>
Challenge	Thought provoking questions should allow for the children to think and apply their previously gained knowledge. Taking Risks - children should be given choice and encouraged to make decisions about their learning to develop ownership of their learning. Problem Solving - the process of finding solutions to difficult or complex issues. Deep Learning - all children are given the opportunity to apply once they have gained relevant knowledge.	<i>What skills were you asked to use? Can you think how would you use what you have learned? Can you prove it works or that it makes sense?</i>
Learning Objectives & Success Criteria	Child friendly LO & SC shared with children at the appropriate time. Tasks have a clear purpose and are understood by the children (reason). The process needed to understand/perform tasks is clear (doing).	<i>What were you learning about? What were you asked to do? Why? How does that task help you learn?</i>
Feedback & Self Assessment	Children can self-evaluate during the task Children can self- assess at the end of the task <i>Where am I going? How am I going? Where to next?</i> Constructive feedback and next steps - children are clear about what they did well and how they can improve or make it better	<i>Do you know what you did well? Do you know how to improve? In, the lesson - did you know what to do next? How did you track/monitor/know/assess your own learning/progress? How do you know if you have been successful?</i>
Herrick Learning Attitudes	Build, develop and foster the learning attitudes at every opportunity.	<i>Did you have to make any decisions on your own? What were they? Did you have a go at something different? How did you feel about what you were asked to do?</i>

Literacy Units-refer to the Literacy policy

- Children are engaged in a range of different types of talk, varying the context and audience.
- Develop and build vocabulary
- Participate in collaborative conversations
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Speak audibly and fluently with an increasing command of Standard English

Teaching Sequence		What session involves
Reading as a Reader (Comprehension)	Learning: Comprehension	Comprehension Skills: Questions, Predict, Make Connections, Character thoughts/feelings, Infer, Summarise. Examine one text or short extracts or teacher adaptation of an example. Progress of GDS is underpinned by reading widely.
Reading as a Writer (analysis of text)	Learning: Writing for effect	Unpick how the author writes- Vocabulary Choice & language, Layout, Dramatic Conventions, Sentence Fluency (type of sentences),
Developing ideas-word banks, role play, mind maps	Learning: Developing ideas	Generate ideas through role play, pictures, mind maps, picture maps and create word bank to support chosen theme.
Capturing ideas/Short pieces of writing to embed skills	Learning: Sentence structure	Teaching of specific skills: example function of exclamation mark or use of conjunction: that Flexibility- Practise short bursts of writing (this can be differentiated for different ability groups.) Can relate to text type and theme or model using unrelated theme to practise skill.
AFL-Sentences making sense	Learning: Do our sentences make sense?	Teacher to use generic example from children's work for children to unpick and correct common errors in writing: misspelt words, words/letters missed out, missing capitals full stops, words in wrong order.
Planning	Learning: Planning	Using ideas collected from previous sessions, plan piece of writing. Teacher can model.
Teacher input Shared Writing	Learning: Writing a diary	Model using same text type features but in different context Example: Queen's diary is modelled as Duke of Edinburgh's diary where appropriate to ensure independent writing. It shouldn't be heavily scaffolded or given. OR Shared Writing Process (model, scribe, supported composition) but writing is removed so children can continue or write their own without copying example. This can be done a paragraph at a time for longer pieces of writing such as a story. Shared Writing can be broken down if long piece of writing. To support less able, scribing, continuing and sentence stems can be used.
Writing-independently Orally rehearse	Writing a diary	Children are free to refer to their short pieces of writing, word banks, use dictionaries and planning sheets. They cannot copy entire paragraphs from previous sessions as this would be counted as supported.
Editing and proof reading	Learning: Editing	Apart from independent pieces used for moderation, teachers can mark or highlight errors When editing-cross out and replace with new word using a dictionary If a paragraph has been heavily edited, they can copy out paragraph only to show second draft-no need to copy entire piece. Handwriting-can copy a paragraph to show example of joined handwriting. Child reads aloud and partner listens, checks and helps correct.

Reading-refer to the Reading Policy

In each unit, specific skills further develop oracy and the Think Aloud strategy helps children orally clarify their understanding.

Learning	Skills
<p>Teachers to teach the following sequence in any order. Learning can be repeated at different stages in the session. With the exception of prediction, each objective must be taught during a reading unit.</p> <p>1. Questioning – pupils generate their own question</p> <p>2. Activating prior knowledge – what do they already know (WDIKA), make links, use existing mental structures to support recall –link to title, genre, picture and author.</p> <p>3. Prediction – pupils predict what might happen as a text is read</p> <p>4. Clarifying – pupils identify areas of uncertainty, this could be words or phrases etc.</p> <p>5. Inference – pupils infer the meaning of sentences from their context</p> <p>6. Summarising – this can be done through graphic organisers, this supports pupils to succinctly describe meaning</p>	<p>Teachers to identify any of the skills from below: (although all of the skills represent an important component of reading this does not mean that they require equal curriculum time)</p> <p>Language Comprehension</p> <ul style="list-style-type: none"> -background knowledge (facts, concepts etc.) -vocabulary (breadth, precision, links etc.) -language structures (syntax, semantics, etc.) -verbal reasoning (inference.) -literacy knowledge (print concepts, genres, etc.) <p>Word Recognition</p> <ul style="list-style-type: none"> -sight recognition(of familiar words) -decoding(alphabetical principle, spelling-sound correspondences) -phonological awareness (syllables, phonemes, etc.)

Mathematics-refer to policy

“A glossary of words linked to the unit, which you and the children are going to be using and expect to hear and see written in their responses.” Maths Policy

<p>Each question must be followed by:</p> <p><u>What do you know?</u></p> <p><u>How do you know?</u></p> <p><u>Can you explain?</u></p> <p><u>Prove it.</u></p>

Foundation Subjects-Refer to policy

- Develop and build vocabulary
- Participate in collaborative conversations
- Articulate and justify their answers
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Speak audibly and fluently with an increasing command of Standard English
- Give well-structured descriptions, explanations and narratives for different purposes

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will
Basic	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

Foundation Subjects- Key Vocabulary is specifically taught and assessed for each topic in every subject.

Autumn

Vocabulary		
Yr1	1.1	Heritage
	1.2	Device Gadget
Y2	1.1	Solo
	1.2	Equality Gender
Yr3	1.1	Civilization
	1.2	Immortal Preserve
Yr4		
Y5	1.1	Colony Expansion
	1.2	Civil Ancestors Tradition
Y6	1.2	Society Radical Philosophy
		Collapse Decade Prosperity

Spring

Vocabulary		
Yr1	2.1	Origin
Y2	2.1	Poverty Salvage
	2.2	Monarchy State
Yr3	2.1	Precious Currency
	2.2	Industry Revolution
Yr4	2.1	Empire Domination
	2.2	Metropolis Endure Masonry

Summer

Vocabulary		
Yr1	3.1	Heir Throne
	3.2	
Yr2	3.1	Excavate
	3.2	Extinct
Yr3	3.1	Innovate Evolve
	3.2	Exploit Sanctions
Yr4	3.1	Conquer Realm
	3.2	Crusade Plunder
Yr5	3.1	Legacy Scarcity
	3.2	Feminism Stereotypes
Yr6	3.1	Monumental Existence Intrigue
	3.2	Archaic Formation Tyranny

“Being Herrick”

Children are encouraged daily to articulate their thoughts and ideas. Isolated lessons may be taught specifically at the beginning of the year and as and when required to **secure standard “Herrick” words/phrases** that further develop children's spoken language.

Children need to know the name of all members:

Mr/Miss/Mrs

At Herrick, we say ‘Yes’ not ‘Yeah’

We always say, ‘Please may I go to the toilet.’

Lunchtime Register-‘Green/Yellow/Red please’

‘Please’

‘Thank you’

‘Switch off the lights’

Collaborative Work is an integral part of daily lessons

<ul style="list-style-type: none">• Partner talk• Group discussion• Problem solving• Debate• Role play• Drama• Presentations	Different Roles <ul style="list-style-type: none">• Clarifier• Builder• Summarisers• Prober• Challenger
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As students move through school, the curriculum provides new challenges and opportunities for oracy which build on previous learning. Below are standard sentence stems provided for different lessons-selected stems for KS1

<p>Tips for talking and listening Eye contact with speaker and audience Body language to listen or present Good volume and clarity of voice Vary your speed and tone Emphasis certain words Use hands and facial expressions Wait and take turns to speak Only one to person speak at a time</p>	
<p>Opening Statement In my view.... My opinion is... I am sure that... I believe that... I think that.... It seems quite clear that....</p>	<p>Building/Agreeing I agree with because... I like what you say because... The reason I agree with... In addition to.... Thinking more about this.... Building on what.....said.....</p>
<p>Summarise Bringing this to its conclusion.... To summarise... Ultimately....</p>	<p>Challenge I would like to challenge this because.... My own view is different because... I disagree with ...because</p>
<p>Clarifying What do you mean by...? Am I right in understanding....? Can you explain a little bit more? What I heard you say.....</p>	<p>Probing Please tell me a little more... Can you repeat that again please? What has led you to think this? Can you give me an example? Why do you think that....?</p>
<p>Reasoning I solved the problem by.... The strategy I used was.. I discovered that.. I noticed that.... First....next...then...after</p>	<p>Questions for my partner How did you work out your answer? Why did you choose to.....? Can you prove your answer is right?</p>

Self and Peer Assessment

On a weekly basis, children record themselves explaining, clarifying or reasoning on the classroom ipads. This can be done for any session/s or subject/s and is used as tool for self-regulation by the individual or peers to watch, assess and provide feedback where appropriate.

Examples of what can be recorded:

Orally Rehearsing a piece of writing

Performance Poetry

Explaining your reasoning in Maths

Justifying a deep question

Giving your opinion and providing evidence

Group work-Clarifying & Questioning

Think Aloud Task

- By the end of term, each child should have at least 3 individual recordings to use for reflection and improvement.
- Teachers act upon areas of development through oral feedback and modelling.
- Teachers should model appropriate language and use role models in class as good examples.
- At the end of term 2 & 3, progress in oracy should be evident.
- All recordings are saved centrally.

Oracy is celebrated in weekly class assemblies, faith assemblies, Singing Assemblies and School Productions as and when possible.