

Finlay Community School

Oracy

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Oracy Vision

Our school is a place where students, staff and carers speak with kindness, confidence and clarity; where every voice is valued. Our classroom communities are places where critical issues can be discussed; where students feel comfortable putting forward an idea one day to set it aside the next; where students can safely challenge each other - and still play together in the playground or sit together at lunch.

We aim to equip students with the tools they need to use their voice to aspire, belong and achieve in school and in life.

Our Oracy Intent

Our curriculum provides opportunity for students to talk for different purposes, to different audiences, on different subjects throughout their time at Finlay. With regular and meaningful oracy experiences, students are prepared to speak through thoughtful, progressive development of skills in each of the four strands of the Oracy Framework.

Our learners are made aware of talk and the power it has to help them think deeply. Teachers harness the power of talk to engage children, to stimulate and extend their thinking. Staff members take an active role in guiding students' language, modelling ways in which talk can be used to think collectively. Talk tasks are designed to draw on and beyond children's existing knowledge, to elicit debate and consideration of different interpretations or ways of problem-solving.

Whole School Curriculum Overview:

Thematic Overview

Reception

1. It's Good to be Me: All about me and my family.
2. Let's Celebrate: Religious Celebrations.
3. I wonder...
4. Once Upon a Time: Fairytales and Traditional Tales
5. Moving on Up! Transition to Year 1.

Year 1

1. The History of Toys
2. Where oh Where is Finlay Bear? Our Local area and the UK.
3. The Great Space Race: Neil Armstrong, Buzz Aldrin and Tim Peake.

Year 2

1. The Great Fire of London and the Tudors. Focus on Samuel Pepys.
2. Around the World in 60 Days/ Paddington's Passport: The 7 continents and 5 Oceans.
3. Heroes in History: Florence Nightingale and Mary Seacole.

Year 3

1. Rock and Roll: The Stone Age to Iron Age.
2. Deadly Disasters: Natural Disasters including volcanoes and earthquakes.
3. Navigating the Nile/ Exciting Egyptians: Ancient Egypt.

Year 4

1. The Rotten Romans/ Glorious Glevum: Roman Britain and their Legacy.
2. Journey to the River Sea/ Come Sail With Me: Oceans and Rivers.
3. Ancient Greece and the Olympics.

Year 5

1. Invaders and Settlers: Anglo Saxons and Vikings
2. The Rainforest: North and South America, Deforestation.
3. Chocolate: Mayans and Aztec Civilisation.

Year 6

1. We'll Meet Again: World War 2 and the impact on children.
2. Ice Explorers: Arctic and Antarctica.
3. Let Me Entertain You: Changes in leisure and entertainment throughout history.

Coverage Term by Term (Reception – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	It's Good to be Me	Let's Celebrate	I wonder...	I wonder...	Once Upon a Time Moving on up	
				Poetry Slam – World Book Week		Exhibition of work
Year 1	Finlay Toy Factory		Where oh Where is Finlay Bear?		The Great Space Race	
	Retelling the story of the Little Red Hen			Poetry Slam – World Book Week		Exhibition of work
Year 2	The Great Fire of London & The Tudors		Paddington's Passport/ Around the world in ... days		Heroes who help us – Florence Nightingale and Mary Seacole	
		Look who's speaking competition	Interview/Hot seating – RE – who is a Muslim?	Poetry Slam – World Book Week		Exhibition of work
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters		Navigating the Nile/ Ancient Egyptians	
		Look who's speaking competition	Newspaper report/ News broadcast about the floods in Gloucester	Poetry Slam – World Book Week		Exhibition of work
Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea		Ancient Greeks Olympics	
		Look who's speaking competition	Perform newspaper report – The Three Little Pigs	Poetry Slam – World Book Week Science Wonder Unit		Exhibition of work

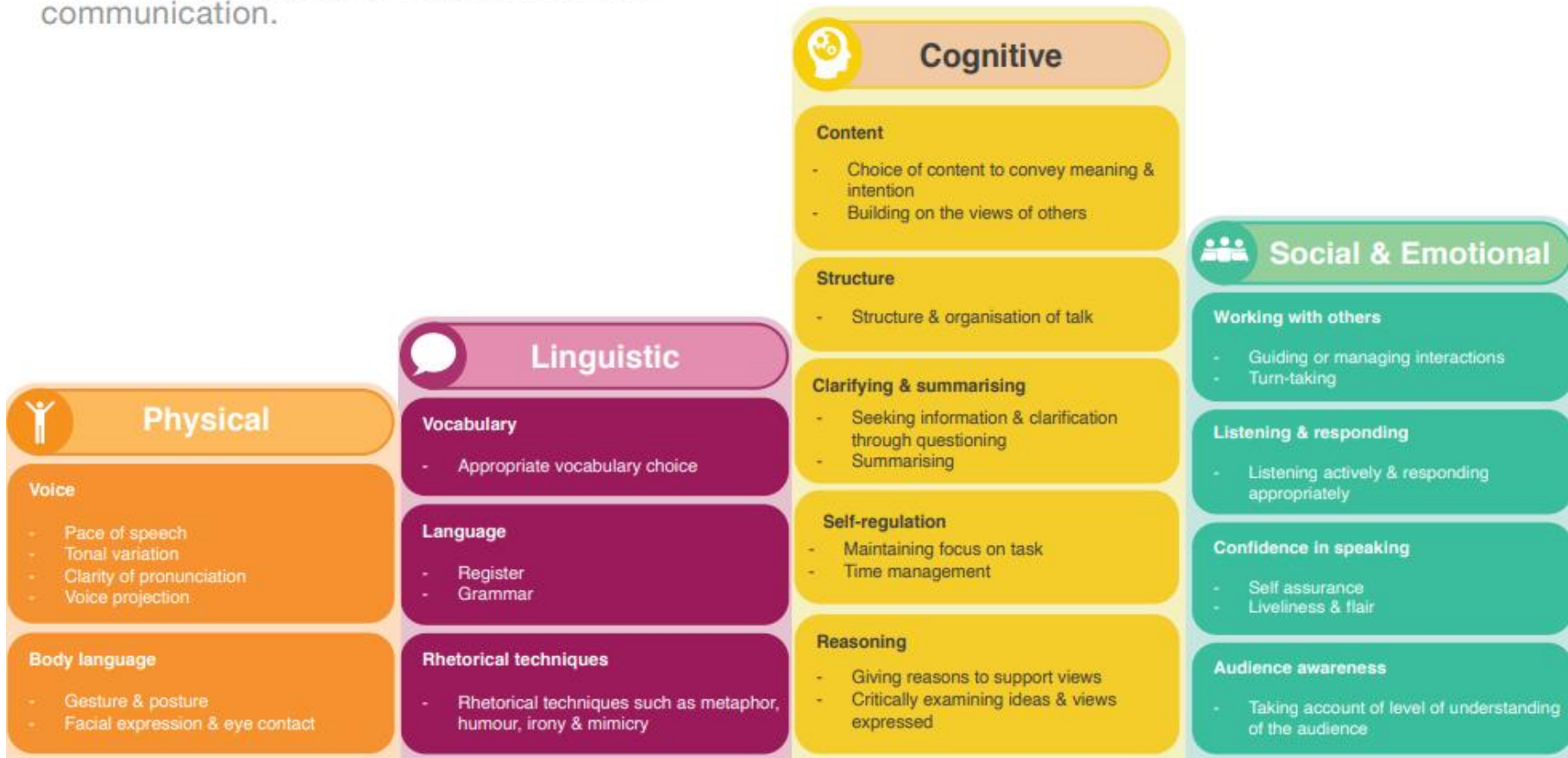
Year 5		Invaders and Settlers – Saxons, Vikings		Deforestation Rainforest – North and South America		Chocolate! Ancient Aztecs and Maya	
		Look who's speaking competition	Plan and participate in a debate about deforestation	Poetry Slam – World Book Week	Perform poetry from Chocolate unit	Exhibition of work	
Year 6		We'll Meet Again World War 2		Ice Explorers Arctic and Antarctica		Let Me Entertain You! History of Entertainment	
		Look who's speaking competition	Perform Francis Drake diary entry	Poetry Slam – World Book Week	Performance	Exhibition of work	

Oracy Framework



The Oracy Framework



Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Oracy
Cambridge



Progression of Knowledge, Skills and Understanding

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aim	To explore their own voice through play	To confidently share their opinions	To follow, contribute to and lead conversations	To share specialist knowledge through talk	To use convention of talk for specific purposes	To respond passionately to questioning	To develop their own style as a speaker
Physical 	To use gesture to support meaning in play.	To use body language to show listening.	To use gesture to support the delivery of ideas e.g., gesturing towards someone if referencing their idea.	To consider position and posture when addressing an audience.	To consider movement when addressing an audience.	For body language to become increasingly natural.	To have a stage presence.
	To speak audibly so they can be heard and understood	To experiment with adjusting tone, volume and pace	To speak clearly and confidently in a range of contexts.	To experiment with adjusting tone, volume and pace for different audiences.	To consider how tone, volume and pace influence meaning.	To project their voice to a large audience.	To adjust tone, volume and pace for a given purpose and audience.
Linguistic 	To use talk in play to practice new vocabulary.	To use vocabulary specific to the topic at hand.	To adapt how they speak in different situations according to the audience.	To begin to use specialist vocabulary.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To use an increasingly sophisticated range of sentence stems with accuracy.	To vary sentence structures and length for effect when speaking.
		To take opportunities to try out new language.	To use sentence stems to signal when they are building on or challenging others' ideas.	To be able to use specialist language to describe their own and others' talk.		To select specific vocabulary appropriate to the topic at hand.	To be comfortable using idiom and expressions.
	To join phrases with words such as 'if', 'because', 'so', 'could' and 'but'.	To use conjunctions to organise and sequence ideas e.g., firstly, secondly and finally.	To use newly learnt vocabulary in an appropriate way.	To begin to make precise language choices (e.g., describing a cake as 'delectable' instead of nice).			To use sophisticated vocabulary appropriate to the context and purpose of talk.
		To use sentence stems					

		to link other's ideas in group discussion (e.g., I agree with... because..., Linking to...)					
Cognitive 	To ask questions.	To consider the merits of different viewpoints.	To ask questions to find out more about a subject.	To offer opinions that aren't their own.	To be able to give supporting evidence e.g., citing a text, a previous example or a historical event.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.	To construct a detailed argument or a complex narrative.
	To wonder about ideas.	To offer reasons for opinions.	To build on others' ideas in discussion.	To reflect on discussions and identify how to improve.	To ask probing questions.		To assess different viewpoints and present counter-arguments.
	To use 'because' to develop their ideas.	To disagree with someone else's opinion politely.	To make connections between what has been said and their own and others' experiences.	To be able to summarise a discussion.	To reflect on their own oracy skills and identify areas of strength and areas to improve.	To identify when a discussion is going off topic and to be able to bring it back on track.	To spontaneously respond to increasingly complex questions, citing evidence where appropriate.
	To describe events that have happened to them in detail.	To explain ideas and events in chronological order.		To reach shared agreement in discussions.			To acknowledge and explain changes of position.
Social & Emotional 	To listen attentively in a pair or small group.	Listen carefully to others.	To encourage everyone to contribute.	Listen actively, questioning and responding to others.	To use more natural and subtle prompts for turn taking.	Listening actively for extended periods of time.	To use humour effectively.
	To take turns to speak with a partner independently.	To participate in group discussions independently of an adult.	To develop an awareness of audience, e.g., what might interest a certain group.	To adapt the content of their speech for a specific audience.	To develop an awareness of audience.	To speak with flair and passion.	To be able to read a room or a group and take action accordingly e.g., if everyone looks disengaged, moving on, or if people look confused, stopping to take questions.
			Confident delivery of short pre-prepared material.	To speak with confidence in front of	To consider the impact of their words on others when giving		To develop an awareness of group dynamics and invite

				an audience.	feedback.		those who haven't spoken to contribute.
Teaching Tools	<ul style="list-style-type: none"> • Role-play in familiar contexts e.g. at the shop • Use of a physical object to support turn taking • Listening Ladder • My Turn, Your Turn to introduce new language and sentence stems • 'Tell your partner in a whisper/ playground voice' • Would you rather? as a silly talking point • Talk Tactic: Instigator – 'I think...' 	<ul style="list-style-type: none"> • Thumbs-in to speak • Pass and go round a circle • Use counters to represent contributions to a discussion • Pass wool from speaker to speaker to show how contributions link • Explicit modelling of using questioning to clarify • Ask pupils if they have changed their mind after listening to an opinion • Talk Tactic: Builder - 'Yes, and...' 'Building onto X's idea...' 'I agree and would like to add...' 'X's idea made me think...' • Talk Tactic: Challenger – 'I disagree because...' 'To challenge X's idea...' 	<ul style="list-style-type: none"> • Sentence stems with accompanying gestures to support meaning for both speaker and their audience e.g. linking fingers for connecting points or holding up one finger to emphasise their first point • Role-play in unfamiliar contexts e.g. making friends on the playground or having tea with the King • Games to prompt elaboration e.g. Tell Me More, Just a Minute • Hot-seating and Question Tennis to develop questioning • Mark and praise those inviting others into a discussion and develop ideas for how this can be done e.g. say their name, ask them a question, turn to them • Create structured opportunities for learners to 	<ul style="list-style-type: none"> • Expose students to a range of models for talk e.g. meeting an expert, watching an online talk • Unpick why speakers are successful • Develop a shared language to describe talk using Discussion Guidelines • Support learners to reflect on their discussions • Talk Detectives • Spend time teaching learners what it means to be a chair • Silent Summariser • Articulate to support specialist subject vocabulary • Talk Tactic: Summariser – 'So far we have talked about...' 'The main parts raised were...' 'Our discussion focussed on...' • Talk Tactic: Clarifier – 'So you are saying...?' 'Does that mean...?' 'Can you clarify what you mean by...?' 	<ul style="list-style-type: none"> • Sentence stems to cite evidence and ask probing questions • Teach the conventions for different types of talk e.g. use of similes, metaphors and time connectives in story telling, techniques to build suspense, using hooks to grab the audience's attention, rhetorical devices such as the rule of three and rhetorical questions • Create opportunities for learners to reflect on their own and their peers oracy skills, and set targets for improvement • Collaborative learning opportunities such as Jigsaw where each learner has key information to bring to the discussion • Use of a questioner in 	<ul style="list-style-type: none"> • Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or videos • Sentence stems for students to bring discussions back on track – 'That might be true, however what do you think about X?' 'It feels 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, drawing visuals • Use vocal warm-ups and diaphragm breathing to support voice projection • Build sentence stems for Talk Tactics to include alternative phrases to those already known 	<ul style="list-style-type: none"> • Play games such as Just a Minute to practise fluency when talking about a topic • Practise power poses

			consider what will engage their audience e.g. how they can make their object for Show and Tell interesting		trios <ul style="list-style-type: none"> • Talk Tactic: Prober – ‘Why do you think...?’ ‘What evidence do you have to support X idea?’ ‘Could you provide an example?’ 	e.g. ‘I would like to echo was X has said...’ ‘I see it in a similar way...’	
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Characteristics of Effective Oracy Teaching

Expectations for talk are explicit and pupils are prepared to meet expectations.	Every voice is valued. Teachers listen meaningfully to students, encouraging them to develop their ideas further.	Learners have opportunities to share, develop and consolidate their subject knowledge understanding through talk.
Skills from the Listening Ladder and Discussion Guidelines are referred to, modelled, selected, marked and reflected upon.	Talk tasks are scaffolded with sentence stems, key vocabulary, talk roles, groupings and timings.	Skills from the Oracy Framework are highlighted in lessons, built upon and developed through purposeful talk tasks
Students receive meaningful feedback on their oracy, from both the teacher and their peers.	Oracy is visible, showcased and celebrated through Showcases of Learning, drama, presentations and debates.	Over the years, students experience opportunities for new challenges with a range of contexts and audiences.

Listening Ladder



Reacting and
refocusing



Offering nods or
short words of
encouragement



Looking at the
speaker



Being calm and still

100%

Giving 100% of their
focus to the person
speaking

Discussion Guidelines

Discussion Guidelines



WE GIVE PROOF OF LISTENING



WE TAKE TURNS TO SPEAK

WE RESPECT EACH OTHERS' IDEAS



IT'S OKAY TO CHANGE OUR MIND



WE INVITE OTHERS INTO THE DISCUSSION

Groupings



Trio



Pair



Nest



Traverse



Circle



Fishbowl

Student Talk Tactics

Instigate

Present an idea or open up a new line of inquiry



- “ I would like to start by saying ____
- “ I think ____
- “ We haven't yet talked about ____

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas



- “ Why do you think ____?
- “ What evidence do you have to support X idea?
- “ Could you provide an example?

Probe

Summarise

Identify and recap the main ideas



- “ So far we have talked about ____
- “ The main points raised today were ____
- “ Our discussion focused on ____

Summarise

Challenge

Disagree or present an alternative argument



- “ I disagree because ____
- “ To challenge you X, I think ____
- “ I understand your point of view, but have you thought about ____?

Challenge

Clarify

Asking questions to make things clearer and check your understanding



- “ So are you saying ____?
- “ Does that mean ____?
- “ Can you clarify what you mean by ____?

Clarify

Build

Develop, add to or elaborate on an idea.



- “ Building on X's idea ____
- “ I agree and would like to add ____
- “ X's idea made me think ____

Build

Instigate

Present an idea or open up a new line of inquiry



- “ Let's start the discussion by ____
- “ Has anyone considered ____
- “ Let's think about ____

Invite:

- Who would like to begin our discussion?
- Does anyone have another idea?
- Would anybody like to share a different point?



Challenge

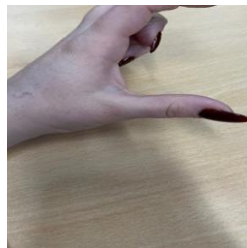
Disagree or present an alternative argument



- “ Have you considered ____?
- “ You mentioned X but what about ____?
- “ What if ____?

Invite:

- Would anybody like to challenge X's idea?
- Does anybody have a counter argument?
- Who disagrees with that point?



Build

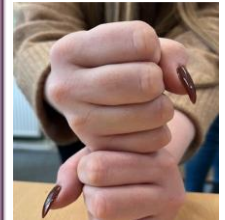
Develop, add to or elaborate on an idea



- “ Building on X's idea ____
- “ X's idea made me think ____
- “ To develop X's idea ____

Invite:

- Would anybody like to build on X's idea?
- Could you tell me more about...?
- Who can tell me why they might agree with X?



Teacher Talk Tactics

Summarise

Identify and recap the main ideas



- “ So far we have talked about ____
- “ The main points raised today were ____
- “ To summarise X's idea?

Invite:

- Can anybody summarise the main points so far?
- Could you summarise what X is saying?
- Who can recap the main ideas?

Build

Develop, add to or elaborate on an idea



- “ Building on X's idea ____
- “ X's idea made me think ____
- “ To develop X's idea ____

Invite:

- Would anybody like to build on X's idea?
- Could you tell me more about...?
- Who can tell me why they might agree with X?

Additional moves*

Model

Articulate the thought processes underpinning talk



- “ I'm not sure I agree with that so I'm going to challenge X's idea ____
- “ I am going to clarify X's point to check I've understood correctly ____
- “ It would be a good idea to summarise the points so far to help us move forward ____
- “ I am going to refer to X to provide evidence for my point ____

Mark

Highlight an important idea or type of contribution



- “ That's an important point.
- “ Did everyone hear what X just said? How does that help move us on?
- “ Did you notice how X just probed X's idea?
- “ What did X say to challenge X's idea politely?

Instigate

Present an idea or open up a new line of inquiry



- “ Let's start the discussion by ____
- “ Has anyone considered ____
- “ Let's think about ____

Invite: — Who would like to begin our discussion?
— Does anyone have another idea?
— Would anybody like to share a different point?

Probe

Dig deeper, ask for evidence or justification of ideas



- “ Why do you think ____?
- “ Could you provide an example of ____?
- “ How do you know that?

Invite: — Would anyone like to probe what X said?
— Who would like to ask a probing question?
— Does this remind you of anything we've learned before?

Challenge

Disagree or present an alternative argument



- “ Have you considered ____?
- “ You mentioned X but what about ____?
- “ What if ____?

Invite: — Would anybody like to challenge X's idea?
— Does anybody have a counter argument?
— Who disagrees with that point?

Clarify

Asking questions to make things clearer and check your understanding



- “ So are you saying ____?
- “ Let me get this right, what you're saying is ____?
- “ Can you clarify what you mean by ____?

Invite: — Could anybody clarify what X is saying?
— Would anybody like to ask a clarifying question?
— Could I just check your understanding X?