



- Herons' Moor strategy



We



have

a



voice



Why is Oracy important?

Oracy is what Herons' Moor Academy does to support the development of children's capacity to use speech to express their thoughts and communicate with others in education and in life. In the classroom context, **oracy** is both learning to and through talk. It is through talk that students have the opportunity to develop and share their understanding, through interactions with both teachers and peers. However, to do this effectively, students must also be taught to talk effectively, ensuring they have the necessary skills and understanding to engage in talk for learning. (R Alexander)





The oracy gap



On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers.



Without intervention, these gaps grow, as pupils with the strongest language skills make the most progress in all areas of the school curriculum.

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Why is Oracy important at Herons' Moor Academy?



Oracy is a priority because we understand the impact of teaching oracy on our children's life chances.

The impact of oracy



Oracy increases confidence, empowering students with the belief that their voice has value, developing the ability to articulate thoughts so others will listen



Oracy improves academic outcomes, developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding



Oracy fosters wellbeing, supporting students to build successful relationships, talk through issues, express feelings and resolve conflicts



Oracy equips students to thrive in life beyond school, helping them to progress, access employment and engage in civic life



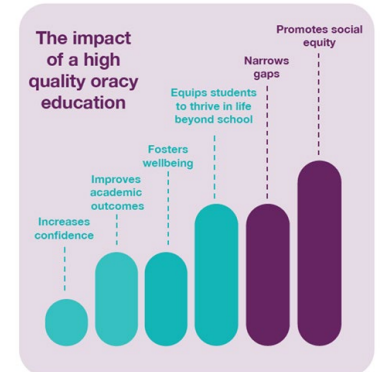
Oracy narrows gaps, enabling disadvantaged students to fulfill their potential

+6 months

Source: Education Endowment Foundation (EEF) evaluation of oral language interventions.



Oracy promotes social equity, leading to a fairer society where everyone, regardless of background, finds their voice for success in school and in life



"You are the only second chance for some children to have a rich language experience. If these children are not getting it at school, they are not getting it."

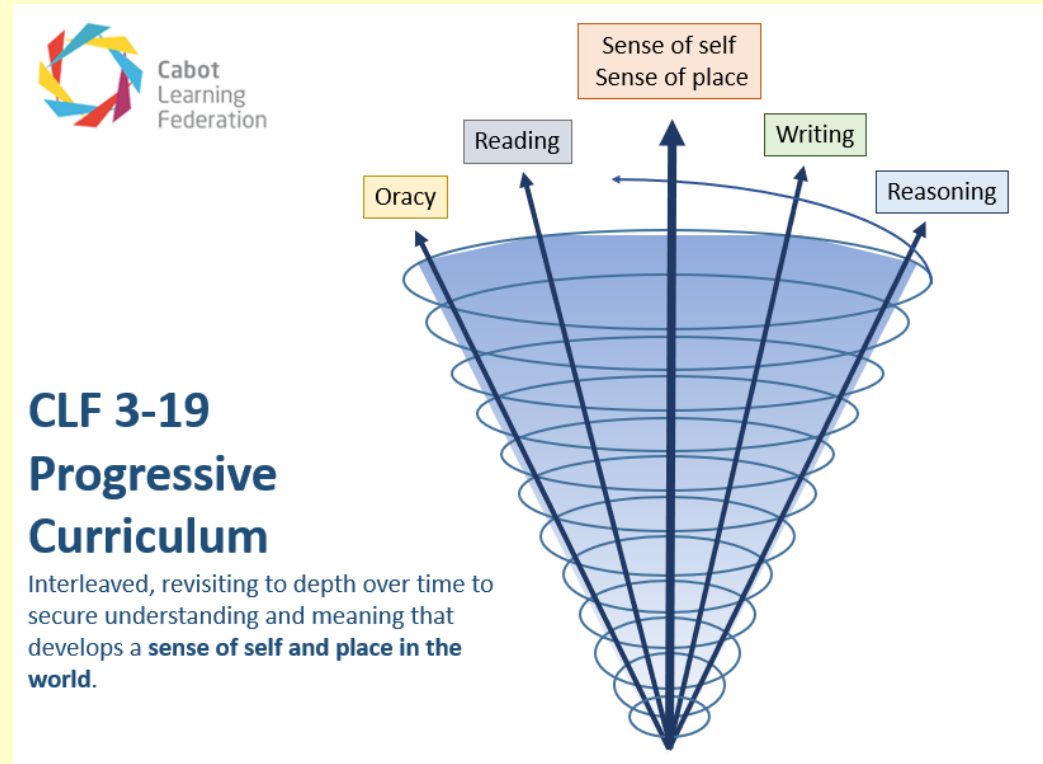
Neil Mercer, Emeritus Professor of Education at the University of Cambridge & Director, Oracy Cambridge

Our intent

Heron's Moor Academy provides children with the tools they need to support their understanding and ability to communicate both socially and academically. **Oracy is at the heart of everything we do.**

We intend for our children to speak clearly, confidently and proudly to a variety of audiences. Our children recognise that their voice is important and should be valued and are confident to articulate and express their thoughts and ideas. We intend for them to develop skills to improve and practise their physical, cognitive, linguistic, social and emotional skills. Heron's Moor provides regular and meaningful activities for oracy both within the classroom and beyond. Oracy is developed throughout our academy day. All adults set high expectations and model the correct use of oracy to allow all children to become confident speakers.

Children's bilingualism is valued and they recognise this as an important skill. Children graduate from Heron's Moor with a strong sense of identity and belonging, equipped with the ability to express themselves effectively, which enhances their prospects for success in life.



National curriculum

+

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

**At Herons' Moor,
oracy is taught
above
the expectation of
the National
curriculum.**

• Implementation

Oracy is embedded into **all aspects of the school day** and into learning across the curriculum. Children work collaboratively in a range of groupings, enabling them to practise communication skills such as speaking and listening and turn taking, as well as an opportunity to **discuss their learning and verbalise their thoughts**. Children are provided with sentence stems which support their communication and discussion. These sentence stems are clearly displayed and modelled. Children are supported to share their opinion, agree or disagree with others, and encourage others in their group to speak.

Each class has a set of ground rules for talk which supports all children to feel **confident and comfortable** to have a voice. Teachers use visuals in their lessons and make use of resources such as real objects, knowledge organisers, experiential learning, role play drama and talk for writing. **Classrooms are designed for successful communication and are streamlined and purposeful**. A table-top display for each topic supports children's communication with objects, related high quality texts, pictures, key vocabulary and key questions. Classroom displays also feature key vocabulary.

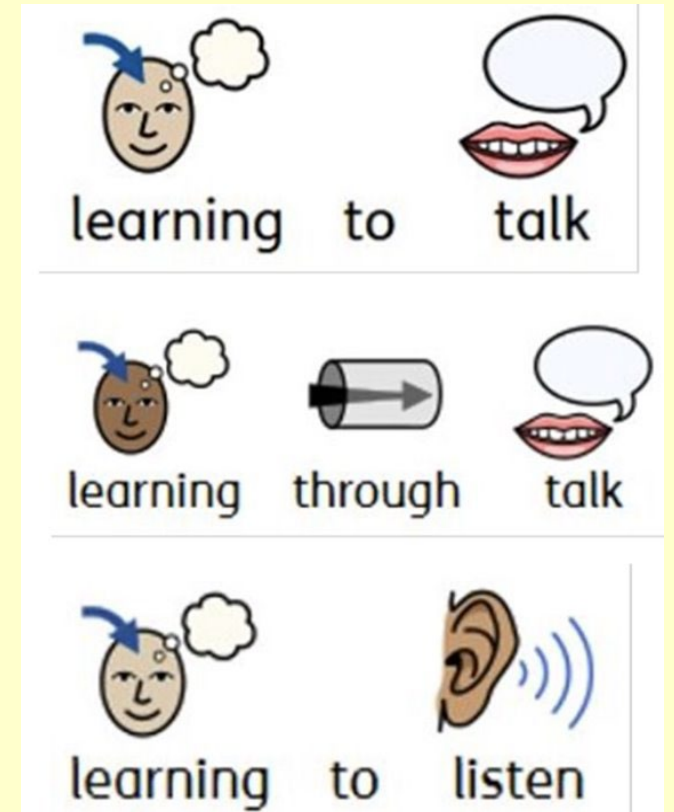
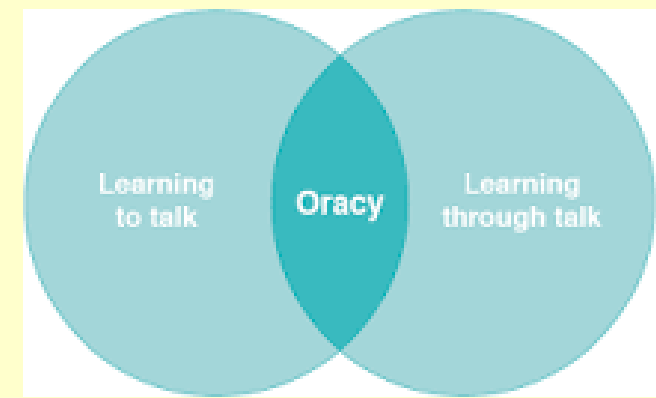
Implementation

At Herons' Moor, we have clearly defined ways to ensure the development of oracy skills.

We ensure that our children **learn to talk, learn through talk and learn to listen.**

The fundamental oracy strategies are:

- Purposeful opportunities to talk in every lesson
- Children are discreetly taught how to talk using the Voice 21 oracy framework
- Children are encouraged to talk in full sentences all of time
- Effective use of casting and recasting correct vocabulary and sentence structure from all adults in the school community
- Presentational talk is valued where children stand to speak
- Exploratory talk is used to support deep understanding of learning
- Talk partners are used effectively in all year groups
- Discreet teaching/exploring of vocabulary
- Talk tactics are used effectively
- Use of WIDGETS
- Use of sentence stems (both verbal and written)
- Vocabulary rich learning environments including curriculum table-top displays
- Pupil voice groups



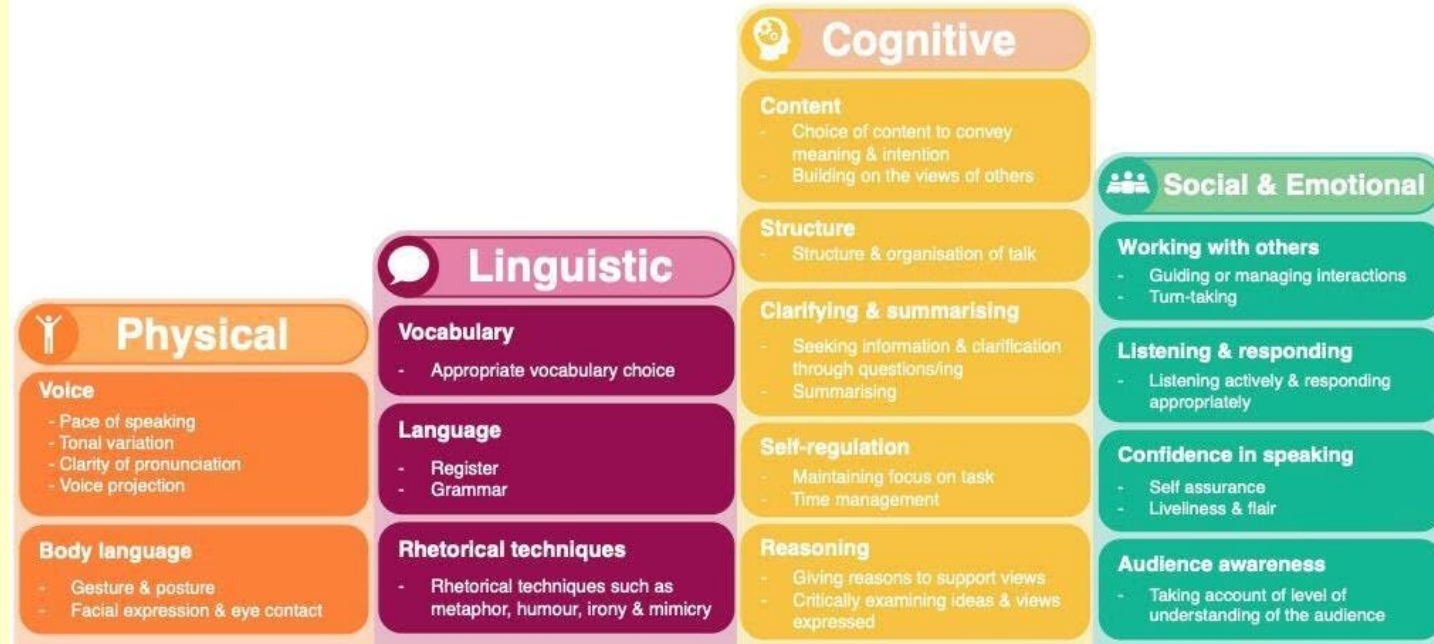
Voice 21 oracy framework

At Herons' Moor, we use the Voice 21 oracy framework to discreetly teach the children to talk.



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.



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The Oracy Framework - An introduction

We have divided oracy skills into four categories:



Cognitive

The deliberate application of thought to what you're saying



Linguistic

Knowing which words and phrases to use, and using them



Physical

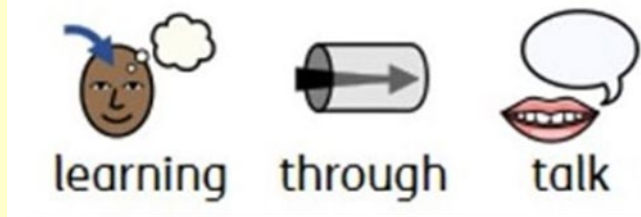
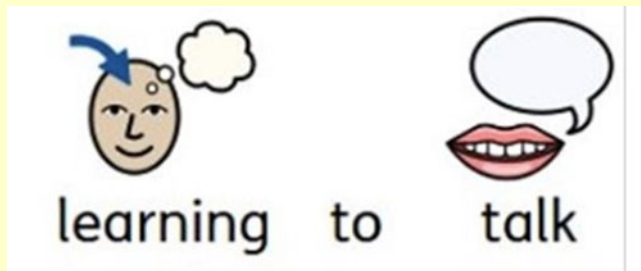
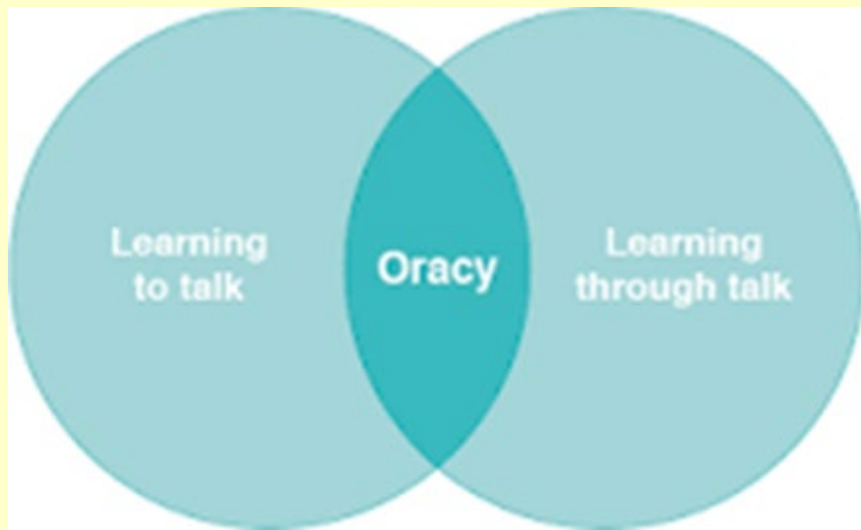
Making yourself heard, using your voice and body as an instrument



Social & Emotional

Engaging with the people around you; knowing you have the right to speak





Oracy Strands



Physical is...

voice and body language.



Linguistic is...

vocabulary.



Cognitive is...

thinking.



Social & emotional is...

working with others.



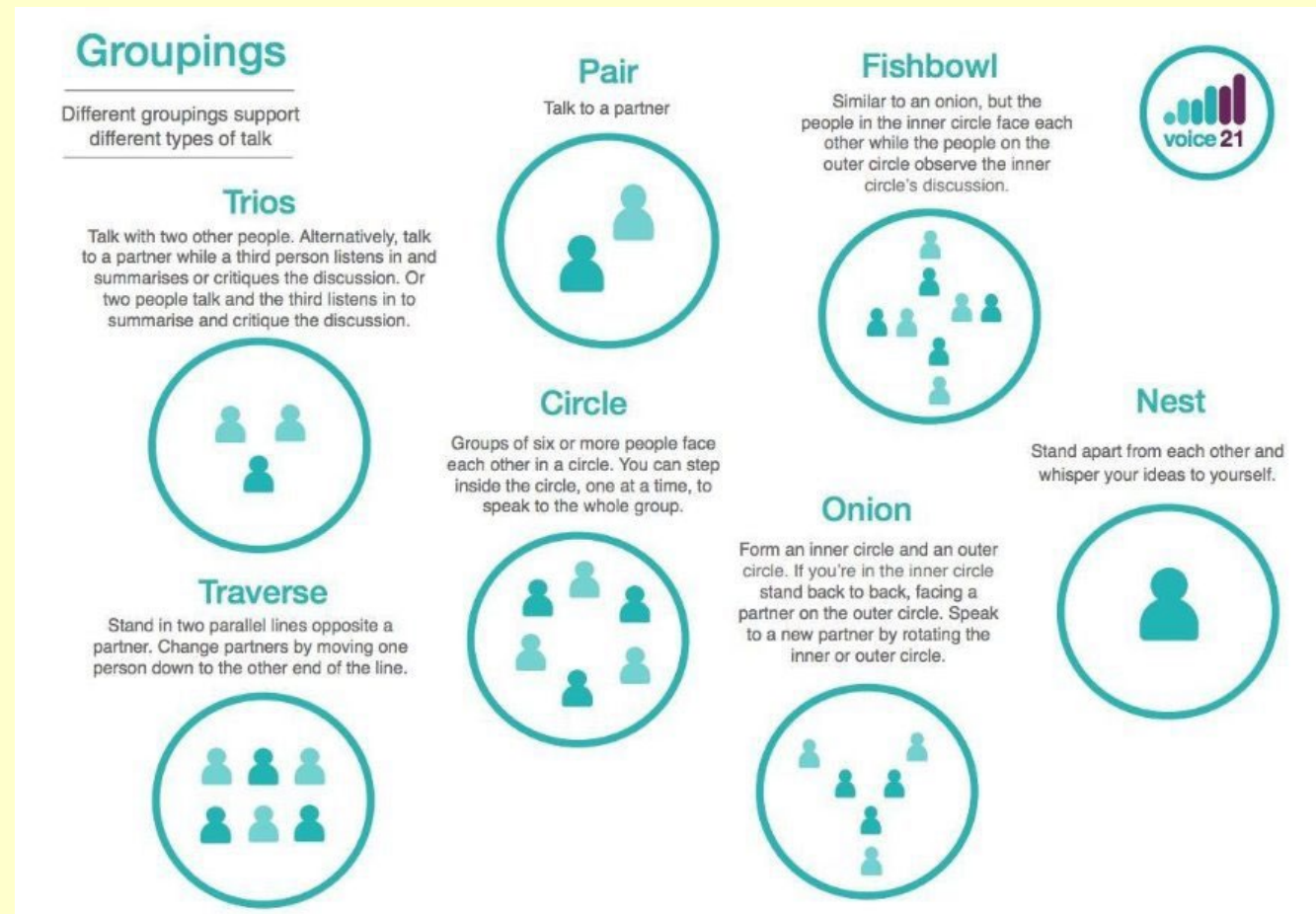
Discrete oracy teaching

- At Herons' Moor, every year group has discrete oracy teaching sessions. This is so that all children develop:
- **Communication Skills:** Oracy helps students develop effective speaking and listening skills, which are essential for clear and confident communication in both academic and social settings.
- **Critical Thinking:** Engaging in structured discussions and debates enhances critical thinking and the ability to articulate and defend ideas.
- **Confidence Building:** Regular practice in speaking and listening builds students' confidence in expressing themselves and participating in group activities.
- **Academic Success:** Strong oracy skills support learning across the curriculum, as students can better understand and engage with content when they can discuss and question it.
- **Social Interaction:** Oracy promotes positive social interactions by teaching students how to listen actively, respond thoughtfully, and respect different viewpoints.

Oracy curriculum for the wider curriculum

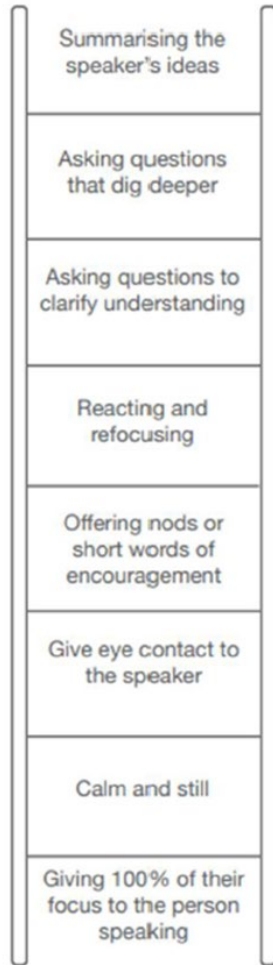
- We developed our oracy curriculum into our wider curriculum so that:
- **Holistic Development:** Oracy supports the development of the whole child, enhancing not just academic skills but also social and emotional growth.
- **Interdisciplinary Learning:** Strong speaking and listening skills are essential across all subjects. Whether it's explaining a scientific concept, discussing historical events, or presenting a creative project, oracy skills are universally applicable.
- **Engagement and Participation:** An oracy curriculum encourages active participation and engagement in the classroom. Students are more likely to contribute to discussions, ask questions, and collaborate with peers.
- **Equity and Inclusion:** Oracy helps to level the playing field by giving all students, regardless of background, the tools to express themselves clearly and confidently. This is particularly important for students who may not have as many opportunities to develop these skills outside of school.
- **Future Readiness:** Effective communication is a critical skill for future success in higher education and the workplace. An oracy curriculum prepares students for the demands of the modern world, where collaboration and communication are highly valued.

- At Herons' Moor, we hold a strong belief in solo talk before any other form of talk. This is so that the children are given thinking time before they are expected to talk to others. We know this benefits children's language development, reduces cognitive load and encourages independent thoughts.



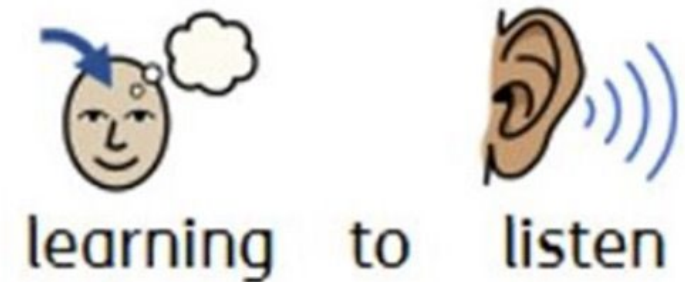
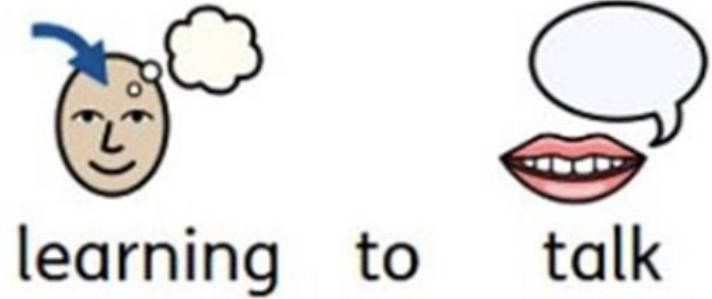
Discreet teaching of listening skills

The Listening Ladder



Key strategies:

- Tracking the speaker
- Facing the audience
- Praising good listening
- Modelling good listening
- Expecting good listening



Pupil Voice Groups

At Herons' Moor Academy, we provide a range of opportunities and support to help children share their ideas and ensure that their voices are heard. This ensures that they can each take responsibility for their own learning, successes and achievements.

Each child in our school has an opportunity to become a member of a pupil voice group which helps them to become responsible citizens, effective contributors, successful learners and confident individuals, contributing to our local and global community to bring about positive change and work towards all children (and adults) receiving their rights.

Herons' Moor has the following pupil voice groups:

- Pupil Council
- Eco Committee
- Talk champions
- E-safety Team
- Mental health team




Team Talk

Every week, in mixed year grouping (Y1-Y6), children have the opportunity to talk and discuss ideas and questions. The Year 6 children are trained to facilitate these sessions and talk detectives monitor them.


Week 1 IS IT BETTER TO MAKE A DECISION TOGETHER OR ON YOUR OWN.


Check-in: if you had a wish that would come true, what would it be
Discussion:
Game: sit down at the same time



- When might you need to make a decision?
- What decisions have you had to make recently?
- Have you ever needed someone else to help you to decide?
- If your decision affects others, should you include them?

- When I decided to ...
- To make a decision ...

Talk Tactics	
 Instigate Present an idea or open up a new line of enquiry. I think ... I would like to start by saying ... In <u>my</u> opinion	Build Develop, add to or elaborate on an idea. I agree and I also thinks idea made me think ... I would like to add ...
Clarify Asking questions to make things clearer and check your understanding. Can you say that again please? Can you tell me more about...? Does that mean ...?	Probe Dig deeper, ask for evidence or justification of ideas. How do you know...? Why do you think ...?
Challenge Disagree or present an alternative argument. I disagree because ... Have you thought about...?	Summarise Identify and recap the main ideas. My group said ... My partner thought ...



- **Impact**

Children **communicate with confidence in all situations.**

They greet members of the Herons' Moor Community politely and speak confidently in front of their peers, speaking in full sentences.

Children speak confidently about their learning and articulate their thoughts and opinions as well as reflect on their own progress and achievements.