

Oracy – Policy Level

Oracy is the ability to express oneself fluently to be able to communicate with other people. Oracy is a fundamental right of education at Oakway Academy, and within the Hatton Academies Trust. It is an essential pedagogical approach which underpins teaching and learning in all aspects of school life – both academic development and personal, social and moral development. It is inherent in all our teaching, and in our day to day interactions with pupils.

Oracy Outcomes – supporting academic progress

By developing and using our Oracy strategies we enable the pupils to achieve academic outcomes because they can do the following:

Communicate with fluency, confidence and clarity	Explore and understand the importance of active listening within oral communication	Articulate hypotheses and suggest ways to explore them.	Explore and understand classroom ideas and concepts.	Present ideas confidently to familiar (peers) and unfamiliar audiences.
--------------------------------------------------	-------------------------------------------------------------------------------------	---------------------------------------------------------	------------------------------------------------------	-------------------------------------------------------------------------

Oracy outcomes – supporting personal, social and moral development.

By developing and using our Oracy strategies we enable the pupils to develop the following **personal, social and moral areas**:

Personal wellbeing	Building and strengthening relationships	Resolve conflicts
Overcoming barriers and persevering	Achieve personal and collective goals	Responsible citizenship

Implementation of an Oracy Toolkit

Adults in our school are expected to consider Oracy in each and every interaction they have with pupils, as strong Oracy skills are essential to succeeding in life. We make use of a wide range of strategies with all pupils, and make choices that are dependent on the situation, the individual pupils and or group of pupils, and the purpose of the discussion taking place. The **Oracy Toolkit** is a separate document which staff have access to, and receive training to implement.

Modes and Purpose of Communication

We define oracy into two distinct Domains that allow pupils to consider **how** they are communication (**mode**), and **what** they are communicating (**purpose**). Strategies and techniques in both modes are explicitly taught and modelled throughout the curriculum, and in our day to day social interactions. By placing an emphasis on the development of Oracy, pupils are being empowered to be effective communicators in a world where being able to communicate knowledge, ideas and thoughts to others is an essential element of being a successful individual and a successful citizen.

Domain 1: Mode of Communication <i>Domain purpose: Mastering a strong voice</i>			Domain 2: Purpose of Communication <i>Domain purpose: Communicating our ideas clearly</i>			
Visual	Vocal	Verbal	Retrieval	Exploratory	Presentational	Preparational (for writing)
Understanding how our face and body language affect communication	Understanding how the use of our voice affect communication	Understanding how our word choices can affect communication	Helping to recall and develop new knowledge and understanding.	Helping to test and compare our own ideas with those of other people.	Helping us to share our thinking and learning with other people.	Helping us to consider the effectiveness of our ideas before writing them.

Modes of communication are explicitly taught and practiced, following a planned, coherent progression, and assessed using the **Visual, Vocal and Verbal Assessment** document.

Domain 1: Mode of Communication

Domain purpose: **Mastering a strong voice**

	Visual	Vocal	Verbal
YR	Direction	Attempt	Description
Y1	YR plus Posture	YR plus Volume	YR plus Opinion
Y2	Y1 plus Facial Expressions	Y1 plus Clarity	Y1 plus Stories
Y3	Y2 plus Eye Contact	Y2 plus Pace	Y2 plus Facts and Stats
Y4	Y3 plus Hand gestures	Y3 plus Pause	Y3 plus Rule of Three
Y5	Y4 plus Body language	Y4 plus Emphasis	Y4 plus Bold Statements
Y6	Y5 plus Movement	Y5 plus Tone	Y5 plus Rhetoric

The detailed progression for these strategies is included in the **Oracy Layer 3** document. There are a number of additional strategies employed to support the Mode of Communication. These are outlined in the **Oracy Toolkit**.

Purpose of communication is explicitly taught and practiced. Some strategies are taught following a planned, coherent progression, whilst others are general strategies that applied when they are appropriate to do so within the context of the learning in a lesson, or the social situation occurring.

		Situational strategies (Oracy Toolkit)	Progressive strategies (Oracy Layer 3)
Form of communication	Retrieval Talk	<ul style="list-style-type: none"> • Big Ideas & Learning Questions • Prime, Question, Think, Respond • Dual Coding • No hands up • Random generators • My turn, Our turn, Your turn • Word waves and choral responses • Open and closed questioning • Scripted vocabulary instruction • Isabel Beck technique 	<ul style="list-style-type: none"> • Maths Stem sentences
	Exploratory Talk	<ul style="list-style-type: none"> • Agree-Build-Challenge (ABC) discussions • Talk partners • Talk groups • Open and closed questioning • Scripted vocabulary instruction 	<ul style="list-style-type: none"> • Oracy Sentence Stem cards
	Presentational Talk	<ul style="list-style-type: none"> • Degrees of formality 	<ul style="list-style-type: none"> • PEP, PEEP, PEEEP approach (KS2 only) • Sentence stems
	Preparational Talk for writing	<ul style="list-style-type: none"> • Oral rehearsal of sentences. • Oral communication of key ideas for extended writing. 	



- Note taking from other people's oral communication
- Drafting and editing writing

Examples of the situational strategies are included in the **Oracy Toolkit**. The progression for the progressive strategies are included in the **Oracy Layer 3** document.