



**Talk For Life In
Action
at Woodlands
Academy**

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Talk for Life

Woodlands Academy of Learning Speaking and Listening Policy Summary

'Oracy is Teaching and Learning. It is well-being. It is about the dialogic classroom and staffroom. What makes it work in schools is being intentional about it' (Satchwell, 11th July 2019)

Intent

Our vision

At Woodlands Academy of Learning, we will empower our children with the skills to adapt their language based on context and audience. Our children will be encouraged to feel proud of their local dialect and celebrate its origins. However, they will also have the vocabulary and understanding to draw on Standard English when appropriate.

Our Oracy curriculum is designed to be more ambitious than the National Curriculum for Speaking and Listening, drawing upon the recommendations of the latest research in teaching talk (including that by Voice 21) and preparing our children for the curriculum at Key Stages 3 and 4 and beyond. Oracy will be developed and celebrated as a skill in its own right but will also be drawn upon as a tool to support and improve the depth of learning across the curriculum.

Our vision is shared with our parent and carer community through an Oracy statement which is included on the curriculum overview for every year group which is shared with parents and carers at the beginning of each academic year. The policy and curriculum maps are also made available on the school website.

Implementation

Timetable

Talk in Every Lesson Across the Curriculum:

- The Woodlands Academy of Learning Oracy Curriculum Map gives a range of exploratory and presentational talk tasks to be assessed across every area of the curriculum. Each task has been specifically designed to meet the learning objectives and assessment criteria for Oracy and each individual subject simultaneously.

- In every subject, children will be given the opportunity to think for themselves for at least one minute (wait time) and then discuss with a talk partner before sharing their response with the class for any question that is posed.
- Children will be asked to feed ideas back to the class in a variety of ways in every lesson e.g. hands-up, whiteboard, thumbs-up. When sharing responses through a written form, a selection of pupils will be asked to also provide it verbally (“5, 4, 3, 2, 1, boards up.” Teacher scans the responses provided. “Can someone tell me...?”)
- Teachers will use partner or group talk as an opportunity to circulate the room and make a note of any misunderstandings revealed. They will then use the responses as anonymous examples later, asking the class to tell them why it is not accurate (“I noticed a few people saying... Can anyone explain why this cannot be true?”).
- Teachers will plan for some ‘open’ questions in every lesson.
- Teachers will plan for some ‘why’ questions in every lesson and ask the children to explain their ideas to the class.
- Teachers to provide sentence/talk stems for every question posed to support children in structuring their response. Sentence/talk stems will be adapted based on the subject (drawing upon subject-specific language and sentence structures).
- Teachers will introduce children to the vocabulary they will require for the objective at the beginning of every lesson.
- Teachers will always hold back on providing any of the correct answers to a question until a number of children have given their idea:
 - Student provides idea.
 - Teacher repeats their idea to them (“So you are saying/you think...”) and then praises them for contributing and asks if any other students have an idea.

Celebrating the Black Country Dialect:

- One French lesson every term will be dedicated to the study of how the English language (with a focus on origins of the Black Country dialect) has evolved as a direct result of the influence of French.

Explicit Teaching of Oracy:

- The Woodlands Academy of Learning Oracy Curriculum Maps for every year group include a knowledge organiser which provides a list of strategies that have been recommended by Voice 21 for developing each strand of the Oracy framework, as well as instructions on how to run the different exploratory and presentational talk tasks.

- On the first teaching day of the academic year, all teachers will introduce ground rules for talk, including discussion roles, talk protocol, giving proof of listening (with reference to the posters on display).
- In every 'Votes for Schools' and Jigsaw (PSHE) lesson, teachers will group the children for talk and allocate discussion roles. These take place on a weekly basis.
- Teachers will allocate at least one formal oral presentation challenge based on a unit of learning in a foundation subject every academic year. Children will be expected to work with a partner to prepare a presentation on the subject given. One child will be the chairperson and the other the main speaker. Teachers will introduce the topic and expectations for each role. The chairperson will have up to one and a half minutes to introduce the speaker and up to one and a half minutes to close. The speaker will have up to four minutes for the address. Children may be given one lesson in which to introduce the task and prepare and then be set the remainder of the task as home learning. One lesson will be allocated for the children to present their speeches and their peers and teacher to evaluate their performance.
- Children will participate in two performances to parents every year: one class assembly and one year group/phase performance.
- Children will have the opportunity to join the school council or become learning ambassadors. The representatives from each class are chosen through a democratic process (with the exception of the Head/Deputy Head Boy and Head/Deputy Head Girl in Year 5). Those selected have additional responsibilities such as attending school council meetings where they represent the voice of their class when discussing school-wide issues, sharing information from school council meetings with their peers, carrying out questionnaires across the school to gauge pupil voice, supporting the interview process when new staff are appointed and leading visitors for tours of the school.
- Children will attend one phase assembly each week during which they have the opportunity to discuss (in pairs, groups and with the whole phase) key questions and topical news, events and issues. There are also opportunities for the children to support in leading the assembly, when appropriate.
- Teachers will timetable twelve discrete Standard English lessons every academic year (two every half term) following this format:
 1. Why do we need to know how to use Standard English?
 2. In what contexts will we need to use Standard English? When can we use our local dialect?
 3. Introduce focus for the lesson.
 4. Work through PowerPoint provided – edits may be made at the teacher's discretion.
 5. Summarise what we have learnt.

Twelve Identified Focus Areas for Discrete Standard English Lessons (repeated every year to embed):

- Posh voice
- Have or of
- Verb forms: was/were, done/did, seen/saw, broke/broken
- Verb pairs – borrow vs. lend
- Verb pairs – learn vs. teach
- A or an
- Double negatives
- Word pairs which cause confusion: real and very, really and well, good and well, fewer and less, them and those.
- Relative pronouns
- I or me
- Pronoun problems
- Missing words

Vocabulary Acquisition:

- Teachers will provide talk frames and vocabulary banks for every topic. From Year 2 to Year 6 these will then be kept in the children's writing toolkit folders. Sentence/talk stems will be adapted based on the subject (drawing upon subject-specific language and sentence structures).
- During Storytime, adults will model collecting vocabulary, exploring the meaning of vocabulary, decoding, pronunciation and intonation. Storytime is timetabled at least three times per week across the academy.
- Children will be exposed to a wide range of quality texts from different genres (including poetry) based on our Woodlands text map.
- Children will be explicitly taught new vocabulary, identifying synonyms and antonyms and the meaning of words through RAID skills lessons.
- Children will be immersed in new vocabulary before completing a piece of writing. Every week they will complete either a short or extended piece of writing. In preparation for this, the students will be encouraged to consider vocabulary they could use to engage their reader from texts provided, as well as their wider reading. The class teacher will scribe ideas and further add to the bank where necessary.
- The Oracy curriculum map will give children the opportunity to participate in pre-planned talk tasks across all areas of the curriculum on a regular basis. Talk will be embedded across the curriculum, being included in the challenges set to meet learning objectives.

Sharing With Our Community:

- Parents will be invited to watch children participate in two performances every year: one class assembly and one year group/phase performance.
- A key question (linked to our Votes for Schools learning) is shared on the school newsletter every week to facilitate talk in the home.

Classroom Displays

- Discussion guidelines
- Discussion roles
- Giving proof of listening
- Groupings for talk
- Listening ladder
- Talk protocol
- TASC poster
- Oracy framework

Every individual subject's working wall will include subject-specific vocabulary.

Assessment

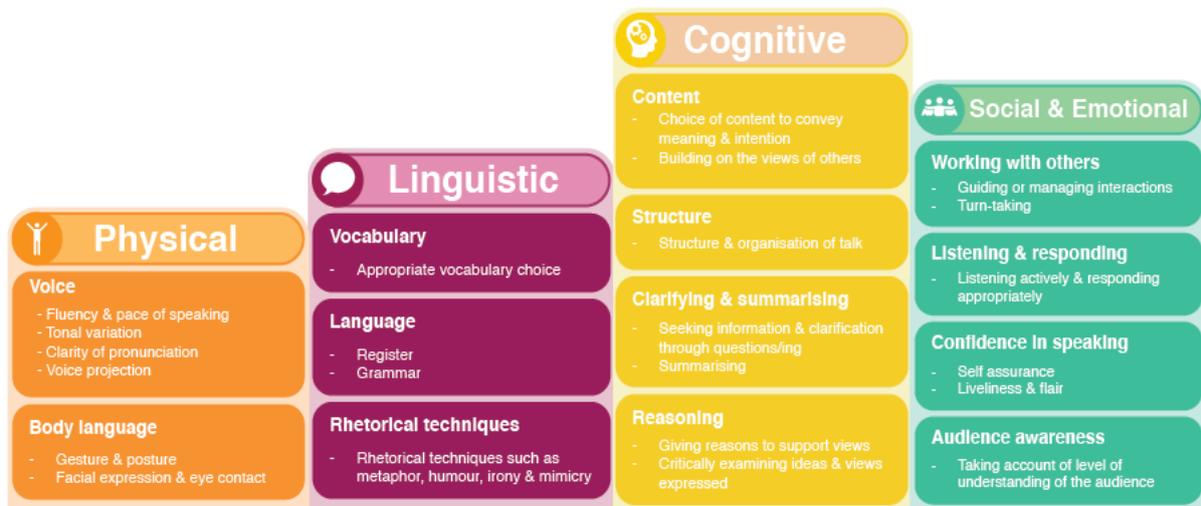
- Teachers will update one assessment grid for each child in their class every half term. Each objective will be dated to demonstrate coverage and then highlighted red, amber or green based on how secure the child is in the objective, e.g. 14/09 (not secure), 20/01 (beginning to understand/grasp), 01/07 (secure).
- By the end of the academic year, every child should be green for every objective in order to have achieved the expected standard.
- At the end of Summer 2, every teacher will make a judgement for every child in their class as to whether they are 'working towards the age-related expectation' or 'working at the age-related expectation'.
- **Electronic copies of all assessment sheets will be sent to the subject leader.**

Framework

We have developed our own framework for oracy based on the work of Alan Howe, Donna Cooper, Sally Satchwell and S.McMonagle.

What am I thinking?	Which words am I using?	Who am I speaking to?	How am I feeling?	How am I speaking?
Ideas	Words	People	Confidence	Body Language/Facial Expression
Organisation	Emphasis	Purpose	Control	Voice and Tone
Thinking, Collaborating, Questioning, Content, Structure, Clarifying and Summarising, Reasoning	Vocabulary Acquisition, Lexical Choice and Rhetorical techniques	Audience, Engagement, Pathos, Working with others, Listening and responding, Confidence in speaking.	Audience, Engagement, Pathos, Working with others, Listening and responding, Confidence in speaking.	Projection and Gesture
Organisation of thinking	Selection of words	Awareness of audience	Regulation of state	Presentation and selection
The deliberate application of thought to what you're saying	Knowing which words and phrases to use, and using them	Engaging with the people around you; knowing you have the right to speak	Engaging with the people around you; knowing you have the right to speak	Making yourself heard, using your voice and body as an instrument
<i>Is there a strong argument? Have you made clear points backed up with evidence? Have you presented complex arguments clearly? Do you have a clear beginning middle and end?</i>	<i>Does the speech have precise language? Do you use formal or informal language? Is there a range of appropriate vocabulary?</i>	<i>Are you making an impact on the audience? Is the speech given with energy and 100% commitment? Are you connecting with the audience? How have you taken risks (i.e. using humour, surprise) in your speech?</i>	<i>Are you making an impact on the audience? Is the speech given with energy and 100% commitment? Are you connecting with the audience? How have you taken risks (i.e. using humour, surprise) in your speech?</i>	<i>How are you using your face? How are you using your voice? How are you using movement and gesture? Is the pitch, tone and rhythm of voice varied? Do gestures and body language support what is being said? Are you in control of your voice and movement?</i>
Cognitive	Linguistic	Social	Emotional	Physical

This is supported by the framework created by Voice 21:



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