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1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity**.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

If 'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart. Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teaches and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' where we share a high-quality text as a class. **We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.**

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens, and our eight Earth Charter principles are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

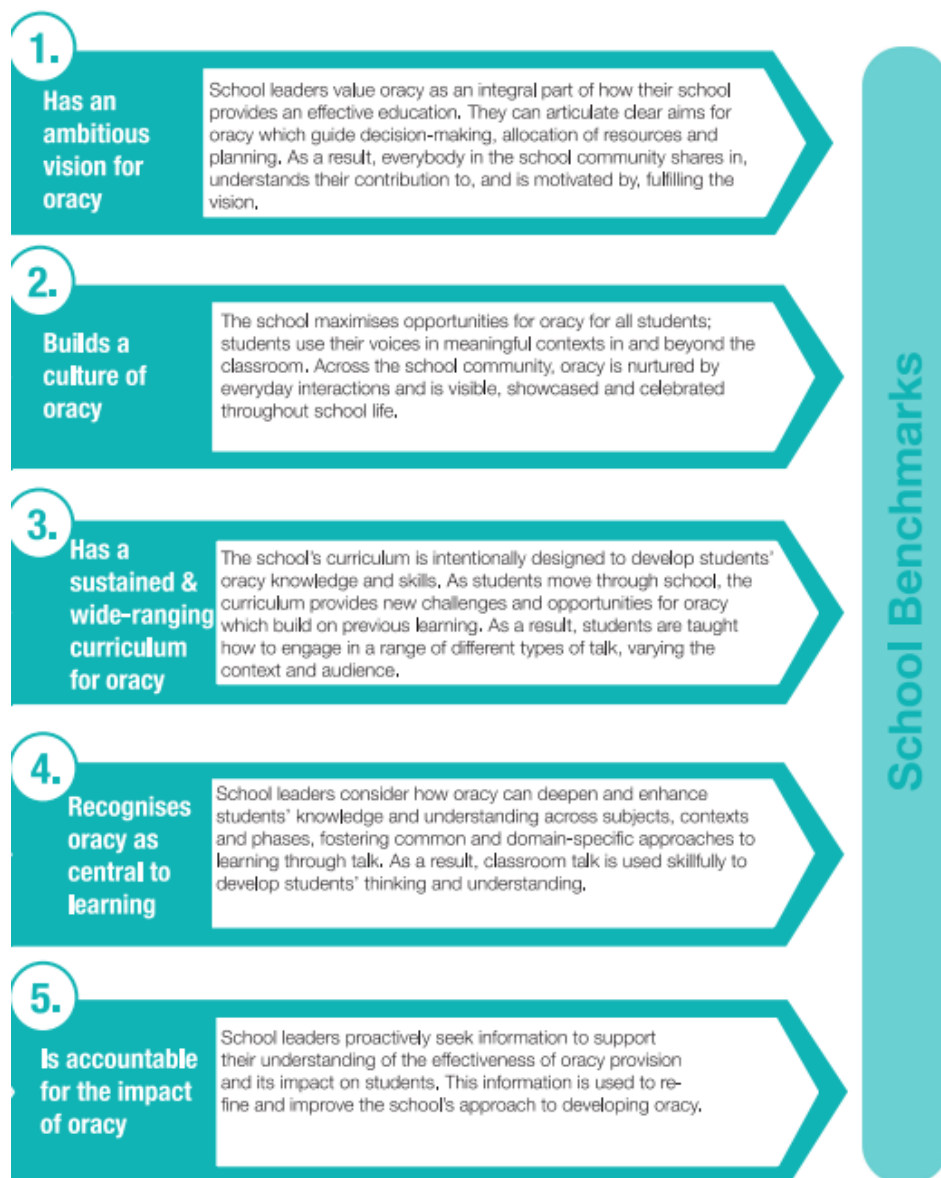
1.1 How Our Whole School Vision Links with Oracy

At Avonwood, we strive to ensure all pupils are equipped with the skills that they need to be able to use their voice for success in school and in their future life. Having high expectations and a consistent approach to how children learn both through and to talk ensures that children are given the best possible foundation for their communication and language skills.

Across the school, we incorporate the teaching of oracy skills within our curriculum. We follow the Voice 21 school benchmarks, oracy framework and use core talk tactics and techniques to ensure that **every voice is valued**. Through developing speaking and listening skills, all children and young people, regardless of their background, are provided with access to high quality oracy education enabling them to develop the communication skills and confidence necessary to thrive in the 21st Century.

Aims:

The overarching aim for oracy is to cultivate a comprehensive set of communication skills that significantly enhance student engagement in learning, leading to improved academic outcomes. By fostering wellbeing and confidence, oracy supports students through key transitions and boosts their future employability. It equips them with the necessary tools to actively participate and thrive in democratic and civic life, while also promoting social equity by ensuring that all students have the opportunity to develop their voice and be heard.



2.0 Subject Intent, Implementation & Impact

2.1 Subject Intent

At Avonwood Primary School, we believe spoken language to be fundamental to the achievement of our pupils. We see oracy (the ability to articulate ideas, develop understanding and engage with others through spoken language) as a powerful tool for learning and believe that by teaching students to become more effective speakers and listeners, we will be empowering them to not only understand themselves but also each other and the world around them.

To ensure that we are teaching oracy skills across the curriculum and providing our children with a range of oracy opportunities, including a variety of audiences, we have partnered with Voice 21 (a charity which aims to improve the teaching of oracy in schools) and United Learning. We are working to develop a high-quality oracy education for Avonwood which will enable students to learn through talk and to talk.

Vision

At Avonwood, we view oracy as a tool to deepen and enhance children's knowledge and understanding across subjects, using a consistent approach across the key stages. We aim to build a shared culture of oracy which maximises opportunities for our pupils to use their voices in meaningful contexts in and beyond the classroom. Our children are encouraged to explore ideas through talk; to challenge each other's opinions; and to develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.

We aim to ensure that teachers and leaders are equipped with the skills to develop oracy for teaching and learning, to plan for talk across the curriculum and to elevate speaking beyond the classroom. This will, in turn, enable children to improve their levels of oracy so that all pupils are able to communicate effectively in front of any type of audience, therefore developing confidence, spoken language and written outcomes across and beyond the curriculum.

Rationale

Across the country, many pupils start early school life without the oracy skills relevant for their age. Therefore, from the very outset of primary school, we strive to develop spoken language skills through the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school.

Oracy is essential for boosting students' academic confidence across subjects. Having an oracy-rich classroom where students are given the space to explore their ideas with their peers can make them feel more confident in their own ideas as well as their academic performance.

Since oracy helps pupils learn both to talk and through talk, it allows pupils to gain the knowledge and confidence that they need to be able to use a range of talk types in various contexts. It also helps pupils on a cognitive level; by discussing topics and ideas that they are learning about and by hearing and engaging with the ideas and opinions of their peers, children can deepen their understanding across all subjects and phases. Research has shown that *"spending more class time on meaningful dialogue that encourages pupils to reason, discuss, speculate, argue and explain, rather than simply give the expected answers, can boost primary pupils' Maths, Science and English results."* (Education Endowment Foundation, 2017).

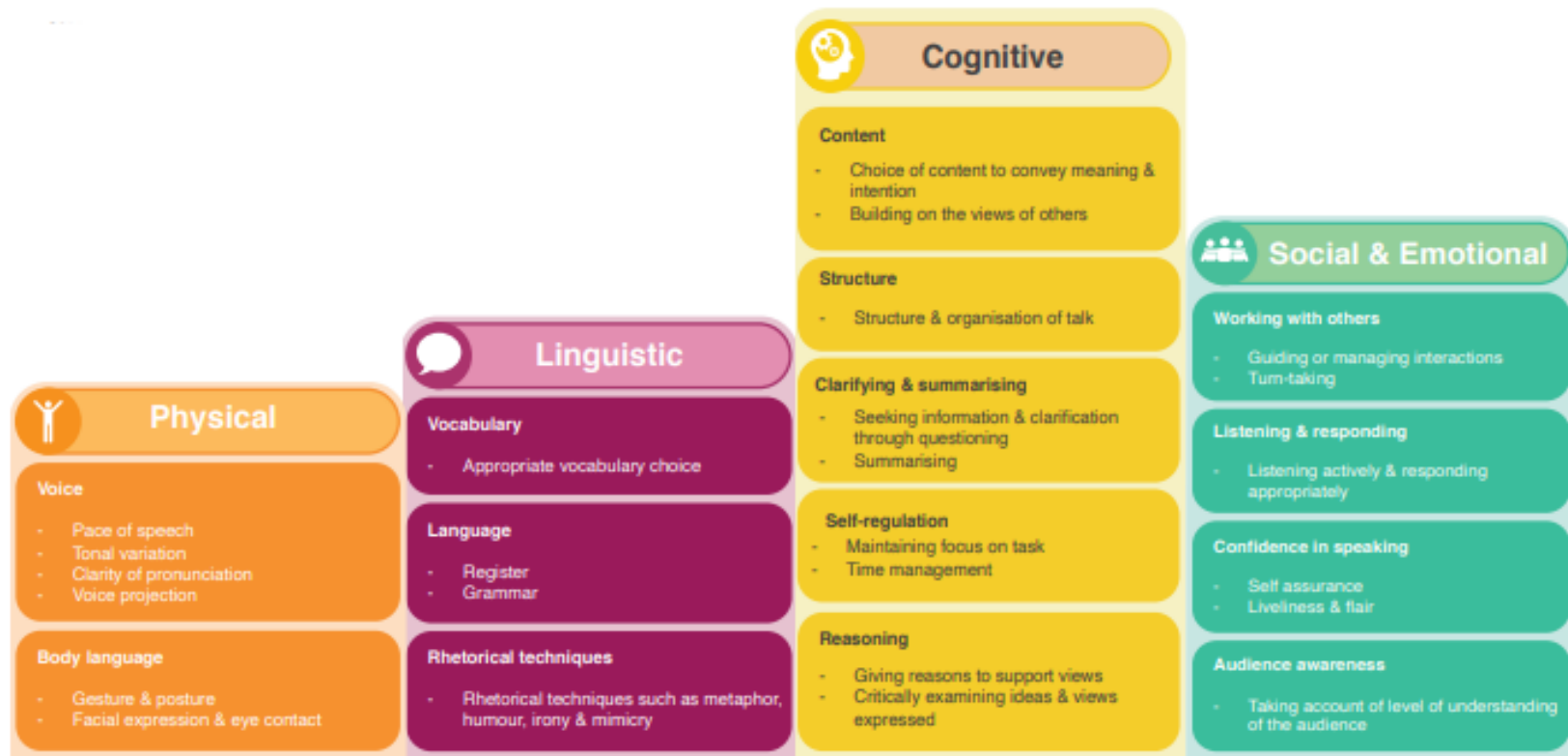
As a staff, we foster respectful and productive relationships amongst ourselves and with our pupils, their parents and carers, and with the wider community. We place a high priority on supporting the development of good speaking and listening skills amongst all our pupils.

2.2 Subject Implementation

The Oracy Framework – the purpose of talk

Oracy is central to all learning and by using the Oracy Framework (provided by Voice 21), we can address the four key strands which enable successful discussion, inspiring speech and effective communication.

Our curriculum is intentionally designed to develop and cascade oracy knowledge and skills. As our children move through Avonwood, our curriculum provides new challenges and opportunities to build upon previous oracy learning. We have therefore worked carefully to adapt the Voice 21 resources to ensure that they are used effectively for our school. By the end of an academic year, each year group will have spent time familiarising themselves with the four key strands in the order that we have chosen as a school: Physical; Social and Emotional; Linguistic; and Cognitive.



Use of different groupings to structure talk

When carefully planned and executed, discussion is a powerful tool for learning. During a discussion, students are actively involved in the development of their own knowledge and must constantly re-evaluate their position in relation to others. At Avonwood, we ensure that opportunities for talk are regular, purposeful, appropriately pitched and thoroughly planned to ensure that children are well prepared to meet expectations. Through using a variety of group protocols, we ensure that everyone in the group has the chance to have their say.

Groupings

Different groupings support different types of talk

Trios

Talk with two other people. Alternatively, talk to a partner while a third person listens in and summarises or critiques the discussion. Or two people talk and the third listens in to summarise and critique the discussion.



Traverse

Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.



Pair

Talk to a partner



Circle

Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.



Fishbowl

Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.



Onion

Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.



Nest

Stand apart from each other and whisper your ideas to yourself.



Use of talk tactics to scaffold talk

We establish and model ambitious and challenging norms for talk, ensuring that children understand the expectations for talk within our classrooms. Talk Tactics are used in lessons to encourage pupils to think strategically about their contributions to group talk. Providing pupils with roles to play in discussions helps to manage talk and encourages the development of certain speaking and listening skills. This is further supported by the use of sentence stems and key vocabulary in lessons. Our graduated approach to introducing the sentence stems means that children have the opportunity to consolidate from previous years.

Talking Roles



Instigator

The person who starts the discussion

Will say:

"I would like to start by saying..."
"I think the first thing we should consider is..."
"To begin with let's talk about..."



Builder

Develops, adds to or runs with an idea

Will say:

"I agree and I'd like to add..."
"Linking to your point..."
"Building on that idea..."



Challenger

Disagrees with or presents an alternative argument

Will say:

"That's true, but have you considered..."
"You mentioned X but what about..."
"I hear what you're saying, but..."



Clarifier

Makes things clearer and simplifies ideas by asking questions

Will say:

"What do you mean when you say..."
"Could you tell me more about..."
"Does that mean that..."



Prober

Digs deeper into the argument, asks for evidence or justification of ideas

Will say:

"What evidence do you have to support that?"
"How does that support your argument?"
"How did you come to that conclusion?"



Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points

Will say:

"Overall, the main points covered were..."
"In summary..."
"From today's discussion, it's clear that..."

Oracy across the curriculum

We aim to develop and encourage fluent speakers, who can confidently articulate their ideas in a wide range of situations. Pupils should have a range of planned oracy experiences across all subjects (this is not an exhaustive list):

- drama;
- talk partners;
- listening to stories;
- reading lessons;
- preparation for writing;
- visiting speakers;
- giving and receiving instructions;
- paired/collaborative work;
- problem solving in maths;
- presentation of learning;
- peer collaboration across year groups.

It should also be recognised that there are opportunities for children to develop their oracy skills outside of the curriculum which include (but are not limited to) the following:

- assemblies, including class assemblies;
- student leadership roles;
- school council, eco-council and other pupil voice activities;
- end of unit showcase events to parents/carers;
- extra-curricular and year group productions (Christmas and Year 6 end of year productions);
- school trips;
- music events.

2.3 Subject Impact

We value oracy as an integral part of children's education. At Avonwood, we also believe the benefits of oracy skills go far beyond academic achievement and employability; they boost a range of social, emotional, and interpersonal skills, including self-confidence, self-awareness, resilience, and empathy.

A successful oracy curriculum at Avonwood will:

- Increase enjoyment of learning – learning is rich and enjoyable when students bring their own voices and experiences to school life.
- Improve academic outcomes – developing learners who think critically, reason together and have a wide vocabulary to express their knowledge and understanding.
- Foster wellbeing and confidence – empowering children to build successful relationships and understand that their voice has a value.
- Support transitions and enhance employability – oracy helps students flourish in further education and employment.

By the time that our children leave Avonwood Primary School, we want them to be able to possess the oracy skills to support them in their next stage of education. Oracy at Avonwood will enable our children to develop and embed a variety of speaking and listening skills:

- speaking with confidence, clarity and fluency;
- recognising the value of listening;
- being confident in the value of their own opinions and being able to express them to others;
- adapting their use of language for a range of different purposes and audiences, including using Standard English;
- sustaining a logical argument and responding to others appropriately;
- concentrating, interpreting, and responding appropriately to a wide range of listening experiences;
- being open-minded, valuing the contribution of others and taking account of their views;
- appreciating the diversity of languages, dialects and accents in the school;
- sharing their learning in an engaging, informative way through formal presentations.

3.0 Sequencing of the Avonwood Oracy Curriculum

3.1 Whole School Overview: The Four Strands of Oracy

This framework of skills will be taught, practised and assessed in all areas of the curriculum, using age-appropriate objectives.

The Oracy Framework isolates the key components of spoken communication, breaking them into four different areas: linguistic, physical, cognitive and social & emotional.



3.2 Whole School Overview - Talk Tactics Progression

A Talk Tactic Progression Map has been created to ensure there is a progression of skills that are being consolidated and built upon throughout the school.

Year group	Talk Tactics	Sentence stems
EYFS	 Instigate  Build  Challenge	"I think..." "Yes, and..." "I disagree because..."
Year 1	 Instigate  Build  Challenge  Summarise	"I think..." "Yes, and..." "I disagree because..." "I agree because..." "The main things we spoke about today were..."
Year 2	 Instigate  Build  Challenge  Summarise  Probe  Clarify	"I think..." "Yes, and..." "Building on X's idea..." "I disagree because..." "I agree because..." "The main things we spoke about today were..." "Why do you think..." "So are you saying..."
Year 3	 Instigate  Build  Challenge  Summarise  Probe  Clarify	"I would like to start by saying..." "Building on X's idea..." "I agree and would like to add..." "I disagree because..." "To challenge you X, I think..." "The main things we spoke about today were..." "Why do you think..." "So are you saying..." "Does that mean..."
Year 4	 Instigate  Build  Challenge  Summarise  Probe  Clarify	"I would like to start by saying..." "Building on X's idea..." "I agree and would like to add..." "I disagree because..." "To challenge you X, I think..." "Our discussion focused on..." "So far we have talked about..." "Why do you think..." "Can you provide an example..." "So are you saying..." "Does that mean..."
Year 5	 Instigate  Build  Challenge  Summarise  Probe  Clarify	"I would like to start by saying..." "We haven't yet talked about..." "Building on X's idea..." "I agree and would like to add..." "I disagree because..." "To challenge you X, I think..." "Our discussion focused on..." "So far we have talked about..." "Why do you think..." "Can you provide an example..." "So are you saying..." "Does that mean..."
Year 6	 Instigate  Build  Challenge  Summarise  Probe  Clarify	"I would like to start by saying..." "We haven't yet talked about..." "Building on X's idea..." "I agree and would like to add..." "X's idea made me think..." "I disagree because..." "To challenge you X, I think..." "I understand your point of view but have you thought about..." "Our discussion focused on..." "So far we have talked about..." "The main points raised today..." "Why do you think..." "Can you provide an example..." "What evidence do you have to support X idea?" "So are you saying..." "Does that mean..." "Can you clarify what you mean?"

4.0 Oracy Resources

4.1 Discussion Guidelines

All classrooms follow the discussion guidelines to ensure that speaking and listening skills are at the heart of our practice.



4.2 Talk Tactics

Children are encouraged to use 'Talk Tactics' to support them in developing their oracy skills across the curriculum.

EYFS Talk Tactics for teach modelling:

Teacher Talk Tactics for early language development



Instigate Present an idea or open up a new line of inquiry  “ I think ____ Let's begin with ____ I have a great idea, I'll go first ____ Invite: X would you like to go first?	Build Develop, add to or elaborate on an idea  “ X's idea made me think ____ I'd like to know more about ____ Yes, and ____ Invite: Can anyone add to that?	Clarify Ask questions to make things clearer and check your understanding  “ Do you mean that ____? I think you are saying ____ So, what you're saying is ____ Invite: Do you have any questions about X?	Challenge Disagree or present an alternative argument  “ I don't think ____ You said ____ but what about ____? I disagree with ____ Invite: Does anyone disagree with X?
Stretch Add more detail; use more complex language or introduce new ideas  “ Yes, it's ____, you could even say it's ____ That's right, it's ____ because ____ Yes, it's a ____ Invite: Can you tell me more about ____?	Speculate Encourage creative or abstract thinking and consideration of alternative viewpoints  “ I wonder what would happen if ____? Perhaps ____ Do you think ____? Invite: What do you wonder about X?	Suggest Support thinking and problem solving by guiding next steps  “ What if we tried ____ next? Have you thought about ____ Let's give ____ a try Invite: What do you think we should try?	Encourage Offer praise to encourage and motivate  “ You did such a good job of ____, now let's think about ____ You really made me ____ Your use of ____ was ____ Invite: What do you like about what X did/said?

KS1 and KS2 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	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	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
Summarise Identify and recap the main ideas  “ So far we have talked about ____ The main points raised today were ____ Our discussion focused on ____ Summarise	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	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

4.3 An Example of Oracy Specific Praise in the Classroom

When offering our pupils verbal feedback and praise in the classroom, we consider each strand of the Oracy Framework and its objectives to ensure that oracy skills are fully embedded into our classrooms. An example of how we may praise children for their use of one of the four strands can be seen below.



Physical

Amazing, you were speaking at just the right volume for a trio discussion!

Your body language showed me that you were very open to other people's ideas.

It was wonderful how you paused just for a moment to let what you were saying sink in.

I could hear how you adjusted your pace depending on what point you wanted to get across.



Linguistic

I loved the image you created of...

All of the words you choose reinforced a sense of...

Great use of specialist vocabulary, you sounded like an expert!

The way you spoke made you sound like an authority on...



Cognitive

You offered great reasons for your ideas.

The example you gave was particularly powerful because...

I liked how you used probing questions to find out more.

It really helped me to understand your thinking when you used firstly, then, finally.



Social & Emotional

Well done for inviting someone into the discussion.

Thank you for asking me what I think too and taking turns.

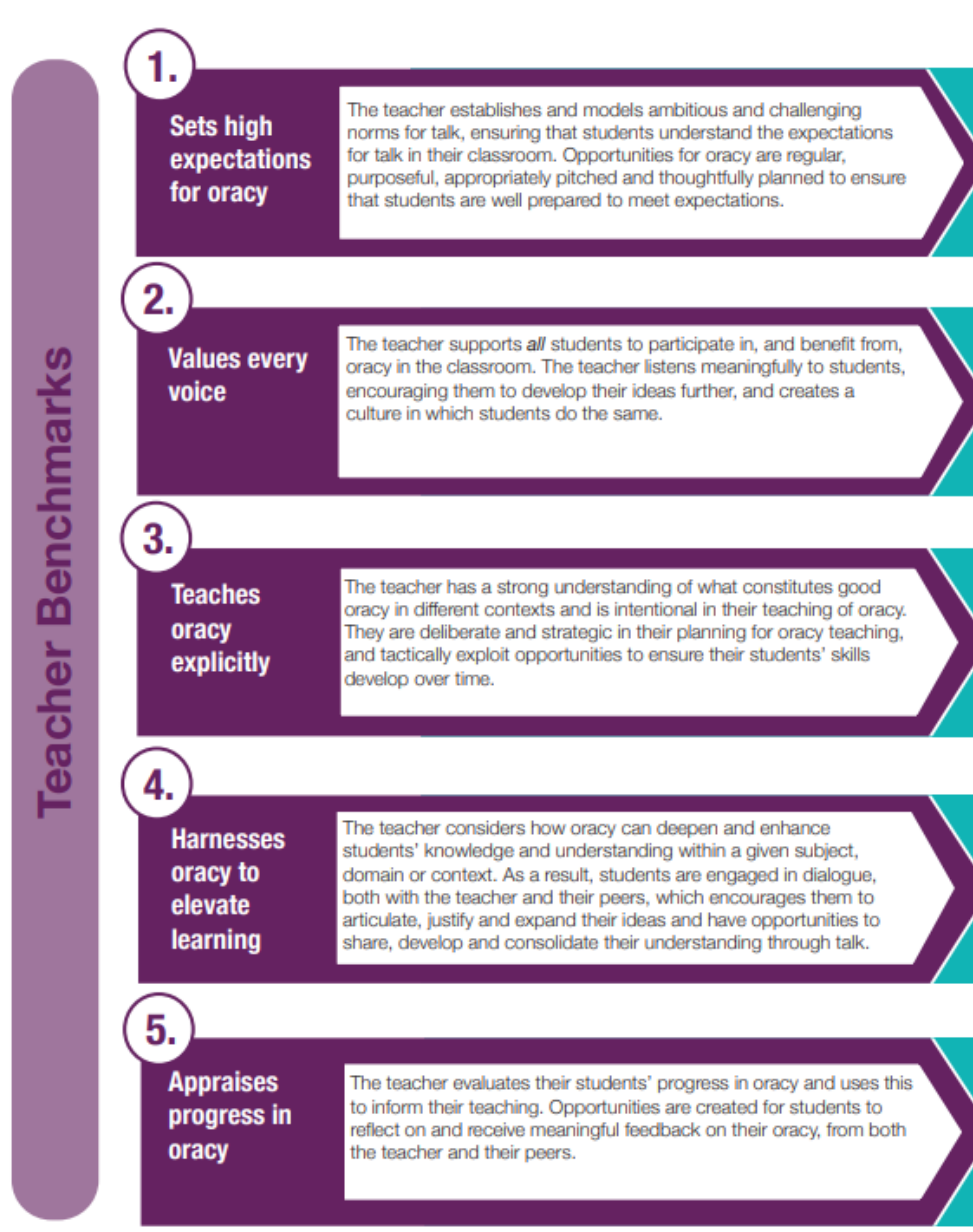
Great work looking at the person when you were speaking and listening.

You spoke really passionately and confidently. Well done!

5.0 Roles and Responsibilities

5.1 Class Teacher

It is the teachers' role to be aware of and follow the guidance contained within this policy. They should seek advice from the subject leader if they are unsure of knowledge content or how best to tackle a unit of work. All teachers should implement the teacher benchmarks for oracy within their practice.



5.2 Subject Leader

The role of the subject leader is inclusive of a range of actions:

- Plan a progressive Long-Term Plan using the National Curriculum as a base and using the School Curriculum Intents to tailor their subject provision to suit our pupils, which is chunked into units for each year group.
- Produce Medium Term Plans to frame the teaching and learning for each unit.
- Promote their subject through signposting staff to up-to-date resources and subject specific evidence-based research.
- Support staff through planned CPD events and ad-hoc requests for assistance with knowledge or planning.
- Oversee the delivery of the subject through a variety of methods:
 - learning walks
 - book looks
 - pupil voice
 - subject audits
- Meet with their SLT link to update them with current developments in research and thinking.
- Create an annual action plan.
- Ensure there are sufficient resources for the subject to be taught effectively and efficiently.
- Ensure this policy is up to date.

5.3 Senior Leadership Team

Each subject will have an SLT link who has their own actions to follow:

- Support the subject leader to:
 - Be an advocate for the subject.
 - Oversee the delivery of their subject through assisting with learning walks, book looks and pupil voice.
 - Enable their subject leader to have sufficient CPD opportunities to develop staff knowledge.
 - Implement their action plan.
 - Work together so that school priorities can be identified and prevent all subjects from being promoted and developed at the same time.