

## The Duston School Primary Phase

### Intent

Developing communication and language skills is a priority at The Duston School. Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication. By teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.

The overarching aim for oracy at The Duston School is to improve academic outcomes, support children through key transitions and boost their future employability. Oracy also empowers all children to find their voice and succeed in school life and beyond.

Talk is championed as both a learning tool but also as a way in which children learn to navigate formal and informal interactions.

The school aims to:

- Cultivate a comprehensive set of communication skills that significantly enhance children's engagement in learning
- Foster wellbeing and confidence
- Equip children with the necessary tools to actively participate and thrive in democratic and civic life
- Promote social equity by ensuring that all children have the opportunity to develop their voice and be heard

### Implementation

#### Class Reader

Aston University research (Reading and Vocabulary) found that 'word reading proficiency directly boosts vocabulary knowledge' and so we read to our children each day so that they can hear ambitious vocabulary in context. The Duston School Reading Spine has been carefully created with a mix of classics and the best of modern literature. Books have been chosen to enhance the children's curriculum learning while others ensure that all children see themselves in the texts and promote inclusivity. All books in the Reading Spine, are high-quality texts which are enjoyable to listen to and promote a love of reading.

#### Reading Lessons

Daily reading lessons take place where quality children's texts are used to teach fluency and comprehension skills. These texts are also carefully chosen to include challenging vocabulary. New vocabulary is explicitly taught with child friendly definitions shared and repeated by the children.

The teaching of poetry is planned, and all classes recite a poem in an assembly. Year 6 perform their poem Flanders Field to the whole school community as part of our Remembrance Service.

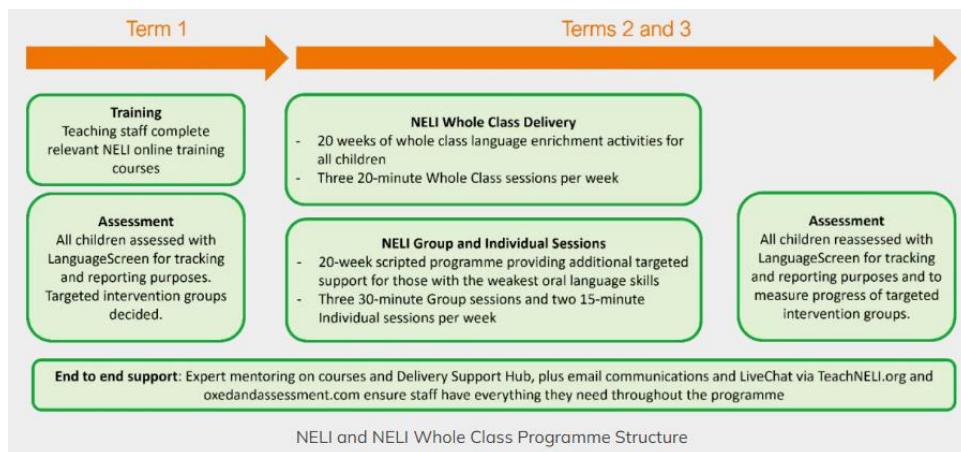
## **NELI (Nuffield Early Language Intervention) Whole Class**

The explicit teaching of vocabulary begins in EYFS where lessons are taught using the Nuffield Early Language Intervention Whole Class Programme. The lessons develop children's vocabulary, listening and storytelling skills with primarily tier 2 words as its focus.

NELI Whole Class sessions include an introduction (3 minutes), a section on narrative or vocabulary (15 minutes) and a plenary (2 minutes). Three 20-minute Whole Class sessions take place each week.

NELI Whole Class closely follows the content of NELI, using the same six topic areas. It provides a bank of activities designed to be delivered by the teacher, with the freedom and flexibility to choose the most appropriate activities in each session.

In the first term, we assess the children's language skills using a language screener and identify those who would benefit from targeted intervention. We then deliver the whole class NELI sessions and the targeted intervention sessions for identified children.



A comprehensive suite of CPD is also included to ensure teachers' expertise in delivering NELI.

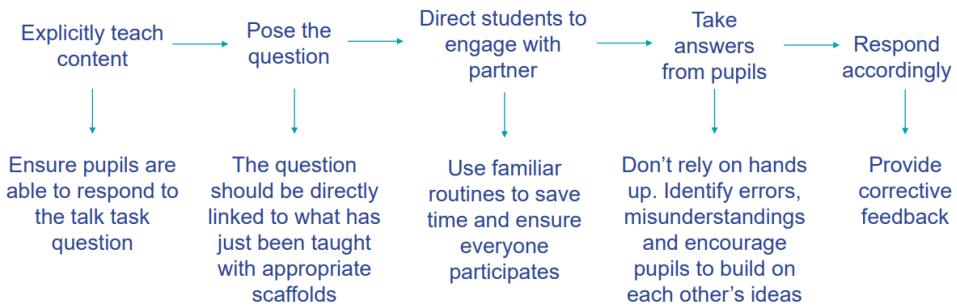
## **Explicit Teaching of Subject Specific Vocabulary**

The explicit teaching of vocabulary is taught across the curriculum as this is an element in our teaching sequence and is planned in all lessons. New vocabulary is taught with a child friendly definition given which the children repeat and then use the new words in a range of contexts both verbally and in writing. New vocabulary is displayed on working walls for children and the teacher to refer to. New and key vocabulary is contextualised throughout the lesson and children are given multiple opportunities to apply new words.

## **Talk Tasks**

A key element of our lesson sequence is Talk Tasks. These take place in all lessons and are planned so that children vocalise their learning and practice new vocabulary in the correct context. Talk Tasks are planned to be purposeful, cognitively rich, inclusive and low stakes. Talk partners and seating arrangements are thoughtfully chosen to support all learners to challenge themselves. The learning behaviours expected in this section of the lesson include: eye contact (if possible), waiting for their partner to finish, asking questions, giving examples and being prepared to share.

## The Talk Task Process



## Continuous Provision (EYFS) and Learning Around the Room (Year 1)

Play is hugely important at The Duston School. We continue to improve our playtime provision to ensure that our children are always busy and that they have plenty of opportunities to talk to each other. A stage is included in our playground equipment, which the children love to use to perform plays and concerts.

In EYFS, continuous provision always includes role play, a mud kitchen, potions corner, the sand pit and other problem-solving activities which promote talk. Our EYFS staff are experts in encouraging positive talk and extending language through play. Staff are equipped with sentence starters and planning of current vocabulary is shared so that staff can encourage children to use new language in different contexts.

Children in Year 1 are encouraged to play when learning around the room. Many of these activities are planned to support curriculum learning while others, such as small world, are planned to promote speaking, listening and imagination. The new outside area includes problem-solving activities and play alongside activities to encourage talk.

## Oracy Skills

Specific talk strategies are taught in PSHE lessons to help children facilitate purposeful talk. Moving from surface level talk to quality discussions is imperative for learning across all areas of the curriculum. For example, challenging the ideas of others, reasoning our opinions and being brave enough to disagree or change our minds. The below 6 strategies are used to plan talk opportunities.



## Say a Poem

Poetry is taught in EYFS to Year 4 using Say a Poem from Read, Write, Inc. Short, memorable poems are learnt which mirror children's lives today.

The poems are:

- playful to say
- rich in language
- short to learn.

The teacher and children enjoy saying and learning the poems together – feeling the joy in words, rhythm and rhyme. The poems are paired with films which support learning.

## SHAPE

SHAPE (Full sentences, Hands away from mouth, Articulate your words, Project your voice, Make eye contact) posters are displayed in all teaching spaces and children are encouraged to speak in full sentences, clearly and at an appropriate volume to their peers and adults in all lessons.

## STEPS

STEPS (Show Me Your Best, Thank you, Excuse me, Please, Smile) posters are displayed throughout the school. We refer to these when we are encouraging good manners in all aspects of school life. Values Assemblies are also used to teach the importance of good manners and the impact that they have on others. Staff always model good manners and have high expectations of the children using them eg. If we hold a door open, we expect a child to say thank you.

## Performances

All children have the opportunity to perform to an audience and there is the expectation that all performers should speak clearly and audibly. Opportunities include Year 6 House Captain Manifestos, presentations in lessons, poetry recitals in assemblies, Year 6 reciting poetry as part of the Remembrance Service, Reading Ambassadors sharing poetry with residents of a local nursing home and the Poetry Together project.

## Assembly Recital Timetable

Year 1	Mother's Day Poem	March
Year 2	The Moon Speaks	May
Year 3	'Twas the Night Before Christmas	December
Year 4	Friends, Romans, Countrymen...'	June
Year 5	Daffodils	April
Year 6	In Flanders Fields	November

A performance calendar, when families are invited into school, is planned and includes:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring Concert	Nativity	Hansel & Gretel	Christmas Carol Concert	Follow the Yellow Brick Road	Come to the Globe	Leavers Assembly

## Interventions

EYFS staff are trained in the NELI intervention and support small groups, identified through the language screener, through the NELI intervention programme in their acquisition of early language. Colourful Semantics is used throughout the school for Speech and Language interventions.

## Progression

Oracy skills support all areas of learning. To be secure with the understanding of subject content, it is important that pupils can talk about what they are learning and use talk as a tool to develop their understanding.

Year group	Strands of Oracy			
	Physical	Linguistic	Cognitive	Social and Emotional
EYFS (Early Learning Goal)	To be able to produce voice to articulate thought	To extend vocabulary and ideas, especially by grouping and naming and linking sentences together	To develop narratives and explanations by connecting ideas or events	To express themselves effectively, showing awareness of listeners' needs
	To be able to produce developmentally appropriate sounds (e.g. th, j)	To use tense accurately	To answer 'how' and 'why' questions using 'because'	To take account of one another's ideas about how to organise their activity
Year 1	To speak audibly so they can be heard and understood	To use a range of sentence types	To recognise when they haven't understood something and ask a question to help with this	To take turns to talk, listen and respond appropriately in two-way conversations
	To use gestures and nonverbal skills to support meaning	To use sentences containing an increasing complex vocabulary of adjectives, prepositions, verbs and conjunctions	To increasingly use the language of opinion and argument	To listen to others and be willing to change their mind
Year 2	To use speech that is consistently clear and easy to understand	To use vocabulary appropriate to the topic at hand	To ask questions to find out more about a subject	To take turns to talk, listen and respond appropriately in groups
	To use the appropriate tone of voice	To use sentence stems to signal when they are building on or challenging others' ideas	To offer reasons for their opinions	To adapt ideas, suggestions and opinions based on what they have heard
Year 3	To consider position and posture when addressing others	To make precise language choices and use specialist vocabulary to convey meaning	To present somebody else's point of view	To speak with confidence when addressing a group/specific audience
	To deliberately vary tone of voice in order to convey meaning	To show understanding by rephrasing the language of others	To summarise key points from discussion	To invite those who have not spoken in to a discussion
Year 4	To develop fluency in presentation or when offering a response	To use complex grammar and sentences effectively to communicate in different ways to clarify, summarise, explain choices and plan	To reflect on their own oracy skills	To maintain discussion by making relevant comments of by asking questions
	To use pauses for effect in presentational talk		To infer meanings, reasons and make predictions using supporting evidence	To consider the impact of their words on others when giving feedback
Year 5	To project their voice to a large audience	To use language demonstrating a deeper empathy and understanding with fluency and accuracy	To draw on knowledge of the world to support their own point of view and explore different perspectives	To listen for extended periods and then summarise and recount ideas
	To interpret more subtle, non-verbal communication and adjusts language accordingly	To show increased competence at expressing opinions	To argue their position with well-structured logical reasoning	To demonstrate increased awareness of the listener's needs
Year 6	To speak fluently in front of an audience	To vary sentence structures and length for effect when speaking	To construct a detailed argument or complex narrative, also seeing things from a different perspective	To use humour appropriately and effectively
	To have confidence and an evolving idea of stage presence	To be comfortable using idiom and expressions accurately and appropriately	To spontaneously respond to increasingly complex questions, citing evidence where appropriate	To be able to read to a group and respond accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions
	To consciously adapt tone, pace and volume of voice			

## **Impact**

Children can talk with confidence in a range of contexts. They talk knowledgeably about their learning, using the correct subject vocabulary and challenging vocabulary that they hear in the books read to them, in the correct context. The Oracy skills taught are used without prompting and they enjoy and take pride in being part of group performances. Children's Oracy skills are in line with the progression document.