



## Blackpool Gateway Academy

# Oracy Guidance

Written by

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2024



**Blackpool Gateway Academy is part of Fylde Coast Academy Trust**  
*"Learning today for a brighter tomorrow"*



## BGA Oracy Guidance 24/25

### Intent

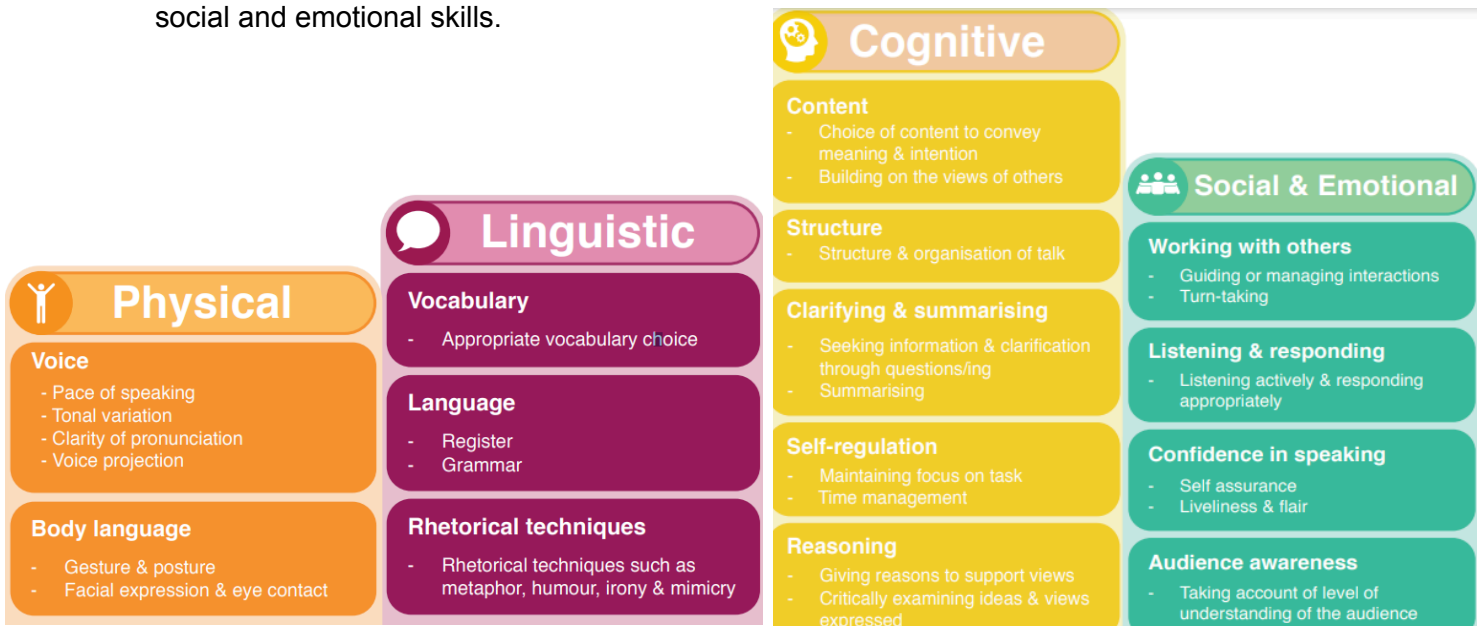
At Blackpool Gateway Academy, we use Oracy strategies. Oracy refers to the skills involved in spoken language to communicate effectively. At Gateway, we expect to see staff using talk effectively for teaching and learning and children developing their spoken language skills.

Many of our pupils at Gateway Academy start early school life without the oracy skills relevant for their age. Our aim is to develop spoken language skills through our curriculum, breaktimes and extra-curricular activities.

Our oracy curriculum will enable children to:

- Give children the confidence to develop the English language,
- Be given opportunities to speak in a range of subjects,
- Develop their listening skills and recognise the importance of listening to others,
- Gain confidence to give their opinion and express themselves,
- Adapt their speaking for different purposes,
- Give opportunities for children to speak to a range of audiences and build their confidence,
- Respond to different opinions appropriately,
- Speak with confidence.

The Oracy framework has four strands to help understand the physical, linguistic, cognitive, and social and emotional skills.



These strands will support speech and effective communication successfully. Our aim is to enable the children to improve their levels of oracy so that all pupils are able to communicate effectively and confidently in front of any type of audience. These skills are being encouraged in every area of our curriculum as good communication skills can enhance every type of learning.



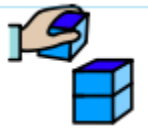


**Implementation**




In each Key Stage, there will be talk tactics, strategies and activities used in a range of subjects.

Our aim for our talk tactics strategies would follow our Voice 21 guideline adapted to suit Gateway Academy. Our teachers would continue with their Elklan training and use appropriate blank level questioning depending on each child.

The talk tactics strategies would scaffold classroom discussions and employ to foster high-quality talk in learning.

**Talk tactics**

 <p style="text-align: center;"><b><u>Build</u></b></p>	 <p style="text-align: center;"><b><u>Challenge</u></b></p>	 <p style="text-align: center;"><b><u>Probe</u></b></p>
<p style="text-align: center;"><b>Develop/ add to an idea</b></p>	<p style="text-align: center;"><b>Provide a reason to disagree</b></p>	<p style="text-align: center;"><b>Digs deeper into the conversation. Ask for evidence</b></p>
<p>I would also like to say ...</p> <p>Following on from what X said, I agree ...</p>	<p>I disagree because...</p> <p>What about...</p> <p>I understand your point of view, but...</p>	<p>Can you give me an example...?</p> <p>What makes you say this...?</p>

 <p style="text-align: center;"><b><u>Investigate</u></b></p>	 <p style="text-align: center;"><b><u>Clarify</u></b></p>	 <p style="text-align: center;"><b><u>Summarise</u></b></p>
<p style="text-align: center;"><b>Opens up a new discussion</b></p>	<p style="text-align: center;"><b>Simplify and ask questions to make things clearer</b></p>	<p style="text-align: center;"><b>Brings the conversation to a close by identifying the main ideas</b></p>
<p>To begin, I would like to say...</p> <p>Just a thought, what about...</p>	<p>Can you explain what you are saying in a different way...?</p> <p>Do you mean this...?</p>	<p>The main points discussed...</p> <p>Overall...</p> <p>What we have realised...</p>



## **Key stages and Sentence stems**

Suitable sentence stems will be used to encourage conversation and discussion roles to use in the classroom, which will be progressive from EYFS to Year 6.

### **EYFS**

In EYFS, our four strands will be introduced and we would like our children to have the confidence to speak out loud and join in with conversations. They will be developing their skills to say what they want, listen to each other, wait their turn, join in and begin to ask questions.

#### **Sentence stems for EYFS**

- |                    |                  |                       |
|--------------------|------------------|-----------------------|
| -I will play....   | -I will make.... | -I will work with.... |
| -Because...        | -and...          | -I like...            |
| -Where did you...? | -How did you...? | -Can you help...?     |

### **Key Stage 1**

In Key Stage 1, the children will continue to develop their confidence and build on the EYFS skills. There will be opportunities for children to talk in front of different audiences such as parents, governors, and other year groups. The children will also be challenged to their thoughts and reasoning.

#### **Sentence stems for KS1**

- |  |  |
|--|--|
| -I agree/ I disagree with...             | -I think this will happen...               |
| -They are similar/ they are different... | -I found it easy/I found it hard due to... |
| -My favourite part/ I did not like...    | -If I did it again, I would change...      |
| -However...                              | -Because...                                |

### **Key Stage 2**

In Key Stage 2, they will be introduced to more vocabulary and will discuss how to adapt their talk with different audiences to support their future. The opportunities will continue to be there with more emphasis and their own opinions. Opportunities will be given to say their point of view and agree or disagree with their peers.

#### **Sentence stems for KS2**

- |  |   |
|--|---|
| -I understand your view, but what about... | -Based on evidence I have...                |
| -Another opinion could be...               | -After listening to a range of scenarios... |
| -To summarise/ conclude...                 | -Next time, maybe try...                    |
| -On the other hand...                      | -Therefore...                               |



-Firstly...

-Alternative...

**Activities to support talk tactics**

At Gateway, we have a range of activities that teachers can use with their class suitable to the age range. Activities to support talk tactics are:

EYFS/Year 1	Year 2/3/4	Year 4/5/6
<ul style="list-style-type: none"> <li>-Welcome toolkit.</li> <li>-Odd one out and why.</li> <li>-Harkness methods.</li> </ul>	<ul style="list-style-type: none"> <li>-Thumbs up.</li> <li>-True or false.</li> <li>-Lolly pop sticks pull out.</li> <li>-Random dojo.</li> </ul>	<ul style="list-style-type: none"> <li>-Red, amber, green cards - flip if needed.</li> <li>-Hot seat.</li> <li>-Random dojo.</li> </ul>

**Nurture/Inclusion (SEN/ Gifted and Talented)**

At Gateway, we will ensure that all children are given the chance and are actively encouraged to take part in discussions and opportunities are given to our children to provide this. Activities will be level appropriate for their needs and targets will be valid from our SENCO. We welcome the expertise targets from Communicate which we bring into our school.

As a school we have a large number of pupils who have English as an additional language. Widgets are a main use of visual prompts and signs that Gateway uses to develop their English vocabulary. Our experienced TAs work with individuals or groups of children specifically in the areas of speaking, listening and collaboration using Learning Village.

**Impact/ Monitoring**

Through this approach, we hope to enhance the children’s speaking and listening abilities. We hope the children will become more confident in sharing their thoughts, valuing their peers’ opinions, how to cope with talking in different circumstances and prepare them for a successful future.

The impact of this guidance will be evidenced through the monitoring of the Oracy Champions. Oracy skills will be assessed using our talk tactics for each year group. The Oracy Champions will be responsible for monitoring the impact of this policy across the school, through walk-through on a variety of lesson observations. It is every class teacher’s responsibility to ensure that Oracy talk tactics are being used.