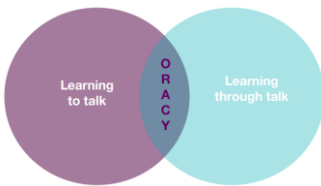


Oracy at Bradley Green

At Bradley Green, we believe that we have the power to change a child's life and create a fairer society. Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language and listening. Oracy has many components: reasoning and evidence; organisation and presentation; listening and response; expression and delivery. Oracy skills set children up for success in school and life. Improving oracy skills can: increase engagement in learning, improve academic outcomes, foster confidence and wellbeing, support transitions and enhance employability, equip children to thrive in a democratic and civic life and promote social equity.

At Bradley Green we know that both learning to talk and learning through talk are equally important. We have built both elements of oracy into all areas of our curriculum and wider school life, and it has become part of everything that we do. You will hear children solving problems collaboratively, dissecting problems, talking through conflicts and leading assemblies.

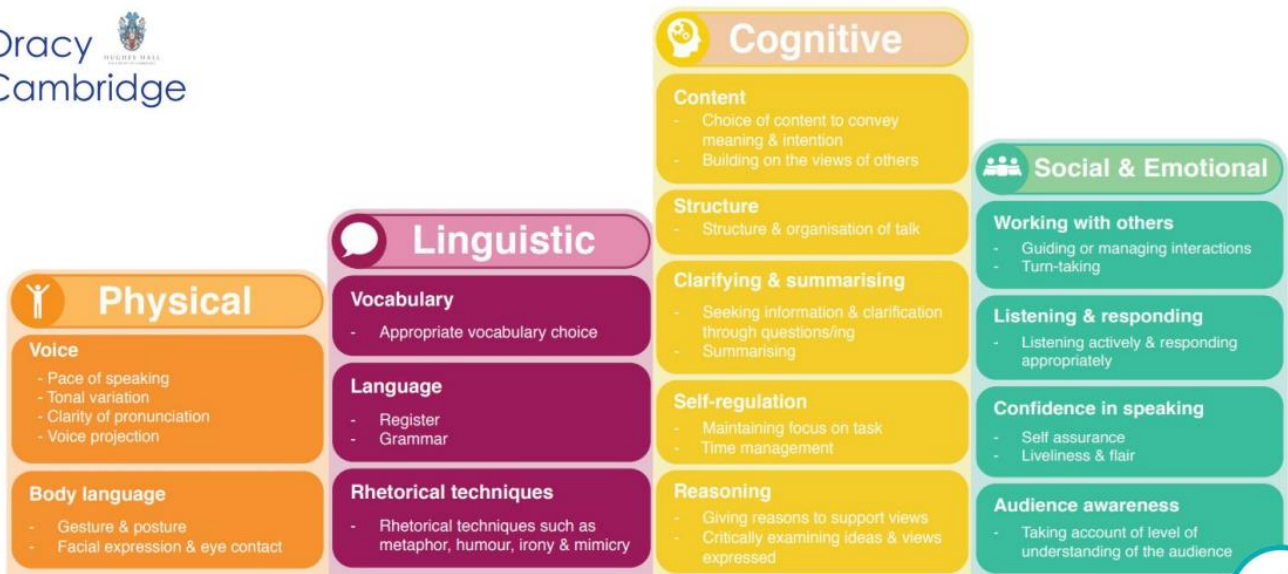


Staff at Bradley Green:

- ✓ set high expectations for oracy
- ✓ value every voice
- ✓ teaches oracy explicitly
- ✓ harnesses oracy to elevate learning
- ✓ appraises progress in oracy





The Oracy Framework

The oracy skills have been split into 4 categories: cognitive, linguistic, physical and social & emotional. These make up the Oracy Framework. This framework is a lens through which to understand what constitutes good speaking and listening in different contexts. This framework also creates a shared language within classes and across the school. Children and staff use this framework to identify strengths, set targets and provide clear feedback,



Using the Oracy Framework

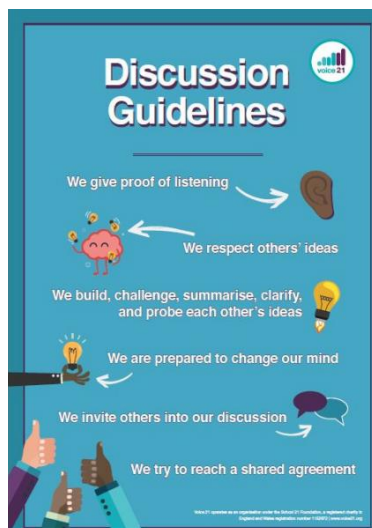
Teachers track each child's oracy skills. Children are aware of their own strengths and areas for improvement using this framework. We update this frequently so we can keep a track on children's progress in their oracy skills.

	<p>Physical</p> <ul style="list-style-type: none"> - Are they speaking at an appropriate volume? - Are they using hand gestures to support their ideas? 	
	<p>Cognitive</p> <ul style="list-style-type: none"> - Do they give reasons for their opinions? - Do their responses build on each other's ideas? - Do they ask questions? 	
	<p>Linguistic</p> <ul style="list-style-type: none"> - Do they use appropriate or subject-specific vocabulary? - Do they speak with an appropriate level of formality? 	
	<p>Social and Emotional</p> <ul style="list-style-type: none"> - How do students show they are listening? - Do they make sure everyone gets a turn to speak? - Is there an appropriate balance of contributions? 	



Discussion guidelines

Each classroom has the discussion guidelines displayed. These guidelines set our high expectations around talk. We know that is a good idea to set the ground rules for discussions as many children come to a discussion with misconceptions or negative norms for this type of talk. The guidelines like with our skills for life and core values of challenge, curiosity, confidence and respect.



Smart School Councils

We have weekly Smart School Councils meetings in Year 1-6 where we ensure that every child has a voice. Each session, two children from each class take on the roles of meeting leader and meeting notetaker to develop their confidence in leadership skills.

We use Smart School Councils as it is a fun and easy way to build everyone's debate, oracy and leadership skills. We mainly use these weekly sessions to gather pupil voice around behaviour, the curriculum and wider school life. We sometimes use these sessions in a more informal way, to spark debate about the best flavour of crisps etc! Either of these ways still allows the children to develop their oracy skills.

Children work in mixed ability groups for their discussions which may change weekly. We use the talk tactics: instigate, challenge, probe, clarify, summarise and build to enable effective discussions.

During each weekly session, the adult is clear in setting high expectations for oracy, being clear on the talk tactic focuses. Children receive in the moment, clear feedback on their oracy skills.



Groupings

We use a range of groupings in all classes. These vary depending upon the nature of the talk task. It is important that all children learn to work in different size groups.

Groupings



Trio



Pair



Nest



Traverse



Circle



Fishbowl