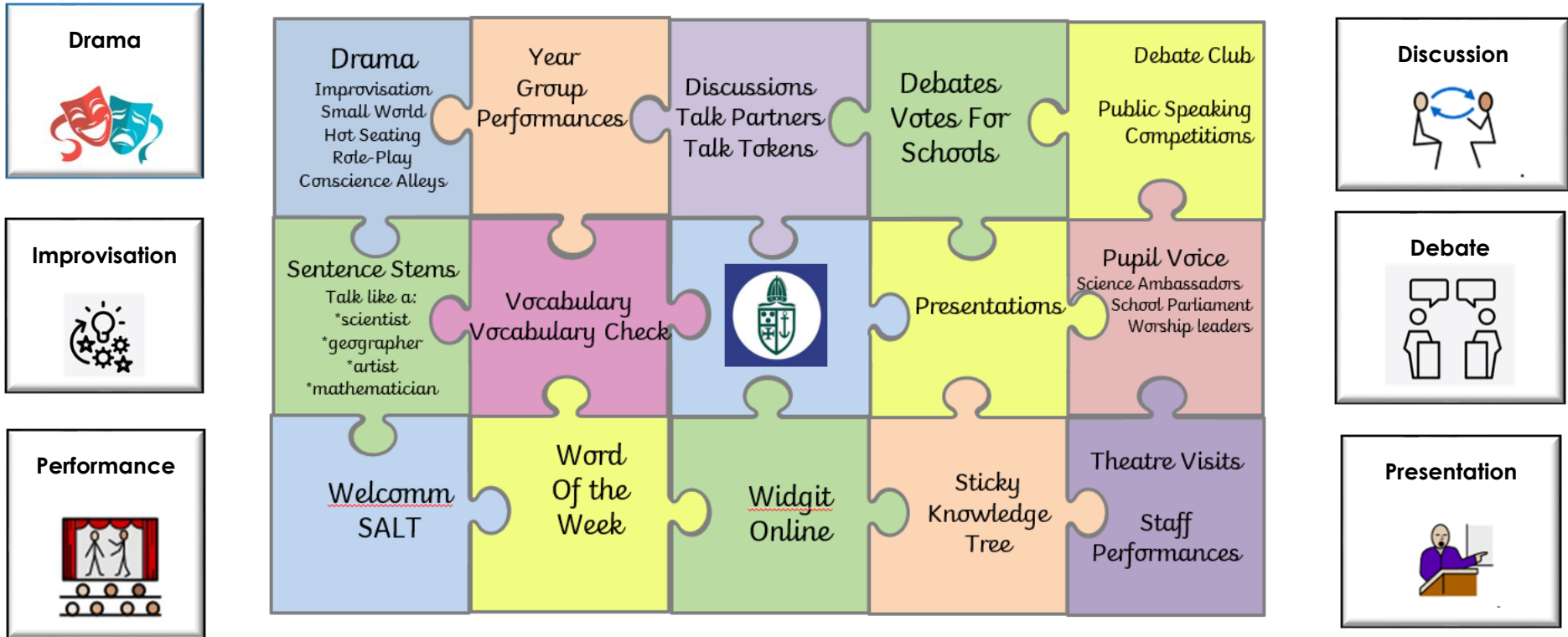





Intent:

The national curriculum reflects the importance of spoken language in pupils' development across the whole curriculum. Our approach to oracy ensures that pupils at St Nicolas are equipped with the vocabulary to say what they want to say, learn how to structure their thoughts so that they make sense to others, develop the confidence to put their ideas across and, just as importantly, learn how to listen to others and understand their point of view. We know that oracy skills will allow pupils to flourish cognitively, socially and linguistically, enabling them to stand up for what they believe in so that they can make a valuable contribution to the world in which they live.

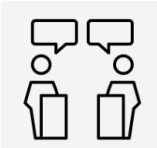







Implementation

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Discussion:</p>  <p>Discussions stimulate critical thinking. They demonstrate that every child's opinion is valued and that their contributions are appreciated.</p> <p>Discussions promote opportunities for challenge and they enable children to think more deeply, articulating their ideas more clearly.</p> <p>Frequent questions, whether asked by adults or by the children, provide a means of measuring learning and exploring in-depth the key concepts.</p> <p>REMEMBER TO REFER BACK TO YOUR YEAR GROUP SPAG CONJUNCTIONS!</p>	<p>Ask and answer questions for specific information.</p> <p>Curiosity Cube to stimulate discussions</p> <p>Listen to a partner <i>What is...? Why? think that... Am I right or wrong?</i></p> <p>Partner discussion:</p> <p>Rules for effective discussions should be agreed with and demonstrated for pupils.</p> <p>Shrec approach to interactions between adult & child child & child</p> <p>Pupils should be helped to consider the opinions of others.</p> <p>Welcomm assessments</p>	<p>Ask and answer questions for specific information.</p> <p>Listen to a partner</p> <p><i>I think that... What do you think? How do you know?</i></p> <p>Partner discussion:</p> <p>Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part.</p> <p>Pupils should be helped to consider the opinions of others.</p>	<p>Ask and answer questions to develop understanding.</p> <p>Listen to others and put forward their own points. Allow others to talk without interrupting and take turns</p> <p><i>I agree with..... I disagree with....</i></p> <p>Small group discussion:</p> <p>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions</p>	<p>Ask and answer questions to extend understanding-how and why? Can follow the main points of discussion and make contributions which show understanding</p> <p><i>On the other hand.... My opinion is... because.... Can you explain further why you think.....?</i></p> <p>Group discussion:</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>	<p>Ask and answer questions to extend understanding-how and why? Make relevant contributions that follow on from what others have said. Comments are based on their own experience/ understanding</p> <p><i>I would like to add.. Can you tell me why you think?</i></p> <p><i>In contrast I think..</i></p> <p>Whole class Discussion:</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion.</p>	<p>Ask questions about others points of view and respond appropriately. Make relevant contributions that follow on from what others have said. Comments widen the discussion</p> <p><i>In addition.... Could it also be that...? Can you explain further?</i></p> <p>Whole class Discussion:</p> <p>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p>	<p>Ask questions to explore and develop ideas. Listen closely to other contributions and ask questions to get greater clarity or develop the task.</p> <p><i>I have a different idea, I think.... I have the same opinion as... I would like to go back to... and add..</i></p> <p>Whole class Discussion:</p> <p>Pupils should have guidance about and feedback on the quality of their explanations and contributions</p>



<p>Debate</p>  <p>Debate: differs from a discussion in that it is a formal discussion that takes place in a public forum. Opposing arguments are fronted on a particular subject, ending in a vote to determine the merits of argument and persuasive oracy employed to advance a particular cause.</p> <p>Progression for debate is through the tasks set out here for each year group</p>	<p>Can say their likes and dislikes about a topic</p> <p>I likebecause.....</p> <p>Daily story vote</p>	<p>Can begin to give their opinion in a range of contexts.</p> <p>I think ...because... I agree/ disagree with... because.....</p> <p>Daily story vote</p> <p>Jigsaw/PSHE lessons</p>	<p>Can begin to give their opinion in a range of contexts.</p> <p>I think ...because... I agree/ disagree with... because...</p> <p>Exploring the areas of debating roles in real-world contexts – exposure to 'Votes for Schools'</p> <p>Great Fire of London – Did the Mayor of London do a good job? Who was to blame?</p>	<p>Can say why they hold a view about a topic or issue.</p> <p>I would like to suggest.. In my opinion.. I respectfully agree/ disagree with...</p> <p>Develop growing Understanding and awareness of what debating is and how it works as a whole class</p> <p>Link to Global Citizenship project.</p> <p>Is it everyone's responsibility to end homelessness? (Primary 7-11)</p> <p>Is more help needed for people who are homeless? (Primary 5-7)</p>	<p>Can explain their own ideas and opinions clearly using vocabulary relevant to the topic.</p> <p>I firmly believe that... My reasons for supporting this are...</p> <p>Is it everyone's responsibility to ensure that people all over the world have clean water to drink?</p>	<p>Can justify their own ideas and opinions using vocabulary relevant to the topic</p> <p>May I point out... I would like to add... To support my opinion.....</p> <p>Debate against teachers of own class:</p> <p>Is exploring space and space tourism good for the planet?</p>	<p>Can offer ideas and opinions in a developed way and can offer good reasons for their views using specialised vocabulary.</p> <p>Let me add to what we have been discussing..</p> <p>In argument against that point..</p> <p>Debate in groups: on a topic that is not familiar e.g. – Link to Fair Trade Topic</p> <p>Should children be used to work in the chocolate industry?</p>
<p>Improvisation</p> <p>Create spontaneously without preparation</p> <p>See link for more excellent ideas https://dramaresource.com/drama-strategies/</p> 	<p>Can take on the role of someone else.</p> <p>Role-play area</p> <p>Small world and finger puppets or mask, ask them to assume a new personality (not their own)</p>	<p>Can take on the role of someone else.</p> <p>Small world and Finger puppets or mask, ask them to assume a new personality (not their own)</p>	<p>Can take on the role of someone else and interact with others in role.</p> <p>Use a picture or characters speaking to each other e.g. From an illustration in a curriculum text – e.g. 'The Enormous Crocodile' -</p>	<p>Maintain a role by showing an understanding of it by responding appropriately to others.</p> <p>Use a picture or characters speaking to each other e.g. From an illustration in a curriculum text -</p>	<p>Can take on a role and add their own ideas to develop the character e.g. Body language, tone.</p> <p>Take on the character of different characters from</p>	<p>Can take on a role and add their own ideas to develop the character e.g. Body language, tone.</p> <p>Watch a video clip with the sound off, children are assigned roles</p>	<p>Can adapt to different and evolving situations by maintaining a role.</p> <p>Use a prop to spark conversation or a narrative e.g. an evacuee finds</p>



<p>Hot seating https://dramaresource.com/hot-seating/</p> <p>Freeze Frames https://dramaresource.com/action-clip/</p> <p>Conscience Alleys https://dramaresource.com/conscience-alley/</p>			<p>improvise the conversation</p> <p>Hot seating answer questions in role</p>	<p>improvise the conversation</p> <p>Hot seating – answer questions in role</p>	<p>Tales of King Arthur</p> <p>Hot seating</p> <p>Freeze Frames</p>	<p>and act out what they think is taking place between the characters - e.g. The conversation between Katherine Johnson and her manager at NASA</p>	<p>a mystery object in case</p>
<p>Performances</p>  <p>Progression for individual opportunities and as a year group.</p> <p>Progressions is shown through delivery of pitch, tone and audience</p>	<p>Performance linked to theme OR a performance of a poem/ story from and English Unit</p> <p>*Perform a nursery rhyme within a group</p> <p>*Autumn Poem</p> <p>*Recite a simple repetitive story using actions (We're going on a Bear Hunt)</p> <p>*Christmas performance to a familiar audience</p>	<p>Performance linked to theme OR a performance of a poem/ story from and English Unit</p> <p>*Perform a familiar story e.g. 'Little Red Riding Hood' using oral storytelling within a group</p> <p>*'Lubna and Pebble' Poem performance</p> <p>*Christmas performance to a familiar audience</p>	<p>Performance linked to theme OR a performance of a poem/ story from and English Unit</p> <p>*Perform a new short story using oral story-telling within a group</p> <p>*End of year performance to a familiar audience</p>	<p>Performance linked to theme OR a performance of a poem/ story from and English Unit</p> <p>*Perform own poems</p> <p>*Perform the story of Adam and Eve using puppets in small groups</p> <p>*Perform the Easter performance within the school to a familiar audience</p>	<p>Performance linked to theme OR a performance of a poem/ story from and English Unit</p> <p>*Perform own playscripts in small groups written during the unit on Tales of King Arthur</p> <p>*Perform the Harvest performance at a local school community venue – St Nicolas Church</p>	<p>Performance linked to theme OR a performance of a poem/ story from and English Unit</p> <p>*Perform a simple story in pairs to a small group of younger pupils</p> <p>*Perform the Christmas performance at a local school community venue – St Nicolas Church</p>	<p>Performance linked to theme OR a performance of a poem/ story from and English Unit</p> <p>*Perform in small groups the cauldron scene from Macbeth</p> <p>*Perform a stage show at a local theatre to an unfamiliar audience</p>
<p>Presentation</p>  <p><u>It is essential that children use key vocabulary.</u></p>	<p>Talk about their experiences in a way that can be understood</p> <p>Speak audibly to be heard and understood</p> <p>Show and tell about a favourite toy</p>	<p>Talk about their experiences in a way that can be understood</p> <p>Speak audibly to be heard and understood</p> <p>Plan and prepare a show and tell about a favourite animal – linked to topic work</p>	<p>Talk about events in sequence with supporting detail Speak clearly to be heard and understood</p> <p><u>In small groups:</u> Create 'Habitats' dioramas in science and present how it was made as a small</p>	<p>Plan what to say so that it has structure that makes sense to the listener. Vary voice and intonation</p> <p><u>In small groups:</u> Use photographs to present the reasons to support the charity 'Doorway' –</p>	<p>Plan an approach to the presentation, taking account of audience and purpose Use language techniques and register to engage the listener</p>	<p>Structure the presentation logically and coherently giving an introduction and conclusion. Use language techniques and register to engage and maintain the</p>	<p>Structure the presentation logically and coherently giving an introduction and conclusion. Use language techniques and register to engage and maintain the</p>



	News presenter role play about the importance of recycling		group to the rest of the class	Create i-pad video recordings	<u>In Pairs</u> Create and perform a voice presentation (narration) to support a Water Aid advert with the sound turned off.	interest of the listener Individually – orally present a book review of a favourite book they have read.	interest of the listener. Create a personal statement for their Year 7 Tutor
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Impact:

Photos/Video/Audio Evidence to gather for

Harvest

Christmas

Easter

Year 6 Production

Collective Worship

School Council Interviews