

Hill View Primary School

Speaking and Listening: Oracy

English Expectations and Guidance



2023-24 v2

(in development across 22-23)

Intent

At Hill View, we believe that talk and thinking are deeply entwined, and that talk is the externalisation of thinking, particularly in younger children. At our school, we seek to develop and hone the thinking of all of our pupils across all aspects of their learning and development as a person- oracy is the medium through which we realise this ambition- cognitively, socially and linguistically.

We recognise the important place of teaching speaking and listening and oracy and ensure that the approaches that we use in school promote good models from adults and opportunities for all pupils to develop their talk, thinking and spoken communication and presentation to support thinking, learning, expression, recall, synthesis and application. We nurture the talk of all of our pupils through ensuring that engaging and purposeful opportunities are present across all aspects of the curriculum as well as using strategies such as Talk 4 Writing, collaborative partner and group learning and opportunities to use talk for rhetorical and presentation purposes. In this age of rapid technological change, we recognise that there are few things as important as each individual voice and the ability and confidence to express and share a reasoned opinion, collaborate to solve problems, and/ or argue and defend a point of view.

As stated in the National Curriculum:

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (NC English)

Finally, we recognise the link between spoken language and academic and broader life outcomes and we recognise that talk can be social, communicative, cognitive and cultural.

Aims

The overarching aim for speaking and listening in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The central place of Spoken language at the heart of our curriculum

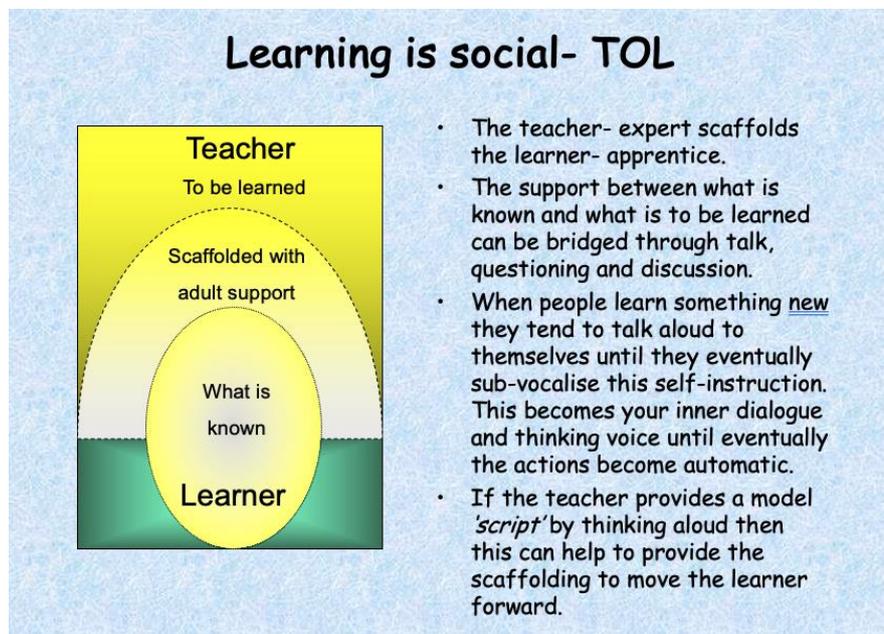
Whilst we recognise that spoken language underpins the development of reading and writing, we see it as foundational to all aspects of the curriculum and indeed, reflection, assimilation and recall of knowledge across all domains. We think with an inner voice that is first developed externally so we recognise the importance of providing good models and of modelling and talking/ thinking out loud across all aspects of learning.



The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. We ensure the continual development of pupils' confidence and competence in spoken language and listening skills across teaching in English and as a fundamental skill in all lessons.

We work to ensure that our pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. In fact, talk is at the heart of our approach to the teaching of writing through our adoption of the Talk 4 Writing approach at the school. We ensure that pupils are assisted in making their thinking clear to themselves as well as to others, and our teachers guarantee that pupils build secure foundations by using discussion to probe and remedy their misconceptions. In the older years pupils are taught to understand and use the conventions for discussion and debate in English lessons and across the curriculum, for example, in History and Science lessons.

We utilise and draw upon drama as a tool to support learning across the curriculum as well as in our Talk 4 Writing English lessons. All of our pupils at Hill View will participate in and gain knowledge, skills and understanding associated with the artistic practice of drama, this will include some specific projects that require a performance as an outcome. All pupils will adopt, create and sustain a range of roles, including responding appropriately to others in role. They will have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.



Pupils will make progress in interrelated aspects of spoken language:

- physical (vocal control and body language, such as making eye contact and speaking loudly and clearly) through adult modelling, particularly in the Early Years and Key Stage 1.
- linguistic (knowledge of vocabulary and grammatical constructions, and use of rhetorical devices) across all curriculum phases.
- cognitive (knowledge of content, organisation of ideas, and tailoring talk to a specific purpose, such as to persuade or inform) through the Talk 4 Writing approach that requires pupils to use talk to explore genres before writing within that style.
- 'exploratory talk' (to explore new ideas and come to new understandings) and 'presentational talk' (to share their thinking with others) across all phases and aspects of the curriculum through partner talk and collaborative group work.
- learning how to pose questions, and use talk to narrate, explain, speculate, imagine, hypothesise, explore, include, discuss, argue, reason and justify through adult modelling and pupil exploration and mastery.

- social and emotional (considering the needs of different listeners, responding appropriately to others and developing the confidence to share ideas with different audiences)

Our aim is to provide opportunities for all children, from their individual starting points, to deepen their learning and to be able to apply the skills they have learnt across a range of contexts. If each subject of our curriculum has its own disciplinary and substantive knowledge, then the medium of talk that becomes the inner thinking voice of the consciousness is the medium through which this knowledge is interpreted, reasoned, synthesised and assimilated, recalled and argued. Without talk, and the inner voice of the thinking mind, there can be no learning. It is the fundamental precept upon which the curriculum is built.

Our ASCENT values allow for successful for the acquisition of successful spoken use and outcomes that will be achieved through all staff delivering a clear, creative and challenging curriculum where the commitment to spoken language is at the centre.

Through actively developing the spoken language of all learners , we aspire, regardless of background, gender, race, class or individual need, to develop successful speakers who can confidently contribute and participate in their community with excellence.. We will nurture all upon a foundation of Trust in the fundamental process of spoken language rooted in the apprenticeship model of learning. (After Vygotsky).

Implementation

Across all aspects of the curriculum, it is our view that all knowledge is socially constructed, and that holding this view, if we are to develop knowledge in our pupils then this will be the social medium of talk to support the construction of knowledge in their minds. Therefore we deliberately model thinking process to our pupils through talking/thinking out loud (TOL).

- We use classroom talk as a key part of our approach learning and teaching (pedagogy).
- We encourage learners to assimilate new ideas through conversation with partners and the extensive use of partner talk from the Early Years to more sophisticated collaborative discussion structures with older pupils. (Talk To Your Partner – TTYP)
- We create discursive teaching spaces where the dialogue of the lesson is shared by all pupils and modelled extensively by the teacher. Questioning is used to stimulate knowledge recall, analysis and argument. Teacher modelling builds practices that pupils develop in relation to their own thinking skills.
- We teach vocabulary and aspects of speech through an apprenticeship approach of choral repetition (My Turn Your Turn – MTYT)
- We teach genre of writing (and speech) through choral recital to support retention in long term memory.
- We use flashbacks to activate long term memories and to bring this stored knowledge to speech and current use to support the assimilation of new learning in the appropriate schemas.
- We use argument, rhetorical devices and debate in some lessons so that pupils develop skills and confidence in arguing and defending their points as this deepens learning.
- We enable pupils to develop confidence in presenting their thoughts, opinions, ideas and in the upper years more formal presentations to an audience are used to further this end.

Guidance on Language comprehension in Reception and Key Stage 1

(From the Reading Framework July 2023)

Developing talk

Young children typically gain several new words a day, acquiring vocabulary at an ‘astonishing rate’. Yet by the time they start school, some children will have heard millions more words than others. The number of words a child has heard and can speak by the age of three is a predictor of later language development, so these early vocabulary gains are critically important.

A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations and discussion, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write.

Spoken language runs through the national curriculum programmes of study for English and all seven areas of learning and development in the Early Years Foundation Stage statutory framework.

Back-and-forth talk across the curriculum

Underpinning the 2021 reforms to the Early Years Foundation Stage was the aim of improving early years outcomes for all children, particularly disadvantaged children, in the critical areas that build the foundations for later success, such as language development and literacy.⁴⁵ This includes reducing the language gap between children from language-rich homes and those from homes in which spoken language is not as varied or as rich.

The progress of these children depends on adults engaging them in high-quality dialogue and direct teaching so that they can:

- articulate what they know and understand
- develop their knowledge across all areas of learning, using the vocabulary they

need to support learning.

Critical to this are children’s back-and-forth interactions with adults:

[These] form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.⁴⁶

These back-and-forth interactions involve the adult in:

- thinking out loud, modelling new language for children
- paying close attention to what the children say
- rephrasing and extending what the children say
- validating the children’s attempts at using new vocabulary and grammar by rephrasing what children say if necessary.
- asking closed and open questions
- answering the children’s questions

- explaining why things happen
- deliberately connecting current and past events ('Do you remember when...?')
- providing models of accurate grammar
- extending children's vocabulary and explaining new words
- connecting one idea or action to another
- helping children to articulate ideas in well-formed sentences.

Some pupils, especially those who speak English as an Additional Language, need more explicit teaching of vocabulary, including through the use of visual images.

To develop and extend children's language takes careful, deliberate planning in each area of learning or subject, with opportunities built in for plenty of repetition.

- What do we want children to know and think about?
 - What vocabulary is associated with this knowledge and thinking?
- How can we engage the children in back and forth talk that supports their knowledge and thinking?
 - What photos could we take that would reinforce the vocabulary and language after an activity or visit?
 - Which books could be read aloud and shared before and afterwards?
 - Which songs might introduce or reinforce the vocabulary?

For example, a class visit to a fire station might generate a range of vocabulary related to its different aspects – the **semantic** field or word field – such as the following.

Semantic field	Examples
fire	blaze, flames, heat, smoke, plumes, extinguish
emergency	emergency, accident, harm, dangerous, trapped, (blue) light, siren
safety and rescue	protect, shield, escape, first aid, rescue, save, tackle
protective clothing	visor, helmet, gloves, soles, material
properties of materials	transparent, see-through, fire resistant, strong, tough, unbreakable, fireproof, protective, waterproof
equipment	fire engine, truck, reel, hose, ladder, turn-table, water, cutters, axe, air tanks, thermal imaging camera, torch
personal characteristics	brave, courageous, speedy, quick-thinking, daring, heroic

Following up the visit in the classroom, adults can reinforce the language and vocabulary: talking about the photographs taken on the visit, or recalling and naming specific features of the fire-fighters' clothes or the fire engine. For example:

- *'Do you remember why the firefighters have to wear special gloves? ... Yes, to keep their hands cool and protect them from the heat.'*
- *'What did their gloves look like? ... That's right! That's a good word. They did look "stiff" but, actually, they said they were very comfortable.'*
- *'Do you remember how they could bend their fingers easily in them? They could hold even the tiniest objects when they were wearing them.'*

Once it has been introduced, opportunities arise to repeat and consolidate the vocabulary in different contexts, such as when describing the characteristics of a hero or heroine or exploring the properties of materials.

The table above focuses on extending vocabulary related to a fire station visit. To give another example, on a woodland walk, adults might select from some of the following adjectives to focus on in back and forth talk with children: rough, bumpy, narrow, wide, curved, symmetrical, mottled, speckled, spiky, sharp, thorny, pointed, delicate, young. However, they might also make sure they use and reinforce specific **prepositions**, such as between, underneath, up, down, inside, around and over. For example:

- *'The oak tree bark has bumps like long fingers. Can you feel the deep lines between each bump?'*
- *'What does the acorn feel like? ... Yes, it is smooth, but it's rough underneath.'*
- *'Lift the log up gently. What can you see underneath it? Can you see anything inside it? Put it down very gently.'*
- *'Look, Harry is wrapping his arms around the huge trunk.' 'Let's climb over this big log. Who is going to climb over it first?'*
- *Later, by making a book from the photographs taken on the walk, teachers can revisit the language used and the children can learn to describe the events in greater detail on each 'reading'.*
- *'What did we do?'*
- *'What can you see in this photo?'*
- *'Do you remember when we all climbed over the big log?'*
- *'And here's Miraj, running his fingers across the rough bark. Look, you can see that the large bumps had even more tiny bumps on them.'*

⁴⁷The national curriculum year 1 programmes of study for science require pupils to be taught to 'describe the simple physical properties of a variety of everyday materials'.

The Early Learning Goal (ELG), the Natural World, refers explicitly to children 'drawing on their experiences and what has been read in class'.⁴⁸

More generally, sharing and discussing pictures in non-fiction books offers opportunities to broaden children's experiences beyond the immediate and the local. For example, books about space, other countries, animals, exploration, and courageous people from a range of occupations and ethnic backgrounds are rich sources of vocabulary and knowledge.

As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.⁴⁹

Extending children's familiarity with words across domains is particularly important for children from disadvantaged backgrounds who might not otherwise meet such vocabulary.

Listening

Children need to be taught when to listen, to know what good listening looks like, and they need praise. Teachers need to develop listening skills over time, deliberately building up the time that the children listen with attention and concentration. If pupils struggle to listen and retain what they have heard, teachers should assess why this is and build in appropriate interventions if necessary. Children should not become habituated to listening inattentively in the Early Years.

Ways of supporting good listening include:

- Deciding on a signal to alert children to listen.
- Showing children what good listening looks like through the teacher's own

behaviour:

'Wait a minute, I need to listen carefully.'

'Let's be quiet so I can concentrate on what you're saying.'

as well as reinforcing and praising good listening, with examples:

- 'I could tell you were going to say something interesting: I could see you were listening carefully and concentrating.'
- 'You must have listened carefully during assembly yesterday to have remembered that!'
- 'Well done for telling everyone what your partner just shared with you – good listening.'
- 'Well done for using that special word from the story yesterday. I am pleased you listened hard.'

Talking with a partner and giving feedback (TYP)

Teachers need to help children articulate their ideas in well-formed sentences, by scaffolding, extending and developing their ideas.

They all need to practise their skills of listening to, talking with a partner and giving feedback to the group. Learning the routines of back-and-forth talk is particularly important for children who have less experience of such talk before they come to school. Teachers in later key stages should continue to establish and reinforce these routines for their pupils.

Pairing children with their partners, ready for responding together, encourages them to discuss a question, problem or idea and agree on their joint response. Because their answer belongs to both of them and they will have practised it first, they grow in confidence when asked to respond in front of others. The teacher can observe the pairs talking and select those with helpful answers to develop the discussion.

If the teacher chooses which pair feeds back to the group, rather than responding only to pairs who might raise their hands, this can help to make sure that all the pairs are ready to contribute. If

children think they might not be selected, they might not engage fully. By establishing strong routines for responding to questions and suggestions, children will be more likely to pay attention because they know they will be expected to respond; the teacher will know what they have understood, because they will have listened carefully to what the children have been saying and will have heard any misconceptions.

Speech, language and communication needs

For children who have speech, language and communication needs (SLCN), the strategies already described should be even more focused. In particular, noise should be reduced where possible and the children seated where they have the best chance of hearing and paying attention. Reducing noise is important for all children.

Help is available for schools to identify and support children who have speech, language and communication needs.

Practices that can reduce interaction with children

Collecting evidence

Teachers do not have to collect and record evidence of children's achievements for the Early Years Foundation Stage Profile.

Ofsted reported in 2017 that some leaders and staff during the course of its survey were spending teaching time 'on collecting and recording children's achievements, often through photographs, captions and written notes'. Inspectors found that:

... with the exception of literacy and numeracy, many teachers were devising tasks simply to tick off and record elements of the early learning goals rather than developing a proper plan that focused on progression in learning.

Observation puts the adult in a state of judgement rather than interaction. Every moment spent in observing, recording, collecting and compiling evidence takes teachers' time away from teaching, including talking.

Teachers should draw on their knowledge of children to make a summative assessment of each individual at the end of the Reception year. This is sufficient to assess the child's level of development in relation to each of the Early Learning Goals.

'Hands up'

Asking children to respond to 'hands up' is a common part of schools' teaching but it can cut down opportunities for learning and talk.

We have considered the drawbacks of a 'hands up' approach to children answering questions including that those pupils from families who are accustomed to talking already have the confidence and oral skills to grasp opportunities to speak, and will engage themselves readily in questions and

answers. Other children, however, might hold back from responding, including shy ones, those who are new to learning English and those whose oral skills are less well developed. As a result, the language gap widens further.

To address this we advocated the use of a 'Randomiser' (Lollypop sticks) and use of targeted questioning.

Noisy environments

When children are learning to read and write, a noisy environment, where other activities are taking place at the same time, makes it difficult for them to hear what the teacher and other children are saying, particularly for those who have hearing difficulties or impairments, those with speech, language and communication needs and those who find it difficult to pay attention. If these children cannot hear clearly, their chances of responding are immediately limited. Calm classrooms give them the best chance to interact and make progress in reading and writing.

Supporting children's thinking

These are some ideas for supporting children's thinking, which might be useful for trainees and new teachers.

Effective strategies to support children's thinking

Strategy	
Give time	make sure you have given the child enough time to respond. Wait for at least six seconds.
Delay	make sure the child has waited until you have finished your request.
Focus attention	make sure the child is looking towards you and listening to your request.
Repeat	repeat the request again, after sufficient waiting time.
Simplify	break your request down into parts or make it simpler. e.g. instead of 'Before we go for lunch, we need to wash our hands' say 'First we'll wash our hands. Then we'll go to lunch.' The sequence of events is clearer.
Use questions to clarify	check the child understands by asking questions at a simple level first.
Focus on the feature	help the child focus on the feature they need to look at to be able to understand your question. e.g. If asking how two items are alike, draw attention to relevant similarities, such as colour or size.
Forced alternatives	give the child two choices. e.g. 'What is he doing? Is he running or jumping?'
Gesture	use gesture to help the child understand or to cue into the correct answer.
Rephrase	repeat the request in a different way. Don't do this too quickly, since the child may still be processing the first request. e.g. (1) 'Please could you pick up the litter from under your table?' (2) 'There is litter under the table. Please pick it up.'

<p>Sentence completion</p>	<p>When asking questions that need a defined answer, model the response by beginning it, prompting the child to repeat how you start.</p> <p>Adult: What colour is it? ... It is</p> <p>Child: It is ... blue.</p> <p>Adult: How many sides does the shape have? The shape has ...</p> <p>Child: The shape has one, two, three, four ... five sides.</p>
<p>Demonstration</p>	<p>show the answer without talking and then ask again, while demonstrating.</p> <p>e.g. 'What will happen if we put water in this broken cup?'</p>
<p>Experience the concept</p>	<p>help the child to experience the answer.</p> <p>e.g. 'How does it feel? Let's touch it to see how it feels.'</p>
<p>Relate known to unknown</p>	<p>help the child to relate the request to previous experiences.</p> <p>e.g. 'Let's touch the spaghetti. The spaghetti feels hard. How will it feel after it is cooked? Remember when we cooked the potatoes? How did they feel?'</p>
<p>Model thinking and comprehension monitoring</p>	<p>'That's a hard question. I need to think about that.'</p> <p>'I've forgotten what you said. Can you say it again for me, please?'</p>

Guidance for managing talk in pairs

Sequence	Guidance
Ask pupils to talk with their partners.	Listen carefully to identify which pairs might give feedback later and to pinpoint misconceptions.
Take feedback from one or two pairs.	Ask one partner to feed back to the group. Choose a different partner each time.
Repeat what pupils say and/or rephrase their response.	Make sure that all pupils know what was said. Take the opportunity to model correct grammar (see below).
Extend children's ideas.	Think aloud as you extend the idea, so the discussion moves forward.
Ask the pupils to repeat some sentences chorally.	As you extend the sentence, gradually add more detail and ask them to repeat the sentence at each step in unison.
Ask pupils, sometimes, to build on the ideas of others.	Repeat the pupil's idea and ask partners to turn to each other again to discuss the idea.
Model accurate grammar, particularly irregular past tenses and plurals.	Avoid correcting pupils in a way that makes them feel they have said something wrong. Model a correct response rather than asking them to repeat the correction.
Ask a question.	Ask questions about what happened before asking questions about why.

Discussion starter phrases.

These can be displayed or trimmed to support collaborative discussion.

I think....because...
I don't think because...
I believe....because...
I agree withbecause / so / but...
I disagree with because
I'd like to build on what is saying
I'd like to ask a question
I feel that...
That's an interesting point...but my idea is....
Well, I'm not sure because...
In my opinion..
My idea is....
I'd like to find out more about what said / thinks
What do you think.....?
Would you like to say something.....?
Can you tell us what your opinion / thoughts are?
Would you like to contribute?
Can we givea turn to speak...?

I'd like to hear what has to say..

I don't understand, can you explain further?

Can you expand on that?

My point is...

The evidence to support my view is...

I think this because....

I'd like to refer back to whatsaid...

Going back to whatsaid...

I like's idea because.....

That's a good point....

I've changed my mind ... because...

I would like to add....

Maybe.... / perhaps....

I need some help to say what I want to say...

The problem with this idea is...

Can I interrupt...?

Hill View Progression of skills for spoken language and Oracy

YR
<p>They develop their own narratives and explanations by connecting ideas or events</p> <p>Speaking: Children develop their own narratives and explanations by connecting ideas or events. "Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because')." [DM, 30-50mths (C&L: speaking)]</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Amongst the many opportunities to promote speaking, talk and listening: -Children are encouraged to plan what they are going to do in Explore Time. -Children are encouraged to verbally discuss and Review what they have done in Explore Time</p>
Y1
<p>Understand and orally use a variety of grammatical structures (e.g. uses appropriate words to join sentences).</p> <ul style="list-style-type: none">• Use 'because' orally to develop reasoning and justify, e.g. in reading and science;• Use present tense e.g. She helps the boy.• Use past tense e.g. She helped the boy.• Orally compose a sentence prior to writing.• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary• articulate and justify answers, arguments and opinions
Y2
<ul style="list-style-type: none">• listen and respond appropriately to adults and their peers.• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary.• articulate and justify answers, arguments and opinions.

Y3

- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English

Y4

Use Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)

- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English

Y5

- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Y6

As above for Y5 plus;

- Know difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter)
- Levels of formality: The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?)
- Use subjunctive forms of verbs to show level of formality (e.g. If I were you. If he were rich).

Audit: Language comprehension

Over the academic year 2023-24 we aim to audit our language comprehension using these prompts to develop our practise.

Language comprehension	Current practice
A clearly defined curriculum extends children’s language and vocabulary in each of the Early Years Foundation Stage areas of learning, and in year 1 for each subject.	
Children are taught routines for back- and-forth talk.	
Activities are used effectively to develop children’s language.	
Non-fiction books related to experiences and activities are read with children and made available for them to share at school and at home.	
A clearly defined curriculum extends children’s language and vocabulary in each of the Early Years Foundation Stage areas of learning, and in year 1 for each subject.	
Effective procedures identify and support children with speech, language and communications needs	
Teachers are aware of practices that could reduce interactions with children.	
Actions to be taken (by term)	