



At Farnborough Road Infant School our aim is that all children benefit from the highest standard of education and expectations. We ensure that all children achieve their full potential academically, socially and emotionally.

In November 2021, Farnborough Road Infant School were proud to join Voice 21- the UK's oracy education charity – and their network of schools across the UK, on our journey to providing a high-quality oracy education for our children, transforming our teaching and learning through talk.

Our aim is to match the high expectations we already place on teaching reading and writing and develop the same high expectations in oracy, enabling our children to articulate ideas, express emotions, develop understanding and collaborate with others.

We know that the ability to communicate through spoken language is one of the strongest predictors of future life chances and we are acutely aware of the 30-million-word gap that children have by age 3 (Hart and Risley, 2003). Nationally, upward of 50% of children starting school have language skills that are underdeveloped for their age. This language delay hampers children's ability to learn, achieve and make friends. It also significantly impacts on their literacy and numeracy development.

The vital importance of oracy has been thrown into sharp relief by the recent COVID pandemic. Our young children returned or started school after multiple lockdowns and interruptions in the routine of their education. Some children showed difficulty listening, paying attention, understanding and selecting appropriate vocabulary and taking turns.

The impact of high quality oracy teaching not only benefits children's spoken language skills but also, their confidence. It improves academic outcomes; their capacity to learn; it fosters wellbeing; and equips them to thrive in life beyond school.

At Farnborough Road Infant School, we have identified a Voice 21 lead and oracy champion, who liaise regularly with our assigned consultant, equip teachers with high quality resources and enable whole school implementation. Training is delivered termly and the school's progress is discussed during milestone meetings with a Voice 21 consultant. All teachers and teaching assistants in our school receive termly training.

Over the next 3 years we are working towards Voice 21 accreditation and embedding oracy throughout our broad and balanced curriculum.

This year, we are focusing on establishing talk guidelines throughout the school. The talk guidelines outline the expectations from caterpillars to year 2- these are displayed clearly in classrooms and referenced continuously throughout lessons.



Take it in turns.



Invite others to talk.



Look at who you are talking to.



Show good listening



Use body language.



Use a clear voice



Children across the infant school also now enjoy discrete talk-rich oracy lessons in each area of the curriculum. Children's ideas and discussions are recorded in a class book– the 'Our Voice' book. High quality talk is the outcome for the lesson. Opportunities to express opinions and discuss ideas helps children to fully grasped topics and achieve 'mastery'. Sentence stems are used to support children's thinking and ability to articulate their ideas coherently.

Discussion guidelines have been introduced in Year 2 ensuring our high expectations for discussion and debate.

Children participate in a wide range of oracy activities which help them to develop confidence in spoken language. This year at FRIS, we have further enhanced our children's opportunities to 'Show and Tell' in Year 1 and Year 2. We ensure that every child across the school has the opportunity to complete their own talks/presentations each term centred around a different topic.

	Autumn	Spring	Summer
Year 1	My family	My favourite animal	My happy place
Year 2	My favourite book	My talent/hobby	My favourite memory

Children receive an invitation the week before their allocated show and tell slot outlining the theme and the specific oracy skills that we are striving to achieve. The invitation has space for children to plan what they are going to say with an adult at home. Throughout the year children will have three opportunities to complete a show and tell presentation. Children's oracy skills are monitored after each show and tell session using an assessment format to track progress. This document outlines clear strengths and targets for each child's next show and tell. In Year 2, children are also completing a self-evaluation form.

Presentational Talk



Show and Tell

Dear parent/carer,

_____ has been invited to take part in our class 'Show and Tell' presentation next week on **Friday** _____. The theme for this term's 'show and tell' is _____.

We would greatly appreciate it if you could spend some time helping your child to prepare a short oral piece on their chosen show and tell item. When preparing the presentation, your child should practise:

- speaking loudly;
- speaking clearly and fluently;
- speaking at a suitable pace;
- staying on topic;
- answering questions;
- using appropriate body language;
- looking at the audience while speaking.

We cannot wait to hear your child's presentation! Thank you in advance for your continued support.

Presentational Talk



Show and Tell

Please use the grid below to plan what you are going to say.

	What?	
	When?	
	Where?	
	Why?	
	Interesting fact?	

Children have opportunities to practice different types of talk using different groupings.

- Partner talk.
- Group discussion.
- Collaborative work.
- Nesting.

Our children are beginning to develop 'Talk Tactics'. This encourages our children to think strategically about their contributions to group talk.

Groupings

Different groupings support different types of talk

Trios
Talk with two other people. Alternatively, talk to a partner while a third person listens in and summarises or critiques the discussion. Or two people talk and the third listens in to summarise and critique the discussion.



Traverse
Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.



Pair

Talk to a partner



Circle

Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.



Fishbowl

Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.



Nest

Stand apart from each other and whisper your ideas to yourself.



Onion

Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.



Talk Tactics

Talk tactics encourage students to think strategically about their contributions to group talk

Instigate
Present an idea or open up a new line of enquiry

Start by saying:

- I would like to start by saying...
- I think....
- We haven't yet talked about....

Instigate

Probe
Dig deeper, ask for evidence or justification of ideas

Start by saying:

- Why do you think...?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe

Challenge
Disagree or present an alternative argument

Start by saying:

- I disagree because...
- To challenge you X, I think...
- I understand your point of view, but have you thought about...?

Challenge

Clarify
Asking questions to make things clearer and check your understanding

Start by saying:

- So are you saying...?
- Does that mean...?
- Can you clarify what you mean by?

Clarify

Summarise
Identify and recap the main ideas

Start by saying:

- So far we have talked about...
- The main points raised today were...
- Our discussion focused on...

Summarise

Build
Develop, add to or elaborate on an idea.

Start by saying:

- Building on X's idea...
- I agree and would like to add...
- X's idea made me think...

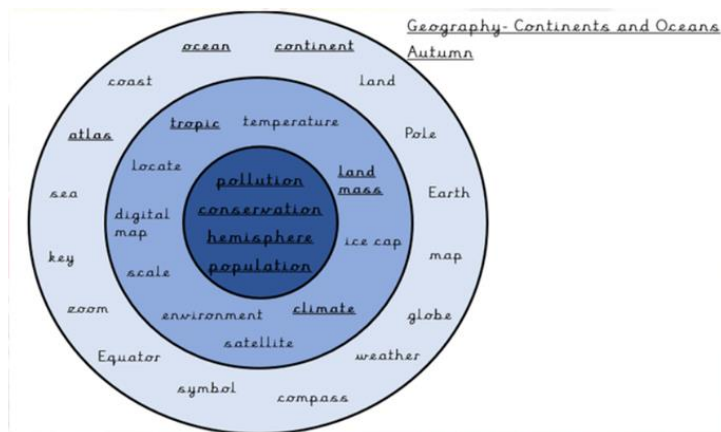
Build

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There are also opportunities for our children to develop their oracy skills outside of the curriculum. This is achieved through our School Council, Eco Council, year group productions, assemblies, visiting speakers, topic events and participation in local events.

We are continuing to develop our children's use of ambitious language across our broad and balanced curriculum.

Over the last few years, subject leaders have mapped the progression of vocabulary throughout each subject. The vocabulary lists are an integral part of planning as well as ensuring that lessons are sequenced, so they build knowledge and skills with opportunities for over learning/recapping, reflecting, reviewing and assessing. To elevate our vocabulary further, we have decided to organise the lists into 'vocabulary dartboards'.



The outer tier of the dartboard contains high frequency words that are commonly used by children in everyday conversation. The middle tier of the dartboard contains words that children encounter in specific subject areas and topics- they often reflect the language of the curriculum. Some of the words may have multiple meanings. The middle part of the dartboard lists ambitious technical vocabulary. The vocabulary dartboards are displayed in each classroom,

used on the knowledge organisers and are shared with parent/carers on the website. This vocabulary is referred to throughout each lesson and as a tool to assess children's acquisition of 'sticky' knowledge. Subject planning requires teachers to model the use of vocabulary from the dartboards throughout each lesson. Children are encouraged to use vocabulary from the dartboards when responding to questions and articulating their ideas. Our aspiration is for children to know the meaning of each word and use the ambitious vocabulary in their own dialogue.

Words of the week are chosen from the vocabulary dartboards and help us share this ambitious vocabulary with our parents, giving a definition of the word and how they can support the use of the word in conversation with their child.

Word of the Week

Year 2

Invertebrate

Definition:

An invertebrate is a cold-blooded animal with no backbone.

Example of how it is used:

Worms are invertebrates because they don't have a backbone.



We are really proud of our whole school oracy journey so far.