

Oracy  
"Being Herrick"

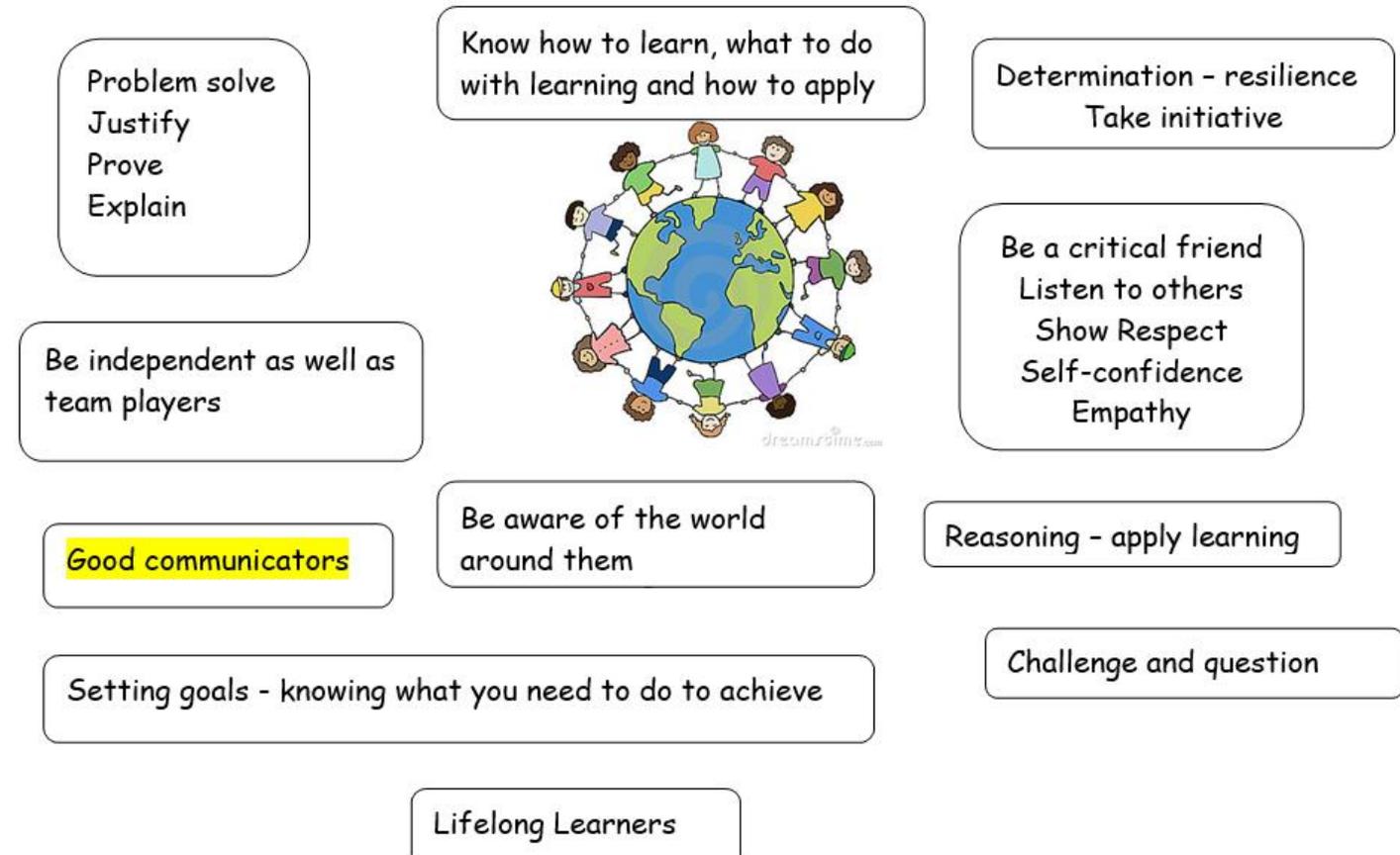
How Herrick Teachers formulated our policy

As stated, there is no single recipe for improving teaching and learning in our school. However, this policy outlines some of the **key elements** which are key to raising standards in teaching and learning. It also sets out a **broad structure** for lessons, based on best practice and research linked to how we best learn. /

# Teaching and Learning Policy

At Herrick, we believe oracy is an essential ingredient in preparing a child for life as a 21<sup>st</sup> century citizen.

What skills does a child need to be prepared for the future?



# Teaching and Learning Policy

At Herrick, we believe oracy has a key part to play in further developing and enhancing self confidence, independence and social interaction.

## *Herrick Lessons-non negotiables*

The Herrick teachers know thy impact	The Herrick Children	Learning or Learning Environment
<p>Sees learning through the eyes of the learner            Reflective            Adapts            Effectively assesses            Provides effective feedback            Evaluative            Takes risks and provides opportunities for risk taking in the classroom.            Challenges            Provides opportunities for deep learning            Develops strategies            Develops meta-cognitive skills</p>	<p>Strive to their highest            Face their challenges            Are willing to take a risk            Self assess /monitor</p> <p>Curiosity-Ask questions and be involved            Challenge-Stretch myself            Self-Confident-Believe in my own ability            Independent—In charge of my own learning            Investigate-Problem solve</p>	<p>Supportive peers and teachers            Engaging lessons            Safe &amp; nurturing environment            Lessons are stimulating            Error is welcomed and fostered            Respect for all</p>

# We call it “Being Herrick”

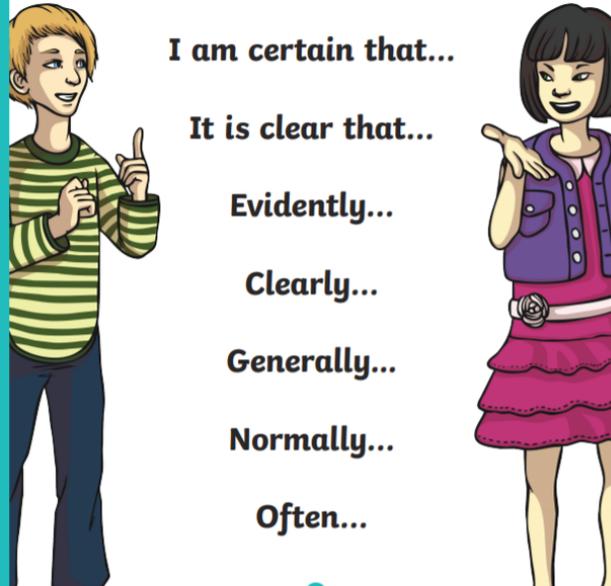
		<b>Questions children are able to answer about their learning.</b>
<b>Assessment for Learning</b>	Teacher uses prior knowledge and responds to the learners' needs Knows how to assess and when to intervene and when to move on Demonstrates use of appropriate strategies to maximize learning Adapts and reshapes a lesson if necessary	<i>What do you know already that helped you understand the lesson better? What do you now know that you didn't before?</i>
<b>Challenge</b>	<b>Thought provoking questions</b> should allow for the children to think and apply their previously gained knowledge. <b>Taking Risks</b> - children should be given choice and encouraged to make decisions about their learning to develop ownership of their learning. <b>Problem Solving</b> - the process of finding solutions to difficult or complex issues. <b>Deep Learning</b> - all children are given the opportunity to apply once they have gained relevant knowledge.	<i>What skills were you asked to use? Can you think how would you use what you have learned? Can you think when you would use this learning in real life? Can you prove it works or that it makes sense? How many different ways can you do that or make the same answer?</i>
<b>Learning Objectives &amp; Success Criteria</b>	Child friendly LO & SC shared with children at the appropriate time. Tasks have a clear purpose and are understood by the children (reason). The process needed to understand/perform tasks is clear (doing).	<i>What were you learning about? What were you asked to do? Why? How does that task help you learn?</i>
<b>Feedback &amp; Self Assessment</b>	Children can self-evaluate during the task Children can self- assess at the end of the task <i>Where am I going? How am I going? Where to next?</i> <b>Constructive feedback and next steps</b> - children are clear about what they did well and how they can improve or make it better	<i>Do you know what you did well? Do you know how to improve? In, the lesson - did you know what to do next? How did you track/monitor/know/assess your own learning/progress? How do you know if you have been successful?</i>
<b>Herrick Learning Attitudes</b>	Build, develop and foster the learning attitudes at every opportunity.	<i>Did you have to make any decisions on your own? What were they? Did you have a go at something different? How did you feel about what you were asked to do?</i>

- The Teaching and Learning Policy emphasises the importance of children being able to answer key questions about their learning

# “Being Herrick”

Children are encouraged daily to articulate their thoughts and ideas.

Isolated lessons are taught specifically at the beginning of the year and as and when required to learn new words/phrases that further develop children's spoken language.



**Fact  
Sentence Starters**

- I know that...
- I am certain that...
- It is clear that...
- Evidently...
- Clearly...
- Generally...
- Normally...
- Often...



**Opinion**  
sentence starters...

- I think...
- I believe...
- I prefer...
- I feel...
- I agree...
- I disagree...
- Everyone should...
- I know...
- The best thing about...
- In my opinion...

twinkl

# Vocabulary

- Key Vocabulary is specifically taught and assessed for each topic in every subject.

Autumn

		Vocabulary
Yr1	1.1	<b>Heritage</b>
	1.2	<b>Device Gadget</b>
Y2	1.1	<b>Solo</b>
	1.2	<b>Equality Gender</b>
Yr3	1.1	<b>Civilization</b>
	1.2	<b>Immortal Preserve</b>
Yr4		
Y5	1.1	<b>Colony Expansion</b>
	1.2	<b>Civil Ancestors Tradition</b>
Y6	1.2	<b>Society Radical Philosophy</b>
		<b>Collapse Decade Prosperity</b>

Spring

		Vocabulary
Yr1	2.1	<b>Origin</b>
Y2	2.1	<b>Poverty Salvage</b>
	2.2	<b>Monarchy State</b>
Yr3	2.1	<b>Precious Currency</b>
	2.2	<b>Industry Revolution</b>
Yr4	2.1	<b>Empire Domination</b>
	2.2	<b>Metropolis Endure Masonry</b>

Summer

		Vocabulary
Yr1	3.1	<b>Heir Throne</b>
	3.2	
Yr2	3.1	<b>Excavate</b>
	3.2	<b>Extinct</b>
Yr3	3.1	<b>Innovate Evolve</b>
	3.2	<b>Exploit Sanctions</b>
Yr4	3.1	<b>Conquer Realm</b>
	3.2	<b>Crusade Plunder</b>
Yr5	3.1	<b>Legacy Scarcity</b>
	3.2	<b>Feminism Stereotypes</b>
Yr6	3.1	<b>Monumental Existence Intrigue</b>
	3.2	<b>Archaic Formation Tyranny</b>

# Collaborative Work is integral to daily lessons

- Partner talk
- Group discussion
- Problem solving
- Debate
- Role play
- Drama
- Presentations



## Different Roles

- Clarifier
- Builder
- Summarisers
- Prober
- Challenger



# Reading

Sentence stems are provided in KS1/KS2 to develop discussion around books.

*Refer to Reading Sentence Stems PowerPoint.*

I think the answer is \_\_\_\_\_  
because...



My favourite part of  
the text was  
\_\_\_\_\_ because...



In the next part/chapter,  
I think...



# Literacy Sequence

Teaching Sequence		What session involves
Reading as a Reader (Comprehension)	Learning: Comprehension	Comprehension Skills: Questions, Predict, Make Connections, Character thoughts/feelings, Infer, Summarise. Examine one text or short extracts or teacher adaptation of an example. Progress of GDS is underpinned by reading widely.
Reading as a Writer (analysis of text)	Learning: Writing for effect	Unpick how the author writes- Vocabulary Choice & language, Layout, Dramatic Conventions, Sentence Fluency (type of sentences),
Developing ideas-word banks, role play, mind maps	Learning: Developing ideas	Generate ideas through role play, pictures, mind maps, picture maps and create word bank to support chosen theme.
Capturing ideas/Short pieces of writing to embed skills	Learning: Sentence structure	Teaching of specific skills: <b>example</b> function of <i>exclamation mark</i> or use of conjunction: <i>that</i> Flexibility- Practise short bursts of writing (this can be differentiated for different ability groups.) Can relate to text type and theme or model using unrelated theme to practise skill.
AFL-Sentences making sense	Learning: Do our sentences make sense?	Teacher to use generic example from children's work for children to unpick and correct common errors in writing: misspelt words, words/letters missed out, missing capitals full stops, words in wrong order.
Planning	Learning: Planning	Using ideas collected from previous sessions, plan piece of writing. Teacher can model.
Teacher input Shared Writing	Learning: Writing a diary	Model using same text type features but in different context Example: Queen's diary is modelled as Duke of Edinburgh's diary <b>where appropriate</b> to ensure independent writing. It shouldn't be heavily scaffolded or given. OR Shared Writing Process (model, scribe, supported composition) but writing is removed so children can continue or write their own without copying example. This can be done a paragraph at a time for longer pieces of writing such as a story. Shared Writing can be broken down if long piece of writing. To support less able, scribing, continuing and sentence stems can be used.
Writing-independently Orally rehearse	Writing a diary	Children are free to refer to their short pieces of writing, word banks, use dictionaries and planning sheets. They cannot copy entire paragraphs from previous sessions as this would be counted as supported.
Editing and proof reading	Learning: Editing	Apart from independent pieces used for moderation, teachers can mark or highlight errors When editing-cross out and replace with new word using a dictionary If a paragraph has been heavily edited, they can copy out paragraph only to show second draft-no need to copy entire piece. Handwriting-can copy a paragraph to show example of joined handwriting. Child reads aloud and partner listens, checks and helps correct.

- Children are engaged in a range of different types of talk, varying the context and audience.
- Develop and build vocabulary
- Participate in collaborative conversations
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Speak audibly and fluently with an increasing command of Standard English

# Mathematics Policy

Each question must be followed by:

- What do you know?
- How do you know?
- Can you explain?
- Prove it.

*“A glossary of words linked to the unit, which you and the children are going to be using and expect to hear and see written in their responses.”* Maths Policy

<b>addition</b> <ul style="list-style-type: none"><li>• add</li><li>• more</li><li>• plus</li><li>• make</li><li>• sum</li><li>• total</li><li>• altogether</li></ul> 	<b>subtraction</b> <ul style="list-style-type: none"><li>• subtract</li><li>• minus</li><li>• leave</li><li>• less</li><li>• take away</li><li>• difference between</li></ul> 	<b>multiplication</b> <ul style="list-style-type: none"><li>• lots of</li><li>• times</li><li>• multiply</li><li>• groups of</li><li>• product</li><li>• multiplied by</li><li>• multiple of</li><li>• repeated addition</li><li>• array</li></ul> 
<b>division</b> <ul style="list-style-type: none"><li>• divide</li><li>• divided by</li><li>• divided into</li><li>• share</li><li>• share equally</li><li>• equal groups of</li></ul> 	<b>equals</b> <ul style="list-style-type: none"><li>• makes</li><li>• total</li><li>• same as</li><li>• equivalent</li><li>• balances</li></ul> 	



# Foundation Basic, Advance, Deep

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will
Basic	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

- Develop and build vocabulary
- Participate in collaborative conversations
- Articulate and justify their answers
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Speak audibly and fluently with an increasing command of Standard English
- Give well-structured descriptions, explanations and narratives for different purposes

# Performances

Oracy is celebrated weekly class assemblies, faith assemblies and school productions.



As students move through school, the curriculum provides new challenges and opportunities for oracy which build on previous learning.

otherwise

on the other  
hand

some people

therefore

nonetheless

however

though

accordingly

on balance

on the flip side

even though

although

in addition

despite this

while

many people

because

consequently

due to

for this reason

an outcome of

since

so that

subsequently

in conclusion

in order to

in this way

otherwise

firstly

secondly

on the one hand

as a result

hence

thus

in consequence

nevertheless