



Henbury View First School

Oracy

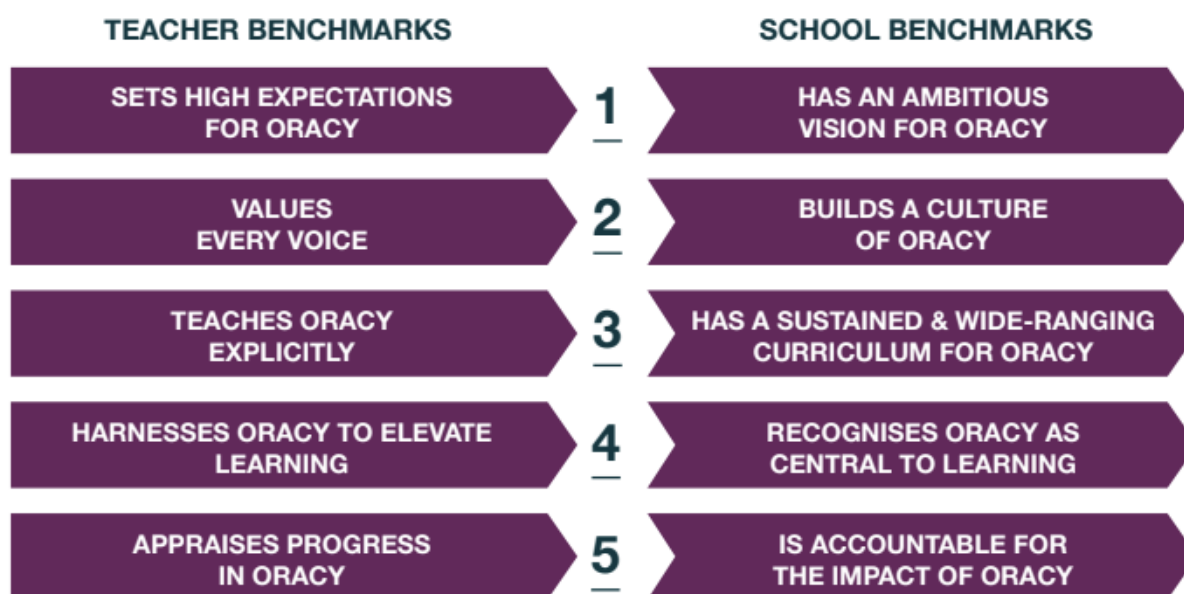


‘Every Child Matters, Every Moment Counts’

At Henbury View, oracy is a powerful tool for learning; by teaching children to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all children, not just some, to find their voice to succeed in school and life.

How do we teach oracy and achieve a high-quality oracy education?

Through a high-quality oracy education, our children learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

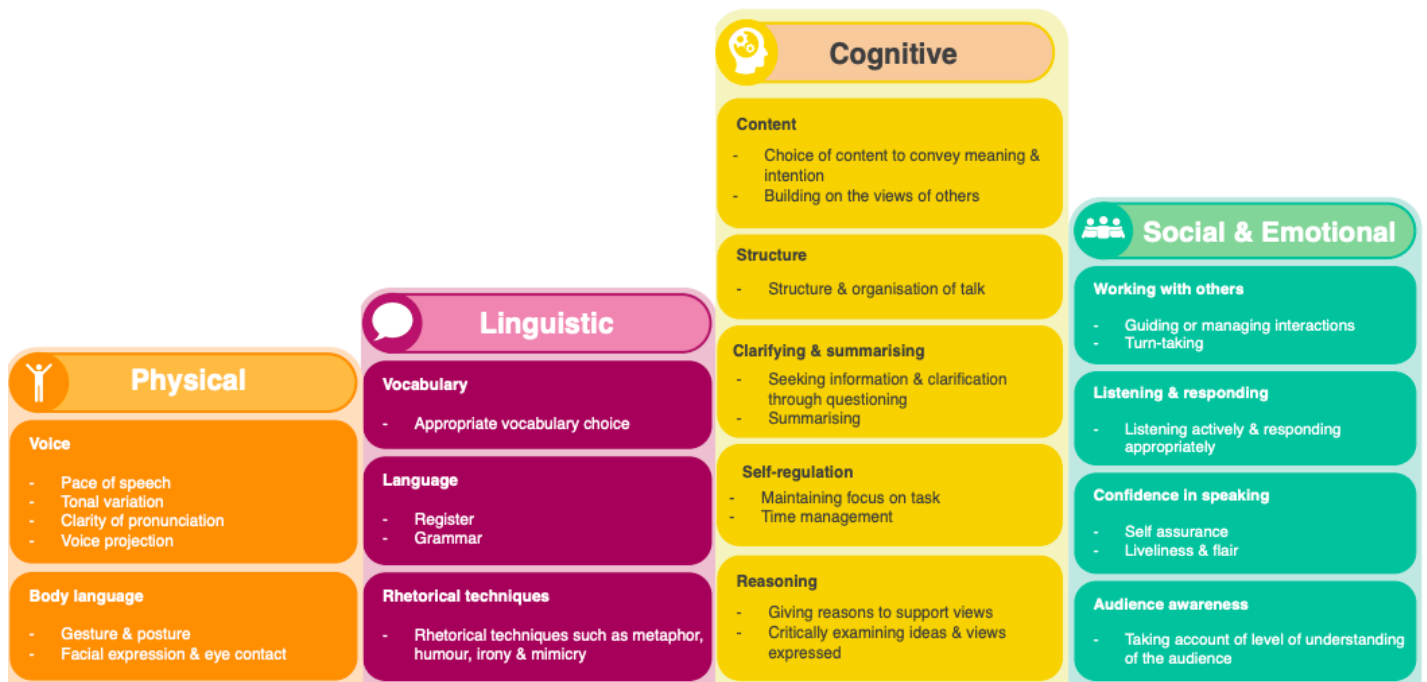


Designed as a tool to support the explicit teaching of oracy, the Oracy Framework supports us to:

- Develop a shared language for talk in the classroom
- Set clear expectations for talk (success criteria for discussion or talk tasks)
- Diagnose our children’s oracy skills and plan for explicit oracy teaching

Oracy Framework

We use the oracy framework below to understand the physical, linguistic, cognitive and social and emotion skills that enable successful discussion, inspiring speech and effective communication:



EYFS

For EYFS, we have introduced the four strands – physical, linguistic, cognitive and social & emotional – and one core oracy objective for each that gets to the root of each Framework strand. At this stage we have put the emphasis on students’ fundamental oracy skills such as speaking loud enough to be heard, beginning to join ideas together, asking questions and taking turns.

KS1

For Key Stage 1, we have built on the ideas introduced in EYFS and generated two or three interlinked objectives for each strand. Each objective is slightly more complex than the previous key stage and introduces more sophisticated vocabulary. At this stage we have put the emphasis on beginning to have more self and audience awareness, considering which language is appropriate and thinking about speech being structured and purposeful.

KS2

For Key Stage 2, we have built on the ideas introduced in Key Stage 1 and generated three or four interlinked objectives, each under the relevant subheadings for that strand. Each objective is more complex than the previous key stage and introduces more sophisticated vocabulary as well as demanding a little more thought to its application. At this stage we have put the emphasis on adapting to different situations and audiences, tailoring speech to a particular audience and being more aware of group dynamics and how to influence these.



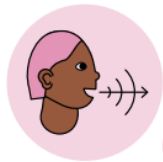
Physical

Are you speaking loud enough to be heard?



Cognitive

Are you asking questions?



Linguistic

Are you starting to join ideas together with words like **and**, **because** and **but**?



Social & Emotional

Are you taking turns to talk and listen?



Physical	Cognitive
<p><u>Voice</u></p> <ul style="list-style-type: none"> I can speak audibly to someone I know <p><u>Body Language</u></p> <ul style="list-style-type: none"> I look at the person talking to me I use some gestures when speaking (e.g pointing) 	<p><u>Content</u></p> <ul style="list-style-type: none"> I use 'because' to explain my intention/how or why something happened <p><u>Structure</u></p> <ul style="list-style-type: none"> I can list events in some detail <i>Yesterday, I...</i> <i>At the weekend, we...</i> I can articulate my ideas <i>I think.....because....</i> <p><u>Clarify and summarise</u></p> <ul style="list-style-type: none"> I can ask a relevant question about a story <p><u>Self-regulation</u></p> <ul style="list-style-type: none"> <i>I can listen attentively in different situations</i> <p><u>Reasoning</u></p> <ul style="list-style-type: none"> <i>I think.....because....</i>

Linguistic	Social and Emotional
<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> I use new vocabulary in play <p><u>Language</u></p> <ul style="list-style-type: none"> I use words like and, because, if and but when explaining my ideas (some modelled) 	<p><u>Working with others</u></p> <ul style="list-style-type: none"> I can take turns in play I can join in and organise role-play with friends I can use talk to help work out problems <p><u>Listening and responding</u></p> <ul style="list-style-type: none"> I know how to start conversations and join in with group ones Listen to and understand instructions when busy Understand an instruction that has two parts <p><u>Confidence</u></p> <ul style="list-style-type: none"> I can share my opinion with confidence when in a familiar group <p><u>Audience awareness</u></p> <ul style="list-style-type: none"> Show awareness of the listener and make some eye contact when speaking

Oracy in Key Stage 1



Physical	Linguistic	Cognitive	Social and Emotional
Voice <ul style="list-style-type: none"> I can speak clearly during performances or presentations e.g. Parent share I begin to use intonation linked to grammar e.g raised voice for questions Body Language <ul style="list-style-type: none"> I look at the listeners when talking I use some gestures to show number or size I start to think about the position of my body when speaking to an audience 	Vocabulary <ul style="list-style-type: none"> Apply key subject specific vocabulary when discussing learning with adults and peers (could be prompted to use traffic light vocab posters) Use conjunctions <u>and</u>, <u>but</u>, <u>when</u>, <u>if</u>, <u>because</u> accurately when discussing ideas Language <ul style="list-style-type: none"> I use the correct tense and word order I link my ideas to others <i>e.g To add to X's point, I agree and disagree because...</i> I use more complicated grammar when speaking <i>e.g. list of 3, emphasis</i> 	Content <ul style="list-style-type: none"> I can explain my likes and dislikes justifying with 'because' Structure <ul style="list-style-type: none"> I can orally retell stories with the key parts on the right order Clarify and summarise <ul style="list-style-type: none"> I can ask questions to find out more information Self-regulation <ul style="list-style-type: none"> I can concentrate on the person who is talking I stay on topic when speaking in a discussion I can say when I message is not clear I can explain why the message is not clear <i>e.g. I'm sorry, I'm not sure I understand because...</i> Reasoning <ul style="list-style-type: none"> I can give reasons for my opinions I make links to others' experiences <i>e.g. To add to X's point, I also....</i> 	Working with others <ul style="list-style-type: none"> Will take turns in group and individual conversations (MTYT prompting) I can begin to take on different roles in discussions <i>-Encourager</i> <i>-Presenter</i> <i>-Time manager</i> Listening and responding <ul style="list-style-type: none"> I can understand and respond to complex 3 step instructions Confidence in speaking <ul style="list-style-type: none"> I can suggest ideas to a group and answer questions about my idea When reading, will vary voice and tone intentionally When speaking, will begin to vary intonation Audience awareness <ul style="list-style-type: none"> In two-way conversations, I will think about what information has been learnt and build upon it

Oracy in Key Stage 2



Physical	Linguistic	Cognitive	Social and Emotional
<u>Voice</u> <ul style="list-style-type: none"> I am easy to understand by others when speaking I use intonation for emphasis when reading aloud I pause for effect when presenting/reading aloud <u>Body Language</u> <ul style="list-style-type: none"> Use gestures naturally to add meaning <i>e.g. to indicate size, number, positive/negative meaning</i> Consider posture and position when speaking to an audience 	<u>Vocabulary</u> <ul style="list-style-type: none"> Speak fluently without repetition when delivering ideas Use precise language choices <u>Language</u> <ul style="list-style-type: none"> Speak formally without filler words <i>e.g. like</i> Use formal language, when appropriate, in familiar situations <i>e.g. Good morning</i> <u>Rhetorical techniques</u> <ul style="list-style-type: none"> Exaggerate to make a story more interesting 	<u>Content</u> <ul style="list-style-type: none"> Understand the interest of the reader/listener Add or leave out detail depending on what is known by the audience <u>Structure</u> <ul style="list-style-type: none"> Order talk into a beginning, middle and end <i>e.g. My first point is... In addition, I... Finally, I would like to add...</i> <u>Clarify and summarise</u> <ul style="list-style-type: none"> Ask questions to keep conversations going <u>Self-regulation</u> <ul style="list-style-type: none"> I can sustain conversation by giving reasons and explaining my ideas <i>e.g. I agree with this point because... This is an interesting idea. However, have you thought...</i> 	<u>Working with others</u> <ul style="list-style-type: none"> I can support others in a discussion <i>e.g. by asking questions or inviting them in</i> I can take on a specific role in discussions (<i>prompted with role cards</i>) <ul style="list-style-type: none"> -Instigator -Builder -Challenger -Clarifier -Prober -Summariser <u>Listening and responding</u> <ul style="list-style-type: none"> I can make comments and build on what others have said <i>e.g. To add to X's point... Linking on to what X said...</i> <u>Confidence in speaking</u> <ul style="list-style-type: none"> I can suggest ideas to organise work in a group I can use tone and stress on words to add meaning

		<p><i>I'm afraid I don't agree because...</i></p> <p><u>Reasoning</u></p> <ul style="list-style-type: none"> I can explain both sides of an argument <i>e.g. I both agree and disagree with these points. Firstly, I agree because.... Secondly, I also disagree because...</i> 	<ul style="list-style-type: none"> I can tell a story with no notes, that engages an audience <p><u>Audience awareness</u></p> <ul style="list-style-type: none"> I can add or leave information based on what the listener already knows
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Praise for Oracy

One way we fully embed the strands of the Oracy Framework into our classrooms is to consider each strand and its objectives when you praise our children on their oracy skills. Examples of this praise can be seen below:



Physical

Amazing, you were speaking at just the right volume for a trio discussion!

Your body language showed me that you were very open to other people's ideas.

It was wonderful how you paused just for a moment to let what you were saying sink in.

I could hear how you adjusted your pace depending on what point you wanted to get across.



Linguistic

I loved the image you created of...

All of the words you choose reinforced a sense of...

Great use of specialist vocabulary, you sounded like an expert!

The way you spoke made you sound like an authority on...



Cognitive

You offered great reasons for your ideas.

The example you gave was particularly powerful because...

I liked how you used probing questions to find out more.

It really helped me to understand your thinking when you used firstly, then, finally.



Social & Emotional

Well done for inviting someone into the discussion.

Thank you for asking me what I think too and taking turns.

Great work looking at the person when you were speaking and listening.

You spoke really passionately and confidently. Well done!