

"What makes me enjoy talking the most is that everybody's listening to you, and you're part of the world, and you feel respected and important"

Year 3 student



oracy

/ˈɔːrəsi/ 

noun BRITISH

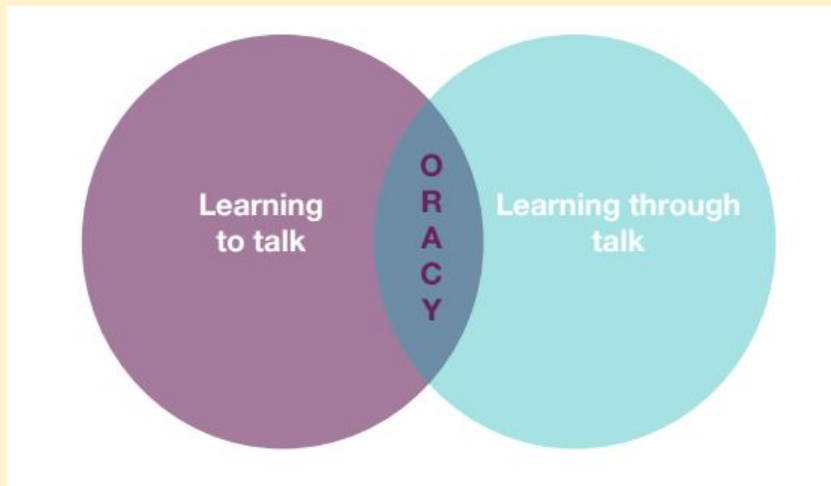
the ability to express oneself fluently and grammatically in speech.

"infant teachers will be urged to concentrate on reading, writing, oracy and numeracy"





Oracy



Why Oracy?

Understand and reason

Give instructions

Acquire new language

Generate ideas and opinions

Gather and share
information

Entertain

Problem-solve

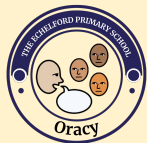
Analyse and evaluate

Reach consensus/ negotiate

Challenge

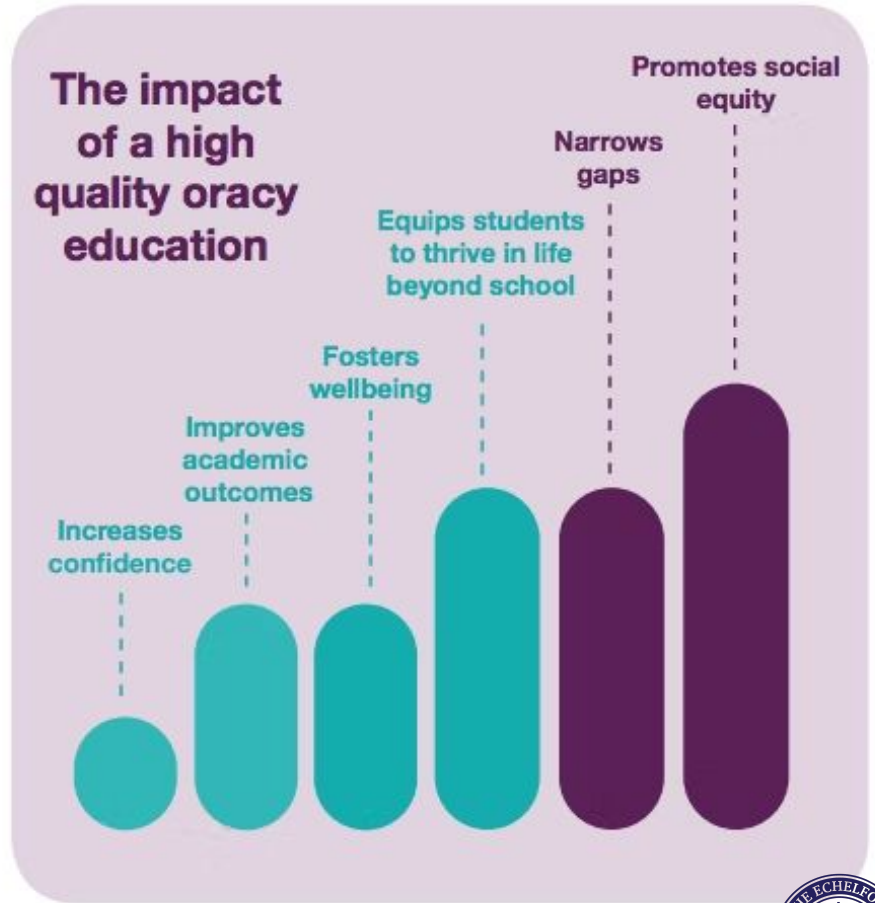
Influence

Organise and structure ideas



Why Oracy?

- ▶ Oracy skills are crucial to children and young people's success in school and in their life beyond.



Oracy increases confidence empowering students with the belief that their voice has value, developing the ability to articulate thoughts so others will listen.

“ Sometimes she does choose people who are really quiet and they don't really want to do it because they're really shy, but then Miss chooses [them] and **they gain more confidence.** ”

Zara, Year 6 student



Oracy improves academic outcomes developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding.

+5 months

On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.



Oracy fosters wellbeing supporting students to build successful relationships, talk through issues, express feelings and resolve conflicts.

**1.5x as
likely**

Young people with poor communication skills are one and a half times more likely to have mental health difficulties, even after taking account of a range of other factors that might have played a part



Oracy narrows gaps enabling disadvantaged students to fulfill their potential.

**+6
months**

Additional progress that pupils from disadvantaged backgrounds can make through oral language interventions.



Oracy promotes social equity leading to a fairer society where everyone, regardless of background, finds their voice for success in school and in life.

“ You are the only second chance for some children to have a rich language experience. If these children are not getting it at school, they are not getting it. ”

Neil Mercer, Emeritus Professor, University of Cambridge



Our Vision

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. **At Echelford, the voice of every single child is valued** and therefore, we believe it is vital to provide a high quality Oracy curriculum to support pupils in using their voices successfully not only through their time with us, but as they move into adulthood.

Oracy skills are vital to support wider literacy skills leading to improvements in reading writing and overall achievement but also to support pupils in successful social interactions.

Through the deliberate, explicit and systematic teaching of oracy across the curriculum we aim to support pupils to develop the physical, linguistic, cognitive and social and emotional skills that enable successful speaking, listening and communication. **We believe that by teaching students to become more effective speakers and listeners, in a range of contexts and circumstances, we will empower them to better understand themselves, each other and the world around them.**





A whole school culture of oracy



Assemblies

Lunchtimes

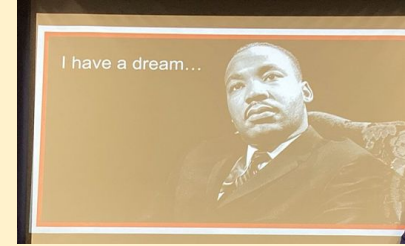




Tuesday - Which one does not belong?

Food for Talk!

A.  B. 

C.  D. 

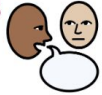
In my opinion...
I think...
I understand your point of view but have you thought about...
I would like to challenge this because...



Instigate



I think we need to talk about what has happened...



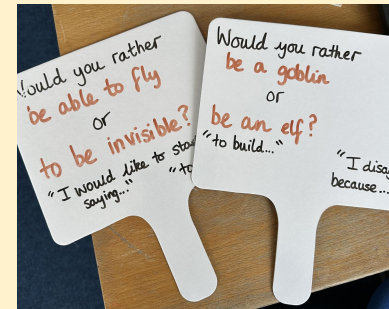
Instigate



Breaktimes



School Council



Our Oracy Community - how can you help?

Parent Carer Oracy Framework

Use our 10 Ways to support your child's Oracy skills at home to develop your child's oracy skills. These skills are shown in the framework below.

<p>Physical</p> <p>Are you thinking about the speed and volume of your voice?</p> <p>Are you using gestures and expression to help make your point?</p> <p>Are you facing who you are speaking or listening to?</p>	<p>Linguistic</p> <p>Are you using sentence stems to link others' ideas?</p> <p>Are you using new and appropriate vocabulary?</p>	<p>Cognitive</p> <p>Is what you want to say clear and organised?</p> <p>Are you asking relevant questions and responding to others?</p> <p>Are you giving reasons for what you're saying?</p>	<p>Social & Emotional</p> <p>Are you taking turns to talk and listen and encouraging others to take part?</p> <p>Are you talking confidently and thinking about your audience?</p>
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Talk Tactics to encourage talk at Home

Use the sentence stems that accompany these talk tactics to encourage discussion and develop your child's oracy skills.

<p>Instigate</p> <p>Present an idea or view or a new line of enquiry</p> <p>“ I think _____”</p> <p>“ Let's begin with _____”</p> <p>“ I have a great idea, I'll go first _____”</p> <p>“ Yes, and _____”</p> <p><i>Invite: Would you like to go first?</i></p>	<p>Build</p> <p>Develop, add to or elaborate on an idea</p> <p>“ X's idea made me think _____”</p> <p>“ I'd like to know more about _____”</p> <p>“ Yes, and _____”</p> <p><i>Invite: Can anyone add to that?</i></p>	<p>Clarify</p> <p>Ask questions to ensure things are understood</p> <p>“ Do you mean that ...? ”</p> <p>“ I think you are saying _____ but what about ...? ”</p> <p>“ So, what you're saying is _____”</p> <p><i>Invite: Do you have any questions about that?</i></p>	<p>Challenge</p> <p>Diagnose or present an alternative argument</p> <p>“ I don't think _____”</p> <p>“ You said _____ but what about ...? ”</p> <p>“ I disagree with _____”</p> <p><i>Invite: Does anyone disagree with it?</i></p>
<p>Stretch</p> <p>Hold more detail, use more complex language or introduce new ideas</p> <p>“ Yes, it's _____ you could even say it's _____”</p> <p>“ That's right, it's _____ because _____”</p> <p>“ Yes, it's _____”</p> <p><i>Invite: Can you tell me more about it?</i></p>	<p>Speculate</p> <p>Encourage creative or abstract thinking and consideration of alternative viewpoints</p> <p>“ I wonder what would happen if ...? ”</p> <p>“ Perhaps _____”</p> <p>“ Do you think ...? ”</p> <p><i>Invite: What do you think about that?</i></p>	<p>Suggest</p> <p>Suggest reasons and problem solving to getting next step</p> <p>“ What if we tried _____ next? ”</p> <p>“ Have you thought about _____”</p> <p>“ Let's give _____ a try”</p> <p><i>Invite: What do you think about that?</i></p>	<p>Encourage</p> <p>Offer praise to encourage and motivate</p> <p>“ You did such a good job of _____ now let's think about _____”</p> <p>“ You really made me _____”</p> <p>“ Your use of _____ was _____”</p> <p><i>Invite: What do you think about what X did well?</i></p>

10 Ways to support your child's Oracy skills at home

- Listen to and discuss different types of Oracy** - Podcasts, poetry, news reports, speeches, radio shows, story telling.

Talk to your child about their day - What was the best part of your day?

Play a game and discuss the rules - This can be as simple as playing a board game and asking your child to explain the rules.

Ask questions to develop answers - Ask your children 'why?' to encourage them to develop their sentences and thought process.

Encourage descriptive language - Ask your children to describe the things that they can see or hear when you are out and about.

Interview someone - Encourage your child to interview a family member, friend or neighbour. Come up with the questions together and then discuss what they learn.

Discuss a news article - Read a news article or watch Newsround and discuss together. Ask, 'What did you learn about this news article?' 'How did the people feel?'

Learn new vocabulary - Discuss the meaning of new vocabulary. Encourage your child to use new vocabulary in their writing or conversation.

Read a book together and discuss - Model how to read aloud. Discuss the events and characters together.

Use our Food for Talk from the Echelford Echo or your own Springboard for Talk to generate a discussion -

Which one does not belong ...? If I ruled the World ... Always, Sometimes, Never ... Would you rather ...?

Reading KS2 VIPERS

Here are some questions that can be used as prompts to support the development of your children's Oracy skills when reading at home.

Vocabulary

- What do the words _____ and _____ suggest about the character, setting and mood?
 - Which word tells you that ...? ...
- Which keyword tells you about the character/setting/mood? ...
 - Find one word in the text which means ...
- Find and highlight the word that is closest in meaning to ...
 - Find a word or phrase which shows/suggests that ...

Infer

- Find and copy a group of words which show that ...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of _____ show that they are ...
 - How can you tell that ...
- What impression of _____ do you get from these paragraphs?
 - What voice might these characters use?
 - What was _____ thinking when ...
 - Who is telling the story?

Predict

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



Our Oracy Community - how can you help?

[HOME](#)[SCHOOL INFO](#)[CURRICULUM](#)[PARENTS](#)[WHO'S WHO](#)[CONTACT US](#)

Oracy

[Home](#) > [Curriculum](#) > [Oracy](#)

We value the voice of every single child and recognise how important it is to develop our pupils' speaking and listening skills. As a result, we have been working hard to develop our Oracy Curriculum.

Vision

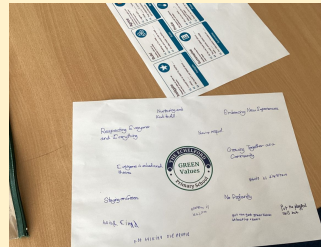
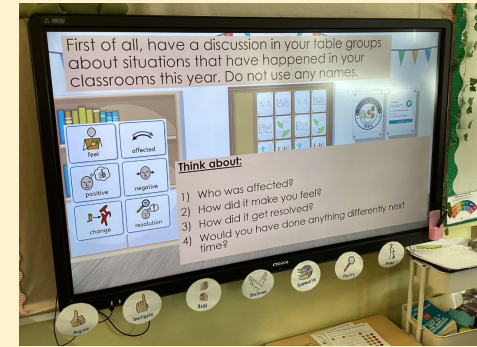
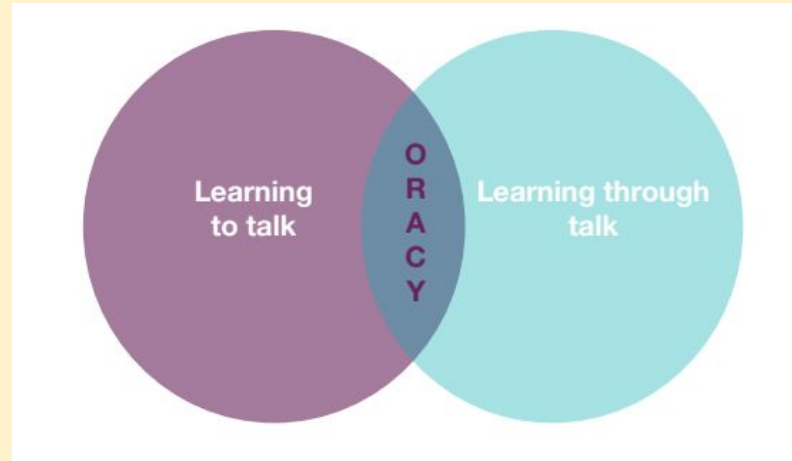
Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. At Echelford, the voice of every child is heard and valued. We aim to develop our pupils' speaking and listening skills through a range of activities and opportunities.



In this section

[Curriculum Themes](#)[Key Curriculum Objectives](#)[Curriculum Information](#)[Oracy](#)[Reception](#)[Year 1](#)[Year 2](#)[Year 3](#)[Year 4](#)[Year 5](#)[Year 6](#)

Classroom Practice



Discussion Guidelines

We give proof of listening



We respect others' ideas



We build, challenge, summarise, clarify, and probe each other's ideas



We are prepared to change our mind



We invite others into our discussion



We try to reach a shared agreement



Giving Proof Of Listening Means

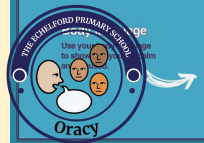
Listen carefully

Try to summarise what has been said and ask questions.



Face the speaker

Make sure you are looking at the speaker so that they know you are listening.



Groupings



Trio



Pair



Nest



Traverse



Circle



Fishbowl



Instigate

I am learning how to be healthy

How can you be healthy?



Build

Voice 21

Springboards for Talk

Would you rather be poor and happy or rich and unhappy?

Would you rather be a reptile or an amphibian?

Would you rather...?

Would you live under a benevolent dictatorship or in a dysfunctional democracy?

Would you rather live in the year 2300 or 1300?



Challenge

Concept Cartoons



Oracy is about being able to articulate what you are learning and using speaking to help you learn.

Oracy is about being able to stand up in front of an audience and speak with confidence.



“ What is oracy? ”



Oracy is about teaching children to speak like a posh person.



Oracy is just as much about listening as it is about speaking.

Student Talk Tactics



Instigate

Present an idea or open up a new line of inquiry



- “ 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



- “ 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



- “ 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



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

Clarify

Summarise

Identify and recap the main ideas



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

Summarise

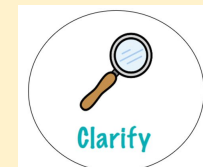
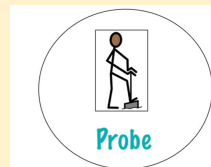
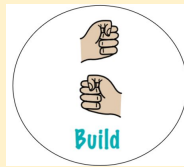
Build

Develop, add to or elaborate on an idea.



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

Build



Student Talk Tactics for early language development



Instigate

Present an idea or open up a new line of inquiry

“ I think ____



Build

Develop, add to or elaborate on an idea

“ Yes, and...



Challenge

Disagree or present an alternative argument

“ I disagree because...

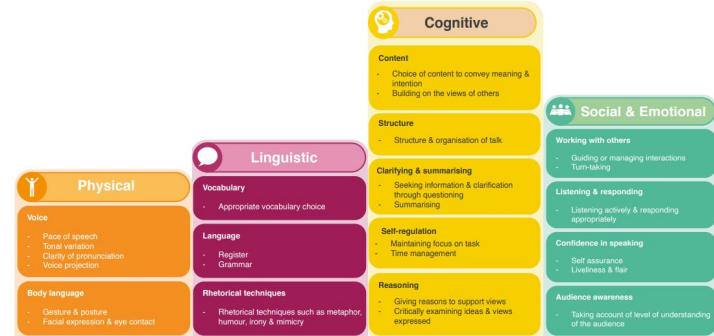
Oracy Curriculum

The Oracy Framework

Oracy
Cambridge



Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Subjects

Contexts

Purposes

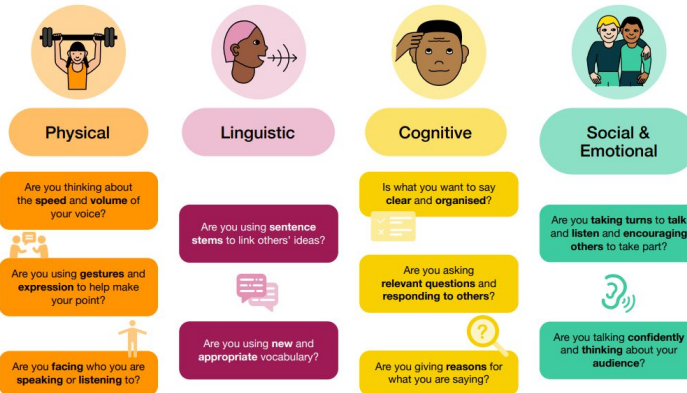
Audiences



The Oracy Framework

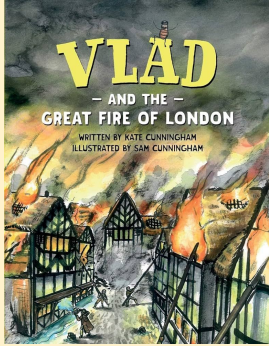


Here are some things to think about when you are using your oracy skills:

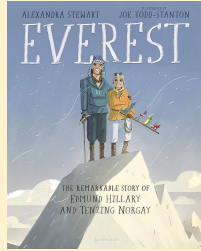
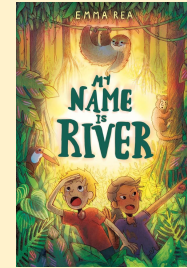


Oracy Curriculum

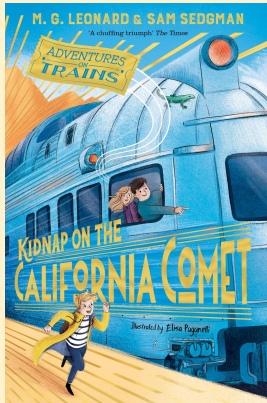
Year 2 - Fire! Fire!




Year 3 - Mountains and Earthquakes



Year 4 – The North American Dream




Year 5 - Rainforest Rangers



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