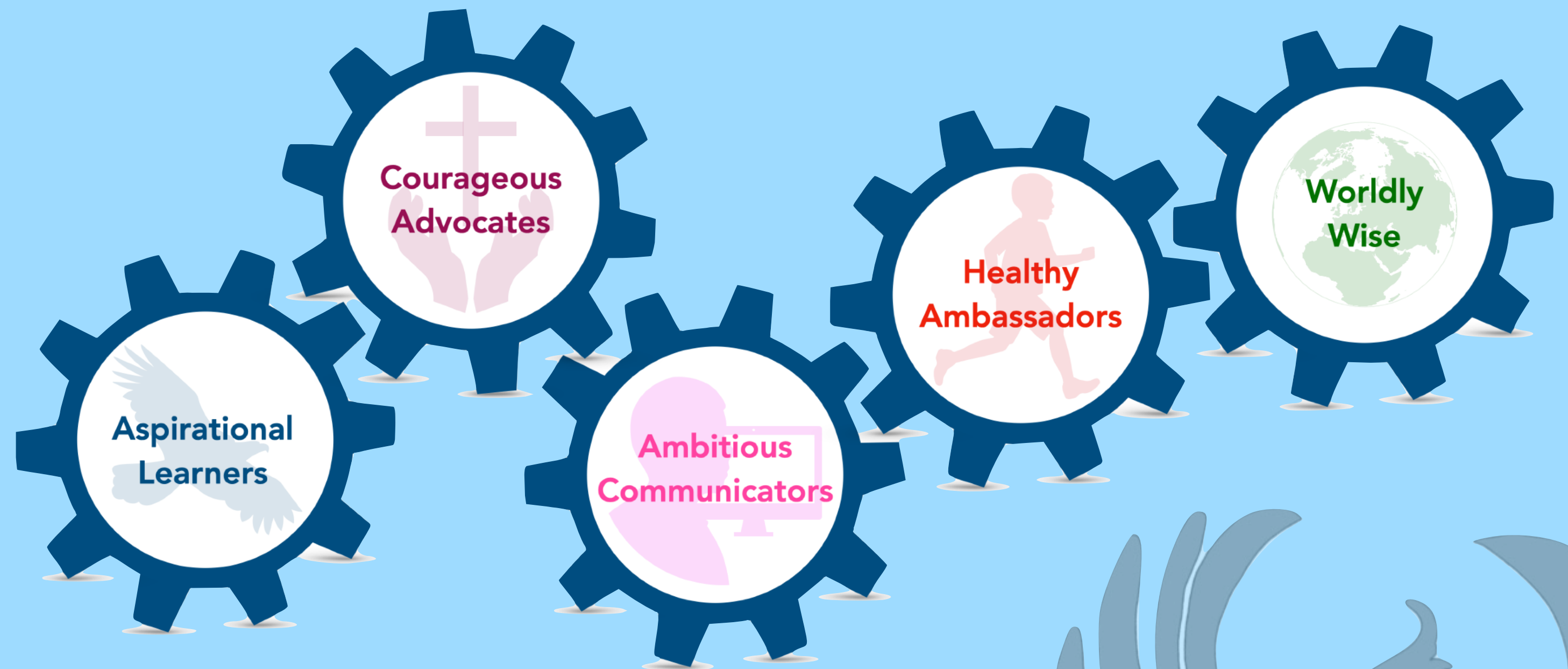


# Oracy Flight Path

Hand in hand we learn, we grow, we soar



COURAGE

KINDNESS

PERSEVERANCE

TRUST

RESPECT

LOVE

## Oracy Policy

At St. Bartholomew's we believe that developing oracy throughout primary education provides our students with vital life skills. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations. To us, Oracy is ***'being able to express yourself well'***.

We use the oracy framework that was developed by The University of Cambridge and Voice 21. This framework breaks oracy into four strands.

- Physical
- Cognitive
- Linguistic
- Social and Emotional

This framework allows both staff and pupils to understand what makes good spoken communication. The four strands enable successful discussion, inspiring speech and effective communication.



### Physical

#### Voice

- Pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

#### Body language

- Gesture & posture
- Facial expression & eye contact



### Linguistic

#### Vocabulary

- Appropriate vocabulary choice

#### Language

- Register
- Grammar

#### Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry



### Cognitive

#### Content

- Choice of content to convey meaning & intention
- Building on the views of others

#### Structure

- Structure & organisation of talk

#### Clarifying & summarising

- Seeking information & clarification through questioning
- Summarising

#### Self-regulation

- Maintaining focus on task
- Time management

#### Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed



### Social & Emotional

#### Working with others

- Guiding or managing interactions
- Turn-taking

#### Listening & responding

- Listening actively & responding appropriately

#### Confidence in speaking

- Self assurance
- Liveliness & flair

#### Audience awareness

- Taking account of level of understand of the audience

Oracy is

**'being able to express yourself well'**



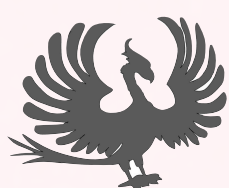
**Stand**

**Track the speaker**

**Articulate clearly**

**Respect the person talking**

	Talking roles	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>		I can use talk in play to practise new vocabulary. I can look at someone who is talking to me.	I can use talk in play to practise new vocabulary. I can speak audibly so I can be heard and understood.	I can use talk in play to practise new vocabulary. I can use gestures to support meaning in play.	I can use talk in play to practise new vocabulary. I can make relevant contributions and ask questions. I can describe events that have happened to me in detail.	I can use talk in play to practise new vocabulary. I can take turns to speak when working in a group. I can use 'because' to develop my ideas.	I can use talk in play to practise new vocabulary. I can join phrases with words such as 'if', 'because', 'so', 'could' and 'but'.
<b>Year 1</b>	<b>Instigator</b>	I can listen to someone else. I can explain ideas and events in chronological order. I can take turns when speaking.	I can listen actively. I can explain ideas and events in chronological order. I can say something linked to the theme.	I can respond appropriately to what I've heard. I can ask questions when I haven't understood. I can use sentence stems.	I can offer reasons for my opinions. I can speak clearly and confidently. I can say something linked to the theme.	I can agree and disagree with other opinions. I can speak clearly and confidently in context.	I can change my opinion. I can use the appropriate tone of voice in the right context. I can participate independently in a discussion.
<b>Year 2</b>	<b>Instigator, Builder</b>	I can use sentence stems to signal when I am building on or challenging others' ideas. I can be aware of others who have not spoken and invite them into discussion.	I can make connections between what has been said and my own and others' experiences. I can adapt how I speak in different situations according to audience.	I can adapt how I speak in different situations according to audience.	I can ask questions to find out more about a subject.	I can build on others' ideas in discussions. I can start to use gestures to support the delivery of my ideas.	I can start to develop an awareness of audience e.g. what might interest a certain group. I can give a confident delivery of short pre-prepared material.
<b>Year 3</b>	<b>Instigator, Builder, Challenger</b>	I can speak with confidence in front of an audience. I can adapt the content of my speech for a specific audience.	I can use specialist language to describe my own and others' talk.	I can make precise language choices.	I can speak with confidence in front of an audience. I can summarise a discussion.	I can deliberately vary the tone of voice in order to convey meaning.	I can offer opinions that aren't my own. I can reach a shared agreement.
<b>Year 4</b>	<b>Instigator, Builder, Challenger, Prober</b>	I can consider movement when addressing an audience.	I can carefully consider the words and phrasing I use to express my ideas.	I can reflect on my own oracy skills and identify areas of strength.	I can give supporting evidence e.g. citing a text, a previous example or a historical event.	I can pause for effect in a presentation.	I can ask probing questions.
<b>Year 5</b>	<b>Instigator, Builder, Challenger, Prober, Clarifier</b>	I can listen for extended periods of time.	I can project my voice to a large audience. I can use gestures in an increasingly natural way.	I can identify when a discussion is going off topic and am able to bring it back on track.	I can draw upon knowledge of the world to support my own point of view and explore different perspectives.	I can use an increasingly sophisticated range of sentence stems with fluency and accuracy.	I can speak with flair and passion.
<b>Year 6</b>	<b>Instigator, Builder, Challenger, Prober, Clarifier, Summariser</b>	I can vary sentence structures and length for effect when speaking. I can speak fluently in front of an audience.	I can spontaneously respond to increasingly complex questions, citing evidence where appropriate.	I can construct a detailed argument or complex narrative. I can demonstrate being comfortable using idioms and expressions.	I can read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.	I can use humour effectively.	I can consciously adapt tone, pace and volume of voice within a single situation. I can demonstrate having a 'stage presence'.



## Talking Roles

The discussion roles of **Instigator**, **Prober**, **Challenger**, **Clarifier**, **Summariser** and **Builder** are used to help manage and support class and group discussions. They also help to develop speaking and listening skills.

### Instigator



Starts the discussion or opens up a new topic for discussion.

**An Instigator will use phrases such as:**

*"I would like to start by saying..."*

*"I think we should consider..."*

*"We haven't yet talked about..."*

*"Let's also think about..."*

### Prober



Digs deeper into the argument, asks for evidence or justification of ideas.

**A Prober will use phrases such as:**

*"What do you think would be the effect of...?"*

*"Why do you think...?"*

*"Can you provide an example to support what you are saying?"*

### Challenger



Gives reasons to disagree or presents an alternative argument

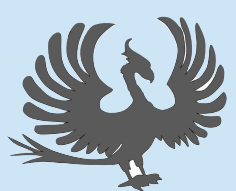
**A Challenger will use phrases such as:**

*"I disagree with you because..."*

*"You mentioned X but what about..."*

*"To challenge you X, I think..."*

*"I understand your point of view, but have you thought about...?"*



## Talking Roles

The discussion roles of **Instigator**, **Prober**, **Challenger**, **Clarifier**, **Summariser** and **Builder** are used to help manage and support class and group discussions. They also help to develop speaking and listening skills.

### Clarifier

Simplifies things and makes things clearer by asking questions.



**A Clarifier will use phrases such as:**

*"What do you mean when you say...?"*

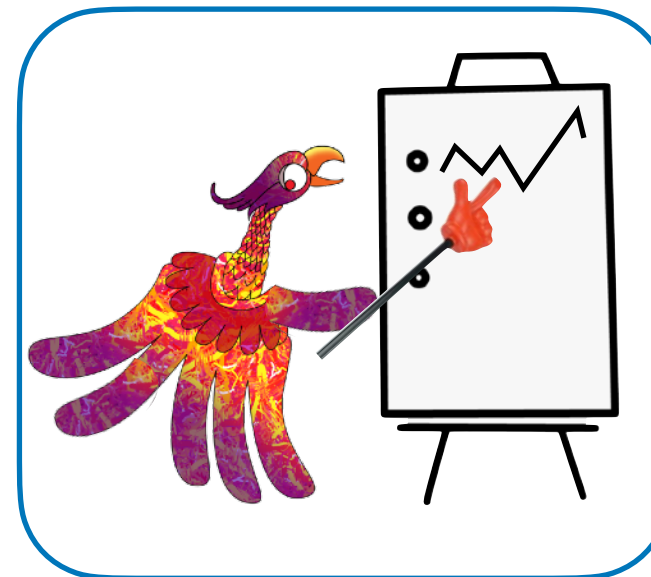
*"Can you explain a bit more about...?"*

*"Does that mean...?"*

*"Please can you clarify what you meant by...?"*

### Summariser

Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.



**A Summariser will use phrases such as:**

*"Overall the main points were..."*

*"The main ideas raised today were..."*

*"Our discussion focussed on..."*

*"The three main things we talked about were..."*

### Builder

Develops, adds or runs with an idea.

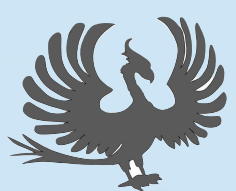


**A Builder will use phrases such as:**

*"I agree and would like to add..."*

*"Building on that idea, I think..."*

*"Linking to what X said, I think..."*





### Social & Emotional

- I can look at someone who is speaking to me.
- I can take turns to speak when working in a group.



### Cognitive

- I can use 'because' to develop my ideas.
- I can make relevant contributions and ask questions.
- I can describe events that have happened to me in detail.



### Physical

- I can speak audibly so I can be heard and understood.
- I can use gestures to support meaning in play.



### Linguistic

- I can use talk in play to practice new vocabulary.
- I can join phrases with words such as 'if', 'because', 'so', 'could', 'but'.

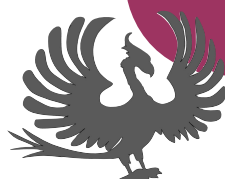
### Opportunities

- Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully.  
e.g. A shopkeeper speaking to a customer might say, 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. e.g. 'Wow you sounded just like a grown up shopkeeper!'
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy, to signify whose turn it is to speak.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. e.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. e.g. 'Tell your partner what you had for breakfast in a whisper... now tell me your favourite colour in a playground voice!'
- Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?

### Experiences

- To speak to a partner during whole class teaching.
- Taking pupils to the supermarket or post office to practise speaking to an unfamiliar adult to carry out a transaction.
- Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
I agree with / I disagree	It's the same because	It's the same/different...because	I think it will...
I think...	It's different because	They / we both have...	This will.....because
I don't think.....	This is... and that is....	Altogether we / I have	I know that...
It will....because		I know... because	
I like the way....		It looks / smells / feels / tastes / sounds like...	





### Social & Emotional

- I can listen to others and am willing to change my mind based on what I've have heard.
- I can organise group discussions independently of an adult.



### Cognitive

- I can offer reasons for my opinions
- I can recognise when I haven't understood something and asks a question to help me.
- I can disagree with someone else's opinion politely.
- I can explain ideas and events in chronological order.



### Physical

- I can use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.
- I can speak clearly and confidently in a range of contexts



### Linguistic

- I can use vocabulary appropriate to the topic at hand.
- I can take opportunities to try out new language, even if not always used correctly.
- I can use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'.
- I can use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.

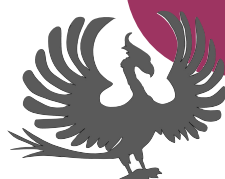
### Opportunities

- Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb up when they want to speak, or taking turns passing talk around a circle.
- Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.
- Introduce pupils to the role of the 'Instigator' and the sentence stems to fulfil the role.
- As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'
- Draw pupils' attention to the role that listening has in developing understanding. e.g. 'Now that we have heard that, has anyone changed their mind?'

### Experiences

- To take part in small group discussions without an adult.
- To be filmed speaking and use this for reflection.
- To speak in front of a larger audience e.g. during an assembly.

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
Yes / no because...	They are the same / different because... is .... and .... is ....	I ....because	I think... because
I don't like / do like...because	They are alike because they are both.....	When I ....because	I predict...
I agree / disagree with...		It is .... and....	I think....will happen because
It is right / wrong because...		It is a/an (adjective) (noun)	I know that
I think / don't think that...		After I.....	





### Social & Emotional

- I can start to develop an awareness of audience e.g. what might interest a certain group.
- I can be aware of others who have not spoken and to invite them into discussion.
- I can give a confident delivery of short pre-prepared material.



### Cognitive

- I can ask questions to find out more about a subject.
- I can build on others' ideas in discussions.
- I can make connections between what has been said and my own and others' experiences.



### Physical

- I can start to use gestures to support the delivery of my ideas  
e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.



### Linguistic

- I can adapt how I speak in different situations according to audience.
- I can use sentence stems to signal when I am building on or challenging others' ideas.

### Opportunities

- Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. e.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.
- Create different role play scenarios which enable pupils to practise speaking in different contexts e.g. having tea with the Queen, talking to a sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
- Use hot-seating and question tennis to develop pupils' questioning skills.
- Praise pupils who invite others into discussions and as a class, develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.
- Before students deliver presentational talk, create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.

### Experiences

- To speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.
- Participate in a short 'show and tell' session.

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
Yes / no because...	They are the same / different because... is .... and .... is ....	I ....because	I think... will happen because
I don't like / do like...because...	They are alike because they are both.....	When I ....because	I predict...because
I agree / disagree with...	They are similar because	It is .... and....	I know that
It is right / wrong because...	They are different because	It is (adjective) (noun)	
I think / don't think that...		After / Before I.....	
I believe...			
I think that...			





### Social & Emotional

- I can adapt the content of my speech for a specific audience.
- I can speak with confidence in front of an audience.



### Cognitive

- I can offer opinions that aren't my own.
- I can reflect on discussions and identify how to improve.
- I can summarise a discussion.
- I can reach shared agreement in discussions.



### Physical

- I can deliberately vary the tone of voice in order to convey meaning. e.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.
- I can consider position and posture when addressing an audience.



### Linguistic

- I can use specialist language to describe my own and others' talk.
- I can make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.

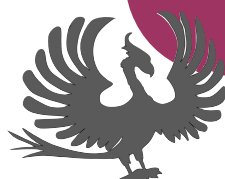
### Opportunities

- Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority.
- Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions.
- Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.
- Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too.
- Play 'articulate' with specialist subject vocabulary.

### Experiences

- Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.
- Become a storyteller for an authentic audience.
- Present to an audience of older or younger students.
- Chair a discussion.
- Hold a class meeting.

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
An argument for/against is...	They are the same / different because... is .... and .... is ....	I ....because	I think... will happen because
I accept your opinion / decision but/ however...	They are alike because they are both.....	I think it looks it looks/feels/smells/ sounds like...	I predict...because
I agree / disagree with...	They are similar because	It is .... and....	I think....will happen because
It is right / wrong because...	They are different because	It is (adjective) (noun)	This is probable because...
I think / don't think that... I believe...		After / Before I....	After...I predict that...
I don't like / do like...because		When I ....because	This is a result of...
In my opinion... / My view is		It reminds me of...	
I understand but / however...			
However... Also....			
Building on what you're saying...			





### Social & Emotional

- I can use more natural and subtle prompts for turn taking.
- I can empathise with an audience.
- I can consider the impact of my words on others when giving feedback.



### Cognitive

- I can give supporting evidence e.g. citing a text, a previous example or a historical event.
- I can ask probing questions.
- I can reflect on my own oracy skills and identify areas of strength and areas to improve.



### Physical

- I can consider movement when addressing an audience.
- I can pause for effect in presentational talk e.g. when telling an anecdote or telling a joke.



### Linguistic

- I can carefully consider the words and phrasing I use to express my ideas and how this supports the purpose of talk.

### Opportunities

- Introduce pupils to sentence stems to cite evidence and ask probing questions.
- Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such as list-of-three and rhetorical questions.
- Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.
- Set up discussions where each pupil has key information to bring to the discussion. e.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.
- When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.

### Experiences

- To use talk for a specific purpose e.g. to persuade or to entertain.
- To speak in front of a larger audience of adults e.g. a group of eight.
- To collaboratively solve a problem.
- To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.
- To receive feedback from a peer or audience member on their oracy skills.
- Create TV or radio adverts.
- Perform poetry by heart .

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
An argument for/against is...because...	They are the same / different because...	I ....because	I think... will happen because
I don't like / do like...because	They are alike because they are both.....	When I ....because	I predict...because
I agree / disagree with...	One similarity / difference is...	It is .... and....	This is probable because...
It is right / wrong because...	They are different because	It is (adjective) (noun)	After...I predict that... because
I think / don't think that...	A further similarity / difference is...	After / Before I.....	Due to the fact that...
I believe...		Because	As a result of...
In my opinion...		It reminds me of...	The outcome will be...
I understand your point of view however...		As a result...	Based on... I predict that
I appreciate ....'s opinion / decision but/ however...		Meanwhile	After hearing all the evidence...
I think that...		Furthermore	
However, I think differently because		Eventually	
I see it differently...		In contrast to...	
Most reasonable people would agree that...			
Building on what you're saying...			





### Social & Emotional

- I can listen for extended periods of time.
- I can speak with flair and passion.



### Cognitive

- I can draw upon knowledge of the world to support my own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'.
- I can identify when a discussion is going off topic and to be able to bring it back on track.



### Physical

- I can project my voice to large audience.
- I can use gestures in an increasingly natural way.



### Linguistic

- I can use an increasingly sophisticated range of sentence stems with fluency and accuracy.

### Opportunities

- Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples.
- Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.
- Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.
- Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...' .

### Experiences

- To take part in a debate.
- Create a school report to feature on TrilbyTV.
- Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
An argument for/against is...because...	In some ways...	In conclusion...	I think... will happen because
The two main reasons for believing this...	Another feature they have in common...	To begin with...	I predict...because
My first/second important reason...	Furthermore they are both..	Because of...x happened	This is probable because...
Perhaps some people would argue...	However, they also differ in some ways...	It seems to be like...	After...I predict that... because
However, I would point out...	A further similarity / difference is...	After / Before I.....	Due to the fact that...
In opinion, it is clear...		It reminds me of...	As a result of...
I understand your point of view however...		As a result...	The outcome will be...
I appreciate ...'s opinion / decision but/ however...		Meanwhile	Based on... I predict that
However, I think differently because		Furthermore	After hearing all the evidence...
I see it differently...		Eventually	
Most reasonable people would agree that...		In contrast to...	
Building on what you're saying...		The reasons for...	





### Social & Emotional

- I can use humour effectively.
- I can read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.



### Cognitive

- I can construct a detailed argument or complex narrative.
- I can spontaneously respond to increasingly complex questions, citing evidence where appropriate.



### Physical

- I can speak fluently in front of an audience.
- I can demonstrate having a 'stage presence'.
- I can consciously adapt tone, pace and volume of voice within a single situation.



### Linguistic

- I can vary sentence structures and length for effect when speaking.
- I can demonstrate being comfortable using idioms and expressions.

### Opportunities

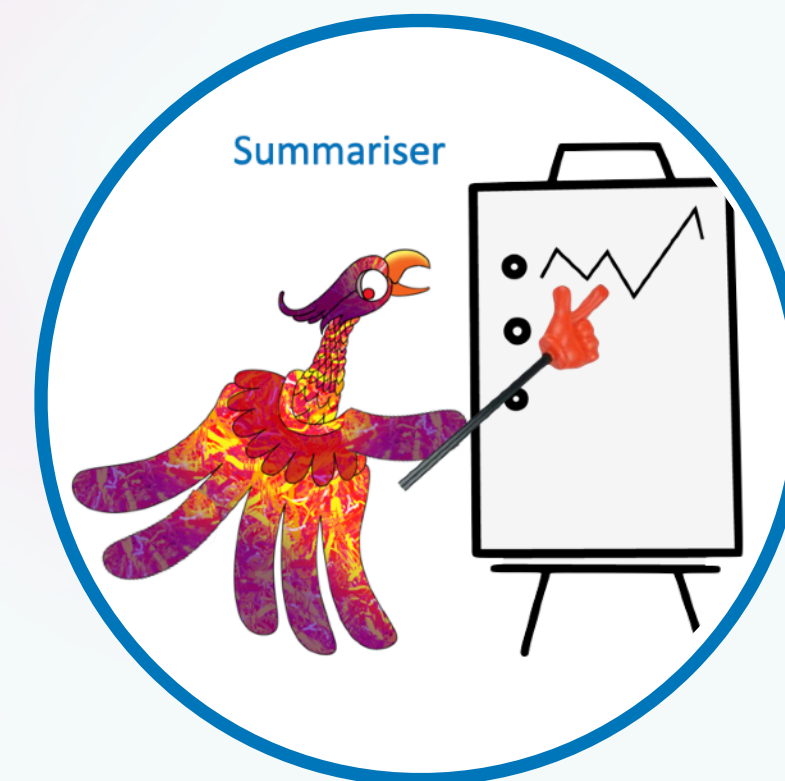
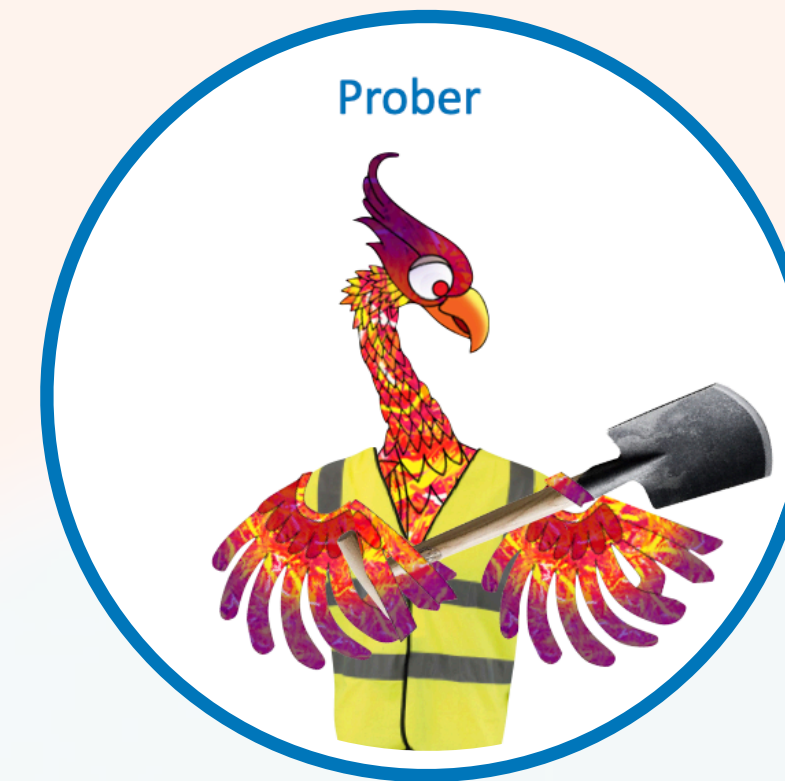
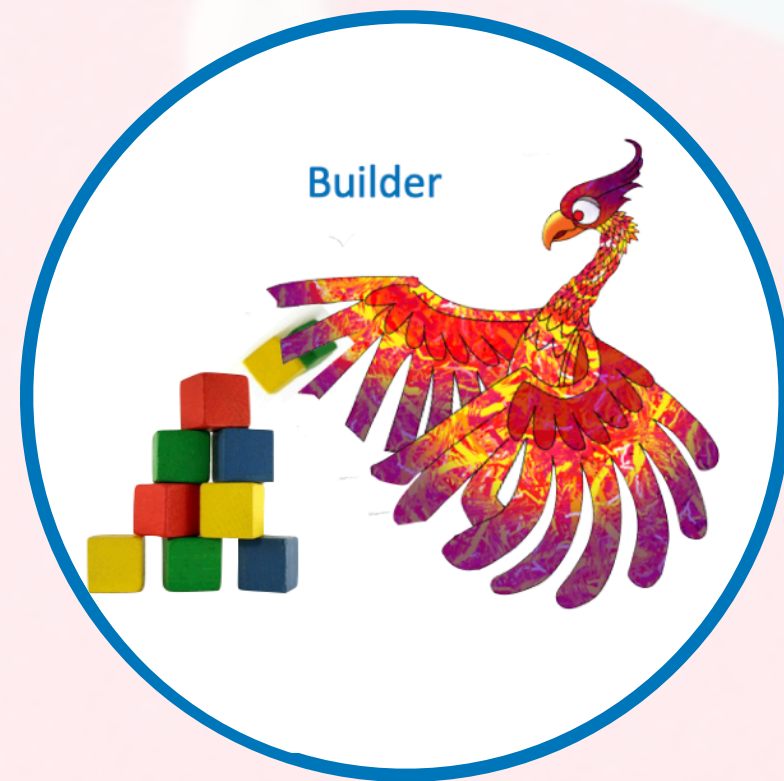
- Demonstrate fluency when talking about a given topic e.g. climate change.
- Demonstrate 'power poses' to explore physical aspects of speaking.
- Teach structures for building evidence-based arguments.

### Experiences

- Give a speech to an audience of peers and adults.
- Mentor or teach younger students.
- Lead an assembly.
- Act as a tour guides for prospective parents.
- Interview/ be interviewed.

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
I am convinced...	In some ways...	In conclusion...	I think... will happen because
Given that...	Another feature they have in common...	To begin with...	I predict...because
Based on fact...	Furthermore they are both..	Because of....x happened	This is probable because...
Perhaps some people would argue...	However, they also differ in some ways...	It seems to be like...	After...I predict that... because
However, I would point out...	A further similarity / difference is...	After / Before I.....	Due to the fact that...
Having pondered /analysed...		It reminds me of...	As a result of...
I understand your point of view however...		As a result...	The outcome will be...
I appreciate ....'s opinion / decision but/ however...		Meanwhile	Based on... I predict that
However, I think differently because		Furthermore	After hearing all the evidence...
Taking everything into account		Eventually	In light of...
Most reasonable people would agree that...		In comparison to..	In summary
Building on what you're saying...		The reasons for...	







Oracy!

