Todwick Primary School

How we teach Oracy

Research Considered:

Voice 21

EEF Guidance (KS1 and KS2)

Tower Hamlets-progression in language structures

The Oracy Framework

This is what we use to focus on teaching the composite parts of oracy. The oracy framework is split into 4 strands: physical, linguistic, cognitive and social and emotional

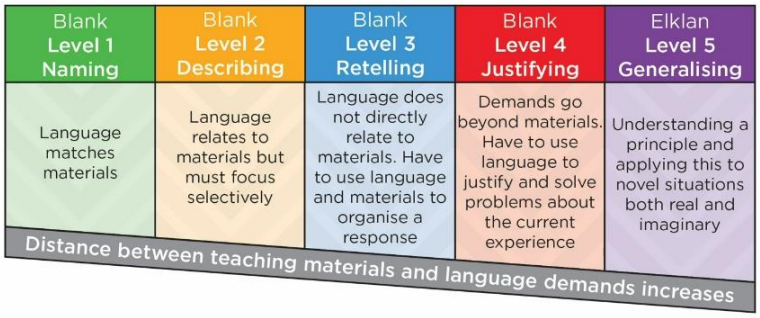
As a school we all work on the same strand at the same time:

- Autumn 1 – Social and Emotional
- Autumn 2 – Physical
- Spring – Cognitive
- Summer 1 – Linguistic
- Summer 2 – All of them – focus on where we need more practice.

We have broken the 4 strands down into progressive steps for EYFS, KS1 and KS2.

In Reception, we develop the children's talk through all teacher led sessions giving feedback and regularly reminding the children of how to be a good talker focusing our feedback on the focus skill. In addition to this, children engage in carefully planned oracy sessions, both whole class and small group, to develop their talking capabilities. Language and communication development is built upon within the classroom provision through high-quality interactions with adults; strategies for modelling language are those from the ELKLAN programme.





Elklan Level 5 (McLachlan, 2025)
This is not in the Blank Language Scheme

Oracy is built into our curriculum so that there is a wealth of opportunities for children to develop their oracy skills in a range of subjects and enrichment activities such as school council, school committees, leader roles e.g. play leaders, performance poetry. Subject leaders and class teachers carefully plan these oracy activities within units of work. These are found within Medium Term plans marked with our oracy symbol:



Whole school progression

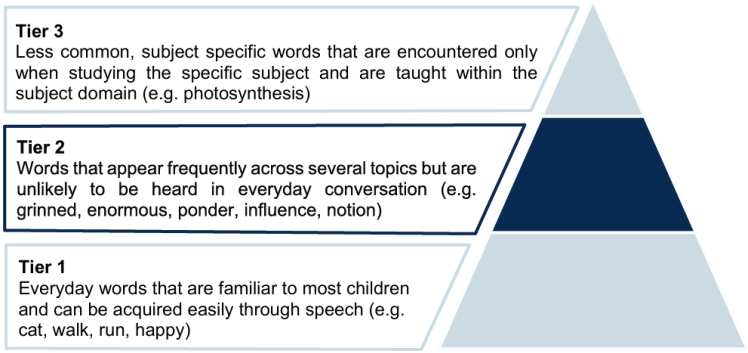
		EYFS	KS1	KS2
Physical	Voice:	Are you speaking loud enough to be heard?	Are you thinking about the speed and volume of your voice? Are you using expression to help make your point?	Are you speaking clearly, with expression? Are you adapting the tone, pace and volume of your voice for different situations?
	Body:	Are you facing who you are speaking to or listening to?	Are you facing who you are speaking and listening to? Are you using gestures to help make your point?	Do your body language and facial expressions match the message you are trying to convey?
Linguistic	Vocabulary:	Are you trying to use the new words you are learning?	Are you using new and appropriate vocabulary?	Are you choosing what vocabulary to use and tailoring it to your audience?
	Language:	Are you speaking in full sentences?	Are you using sentence stems to link to other's ideas? Are you joining ideas together with words such as and, because and but?	Are you matching your language to the situation?
	Rhetorical techniques:			Are you using a range of persuasive techniques?

Cognitive	Content and Structure:	Are you thinking about what to say before you say it?	Is what you want to say clear and organised so the lister understands?	**Content:** Are you being clear about your main points as well as building on the thoughts of others? **Structure:** How have you organised your talk so that it presents a clear argument or narrative?
	Clarifying and Summarising:	Are you asking and answering questions?	Are you asking relevant questions and responding to others?	Are you asking questions to clarify, probe and challenge? Are you summarising the main points in a succinct way?
	Reasoning:		Are you giving reasons for what you are saying?	Are you responding to what is being said and providing evidence for the points you are making?
Social and Emotional	Working with others and Listening and Responding:	Are you taking turns to talk and listen?	Are you taking turns to talk and listen and encouraging others to take part?	Are you aware of the group dynamics and actively inviting others to share their opinions? Are you actively listening and responding appropriately?
	Confidence and Audience Awareness:	Are you confident to speak in front of others?	Are you talking confidently and thinking about your audience?	How are you showing that you're confident as well as being respectful to others? Are you thinking about your audience and adapting your speech accordingly?

Vocabulary

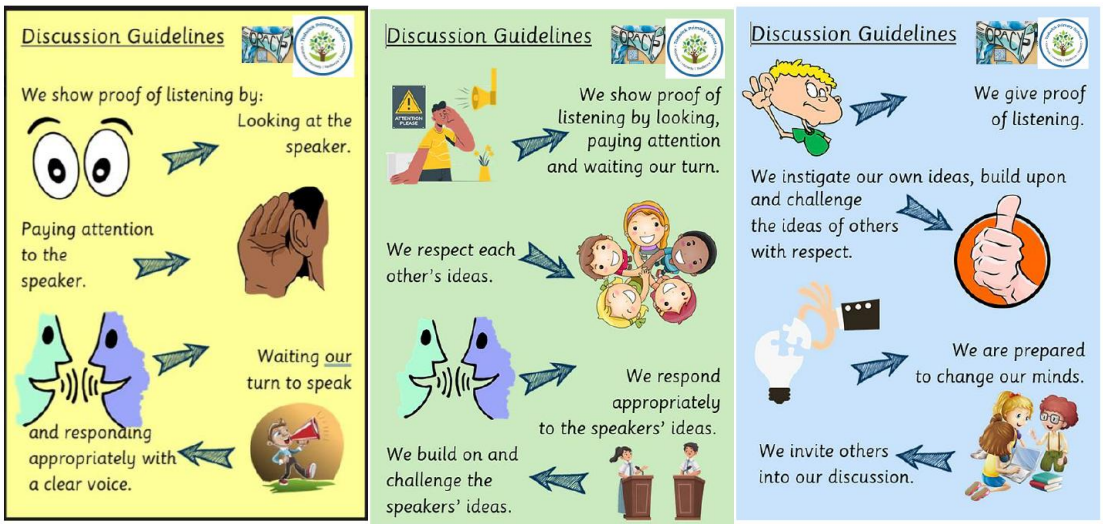
Vocabulary is taught through robust, purposeful and explicit instruction across the curriculum. Each subject of the curriculum has a carefully planned progression of vocabulary which is to be taught across all year groups. Children have opportunities to embed previously taught vocabulary in their talk and writing in order to create a depth of word knowledge as well as

creativity with new vocabulary. Once children's familiarity with new language is established teachers create meaningful oracy-centred opportunities within lessons for vocabulary output. Output activities allow children to demonstrate their ownership of recently learned vocabulary and enable teachers to judge how effectively new vocabulary has been learned.



Whole class discussion

Children are taught how to have a respectful discussion. We use the following discussion guidelines posters to support pupils to remember how to behave appropriately within a discussion. Foundation Stage and Key Stage 1 focus mainly on exploring and understanding what 'giving proof of listening is', whilst KS2 begin to focus on wider behaviours of positive engagement within a discussion.



We have 3 roles that children can take during a discussion:

- Instigate: Present and idea or open up a new line of inquiry.
- Build: Develop add or elaborate on an idea.
- Challenge: Disagree or present an alternative argument.

Learning Through Talk

Exploratory 'Talk that aids learning'	Presentational 'Talk that demonstrates Learning'
My turn, our turn, your turn (rote/ recite/ retrieve)	Feedback after the think, pair, share.
Rhyme, chanting and repetition (rote/ recite/ retrieve)	Informal presentation of personal information and interests.
Sentence Stems (instructional or exposition)	Opportunity to present some learning from the wider curriculum.
Think, Pair, Share (instructional or exposition)	Parental performances.
No hands Up questioning (instructional or exposition)	
Whole Class Discussion (discussion)	

My Turn, Our Turn, Your Turn

Rehearsal influences the attention and storing of information in memory, but one caution – it does not help construct meaning or relate the information to what you already know. Thus, rote repetition is most useful for exact information, such as the alphabet, spelling, sight words, times tables, etc.

Rhyme, Chanting and Repetition

Songs and chants are also used to enhance learning so that pupils can recall new skills quickly and with excitement. Repetition creates long term memory by eliciting or enacting strong chemical interactions at the synapse of your neuron (where neurons connect to other neurons).

Sentence Stems

This technique gives pupils the opportunity to respond in the form of a complete sentence to effectively communicate. Sentence stems provide scaffolding to help pupils get started in speaking or writing without the added pressure of thinking about how to correctly formulate a response.

Think, Pair, Share

The Think-Pair-Share activity gives them the opportunity to feel more comfortable sharing their thoughts. It helps pupils to think individually about a topic or answer to a question. It teaches pupils to share ideas with classmates and builds oral communication skills. It helps focus attention and engage pupils.

No Hands Up Questioning

By developing No Hands Up strategies in the classroom it has enables all pupils to be constantly focusing on the tasks in hand. Pupils are unable to switch off even for a moment as they are likely to be asked a question at any point in the lesson linked to the content, subject or conversation that has taken place.

Groupings



Trios

Three students talk with each other.

Or, two students have a discussion while the third observes then summarises and critiques.



Pairs

Talk to your partner.



Nest

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



Traverse

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



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.

