



Southport
Learning
Trust



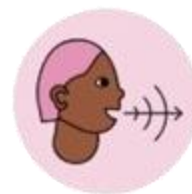
Oracy at Bedford

At Bedford Primary School, oracy is at the heart of our curriculum as we believe oracy skills are a vital life skill that all children need to master.



Cognitive

Are you asking questions?



Linguistic

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



Physical

Are you speaking loud enough to be heard?



Social & Emotional

Are you taking turns to talk and listen?





What will Oracy look like at Bedford?



- ❖ Staff will follow oracy benchmarks
- ❖ Staff will constantly refer to the discussion guidelines
- ❖ Teachers will plan in multiple opportunities for oracy throughout the curriculum
- ❖ Teachers will have a oracy display in each classroom
- ❖ Teachers will use the progression document and ensure the use of sentence stems where appropriate
- ❖ Talk will be an important part of classrooms with children regularly asked to discuss questions in pairs/trios

Teachers

Sets high expectations for oracy

Values every voice

Teaches oracy explicitly

Uses oracy to elevate learning

Values progress in oracy

School leaders

Has an ambitious vision for oracy

Build a culture of oracy

Has a sustained and wide-ranging curriculum for oracy

Recognises oracy as central to learning

Is accountable for the impact of oracy

Oracy framework areas

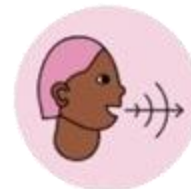


Cognitive

Are you asking questions?



The deliberate application of thought
to what you are saying.



Linguistic

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



Knowing which words and phrases to use
and using them.



Physical

Are you speaking
loud enough to be heard?



Making yourself heard by using your
voice and body as an instrument.



Social & Emotional

Are you taking turns to talk and listen?



Engaging with the people around you and
knowing you have the right to speak.

Oracy skills framework



cognitive



Content:

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

Structure:

- ✓ Structure and organisation of talk

Clarifying and summarising:

- ✓ Seeking information and clarification through asking questions
- ✓ Summarising

Self-regulation:

- ✓ Maintaining focus on task
- ✓ Time management

Reasoning:

- ✓ Giving reasons to support views
- ✓ Critically examining ideas and views expressed



linguistic



Vocabulary:

- ✓ Appropriate vocabulary choice

Language:

- ✓ Register
- ✓ Grammar

Rhetorical techniques:

- ✓ Using humour
- ✓ Using irony
- ✓ Using mimicry
- ✓ Using metaphors



physical



Voice:

- ✓ Pace
- ✓ Tone
- ✓ Clarity of pronunciation
- ✓ Voice projection

Body language:

- ✓ Gesture and posture
- ✓ Facial expression
- ✓ Eye contact



social and emotional



Working with others:

- ✓ Turn taking
- ✓ Guiding interactions

Listening and responding:

- ✓ Listening actively
- ✓ Responding to a speaker appropriately

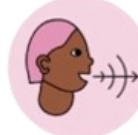
Confidence in speaking:

- ✓ Self assurance
- ✓ Liveliness
- ✓ Flair

Audience awareness:

- ✓ Taking into account the level of understanding of the audience
- ✓ Adapt based on audience reaction

EYFS and KS1



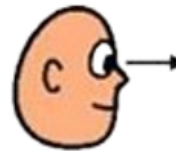
Discussion guidelines



One person
speaks at a
time



Be quiet if
someone else
is talking



Look at who
you are talking
to



Speak slowly



Show you are
listening by
looking at who
is talking



Choose
appropriate
vocabulary



Check your
volume is
right for the
situation



When someone
has finished
talking, ask
questions



Always
respect each
other's ideas



Build on each
other's ideas



Discussion guidelines



Give reasons to support our views



Choose appropriate vocabulary



Make eye contact with your audience



Show you are listening by looking, nodding and smiling

When someone has finished talking, ask questions

Use an appropriate register to suit who you are talking to

Speak slowly, clearly and calmly

Take turns to speak

Change the focus of your speaking depending on the audience reaction

Use expression to engage your audience

Choose an appropriate volume to match the situation

Don't interrupt if someone is talking - wait your turn

Groupings used

nest



whisper your ideas into
your hands

pairs



talk with your partner

trios



talk in groups of 3

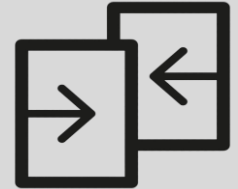
Sentence frame types

describe



describe and explain what something is like

compare



compare and contrast

challenge and probe



Ask questions to find out more information and challenge others opinions

build



develop or add to an idea

predict



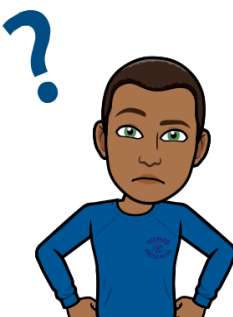
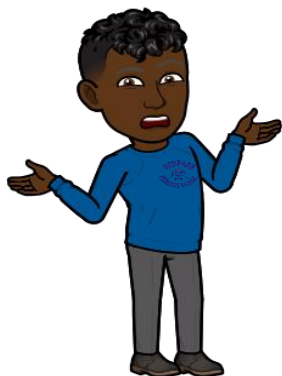
What do you think will happen next?

evaluate



identify and recap the main ideas

Discussion characters

Kayla	Amir	Annie	Joseph	Emmy	Charlie
					
Malik	Chantelle	Jake	Frankie	Tom	Rosie
					

EYFS Early Learning Goals:

Communication and Language: Listening and Attention:

- Children listen attentively in a range of situations.
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity.

Communication and Language Understanding:

- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Communication and Language Speaking:

- Children express themselves effectively, showing awareness of listeners' needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

National Curriculum Objectives Spoken Language Year 1-6:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication

Progression of skills - EYFS

cognitive 	linguistic 
• To use 'because' to develop their ideas • To make relevant contributions and ask questions • To describe events that have happened to them in detail	• To use talk in play to practice new vocabulary • To join phrases with words such as if, because, so, could, but etc
physical 	social and emotional 
• To speak at an appropriate volume so they can be heard and understood • To use gestures to support meaning in play	• To look at someone who is speaking to them • To take turns to speak when working in a group

EYFS sentence frames

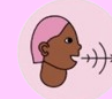
describe 	compare 	challenge and probe 	build 	predict 	evaluate 
It looks/smells/feels/tastes/sounds like . . .	It's the same/different because	I agree/disagree with . . .	Yes/no because . . .	. . . will happen because	I know that . . .
Altogether we/I have	It's the same because			I think . . . will happen	
It is . . .	It's different because			I think . .	
I like the way . . .	This is . . . and that is . . .			It will . . . because . . .	

cognitive



- To offer reasons for their opinions
- To recognise when they haven't understood something and asks questions to help with this
- To disagree with someone else's opinion politely
- To explain ideas and events in chronological order

linguistic



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

physical



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

social and emotional



- Listens to others and is willing to change their mind based on what they have heard
- To organise group discussions independently of an adult

Year 1 sentence frames

describe 	compare 	challenge and probe 	build 	predict 	evaluate 
It is ... because	They are the same because is and is	I agree/disagree with ...	Yes/no because ...	I think ... because	I think/don't think that ..
When I ... because	They are different because is and is	It is right/wrong because ...	I think/don't think that ..	I predict ...	I know that ...
It is and ...	They are alike because they are both ...			I think ... will happen because ...	
It is a/an (adjective) (noun)	I do/ don't like because ...				
After I ...					
It looks/smells/feels/ tastes/sounds like .					

Progression of skills - Year 2

cognitive



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

linguistic



- To adapt how they speak in different situations according to audience
- To use sentence frames to signal when they are building on or challenging others' ideas

physical



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

social and emotional



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

Year 2 sentence frames

describe 	compare 	challenge and probe 	build 	predict 	evaluate 
It is ... because	They are the same because is and is	I agree/disagree with ...	Building on what you are saying ...	I think ... because	I think/don't think that .
He/she is ... because ...	They are different because is and is	It is right/wrong because ...	Yes/no because ...	I predict ...	I know that ...
It is and ...	They are similar because	In my opinion ...	I believe ...	I think ... will happen because ...	
It is a/an (adjective) (noun)	They are different because	However ... Also ...			
After/before I ..		I do/ don't like because ..			
It looks/smells/feels/sounds like					

Progression of skills - Year 3

cognitive



- To offer opinions that aren't their own
- To reflect on discussions and identifying how to improve
- To be able to summarise a discussion
- To reach shared agreement in discussions

linguistic



- To be able to use specialist language to describe their own or others' talk
- To use specialist vocabulary
- To make precise language choices e.g instead of describing a cake as 'nice' using 'delicious'

physical



- Deliberately varies tone of voice in order to convey meaning e.g speaking authoritatively during an expert talk or speaking with emotion when telling a sad part of the story
- Considers position and posture when addressing an audience

social and emotional



- To adapt the content of their speech for a specific audience
- To speak with confidence in front of an audience

Year 3 sentence frames

describe 	compare 	challenge and probe 	build 	predict 	evaluate 
It is and . . .	They are the same because is and is	I agree/disagree with . . .	I accept your opinion/decision but/however . . .	I think . . . because	I believe . . .
It is a/an (adjective) (noun)	They are different because is and is	It is right/wrong because . . .	Building on what you are saying . . .	I predict . . . because	I think that . . .
After/before I ..	They are similar because	I think/don't think that ..	I believe . . .	I think . . . will happen because . . .	I do/ don't like because ..
It reminds me of .. .	They are different because	In my opinion . . .		I know that . . .	This is a result of . . .
When I . . .	They are alike because ..	An argument for/against is ..		After . . . I predict that . . .	
		However . . . Also . . .		This is probable because ..	

Progression of skills - Year 4

cognitive



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

linguistic



- To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk

physical



- To consider movement when addressing an audience
- To use pauses for effect in presentational talk e.g when telling an anecdote or telling a joke

social and emotional



- To use more natural and subtle prompts for turn taking
- To be able to empathise with an audience
- To consider the impact of their words on others when giving feedback

Year 4 sentence frames

describe 	compare 	challenge and probe 	build 	predict 	evaluate 
It is and ...	They are the same because is and is	An argument for/against is ..	Building on what you are saying ...	This is probable because ...	After hearing all the evidence ..
It is a/an (adjective) (noun)	They are different because is and is	I do/ don't like because ..	Most reasonable people would agree that ...	I predict ... because	This is a result of . ..
After/before I ..	They are similar because	I agree/disagree with because ...	I believe ...	I think ... will happen because ...	The outcome will be ..
It reminds me of ..	They are different because	It is right/wrong because ...	Furthermore ..	I know that ...	As a result ...
	One similarity/difference is ..	I understand your point of view however ...		After ... I predict that ...	
	A further similarity/difference is ...	I accept your opinion/decision but/however ...		Based on ... I predict that ..	
	In contrast to ..				

Progression of skills - Year 5

cognitive



- To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives
- To identify when a discussion is going off topic and to be able to bring it back on track

linguistic



- To use an increasingly sophisticated range of sentence frames with fluency and accuracy
- To use specialist vocabulary with ease

physical



- To project their voice to a large audience
- For gestures to become increasingly natural

social and emotional



- Listening for extended periods of time
- To speak with flair and passion

Year 5 sentence frames

describe 	compare 	challenge and probe 	build 	predict 	evaluate 
To begin with ...	In some ways ...	An argument for/against is ..	Furthermore ..	This is probable. . . because	After hearing all the evidence ..
Because of ... () happened	Furthermore, they are both ..	The two main reasons for believing this ..	The reasons for ..	I predict ... because	This is a result of . . .
It seems to me like ..	However, they also differ in some ways ..	My first/second differing important reason ..	However I would point out ...	I think ... will happen because ...	The outcome will be .. because ..
After/before I ..	One similarity/difference is ..	Perhaps some people would argue ...	In my opinion, it is clear ...	After ... I predict that ... because	Due to the fact that ..
As a result of happened	A further similarity/difference is ...	I understand your point of view however ...	Building on what you are saying ...	Based on ... I predict that ..	In conclusion ..
It reminds me of ..	Another feature they have in common is .	Most reasonable people would agree that ...	I see it differently because ..		
	In contrast to ..	I accept your opinion/decision but/however ...			

Progression of skills - Year 6



cognitive



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

linguistic



- To vary sentence structure and length for effect when speaking
- To be comfortable using idiom and expressions

physical



- To speak fluently in front of an audience
- To have a stage presence
- Consciously adapt tone, pace and volume of your voice within a single situation

social and emotional



- To use humour effectively
- To be able to 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

Year 6 sentence frames

describe 	compare 	challenge and probe 	build 	predict 	evaluate 
To begin with ...	In contrast to ..	I am convinced ..	Furthermore ..	This is probable. . . because	After hearing all the evidence . .
Because of ... () happened	In comparison to ..	Given that. .	Furthermore they are both . .	I predict ... because	This is a result of . . .
It seems to me like	In some ways ...	Based on fact ...	However, I would point out ..	I think ... will happen because ...	The outcome will be .. because ..
After/before I ..	Another feature they have in common is .	Perhaps some people would argue ...	Having pondered/analysed your opinion, I think ...	After ... I predict that ... because	Due to the fact that ..
The reasons for ..	One similarity/difference is ..	However I would point out ...	I see it differently because ..	Based on ... I predict that ..	In summary ...
It reminds me of .. .	A further similarity/difference is ...	I understand your point of view however ...	Building on what you are saying ...		In conclusion ..
	However, they differ by , , ,	I accept your opinion/decision but/however ...			As a result ...
	In my opinion, it is clear ...				