

Oracy Framework		Colne Engaine Primary School			2022
Areas of Oracy	EYFS	Milestone 1	Milestone 2	Milestone 3	
Physical	<ul style="list-style-type: none"> ○ Speak audibly so they can be heard and understood ○ Use gestures to support meaning in play. 	<ul style="list-style-type: none"> ○ Use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground ○ Speak clearly and confidently in a range of contexts ○ 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 	<ul style="list-style-type: none"> ○ Deliberately vary 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 ○ Consider position and posture when addressing an audience ○ Consider movement when addressing an audience. ○ Pause for effect in presentational talk e.g. when telling an anecdote or telling a joke. 	<ul style="list-style-type: none"> ○ Project their voice to large audience ○ Gestures become increasingly natural ○ Speak fluently in front of an audience ○ Have a stage presence ○ Consciously adapt tone, pace and volume of voice within a single situation. 	
Linguistic	<ul style="list-style-type: none"> ○ Use talk in play to practice new vocabulary ○ Join phrases with words such as 'if', 'because' 'so' 'could' 'but'. 	<ul style="list-style-type: none"> ○ Use vocabulary appropriate specific to the topic at hand ○ Take opportunities to try out new language, even if not always correctly. ○ Use sentence stems to link to other's ideas in group discussion. ○ Use conjunctions to organise and sequence ideas e.g. firstly, secondly ○ Adapt how they speak in different situations according to audience. ○ Use sentence stems to signal when they are building on or challenging others' ideas. 	<ul style="list-style-type: none"> ○ Use specialist language to describe their own and others' talk. ○ Use specialist vocabulary ○ Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'. ○ Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. 	<ul style="list-style-type: none"> ○ Use an increasingly sophisticated range of sentence stems with fluency and accuracy Develop an awareness of collocations ○ Vary sentence structures and length for effect when speaking ○ Confidently use idioms. 	

Areas of Oracy	EYFS	Milestone 1	Milestone 2	Milestone 3
Cognitive	<ul style="list-style-type: none"> ○ Use 'because' to develop their ideas. ○ Make relevant contributions and ask questions. ○ Describe events that have happened in detail 	<ul style="list-style-type: none"> ○ Offer reasons for their opinions ○ Recognise when they haven't understood something and ask a question to help with this ○ Disagree with someone else's opinion politely ○ Explain ideas and events in logical or chronological order ○ Ask questions to find out more about a Subject ○ Build on others' ideas in discussions. ○ Make connections between what has been said and their own and others' experiences 	<ul style="list-style-type: none"> ○ Offer alternative opinions to their own ○ Reflect on discussions and identify how to improve ○ Summarise a discussion ○ Reach shared agreement in discussions ○ Give supporting evidence e.g. citing a text, a previous example or a historical event ○ Ask probing questions ○ Reflect on their own oracy skills and identify areas of strength and areas to improve. 	<ul style="list-style-type: none"> ○ Draw upon knowledge of the world to support their 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' ○ Identify when a discussion is going off topic and bring it back on track Construct a detailed argument or complex narrative ○ Spontaneously respond to increasingly complex questions, citing evidence where appropriate.
Social and Emotional	<ul style="list-style-type: none"> ○ To look at someone who is speaking to them. ○ Take turns to speak when working in a group. 	<ul style="list-style-type: none"> ○ Listens to others and is willing to change their mind based on what they have heard ○ To organise group discussions independently of an adult. ○ 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 	<ul style="list-style-type: none"> ○ Adapt the content of their speech for a specific audience ○ Speak with confidence in front of an audience ○ Use more natural and subtle prompts for turn taking. ○ Empathise with an audience ○ Consider the impact of their words on others when giving feedback 	<ul style="list-style-type: none"> ○ Listen for extended periods of time ○ Speak with flair and passion Use humour effectively ○ 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.

Oracy Framework Objectives EYFS				Teaching Ideas
Physical	Linguistic	Cognitive	Social and Emotional	
<ul style="list-style-type: none"> ○ Speak audibly so they can be heard and understood ○ Use gestures to support meaning in play. 	<ul style="list-style-type: none"> ○ Use talk in play to practice new vocabulary ○ Join phrases with words such as 'if', 'because' 'so' 'could' 'but'. 	<ul style="list-style-type: none"> ○ Use 'because' to develop their ideas ○ Make relevant contributions and ask questions ○ Describe events that have happened in detail 	<ul style="list-style-type: none"> ○ To look at someone who is speaking to them ○ Take turns to speak when working in a group. 	<ul style="list-style-type: none"> ○ 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!'
Experiences				
<ul style="list-style-type: none"> ○ Participate in partner talk during whole class teaching ○ Taking pupils to the supermarket or post office to practice 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 ○ Participate in the plan, do review sessions 				

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<ul style="list-style-type: none"> ○ Use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground ○ Speak clearly and confidently in a range of contexts ○ 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 	<ul style="list-style-type: none"> ○ Use vocabulary appropriate specific to the topic at hand ○ Take opportunities to try out new language, even if not always correctly. ○ Use sentence stems to link to other's ideas in group discussion. ○ Use conjunctions to organise and sequence ideas e.g. firstly, secondly ○ Adapt how they speak in different situations according to audience. ○ Use sentence stems to signal when they are building on or challenging others' ideas. 	<ul style="list-style-type: none"> ○ Offer reasons for their opinions ○ Recognise when they haven't understood something and ask a question to help with this ○ Disagree with someone else's opinion politely ○ Explain ideas and events in logical or chronological order ○ Ask questions to find out more about a Subject ○ Build on others' ideas in discussions. ○ Make connections between what has been said and their own and others' experiences 	<ul style="list-style-type: none"> ○ Listens to others and is willing to change their mind based on what they have heard ○ To organise group discussions independently of an adult. ○ 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 	<ul style="list-style-type: none"> ○ Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in 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 roles of the 'builder' and 'challenger' ○ Equip pupils with sentence stems to fulfil each 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?' ○ 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 practice speaking in different contexts e.g. having tea with the Queen, talking to 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 they can make their object for 'show and tell' interesting for their peers.
Experiences				
<ul style="list-style-type: none"> ○ 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 ○ 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. 				

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<ul style="list-style-type: none"> ○ Deliberately vary 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 ○ Consider position and posture when addressing an audience ○ Consider movement when addressing an audience ○ Pause for effect in presentational talk e.g. when telling an anecdote or telling a joke. 	<ul style="list-style-type: none"> ○ Use specialist language to describe their own and others' talk. ○ Use specialist vocabulary ○ Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable' ○ Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. 	<ul style="list-style-type: none"> ○ Offer alternative opinions to their own ○ Reflect on discussions and identify how to improve ○ Summarise a discussion ○ Reach shared agreement in discussions ○ Give supporting evidence e.g. citing a text, a previous example or a historical event ○ Ask probing questions ○ Reflect on their own oracy skills and identify areas of strength and areas to improve. 	<ul style="list-style-type: none"> ○ Adapt the content of their speech for a specific audience ○ Speak with confidence in front of an audience ○ Use more natural and subtle prompts for ○ turn taking. ○ Empathise with an audience ○ Consider the impact of their words on others when giving feedback 	<ul style="list-style-type: none"> ○ Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk. 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 ○ Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion. ○ Play 'articulate' with specialist subject vocabulary ○ 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 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				
<ul style="list-style-type: none"> ○ 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 ○ Speak in front of a larger audience of adults e.g. a group of eight ○ Collaboratively solve a problem ○ Receive feedback from a peer or audience member on their oracy skills ○ Create TV/radio programmes ○ Mock election hustings ○ Peer teaching ○ Perform poetry by heart 				

Oracy Framework Objectives Milestone 3				Teaching Ideas
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<ul style="list-style-type: none"> ○ Project their voice to large audience ○ Gestures become increasingly natural ○ Speak fluently in front of an audience ○ Have a stage presence ○ Consciously adapt tone, pace and volume of voice within a single situation. 	<ul style="list-style-type: none"> ○ Use an increasingly sophisticated range of sentence stems with fluency and accuracy ○ Develop an awareness of collocations ○ Vary sentence structures and length for effect when speaking ○ Confidently use idioms. 	<ul style="list-style-type: none"> ○ Draw upon knowledge of the world to support their 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' ○ Identify when a discussion is going off topic and bring it back on track ○ Construct a detailed argument or complex narrative ○ Spontaneously respond to increasingly complex questions, citing evidence where appropriate. 	<ul style="list-style-type: none"> ○ Listen for extended periods of time ○ Speak with flair and passion ○ Use humour effectively ○ 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. 	<ul style="list-style-type: none"> ○ 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 ○ 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 .. ○ Enter a debate competition ○ BBC school report ○ Create a podcast ○ Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job ○ Lead a parents' evening ○ Compere a school talent show or event. ○ Slam poetry/ Stand-up comedy
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