



Oracy Framework at Fairfield



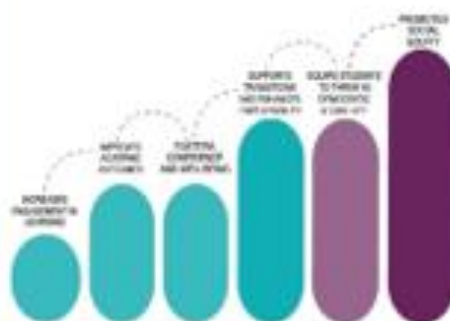
Oracy



Rationale

At Fairfield, we believe that Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language and listening. We recognise the value of Oracy for children across the whole curriculum.

The impact of oracy



“The evidence identified the multifaceted and manifold benefits of oracy education in promoting and supporting learning, and developing children and young people's oral language skills. It improves their competence, agility and confidence as communicators, and enables success in life beyond education.”

APPO, Speak for Change, 2021



Our approach

Using the Voice 21 approach, we promote oracy opportunities throughout each day based around the Oracy Framework to explicitly develop the children's cognitive, linguistic, physical and social and emotional skills. We know that oracy opportunities will deepen children's thinking and understanding and be a positive strategy to ensure the learning is accessible for all pupils. The listening ladder, the talk tactics, STEM sentences and varied groupings form the foundations when planning oracy linked to the whole curriculum.

Discussion Guidelines

- We give most of listening
- We support others to speak
- We build challenges, summaries, clarity and praise each other's ideas
- We are prepared to change our mind
- We share ideas and our discussion
- We try to reach a shared agreement

Groupings



The Oracy Framework

We have divided oracy skills into four strands:

- Cognitive** The deliberate application of thought to what you're saying
- Linguistic** Knowing which words and phrases to use, and using them
- Physical** Making yourself heard, using your voice and body as an aid to aid
- Social & Emotional** Engaging with the people around you, knowing you have the right to speak

Student Talk Tactics

Intigate Ask questions to find out more Ask questions to find out more Ask questions to find out more Ask questions to find out more	Probe Ask questions to find out more Ask questions to find out more Ask questions to find out more Ask questions to find out more	Build Ask questions to find out more Ask questions to find out more Ask questions to find out more Ask questions to find out more
Challenge Ask questions to find out more Ask questions to find out more Ask questions to find out more Ask questions to find out more	Clarify Ask questions to find out more Ask questions to find out more Ask questions to find out more Ask questions to find out more	Summarise Ask questions to find out more Ask questions to find out more Ask questions to find out more Ask questions to find out more

Summarising the speaker's ideas

Asking questions that dig deeper

Asking questions to clarify understanding

Repeating and rephrasing

Offering nods or short words of encouragement

Looking at the speaker

Being calm and still

Giving 100% of their focus to the person speaking

How we plan for oracy

1. Teacher benchmarks – what do I want the children to be able to do?

Teacher Benchmarks

- | | | |
|---|-------------------------------------|---|
| 1 | Sets high expectations for oracy | What 'good talk' looks and sounds like is made clear to students. |
| 2 | Values every voice | Teachers and students listen well to each other and respect each other's contributions. Scaffolds and structures support all students to contribute and access talk activities. |
| 3 | Teaches oracy explicitly | Specific oracy skills are identified, modelled, supported and discussed. |
| 4 | Harnesses oracy to elevate learning | Oracy tasks are purposeful and develop students' thinking and understanding. They are supported by thoughtful questioning and facilitation by the teacher. |
| 5 | Appraises progress in oracy | Teachers give specific feedback against oracy skills and monitor progress over time. |

2. Across all subjects, within any given lesson, consider how oracy would deepen children's understanding and promote independent thought.



3. Decide what the best strategy would be to achieve this outcome. E.g. an authentic question, a concept cartoon, a practical task to solve, a controversial statement, odd one out, what do you notice? ...

Authentic questions

“Authentic questions are truly ‘discussion questions’ because they invite the students to enter into a thoughtful conversation. Students responding to a question are seeking not to guess what's on the teacher's mind, but to express what is on their own minds.”

White, 1993

History:

- Should we still remember Nellie Spindler and Florence Nightingale?
- How do you judge whether a revolution is successful?

Science:

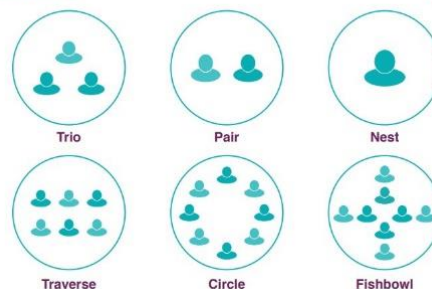
- Why do you think people drop litter?
- Will autonomous vehicles make driving safer?

Geography:

- Is it our job to look after the environment?
- Should there be tourism in Antarctica?

4. What grouping is best to achieve this? Do I want to use Talk Detectives also?

Groupings



5. Which talk tactic (s) are most appropriate?

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	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
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

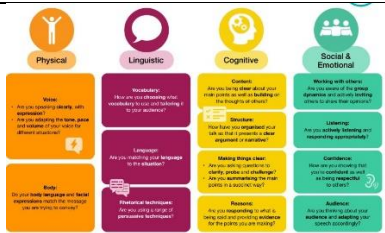
6. What scaffolds are needed including STEM sentences?

Talk like an Artist Sentence Stems

- I like...
- I dislike... because...
- What else could improve this?
- In my opinion...
- I know that... because I have observed...
- I believe there is a pattern of...
- I think this has developed by...
- How does this technique make you feel?

Progression of Oracy

	Oracy Framework	Talk Tactics	Groupings	Presentational Talk (Suggestions)
EYFS	Physical Are you speaking loud enough to be heard? Linguistic Are you starting to join ideas together with words like and, because and but? Cognitive Are you asking questions? Social & Emotional Are you taking turns to talk and listen?	Instigate Build Challenge	Nest Pairs Trios	Show and Tell Performance Poetry Reflection on learning to a partner
Year 1	Physical Are you thinking about the speed and volume of your voice? Are you using gestures and expressions to help you talk? Are you listening and taking part in speaking or listening to? Linguistic Are you using sentence stems to talk about things? Are you using words and phrases to explain or describe? Cognitive In what way can you use what you've learned? Are you asking relevant questions and responding to others? Are you giving ideas and opinions to others? Social & Emotional Are you taking turns to talk and listen and encouraging others to take part? Are you being confident and listening to your partner?	Instigate Build Challenge	Nest Pairs Trios	Share their learning Reflection on learning with others Performance Poetry
Year 2	Physical Are you thinking about the speed and volume of your voice? Are you using gestures and expressions to help you talk? Are you listening and taking part in speaking or listening to? Linguistic Are you using sentence stems to talk about things? Are you using words and phrases to explain or describe? Cognitive In what way can you use what you've learned? Are you asking relevant questions and responding to others? Are you giving ideas and opinions to others? Social & Emotional Are you taking turns to talk and listen and encouraging others to take part? Are you being confident and listening to your partner?	Instigate Build Challenge Summarise	Nest Pairs Trios Traverse	Story telling Reflection on learning with others Performance Poetry
Year 3	Physical Voice: Are you speaking clearly with appropriate volume? Body: Are you using gestures and facial expressions to help you talk and listen? Linguistic Vocabulary: Are you choosing clear words to use and listening to your partner? Language: Are you using clear language to explain or describe? Pronunciation: Are you using a range of pronunciation techniques? Cognitive Content: Are you thinking about what you are saying and listening to your partner? Structure: Are you using a range of sentence structures to explain or describe? Reasoning: Are you using a range of reasoning techniques to explain or describe? Social & Emotional Working with others: Are you taking turns to talk and listen and encouraging others to take part? Listening: Are you listening to your partner and responding to them? Confidence: Are you being confident and listening to your partner?	Instigate Build Challenge Summarise	Nest Pairs Trios Traverse Circle	Debate with support Story telling Record reflections of learning E.g. voice recordings / video. Performance Poetry Produce a presentational piece to demonstrate understanding - images and a script
Year 4	Physical Voice: Are you speaking clearly with appropriate volume? Body: Are you using gestures and facial expressions to help you talk and listen? Linguistic Vocabulary: Are you choosing clear words to use and listening to your partner? Language: Are you using clear language to explain or describe? Pronunciation: Are you using a range of pronunciation techniques? Cognitive Content: Are you thinking about what you are saying and listening to your partner? Structure: Are you using a range of sentence structures to explain or describe? Reasoning: Are you using a range of reasoning techniques to explain or describe? Social & Emotional Working with others: Are you taking turns to talk and listen and encouraging others to take part? Listening: Are you listening to your partner and responding to them? Confidence: Are you being confident and listening to your partner?	Instigate Build Challenge Summarise Clarify	Nest Pairs Trios Traverse Circle Onion	Debate with support Give speeches Record reflections of learning (voice recordings / video) Performance Poetry Produce a presentational piece to demonstrate understanding – images with notes
Year 5	Physical Voice: Are you speaking clearly with appropriate volume? Body: Are you using gestures and facial expressions to help you talk and listen? Linguistic Vocabulary: Are you choosing clear words to use and listening to your partner? Language: Are you using clear language to explain or describe? Pronunciation: Are you using a range of pronunciation techniques? Cognitive Content: Are you thinking about what you are saying and listening to your partner? Structure: Are you using a range of sentence structures to explain or describe? Reasoning: Are you using a range of reasoning techniques to explain or describe? Social & Emotional Working with others: Are you taking turns to talk and listen and encouraging others to take part? Listening: Are you listening to your partner and responding to them? Confidence: Are you being confident and listening to your partner?	Instigate Build Challenge Summarise Clarify Probe	Nest Pairs Trios Traverse Circle Onion Fishbowl	Debate – self-led Give speeches News reporting Record reflections of learning (voice recording / video) Performance Poetry Produce a presentational piece to demonstrate understanding – key notes/cue cards only

Year 6		Instigate Build Challenge Summarise Clarify Probe	Nest Pairs Trios Traverse Circle Onion Fishbowl	Debate – self-led Give speeches News reporting Performance Poetry Record reflections of learning (voice recording / video) Produce a presentational piece to demonstrate understanding – key notes/cue cards only
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Pupil Voice

When you have ideas in your head, it might not sound like you think it does so when you share these ideas with others, it helps us.

Before we have started to write, we've been able to share our ideas and listen to one another, which has made our writing better.

In our Oracy sessions, we often use trios and traverse groupings to share our ideas with one another, which helps me to organise my ideas.

I like it when we have 'nest' time – everything is quiet, so I've got time to think.