

# Pearl Hyde Primary School

## Oracy Curriculum and Progression



FINHAM PARK  
MULTI ACADEMY TRUST



## Intent

### **Our voice is our power and we can change the world**

At Pearl Hyde, we want to create an oracy centered culture, where children are empowered to develop their learning through talk, as well as understanding how to talk. Our oracy curriculum is designed, to provide our children with a rich and engaging learning experience that will support their life-long learning journey. Our pedagogical approach is based in academic and social mobility. We strive to ensure that we maximise the potential of all of our children, so that they have the best life chances and oracy plays a central role in this.

The central intent of our school is that we aim to provide a progressive curriculum of skills that instill our children with the confidence to have and express their opinion through the understanding that their voice has power and they can change the world!

The aims of our Oracy curriculum at Pearl Hyde Primary School are:

- To teach our children how to talk to further their education through probing, challenging and building upon other people's ideas
- To be develop articulate speakers, who are able to speak eloquently, confidently, precisely and with an appropriate register across a range of contexts and disciplinary subjects
- To be effective listeners, who are able to appreciate and understand the opinions and thoughts of other people
- To foster the confidence to allow our children to give their opinions and know that they will be heard with respect
- To enable our children to understand the different contexts that we speak in and how these affect the register and formality of how we speak
- To actively listen to others and then critically analyse what has been said
- To celebrate the richness and diversity of the different languages and cultures that make up Pearl Hyde school
- To facilitate a range of learning experiences within which the children can apply their oracy skills, such as; drama, debating, P4C, persuasion, class/whole school presentations and peer working
- To ensure that oracy is a central theme that runs through our curriculum and is embedded within every subject within our school
- To ensure that oracy is utilised as an essential pedagogical approach to further the learning and life chances of our children and that it is not an event within a lesson

## Implementation

In all aspects of school life, we aim to provide rich opportunities to delve into language, time to develop articulate communication while also giving opportunities to be heard and listen to others. As a school, we are committed to ensuring that the thread of high quality oracy runs through all parts of our school curriculum and is utilised as an integral part of every staff member's pedagogical practice. Learning to talk and learning through talk are an essential part of our children's academic diets as we all understand the academically proven positive difference that a rich talk based curriculum can give to every child. We all believe and practice that oracy is not a singular event within a lesson, but is a powerful learning tool that enables accelerated progress. According to the EEF, *'The average impact of oral language interventions for pupils is 6 months' additional progress over the course of a year.'* As a school, we know the importance of setting high quality examples of spoken English and we ensure that this is modelled by all staff throughout the school day.

As a school, we have developed our oracy policy, which set the expectation for oracy teaching and learning, as well as assessment, across our school. We have set this, so that there is a consistency of pedagogy, and the high expectations are mirrored across all phases. This is an inclusive policy, where we have provided support and flexibility for staff to adapt these rules for those children with additional learning needs.

Underpinning our policy are three main aims:

- **Everyone participates** – each and every child is encouraged to share their thoughts and opinions with a safe, respectful and supportive environment. This helps to build their confidence, resilience and collaborative learning skills.
- **Explain your ideas and why** – this aims states that every teacher promotes a high level of speaking and listening, where the vocabulary choices reflect the context of the session (different audiences, debates etc). Furthermore, through our P4C learning, we teach our children to explain and provide logical reasoning for their opinions.
- **Active Listening** – we believe that a fundamental part of communication, is ensuring that we listen to the speaker and that the maximum amount of information is gained from the individual speaking. This supports our children to explain their ideas. In order to achieve this, we have implemented our Pearl Hyde Listening Ladder. However, we believe that children need to be taught the skill of listening and so therefore we actively teach and model each rung on the Ladder.

As we see oracy as multi subject approach, we support our teaching through discrete, regular Spelling, Punctuation and Grammar (SPaG) sessions. This ensures that the children are able to communicate at an age-appropriate level and to enunciate their ideas in a clear and precise way. We also actively introduce our children to higher level vocabulary through our reading and English lessons. In addition, we like to reduce the cognitive demand of our children by providing them with sentence stems, which support them to speak like a specialist. This means that we provide the scaffold to enable the children to focus on the important part of the sentence.

#### **Walkthrus to support Implementation (see Appendix A):**

As part of our whole school pedagogical approach to Teaching and Learning, we have implemented the Tom Sherrington Walkthru's. These are utilized by our staff to ensure that the learning experience of our children is high-quality. Therefore, we have identified the following walkthrough tactics to ensure that our oracy curriculum has fidelity to our whole school T&L approach and that we are ensuring that our children are set high expectations within a supportive learning environment. This implementation is supported through our oracy coaching programme, which enables all of our staff to learn from one other and share best practice.

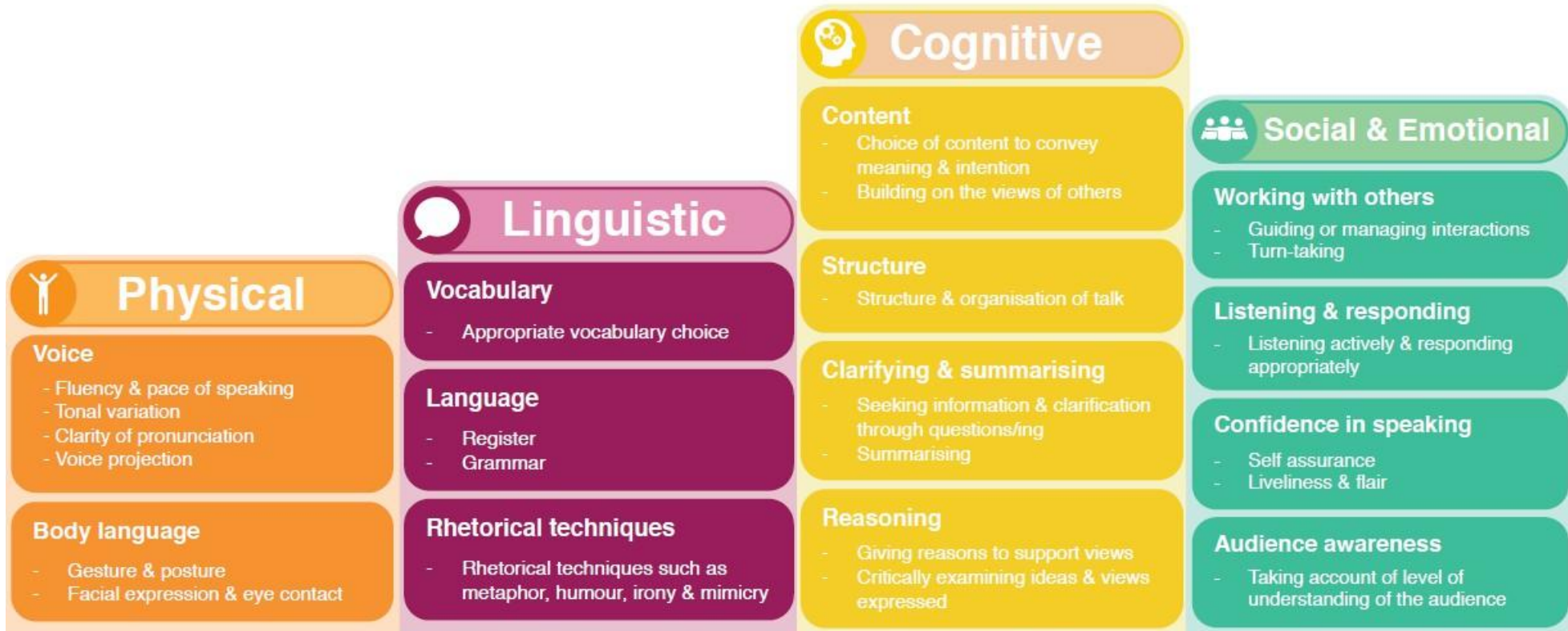
#### **Impact**

At Pearl Hyde, we have identified that oracy is a skill that we need to develop as a whole school. Starting from EYFS talking about interesting topics clearly with different people to KS1, where children begin to use detail and develop their listening skills. This is then extended through LKS2 where children can speak with confidence and use appropriate word choices to express their thoughts and opinions. Up to UKS2, where children have developed their acquisition of a high-level vocabulary, which they are able to apply within a variety of contexts. We aim for children to be eloquent and fluent speaker by the time that they move on from our school and we ensure that they have developed their intonation skills.

# Oracy: The Four Strands



Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



## Oracy Progression Map: Primary

### Reception ( 4-5 years old)

Key skills to teach:				Experiences:
<b>Physical</b> <ul style="list-style-type: none"> <li>To speak audibly so they can be heard and understood</li> <li>To use gestures to support meaning in play</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>To use talk in play to practice new vocabulary</li> <li>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>To use 'because' to develop their ideas</li> <li>To make relevant contributions and asks questions</li> <li>To describe events that have happened to them in detail</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>To look at someone who is speaking to them</li> <li>To take turns to speak when working in a group</li> </ul>	<ul style="list-style-type: none"> <li>To speak to a partner during whole class teaching</li> <li>Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.</li> <li>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.</li> </ul>
Teaching ideas:				
<ul style="list-style-type: none"> <li>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!'</li> <li>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.</li> <li>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'.</li> <li>Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.</li> <li>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</li> </ul>				



<p>... now tell me your favourite colour in a playground voice!</p> <ul style="list-style-type: none"> <li>• 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?</li> </ul>	
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Oracy in Key Stage One  
Year 1 (5-6 years old)

Key skills to teach:				Experiences
<b>Physical</b> <ul style="list-style-type: none"> <li>• To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</li> <li>• To speak clearly and confidently in a range of contexts</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>• To use vocabulary appropriate specific to the topic at hand</li> <li>• To take opportunities to try out new language, even if not always used correctly.</li> <li>• To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</li> <li>• To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>• To offer reasons for their opinions</li> <li>• To recognise when they haven't understood something and asks a question to help with this.</li> <li>• To disagree with someone else's opinion politely.</li> <li>• To explain ideas and events in chronological order.</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>• Listens to others and is willing to change their mind based on what they have heard</li> <li>• To organise group discussions independently of an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• To take part in small group discussions without an adult.</li> <li>• To be filmed speaking and use this for reflection</li> <li>• To speak in front of a larger audience e.g. during an assembly.</li> </ul>
Teaching ideas:				



- 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?'

Year 2 (6-7 years old)

Key skills to teach:				Experiences
<p>Physical</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Linguistic</p> <ul style="list-style-type: none"> <li>To adapt how they speak in different situations according to audience.</li> <li>To use sentence stems to signal when they are building on or challenging others' ideas.</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To make connections between what has been said and their own and others' experiences.</li> </ul>	<p>Social and emotional</p> <ul style="list-style-type: none"> <li>To start to develop an awareness of audience e.g. what might interest a certain group.</li> <li>To be aware of others who have not spoken and to invite them into discussion.</li> <li>Confident delivery of short pre-prepared material.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Participate in a short 'show and tell' session.</li> </ul>

### Teaching ideas:

- 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 can they make their object for 'show and tell' interesting for their peers.



**Year 3 (7-8 years old)**

Key skills to teach:				Experiences
<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>Deliberately varies 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.</li> <li>Considers position and posture when addressing an audience.</li> </ul>	<p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>To be able to use specialist language to describe their own and others' talk.</li> <li>To use specialist vocabulary.</li> <li>To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</li> </ul>	<p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>To offer opinions that aren't their own.</li> <li>To reflect on discussions and identify how to improve.</li> <li>To be able to summarise a discussion.</li> <li>To reach shared agreement in discussions.</li> </ul>	<p><b>Social and emotional</b></p> <ul style="list-style-type: none"> <li>To adapt the content of their speech for a specific audience.</li> <li>To speak with confidence in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.</li> <li>Become a storyteller for an authentic audience.</li> <li>Present to an audience of older or younger students.</li> <li>Chair a discussion.</li> <li>Hold a class meeting.</li> </ul>
Teaching ideas:				
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.</li> </ul>				

- 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.

#### Year 4 (8-9 years old)

Moving away from just sharing information and to more specific purposes. A more sophisticated understanding of different contexts which goes beyond 'formal V informal'. Responding to academic questioning using knowledge.

Key skills to teach:				Experiences
<b>Physical</b> <ul style="list-style-type: none"> <li>● To consider movement when addressing an audience.</li> <li>● To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>● To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>● To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</li> <li>● To ask probing questions.</li> <li>● To reflect on their own oracy skills and identify areas of strength and areas to improve.</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>● To use more natural and subtle prompts for turn taking.</li> <li>● To be able to empathise with an audience.</li> <li>● To consider the impact of their words on others when giving feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● To use talk for a specific purpose e.g. to persuade or to entertain.</li> <li>● To speak in front of a larger audience of adults e.g. a group of eight.</li> <li>● To collaboratively solve a problem.</li> <li>● To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.</li> <li>● To receive feedback from a peer or audience</li> </ul>
Teaching ideas:				



<ul style="list-style-type: none"> <li>● Introduce pupils to sentence stems to cite evidence and ask probing questions.</li> <li>● 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.</li> <li>● Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.</li> <li>● 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.</li> <li>● 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.</li> </ul>	<p>member on their oracy skills.</p> <ul style="list-style-type: none"> <li>● Create TV or Radio adverts.</li> <li>● Mock election hustings</li> <li>● Peer teaching</li> <li>● Perform poetry by heart</li> </ul>
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**Year 5 (9-10 years old)**

Talk at this age is much more reliant on knowledge, not just expert knowledge but knowledge of the world. Increasingly able to participate in high level spontaneous talk - not just subject matter of their own choosing and responding to academic questioning.

Key skills to teach:				Experiences
<p>Physical</p> <ul style="list-style-type: none"> <li>● To project their voice to large audience.</li> <li>● For gestures to become increasingly natural.</li> </ul>	<p>Linguistic</p> <ul style="list-style-type: none"> <li>● To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> </ul>	<p>Cognitive</p> <ul style="list-style-type: none"> <li>● To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism,</li> </ul>	<p>Social and emotional</p> <ul style="list-style-type: none"> <li>● Listening for extended periods of time.</li> <li>● To speak with flair and passion.</li> </ul>	<ul style="list-style-type: none"> <li>● Enter a debate competition</li> <li>● BBC school report</li> <li>● Create a Youtube Channel</li> <li>● Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.</li> <li>● Leading a parents'</li> </ul>



		<p>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'.</p> <ul style="list-style-type: none"><li>• To identify when a discussion is going off topic and to be able to bring it back on track.</li></ul>		<p>evening.</p> <ul style="list-style-type: none"><li>• Compering a school talent show or event.</li><li>• Slam poetry</li><li>• Stand up comedy</li></ul>
<b>Teaching ideas:</b>				
<ul style="list-style-type: none"><li>• 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'.</li><li>• Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.</li><li>• Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.</li><li>• 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 ...'</li></ul>				

**Year 6 (10 -11 years old)**



To develop their own style as a speaker; to have a sense of their place in discussions, and an increasingly subtle understanding of how to navigate different situations.

Key skills to teach:				Experiences
<b>Physical</b> <ul style="list-style-type: none"> <li>To speak fluently in front of an audience.</li> <li>To have a stage presence.</li> <li>Consciously adapt tone, pace and volume of voice within a single situation.</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>To vary sentence structures and length for effect when speaking.</li> <li>To be comfortable using idiom and expressions.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>To construct a detailed argument or complex narrative.</li> <li>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>To use humour effectively.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Give a speech to an audience of peers and adults.</li> <li>Lead School Council</li> <li>Mentor or teach younger students</li> <li>Lead an assembly.</li> <li>Act as a tour guides for prospective parents.</li> <li>Record their own sports commentary.</li> </ul>
<b>Teaching ideas:</b> <ul style="list-style-type: none"> <li>Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.</li> <li>Practise 'power poses' to explore physical aspects of speaking</li> <li>Teach structures for building evidence-based arguments</li> </ul>				



## Supporting Voice21 Oracy Benchmarks through Walkthrus

Oracy Benchmark	Walkthrus	Voice21 Strategies / Training	Further elements to consider
1. Sets high expectations for oracy	<p><b>Walkthrus Book 1</b> – Chapter Behaviour &amp; Relationships – <b>Establish your expectations (p38)</b> and <b>Rehearse Routines (p44)</b>. Chapter Questioning &amp; Feedback – <b>Say it again better (p98)</b>, <b>probing questions (p100)</b>, <b>process questions (p102)</b>. Chapter Practice &amp; Retrieval – <b>Rehearsal &amp; Performance (p118)</b></p> <hr/> <p><b>Walkthrus Book 3</b> Chapter Questioning &amp; Feedback <b>Class Discussion (p108)</b>, <b>Scaffold verbal responses (p112)</b>, Chapter Practice &amp; Retrieval <b>I say, you say; my turn your turn (p136)</b></p>	<p>Discussion Guidelines Proof of Listening Talk Tactics Groupings Talk Detectives Talk Cubes Sentence Stems</p> <p><b>The Exchange</b> -Introducing Oracy online course. -Developing Early Language online course - Improving Vocabulary through Oracy</p>	<p>The teacher establishes and models ambitious and challenging norms for talk. Opportunities for oracy are regular, purposeful and appropriately pitched. It is planned for how pupils will be able to meet expectations.</p> <p>Use of a school progression map to ensure the strands of the framework are being explicitly taught in a progressive way from Nursery to Year 6.</p> <p>Consider the familiarity of audience, building to opportunities to speak in front of unfamiliar audiences. Build this into progression map to ensure variety &amp; progression is planned for.</p>

Oracy Benchmark	Walkthrus	Voice21 Strategies / Training	Further elements to consider
2. Values every voice	<p><b>Walkthrus Book 1</b> – Chapter Questioning &amp; Feedback – <b>Say it again better (p98), Think Pair Share (p92), Cold Calling (p90),</b></p> <p><b>Walkthrus Book 2</b> – Chapter Questioning &amp; Feedback – <b>No opt out (p98), Chapter Practice &amp; Retrieval – Make everyone think (p116)</b></p> <p><b>Walkthrus Book 3</b> – Chapter Questioning &amp; Feedback – <b>Strategies to check for understanding (p106), Class Discussion (p108)</b></p>	<p>Voice21 Groupings – particularly circle, traverse, onion.</p> <p>Rules for talk – Discussion Guidelines</p> <p>Talk Detectives – giving specific roles to children less likely to join in conversation.</p> <p>Talk Tactics – specific roles within talk</p> <p>Talk Cubes Sentence stems and scaffolds</p> <p>Curoosity Cubes – encourage inquisitive conversation and open-ended conversations with low threat high ceiling.</p> <p><b>The Exchange</b> Introducing Oracy Developing Early Language Valuing Every Voice Oracy for EAL</p>	<p>Consider ways to get the most reluctant speakers talking – giving specific roles in discussion can aid this.</p> <p>Children hearing a variety of ideas first can help to build confidence to share their own – the V21 groupings can really support this.</p> <p>Consider which children dominate conversation in your class or which children can disappear into the background and not speak. Removing barriers to talk is important – support and pre-teach vocabulary and create a culture in your class which allows all</p>

			<p>children to feel their voice is valued.</p> <p>Philosophy 4 Children <a href="http://www.p4c.com">www.p4c.com</a> and well developed PSHE schemes such as JIGSAW help to develop sharing and respecting different opinions.</p>
<b>Oracy Benchmark</b>	<b>Walkthrus</b>	<b>Voice21 Strategies / Training</b>	<b>Further elements to consider</b>
3. Teaches oracy explicitly	<p><b>Walkthrus Book 1</b> - Chapter Explaining &amp; Modelling – <b>Deliberate Vocabulary Development (p72)</b>, Chapter Questioning &amp; Feedback <b>Probing Questions (p100)</b>, Chapter Practice &amp; Retrieval <b>Rehearsal &amp; Performance (p118)</b>, <b>Peer Supported Retrieval (p120)</b> Chapter Mode B Teaching <b>Oracy: Debating (p142)</b></p> <p><b>Walkthrus Book 2</b> Chapter Mode B Teaching – <b>Oracy: Public Speaking (p136)</b>, <b>Oracy: Presentations (p138)</b>, <b>Oracy: Recitation &amp; Performance (p140)</b></p> <p><b>Walkthrus Book 3</b> Chapter Practice &amp; Retrieval <b>I say, you say; My turn, your turn (p136)</b></p>	<p>Sentence Stems</p> <p>Vocabulary development – explicit teaching of key words, sentence structure</p> <p>Use of the Voice21 Oracy Framework to set success criteria and learning intentions – based on the 4 strands</p> <p>Appraising oracy through the Voice21 Oracy framework</p> <p>Talk Tactics</p> <p>Scaffolding, key words, modelling</p> <p><b>The Exchange</b> Introducing Oracy, Developing Early Language, Improving Vocabulary Through Oracy, Teaching Speechmaking.</p>	<p>Pupils to take part in and are prepared for a range of different oracy tasks.</p> <p>Within day-to-day teaching, the teacher identifies opportunities to develop their students' awareness and understanding of oracy.</p> <p>Consider careful task design and planning to ensure direct teaching of oracy skills is in place.</p> <p>Consider learning outcomes and what that requires children to be able to do in order to be successful. If a formal presentation is the end product, explicit teaching</p>

			of how children present effectively using the oracy framework as a structure is required.
<b>Oracy Benchmark</b>	<b>Walkthrus</b>	<b>Voice21 Strategies / Training</b>	<b>Further elements to consider</b>
4. Harnesses oracy to elevate learning	<p><b>Walkthrus Book 1</b> – Chapter Questioning &amp; Feedback – <b>Say it again better (p98), Think Pair Share (p92), probing questions (p100),</b></p> <p><b>Walkthrus Book 2</b> Chapter Mode B Teaching – <b>Oracy: Public Speaking (p136), Oracy: Presentations (p138), Oracy: Recitation &amp; Performance (p140)</b></p> <p><b>Walkthrus Book 3</b> Chapter Questioning &amp; Feedback – <b>Strategies to check for understanding (p106), Class Discussion (p108)</b></p>	<p>Questioning</p> <p>Groupings – consider clearly defined roles within groups, consider the make-up of groupings, which grouping strategy will evoke high quality oracy to embed or extend learning.</p> <p>Talk Tactics</p> <p>Talk Detectives Use of the Oracy Framework to demonstrate/teach the skills needed for effective talk.</p> <p><b>The Exchange</b> Introducing Oracy Implementing Harkness Discussions,</p>	<p>The teacher needs to consider how oracy can deepen and enhance learning within a given context.</p> <p>Engaging dialogue helps children to deepen their understanding, articulate their thinking and expand on their ideas. This all consolidates their learning, through talk.</p> <p>Oracy is not seen as a separate or additional to core teaching, but is central to every day teaching and learning.</p> <p>Consider the balance of exploratory and presentational talk. Plan</p>

			<p>explicitly for this to maximise learning.</p> <p>There should be a focus on the stimuli for talk being of a high quality and the careful planning of quality questioning to evoke meaningful response to further or consolidate learning.</p>
<b>Oracy Benchmark</b>	<b>Walkthrus</b>	<b>Voice21 Strategies / Training</b>	<b>Further elements to consider</b>
5. Appraises progress in oracy	<p><b>Walkthrus Book 1</b></p> <p><b>Walkthrus Book 2</b> Chapter Questioning and Feedback, <b>Success Criteria (p112)</b></p> <p><b>Walkthrus Book 3</b> Chapter Questioning and Feedback, <b>Plan CRAFT Feedback Time (p116)</b></p>	<p>Teacher / Peer / Self Assessment using the Oracy Framework</p> <p>Use of Talk Detectives</p> <p>Use of the Voice21 Oracy Framework – see EYFS, KS1 and KS2 child speak versions.</p> <p>Display and model expectations for talk and refer to this frequently.</p> <p>Use of specific roles in Groupings, Talk Detectives and Feedback forms to present clear and targeted feedback.</p>	<p>Consider how to develop opportunities for children to have presentational talk opportunities in a range of contexts with different outcomes, audiences and purposes. The School Progression Map helps support this, demonstrating how the skills and challenge develop.</p> <p>Use of Oracy focused targets, specific for the needs of individuals or the class to develop oracy skills. Using the Voice 21 Framework as a structure to support this.</p>

# Our Listening Ladder

