



# **Oracy is being able to express yourself well**

At Stanton St Quintin Primary School it is our aim for every child to find their voice-  
metaphorically and literally.



**S**tand proud

**T**alk with enthusiasm

**A**rticulate clearly

**R**espect the person speaking

**S**hare your ideas

# Oracy Policy



At Stanton St Quintin we believe that developing oracy throughout primary school provides our children with vital life skills. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations. To us, Oracy is 'being able to express yourself well' and therefore we strive to create an oracy rich school that supports the development of children's capacity to use speech to express their thoughts, communicate with others in education and in life.

We use the oracy framework that was developed by The University of Cambridge and Voice 21. This framework breaks oracy into four strands.

- Physical
- Cognitive
- Linguistic
- Social and Emotional

This framework allows both staff and pupils to understand what makes good spoken communication. The four strands enable successful discussion, inspiring speech and effective communication.

## Physical

### Voice

- Pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

### Body language

- Gesture & posture
- Facial expression & eye contact

## Linguistic

### Vocabulary

- Appropriate vocabulary choice

### Language

- Register
- Grammar

### Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry

## Cognitive

### Content

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

### Structure

- Structure & organisation of talk

### Clarifying & summarising

- Seeking information & clarification through questioning
- Summarising

### Self-regulation

- Maintaining focus on task
- Time management

### Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed

## Social & Emotional

### Working with others

- Guiding or managing interactions
- Turn-taking

### Listening & responding

- Listening actively & responding appropriately

### Confidence in speaking

- Self assurance
- Liveliness & flair

### Audience awareness

- Taking account of level of understand of the audience



# Stanton St Quintin Primary School Oracy Progression- Long Term Plan

	<b>Talk roles</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>EYFS</b>	<b>Instigator</b>	<p>LING. I can use talk in play to practise new vocabulary.</p> <p>PHYS. I can look at someone who is talking to me.</p>	<p>PHYS. I can speak audibly so I can be heard and understood.</p>	<p>PHYS. I can use gestures to support meaning in play.</p>	<p>COG. I can make relevant contributions and ask questions.</p> <p>COG. I can describe events that have happened to me in detail.</p>	<p>SOC/EM. I can take turns to speak when working in a group and listen to others.</p> <p>COG. I can use 'because' to develop my ideas.</p>	<p>COG. I can join phrases with words such as 'if', 'because', 'so', 'could' and 'but'.</p>
<b>KS1</b>	<b>Instigator, Builder, Challenger</b>	<p>SOC/EM. I can show others that I am listening.</p> <p>SOC/EM. I can take turns when speaking.</p> <p>COG. I can use sentence stems to share my ideas.</p>	<p>COG. I can make contributions linked to the theme.</p> <p>PHYS. I can speak clearly with precise articulation.</p> <p>PHYS. I can project my voice appropriately to be heard.</p> <p>COG. I can explain ideas and events in chronological order.</p>	<p>COG. I can give reasons to support my views.</p> <p>PHYS. I can speak at an appropriate pace to be understood.</p> <p>LING. I can make appropriate vocabulary choices when speaking.</p>	<p>SOC/EM. I can actively listen to respond appropriately to what I have heard.</p> <p>COG. I can agree and disagree with others in conversation.</p> <p>PHYS. I can use tonal variation to hold the interest of my audience.</p>	<p>COG. I can build on others' ideas in discussions.</p> <p>COG. I can ask questions to find out more about a subject.</p> <p>PHYS. I can start to use gestures to support the delivery of my ideas.</p>	<p>COG. I can change my opinion.</p> <p>SOC/EM. I can be aware of others who have not spoken and invite them into discussion.</p> <p>SOC/EM. I can give a confident delivery of short pre-prepared material.</p>
<b>Lower KS2</b>	<b>Instigator, Builder, Challenger, Prober</b>	<p>COG. I can structure and organise my ideas when speaking.</p> <p>SOC/EM. I can listen for extended periods of time.</p> <p>LING. I can make precise language choices.</p>	<p>LING. I can use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>COG. I can build upon the ideas of others.</p>	<p>PHYS. I can project my voice to a large audience.</p> <p>PHYS. I can consider the use of facial expression to convey meaning.</p> <p>PHYS. I can pause for effect in a presentation.</p>	<p>COG. I can summarise a discussion.</p> <p>COG. I can change my opinion and provide a clear reason for this change of view.</p>	<p>PHYS. I can demonstrate having a 'stage presence'.</p> <p>SOC/EM. I can speak with growing confidence in front of an audience.</p> <p>LING. I can use humour effectively.</p>	<p>COG. I can give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>COG. I can reflect on my own oracy skills and identify areas of strength</p>
<b>Upper KS2</b>	<b>Instigator, Builder, Challenger, Prober, Clarifier, Summariser</b>	<p>LING. I can carefully consider the words and phrasing I use to express my ideas.</p> <p>LING. I can vary sentence structures and length for effect when speaking.</p>	<p>COG. I can identify when a discussion is going off topic and am able to bring it back on track.</p> <p>COG. I can ask probing questions.</p> <p>COG. I can reach a shared agreement.</p>	<p>PHYS. I can consider movement and use gestures when addressing an audience.</p> <p>PHYS. I can speak with flair and passion.</p> <p>PHYS. I can deliberately vary my tone of voice in order to convey meaning.</p>	<p>LING. I can project the grammar I have learnt into my speaking skills.</p> <p>COG. I can draw upon knowledge of the world to support my own point of view and explore different perspectives.</p>	<p>COG. I can spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>SOC/EM. I can speak fluently in front of an audience.</p> <p>COG. I can construct a detailed argument or complex narrative.</p> <p>LING. I can demonstrate being comfortable using idioms and expressions.</p>	<p>COG. I can offer opinions that aren't my own.</p> <p>SOC/EM. I can read a room or a group and act accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</p>

# Talk Roles



The discussion roles of Instigator, Prober, Challenger, Clarifier, Summariser and Builder are used to help manage and support class and group discussions. They also help to develop speaking and listening skills.

## Instigator

Starts the discussion or opens up a new topic for discussion.

To start, I think that...

I would like to start by saying...

I think we should also think about...

We haven't yet talked about...



## Prober

Digs deeper by asking questions or for reasons to support ideas.

Can you explain a bit more about ...?

Why do you think ...?

Can you give an example to support what you are saying?

What do you mean when you say ...?



# Talk Roles



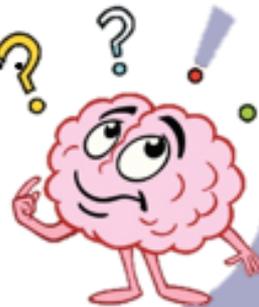
## Challenger

Gives reasons to disagree or presents an alternative argument.

I disagree with you because ...

I think ... I understand your idea, but have you thought about ...?

To challenge you, I think. ? ? !



## Clarifier

Simplifies and makes things clearer by asking questions.

What do you mean when you say..?

Can you explain a bit more about..?

Does that mean..?

Please can you clarify what you meant by..?



# Talk Roles



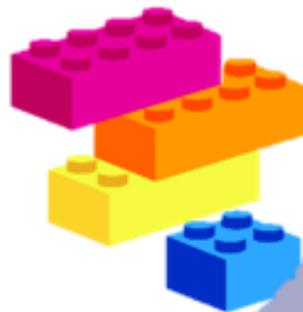
## Builder

Builds on or adds to someone's idea.

I agree, and would like to add...

Building on that  
idea, I think ...

Linking to what..... said,  
I think...



## Summariser

Summarises the main ideas from  
the discussion.

The main points were ...

The three main things we  
talked about were ...

...thought that...

but.....thought that...



# Commonly used Sentence Stems



I think that...

I predict/infer that...

Perhaps...

It might be...

...because...

I believe...

...due to the fact...

In my opinion...

It is probable that...