



Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.



## Word Poverty Matters!

- Evidence shows that vocabulary is one of the most significant factors to children achieving higher grades at GCSE in most subjects.
  - The vocabulary gap starts early (by the age of 2) and is hugely significant.
  - There can be a 30 million word gap before children even enter school.
- Researchers have established the link between vocabulary at 5-7 years old as a significant predictor of reading comprehension and academic understanding at GCSE.
- Less than 1/3 of children are read to at home daily. These children will hear 1.4 million 'rare words' that improve language development and understanding yearly.

## How do we close the vocabulary gap? **Through planned and explicit vocabulary teaching**

In every classroom, we **need** to find and use vocabulary that will be too difficult or misunderstood by children, providing clear, helpful explanations of meaning.

The new EYFS framework specifically mentions new vocabulary.

Expected – speaking:

- Participate in small group, class and 1 to 1 discussion, offering own ideas **using new vocabulary**.
- Offer explanations for why things might happen, **making use of new vocabulary**.

Expected – comprehension:

- Demonstrate understanding of what they have read and has been read to them by re-telling stories and narratives in their own words **and new vocabulary**.
- **Use new vocabulary** using discussions about stories, non-fiction, rhymes and poems and during role-play.

DFE guidance states:

- Schools are expected to prioritise phonics, reading, increasing vocabulary, writing and mathematics, identifying **opportunities across the curriculum to read widely, developing knowledge and vocabulary**.
- EYFS staff should address gaps in **language, early reading, mathematics, particularly phonics and extending vocabulary**.

Word learning is necessary if we are going to give **every child** access to the academic code needed for future school success (Alex Quigley).

**Phonics is essential** – The best evidence would indicate that teaching phonics first and thoroughly, is an efficient and effective approach to developing early reading. However the noted linguist Louise Moats notes: “a child cannot understand what he cannot decode, but what he decodes is meaningless unless he can understand it”.

**Fluency** – In the process of reading over and over, the decoding of sounds becomes automatic, like how an experienced driver drives his car. Re-reading is an important strategy to develop fluency. Re-reading also ensures a full understanding of new vocabulary encountered.

### What makes a good reader?

- Good readers decode words quickly, connecting them to prior knowledge (Sticky Knowledge).
- Good readers possess a **broad and deep vocabulary knowledge**.
- Good readers draw upon their background knowledge to make sense of the text.
- Good readers read for longer, with greater effort and persistence.
- Good readers **are repeatedly exposed to vocabulary, gaining depth of word knowledge**.

Children’s books have 50% rarer words than the language of television, or even the conversation of graduates.

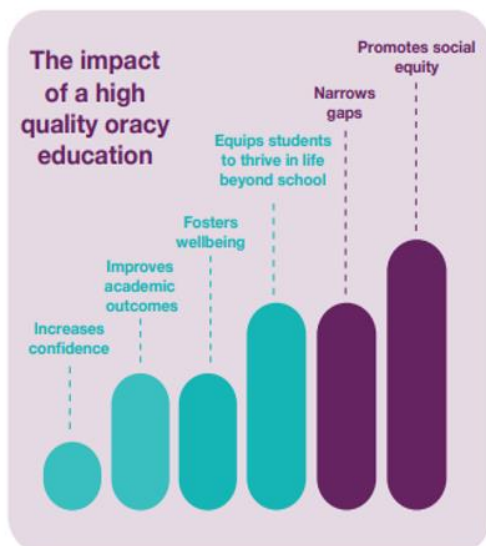
### How to close the vocabulary gap?

- Prioritise oracy and reading.
- Be a speaking and reading role model.
- Deliberately teach new vocabulary.
- Prioritise academic vocabulary.
- Use knowledge organisers.
- Use knowledge walls.
- Write to consolidate reading.
- Teacher talk like an expert.
- Model the academic code.
- Give wait time. The fundamental flaw in teacher talk is that we offer children too little time to think.
- Agree, build-upon & challenge.

### Oracy is a key driver for our new curriculum, as evidence has shown:

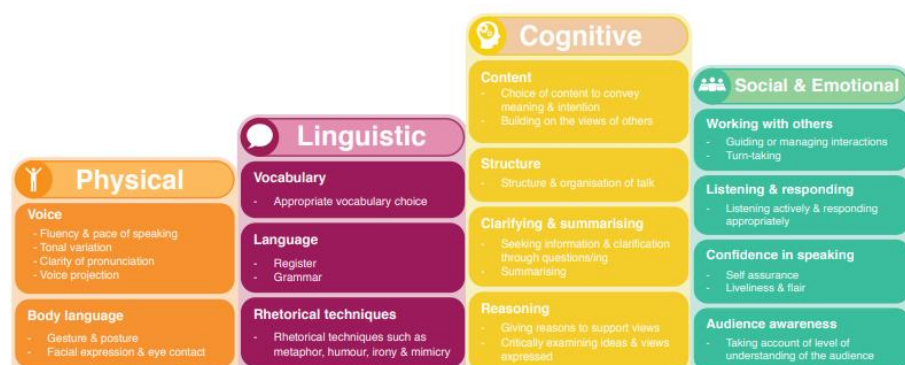
- Oracy supports learning – including developing creativity and critical thinking in pupils.
- Oracy is vital for social mobility – supporting children’s ability to fulfill their potential in later life.
- Oracy is good for social and emotional learning – helping children who may struggle to work with or play well with others.
- Oracy is empowering - giving children the skills to develop a ‘voice’ and speak out about things that matter to them.

(NACE – March 2018)



# Teaching of Oracy

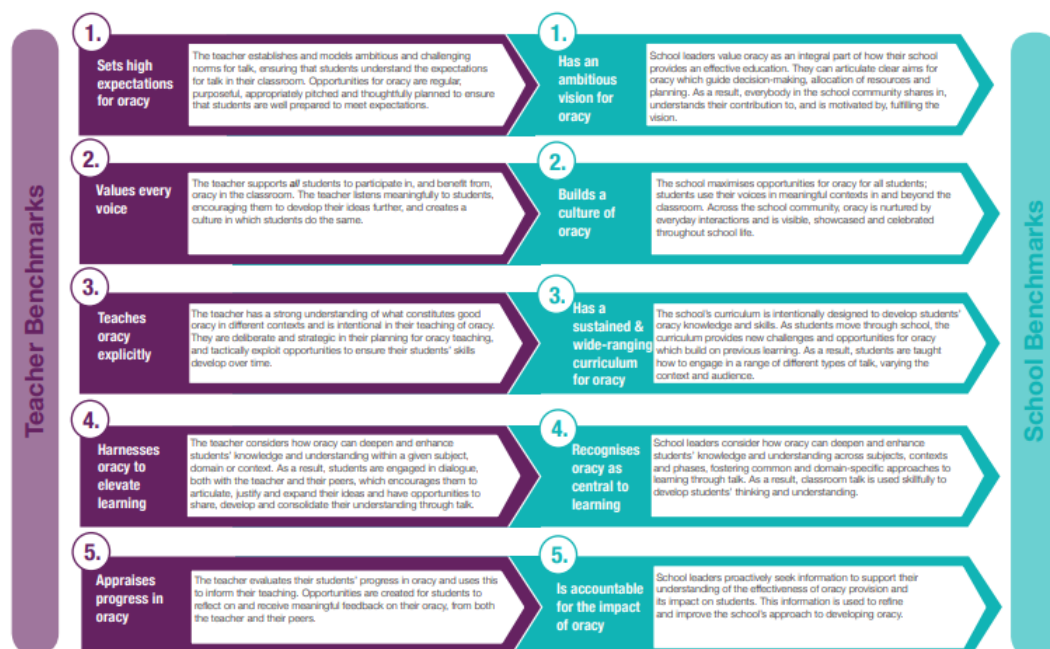
In order to teach effective oracy skills across the curriculum, we will be using the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication. Key oracy skills are taught throughout the whole curriculum. Objectives are progressive and sequential; teaching the children the skills to confidently and effectively use the spoken language for educational progress, and for life in general.



We use a variety of teaching and learning approaches to teach oracy skills across the curriculum, including:

- Providing opportunities for drama and role-play.
- Providing opportunities for children to develop their listening skills through conversation.
- Promoting small group and class discussions on specific topics/areas of the curriculum.
- Providing opportunities to speak in front of a larger audience, for example during an assembly.
- Giving the children the opportunity to speak to unfamiliar people with a real purpose.
- Allowing the children to participate in 'show and tell' sessions.
- Daily circles, encouraging effective use of oracy skills.
- Providing opportunities for the children to become a storyteller for an authentic audience.
- Providing opportunities for the children to present to an audience, chair a discussion and become a house captain.
- Encouraging the children to talk for a specific purpose, e.g. to persuade or to entertain.
- Encouraging children to work in groups to collaboratively solve a problem.
- Encouraging class and group debates and providing opportunities for children to make speeches in front of an audience.
- Planning specific vocabulary to be learnt throughout the curriculum and providing regular opportunities to use this throughout each curriculum unit.
- Using Grandma Fantastic to enhance and expand children's vocabulary choices.
- Using Book Talk sentence starters to enhance and expand children's vocabulary choices.

## Oracy Benchmarks



# Oracy Progression Map

## Nursery and Reception

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 ... now tell me your favourite colour in a playground voice!'</li> <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>				

## Year 1

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:				
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.</li> <li>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?'</li> <li>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?'</li> </ul>				

Key skills to teach:				Experiences:
<b>Physical</b> <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>	<b>Linguistic</b> <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>	<b>Cognitive</b> <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>	<b>Social and emotional</b> <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> </ul>
<b>Teaching ideas:</b> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.</li> <li>● Use hot-seating and question tennis to develop pupils' questioning skills.</li> <li>● 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.</li> <li>● 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.</li> </ul>				<ul style="list-style-type: none"> <li>● Participate in a short 'show and tell' session.</li> </ul>