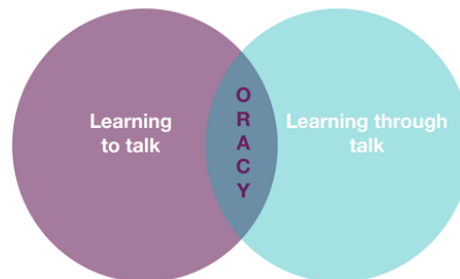




Oracy at Poulton Lancelyn

We view oracy as an integral part of a child's education as the ability to actively listen, speak clearly and communicate articulately is a fundamental part of the learning process. Oracy is the ability to articulate ideas, develop understanding and engage with others. At Poulton Lancelyn, we aim to encourage fluent speakers, who are confident to communicate, debate and present in a range of situations.

Learning through and to talk



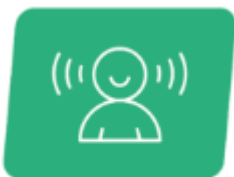
In order for pupils to be ready to participate in oracy sessions, they need to be 'Ready to Talk' and 'Ready to Listen'.



Ready to Talk

To engage pupils in talk, teachers need to:

- Model responses using a wide range of vocabulary
- Ensure pupils have enough opportunities to use the vocabulary
- Create the right culture for pupils to talk and listen to each other



Ready to Listen

To engage pupils in valuable discussions, teachers need to:

- Know what good listening looks like
- Teach what good listening looks like
- Model good listening ourselves

Teachers will use the following visuals to demonstrate to children what good listening looks like.

Modelling good listening to pupils



Giving Proof Of Listening Means

Listen carefully
Try to summarise what has been said and ask questions.

Face the speaker
Make sure you are looking at the speaker so that they know you are listening.

Body language
Use your body language to show that you are calm and focused.

Knowing what good listening looks like

<p>Physical</p> <ul style="list-style-type: none"> Showing that you're listening with eye contact and body language 	<p>Linguistic</p> <ul style="list-style-type: none"> Putting what has been said into your own words (paraphrasing) 	<p>Cognitive</p> <ul style="list-style-type: none"> Asking probing and clarifying questions Building on and challenging ideas Summarising Staying focused (self regulation) 	<p>Social & Emotional</p> <ul style="list-style-type: none"> Being aware of the speaker and how you are making them feel Turn-taking Responding appropriately
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Teaching good listening

Listening Ladder
Summarising the speaker's ideas
Asking questions that dig deeper
Asking questions to clarify understanding
Reacting and refocusing
Offering nods or short words of encouragement
Giving eye contact to the speaker
Being calm and still
Giving 100% of their focus to the person speaking

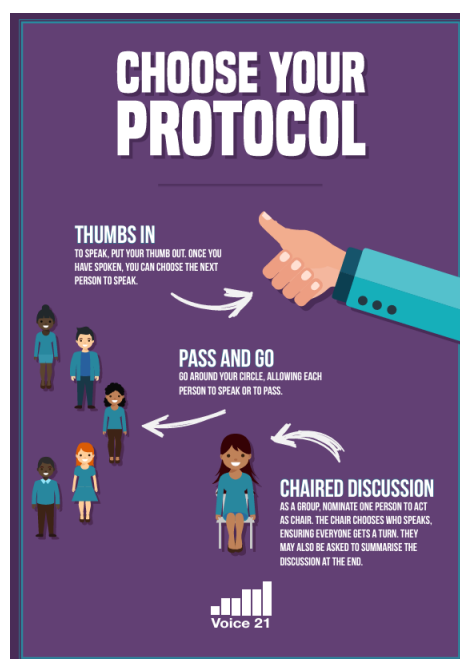
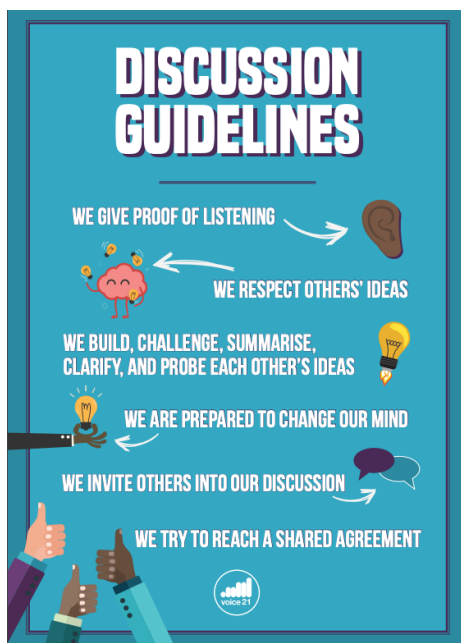
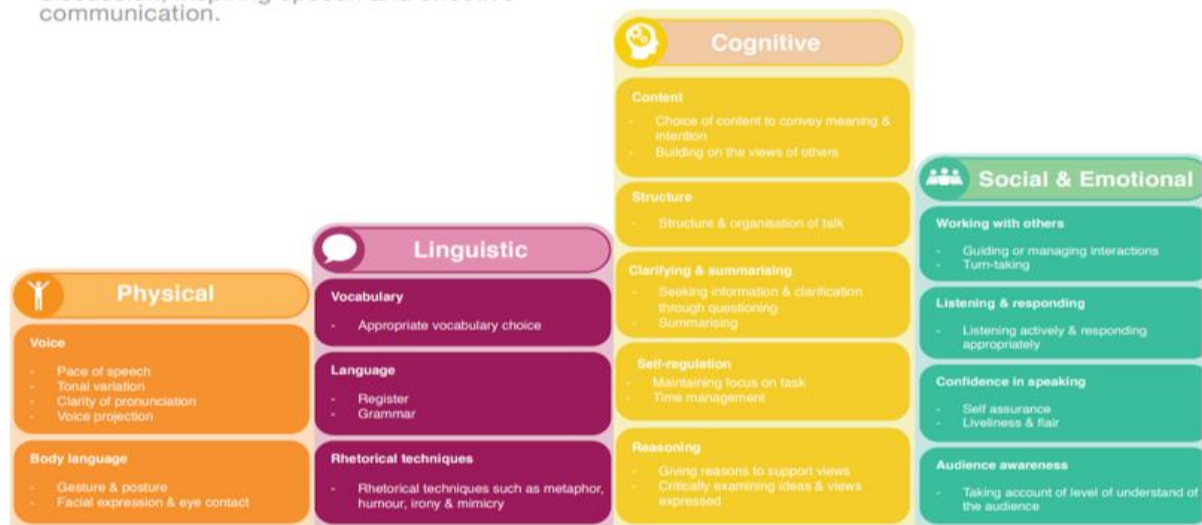
Planning for Oracy sessions:

Meaningful talk has:

- A purpose (taken from the 4 strands of Oracy – see below)
- Clear guidelines so everyone knows the rules for all speakers/listeners (see below)
- A group configuration
- A framework (roles, timings, small tasks for each person)
- Correct vocabulary and sentence stems to support talk
- A range of opportunities in which pupils can express themselves

The Oracy Framework

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



Groups for Talk

Groupings support talk for different purposes. Groupings are chosen to suit the purpose of a discussion and the number of children involved.

Do you want a lot of responses so pupils gain a lot of ideas? Try circle

Do you want the pupils to share their thoughts in a more intimate setting? Try pairs

Do you want pupils to rehearse ideas? Try nest

Do you want to promote listening skills? Try trios, traverse or fishbowl

Groupings

Different groupings support different types of talk



Nest

Stand apart from each other and whisper your ideas to yourself.



Pairs

Talk to your partner.



Trios

Three students talking with each other. Or, two students have a discussion while the third observes then summarises and critiques.



Traverse

Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.



Circle

Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.



Fishbowl

Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.



Onion

Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.

Discussion Roles

Giving pupils a discussion role can help to manage and support the group discussion.



Talk Tactics

Talk tactics encourage students to think strategically about their contributions to group talk





Instigate

Present an idea or open up a new line of enquiry

Start by saying:

- 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

Start by saying:

- Why do you think...?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe



Challenge

Disagree or present an alternative argument

Start by saying:

- 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

Start by saying:

- So are you saying...?
- Does that mean...?
- Can you clarify what you mean by?

Clarify



Summarise

Identify and recap the main ideas

Start by saying:

- So far we have talked about...
- The main points raised today were...
- Our discussion focused on...

Summarise



Build

Develop, add to or elaborate on an idea.

Start by saying:

- Building on X's idea...
- I agree and would like to add...
- X's idea made me think...

Build

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In EYFS and KS1, one or two roles could be chosen at first and sentence stems provided to support the children in understanding their role.



Instigator

The person who starts the discussion.

Will say:

"I would like to start by saying..."

"To begin with let's talk about..."



Challenger

Disagrees with or presents a different idea

Will say:

"That's true, but have you thought about..."

"You mentioned X but what about..."



Builder

Develops, runs or adds to an idea

Will say:

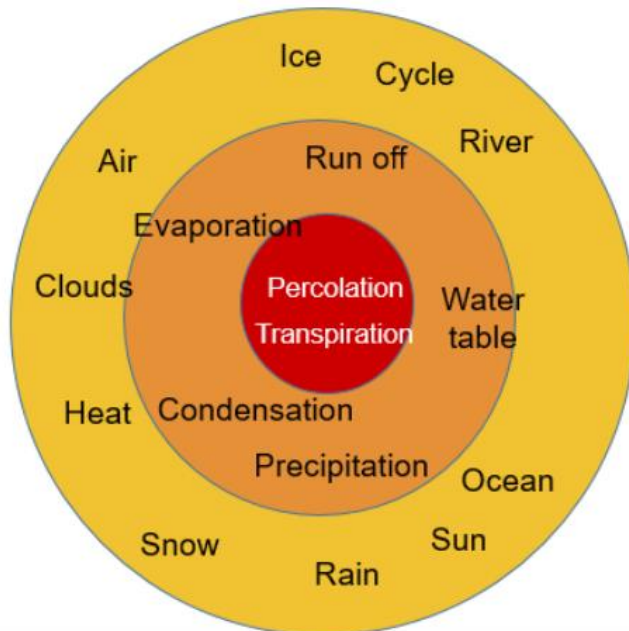
"I agree, I'd like to add..."

"Building on that idea..."

Vocabulary and Sentence Stems

In order for knowledge to be woven into talk sessions, an understanding of the correct vocabulary needs to present. Different subject matter involves the need for different words and pupils need to be able to understand and use this subject-specific vocabulary in context. Providing pupils with resources (as suggested below) can support them in using correct vocabulary in their oracy sessions.

Vocabulary Bullseye



	Tally	Total
1 point words		
3 point words		
5 point words		
Overall total =		

Speak
like an
Expert

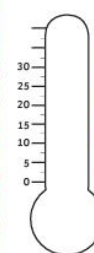
The Victorians

Talk to your partner or within your group about the Victorians for two minutes. While you are talking, you will be given points for every word you use accurately. You can only earn the points once for each word! However, points will be deducted for the use of any words from the banned column.

Are you an expert speaker about the Victorians?

1 point •	2 points ••	3 points •••	-1 point
engine	electricity	Edison	like
mangle	workhouses	Dickens	erm
railway	monarch	Barnardo	I think
mining	jubilee	Darwin	well
cane	commonwealth	Nightingale	you know

Colour your total score on the thermometer:



- 26+ A true expert!
- 16-25 A great lecturer on the subject!
- 6-15 Keep practising!
- 0-5 More work required!



Intensity of Feelings	HAPPY	SAD	ANGRY	AFRAID	ASHAMED
HIGH	Elated Excited Overjoyed Thrilled Exuberant Ecstatic Fired up Passionate	Depressed Agonized Alone Hurt Dejected Hopeless Sorrowful Miserable	Furious Enraged Outraged Boiling Irate Seething Loathsome Betrayed	Terrified Horried Scared stiff Petrified Fearful Panicky Frantic Shocked	Sorrowful Remorseful Defamed Worthless Disgraced Dishonored Mortified Admonished
MEDIUM	Cheerful Gratified Good Relieved Satisfied Glowing	Heartbroken Somber Lost Distressed Let down Melancholy	Upset Mad Defended Frustrated Agitated Disgusted	Apprehensive Frightened Threatened Insecure Uneasy Intimidated	Apologetic Unworthy Sneaky Guilty Embarrassed Secretive
LOW	Glad Contented Pleasant Tender Pleased Mellow	Unhappy Moody Blue Upset Disappointed Dissatisfied	Perturbed Annoyed Uptight Resistant Irritated Touchy	Cautious Nervous Worried Timid Unsure Anxious	Bashful Ridiculous Regretful Uncomfortable Pitied Silly

Prediction	Opinion	Conclusion
I predict that...because...however...	My partner thinks...whereas I think that...	In summary I think...
This is probable because...	I agree/disagree because...	To conclude...
I think the outcome will be...because...	I appreciate/understand ...'s opinion' however I feel...	Having listened to everyone's opinions...
Due to the fact that...I predict...	My opinion/view is...because...	After looking at the information, I conclude that...
Because...and...are similar/different, I predict that...	The facts lead me to the conclusion that...	...happened because....
After hearing all this evidence, I think that...	It is my opinion that...however others might believe that...	Based on the evidence I was presented with...
I think that there is a high/low probability that...	After consideration...	First I thought...but now I know...
Evaluation	Comparison	Argument
It was interesting because...	It is the same because...	An argument for is...because...
I like the part where...because...	It is different because...	An argument against is...because...
I found this work...because...	They are alike because they are both...	I accept your decision; however I think...because...
Next time /you would/could...	One similarity between...and...is that...	I understand your point of view; however...
Maybe you could try...	In some ways...and...are alike. For instance they are both...	Perhaps some people would argue that...
I enjoyed it because...	Another feature they have in common is that...	However, I would point out that...

Resources

There are a range of resources that provide and promote opportunities for Oracy within the classroom. They can be applied to many curriculum areas.



Ready to Talk



Ready to Listen

Would you rather?

Would you rather live in a tropical climate or a temperate climate?

Would you rather be a sphere or a prism?

Would you rather be an orphan on the street or live in a workhouse?

Would you rather be a half or a quarter?

Would you rather live in Athens or Sparta?

Would you rather be a lion or a zebra?

Would you rather go to school every day of the week, or not at all?

What's the story?

Retail a story using pictures as a prompt



Consensus circle

If London was about to be flooded and there are only enough sandbags to protect 5 places, which would you save?

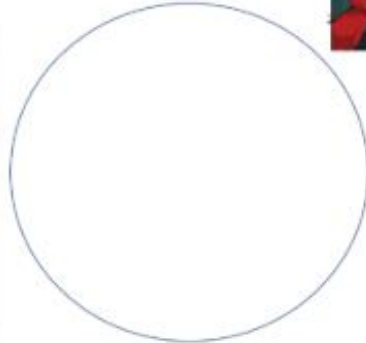
I think ... should be saved because...

I agree/ disagree because...

In my opinion...

... and ... are quite similar so...

How about we compromise and put...?



Always, Sometimes, Never

Always

Sometimes

Never

- Predators are at the top of the food chain
- Food production is more efficient if the food chain is shorter
- All of the energy is transferred from one stage of the food chain to the next

Which one does not belong?

Credit: www.wodb.ca

Back – to – back

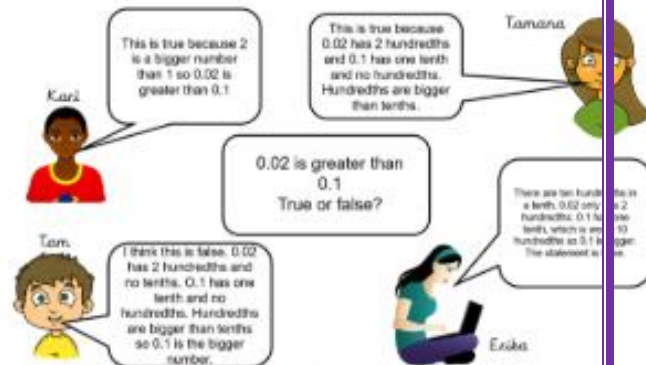
Describe the image to your partner who must draw what you describe.

- First, draw a...
- Next, ...
- Now draw...
- Once you have finished that...

- Could you explain that again?
- How big/ small do I need to draw that?
- What goes next to the...?

A B

Concept cartoons



The cartoon features four characters: Karl, Tamara, Tom, and Erika. Karl says, "This is true because 2 is a bigger number than 1 so 0.02 is greater than 0.1". Tamara says, "This is true because 0.02 has 2 hundredths and 0.1 has one tenth and no hundredths. Hundredths are bigger than tenths." Tom says, "I think this is false. 0.02 has 2 hundredths and no tenths. 0.1 has one tenth and no hundredths. Hundredths are bigger than tenths so 0.1 is the bigger number." Erika says, "There are ten hundredths in a tenth, 0.02 only has 2 hundredths, 0.1 has ten hundredths so 0.1 is bigger. The statement is false." In the center, a speech bubble asks, "0.02 is greater than 0.1 True or false?"

Who do you most agree with and why?
Who do you disagree with and why?

Opportunities to Talk

There are a range of Oracy activities and opportunities within the curriculum for pupils to participate in to help them to develop confidence in spoken language.

- Collaborative work
- Debate
- Role play
- Drama
- Presentations

We also try to find opportunities for pupils to develop their Oracy skills outside of the classroom through activities such as pupil voice, year group productions, assemblies, visiting speakers and participation in local events.