

Brownlow Fold Primary School



Brownlow Fold Oracy Strategic Overview

Oracy

Oracy is the ability to speak, listen and communicate effectively. At our school, we recognise oracy as a fundamental skill that underpins learning, social development, and future success. We are fully committed to embedding oracy across all subjects and the wider school environment to ensure every child can express themselves confidently and respectfully.

Defintion of Oracy

Oracy is the deliberate teaching and development of children's spoken language through four key communication strands:

<u>Strand</u>	<u>Focus</u>	<u>Key Elements</u>
<u>Physical</u>	The physical elements of speaking and listening	Body language, gestures, eye contact, facial expressions, pronunciation, tone, pitch, pace, volume
<u>Linguistic</u>	The words we use and how we combine them to convey meaning effectively	Knowing which words and phrases to use, when to use them, conveying ideas clearly and precisely
<u>Cognitive</u>	The thought processes underpinning speaking and listening	Formulating relevant ideas, developing reasoning, organising and structuring thoughts, prioritising information
<u>Social & Emotional</u>	Confidence and interactions with others in group and audience contexts	Conducting oneself in a group, presenting to an audience, listening effectively, showing confidence

Why is Oracy important?

Oracy is about helping children to develop the skills they need to communicate effectively. They will be supported to build strong speaking and listening skills, learning to express themselves with fluency and clarity while engaging respectfully in conversations. A focus on vocabulary and grammar will enable them to use language accurately and expressively in different contexts. Through oracy, children also strengthen their interpersonal skills, including collaboration, empathy, and conflict resolution. At the same time, they grow in confidence and self-awareness, developing an understanding of their own communication style and learning how to share their opinions constructively.

Oracy plays a vital role in children's education and beyond. It underpins academic success, supporting literacy and achievement across all subjects. By encouraging reasoning, analysis, and discussion, oracy also develops critical thinking and deeper understanding. On a personal level, it fosters social and emotional growth, helping children build positive relationships and support their own well-being. Beyond school, strong oracy skills prepare children for future employment, active citizenship, and life in the wider world. Importantly, oracy also addresses disadvantage by providing language-rich experiences that help close attainment gaps, ensuring every child has the opportunity to thrive.

Oracy at Brownlow Fold

Oracy will not sit as a separate subject but will be woven through all areas of teaching and learning. Across the curriculum, opportunities for purposeful talk will be planned so that pupils learn to express ideas, reason, and reflect through dialogue. Teachers will design lessons where discussion, questioning, and collaborative activities are central, ensuring that spoken language supports both subject knowledge and personal development.

In English, pupils will develop fluency, vocabulary, and narrative skills through reading, drama, performance, and structured discussion. In subjects such as mathematics and science, oracy will support problem-solving and reasoning, as pupils explain their thinking, justify methods, and evaluate evidence. Humanities will offer space for debate, critical discussion, and the articulation of different perspectives, while the arts will provide creative platforms for expression through performance, presentation, and reflection.

Progression will be mapped through the four strands of oracy—physical, linguistic, cognitive, and social & emotional—so that skills are taught explicitly as well as applied in context. Staff will use consistent strategies, such as sentence stems, structured group talk, and questioning frameworks, to ensure that all pupils can access and develop high-quality talk. Assessment of oracy will be embedded alongside existing systems. Over time, this will build a culture where talk is recognised as a powerful tool for learning, thinking, and participating across the whole school curriculum.

We are committed to ensuring that all pupils, including those with speech, language, and communication needs (SLCN), are supported to succeed. Targeted interventions will be provided where necessary, enabling pupils to build skills step by step with additional guidance. Teachers will work in collaboration with speech and language specialists and other professionals to tailor approaches that meet individual needs. Classrooms will make use of scaffolds, visual supports, and alternative communication strategies to ensure accessibility, so that every child can participate in talk-rich activities.

By embedding oracy in this inclusive way, we will create a culture where every pupil's voice is valued, barriers to participation are reduced, and all children are equipped to communicate confidently both within school and in their future lives.

Promoting Oracy Beyond The Curriculum

Child-Led Podcasts and Oracy

A child-led podcast, such as one organised through the school council, offers pupils an authentic and engaging platform to develop oracy in meaningful ways. Preparing episodes requires them to select topics, frame questions, and structure content logically, strengthening their **cognitive skills** by organising ideas and reasoning effectively.

When recording, pupils are highly aware of their audience—whether peers, staff, or parents—which encourages them to speak with **physical control** (clear pronunciation, pace, tone, and expression) and **linguistic precision** (choosing appropriate vocabulary and phrasing). They also learn to adapt language and style to suit their listeners, an essential element of effective communication.

The collaborative nature of podcasting strengthens **social and emotional skills**, as children listen attentively, take turns, build on others' contributions, and respond thoughtfully. Within the school council context, discussions give them opportunities to express opinions, justify reasoning, and debate respectfully.

Podcasts also allow pupils to take on varied roles—host, interviewer, researcher, or editor—developing teamwork, leadership, negotiation, and the ability to give and receive feedback. Most importantly, sharing their voices in a real-world context builds confidence, helping pupils to grow as articulate speakers both in school and in the wider community.

Example in Practice

For a school council podcast on improving playtimes:

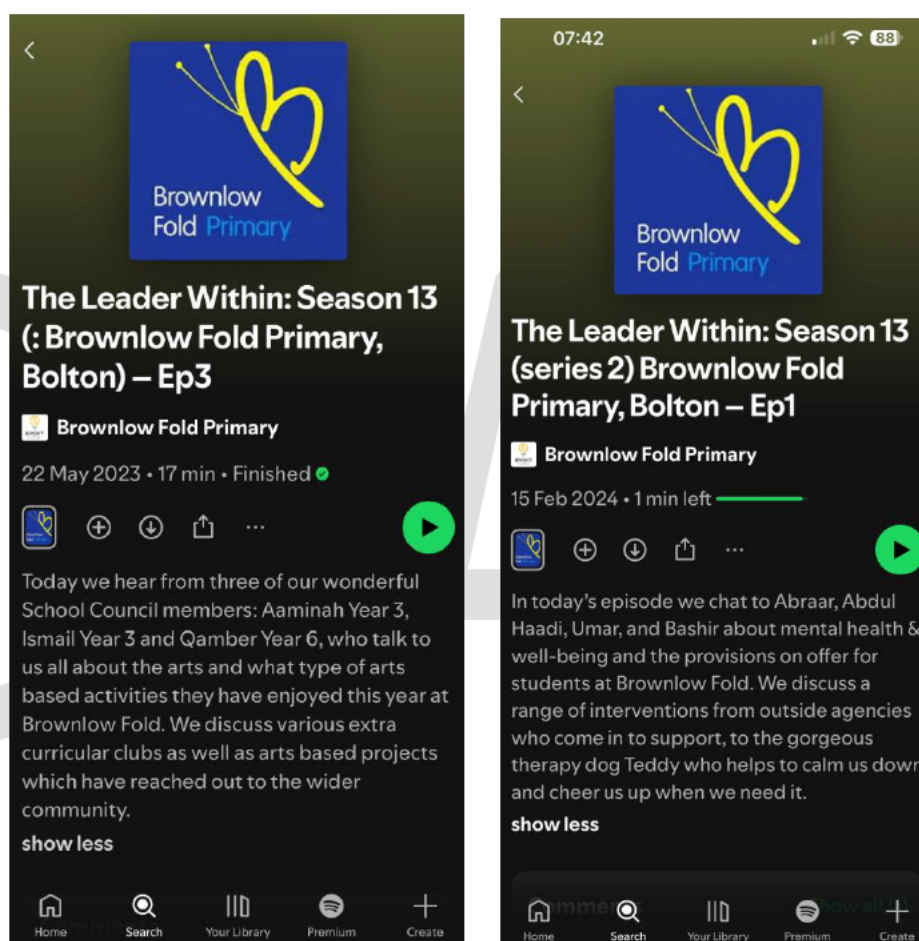
- Pupils **research and organise ideas** (Cognitive)

- They formulate clear questions and responses (Linguistic)
- They present with clear voices, tone, and expression (Physical)
- They debate respectfully, listen actively, and justify views (Social & Emotional)

Through this process, oracy is embedded across all four strands in a purposeful, child-led project.

<https://open.spotify.com/episode/5tQZgWD6gb7ufCABfryzou?si=3abc08edabfd4ad9>

<https://podcasters.spotify.com/pod/show/brownlowfoldbl/episodes/The-Leader-Within-Season-13--Brownlow-Fold-Primary--Bolton--Ep2-e23tcon>



Family Dining and Oracy

Family dining at lunchtime provides a rich opportunity for children to develop their oracy skills in a natural and social setting. Sitting together around a table encourages pupils to engage in conversation, take turns, and listen to one another, mirroring the kind of interaction they might experience in a home environment. In this way, lunchtime becomes more than just eating—it transforms into a structured yet relaxed context for practising communication. Topic cards are used to enhance this experience:

- They provide prompts and questions that spark discussion.
- Pupils are encouraged to share ideas, ask questions, and explore new topics.
- They broaden vocabulary and help sustain meaningful dialogue.
- Importantly, topic cards support inclusivity by giving every child a clear entry point into conversation, regardless of confidence or prior knowledge.

Alongside this, **adult modelling** plays a vital role. Adults who sit at the table demonstrate what effective oracy looks like—listening attentively, asking open-ended questions, and taking turns respectfully. Children observe these behaviours and begin to imitate them, gradually building their ability to:

- Express themselves with clarity.
- Reason with others and justify opinions.
- Adapt speech to suit different social situations.

Direct Links to the Four Strands of Oracy

- **Physical:** Pupils practise **clear speech, eye contact, and listening behaviours** while interacting around the table.
- **Linguistic:** Topic cards and conversation prompts expand **vocabulary, sentence structures, and effective phrasing**.
- **Cognitive:** Children learn to **organise thoughts, justify opinions, and respond logically** during discussions.
- **Social & Emotional:** Shared dining strengthens **confidence, empathy, respect, and inclusion**, helping all voices be heard.

Over time, this daily practice helps children grow in confidence and feel more comfortable using their voice.

Ultimately, family dining–style lunchtimes create an authentic and inclusive environment where conversation is woven naturally into the daily routine. They help pupils to practise and refine essential oracy skills in a meaningful and enjoyable way, while also strengthening social bonds and developing a sense of belonging.

Child-Led Assemblies and Oracy

Child-led assemblies create a powerful platform for pupils to practise oracy in a formal, whole-school context. Standing in front of an audience requires children to communicate clearly, with purpose and confidence (**Physical strand: projection, articulation, body language**), while also modelling positive behaviours for their peers. These assemblies move beyond performance: they provide authentic opportunities for pupils to lead, influence, and inspire their school community through spoken language.

Speaking for a Real Audience

- Children must project their voices, use clear articulation, and adapt their tone to engage a large audience (**Physical strand**).
- Leading peers, staff, and sometimes parents helps pupils practise adjusting language for different listeners (**Linguistic strand: vocabulary choice, register, phrasing**).

Planning and Structuring Content

- Preparing an assembly requires children to organise information logically and decide how best to communicate key messages (**Cognitive strand: sequencing, reasoning, summarising**).
- This process strengthens their ability to present ideas clearly and persuasively (**Linguistic strand**).

Collaboration and Leadership

- Working in teams to plan or present develops turn-taking, negotiation, and constructive feedback (**Social & Emotional strand: teamwork, empathy, listening**).
- Leadership roles, such as Head or Deputy Boy/Girl, provide opportunities to take responsibility and act as role models (**Social & Emotional strand: confidence, presence**).

Confidence-Building

- Standing on stage in front of the school fosters resilience and self-assurance (**Social & Emotional strand**).
- Repeated opportunities to speak publicly help pupils overcome nerves and see themselves as capable communicators (**Physical strand: voice control; Social & Emotional strand: confidence, self-belief**).

Examples in Practice

- **Celebration Assemblies** led by head or deputy pupils: Children present awards, share achievements, and guide the flow of the assembly, requiring **formal speaking and audience engagement (Physical & Linguistic strands)**.
- **Wellbeing Champions** leading themed assemblies: Pupils explain key messages, lead discussions, and model strategies, developing **persuasive speaking, empathy, and sensitivity (Linguistic & Social & Emotional strands)**.
- **Reading Champions** promoting challenges: Children introduce competitions or share recommendations, practising **expressive storytelling and enthusiasm (Linguistic strand) alongside confidence and presence (Physical & Social & Emotional strands)**.

Talk like an Expert and Oracy

One powerful approach to developing oracy is the “**Talk Like an Expert**” strategy. This method encourages pupils to adopt the role of a subject specialist, using the vocabulary, sentence structures, and reasoning styles associated with expert talk. Oracy is promoted through:

- **Vocabulary Development**
 - Pupils are introduced to subject-specific terminology and encouraged to use it accurately in discussion.
 - This supports both linguistic confidence and subject knowledge.
- **Structured Talk**
 - Children learn to frame responses in full, formal sentences, mirroring the way experts articulate ideas.
 - Sentence stems (e.g., “*I predict that...*”, “*The evidence suggests...*”) scaffold precision and clarity.
- **Reasoning and Justification**
 - Experts explain, justify, and provide evidence for their ideas.
 - Pupils are guided to do the same, strengthening the **cognitive strand** of oracy.
- **Role Play and Identity**
 - By “stepping into” the role of a scientist, historian, mathematician, or author, children adopt the **tone, confidence, and authority** of an expert.
 - This builds self-belief and helps them to present ideas with conviction.
- **Social and Emotional Skills**

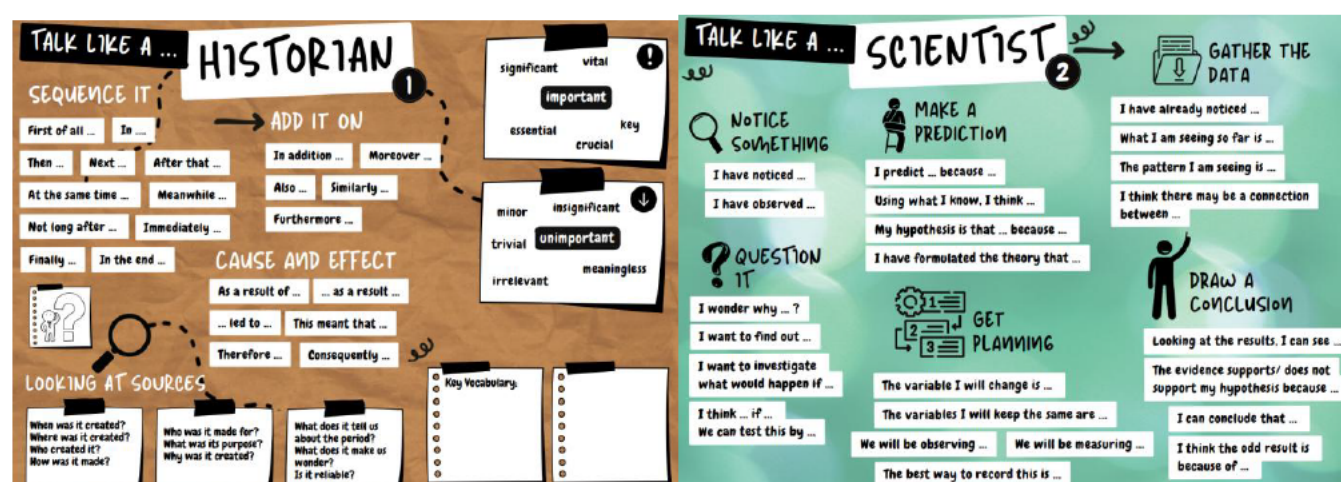
- Collaborative activities, such as paired or group “expert talk,” encourage pupils to listen carefully, respect others’ contributions, and add to collective knowledge.

Example in Practice

In a science lesson, children might be asked to “Talk Like a Scientist” when explaining the results of an experiment or in a history lesson, “Talk Like a Historian”:

- Instead of saying “the plant grew because of water,” a pupil might say, “The evidence suggests that the plant’s growth increased because it received sufficient water for photosynthesis.”
- Instead of saying the “The Romans invaded Britain,” a pupil might say “The evidence suggests that the Romans invaded Britain not only to expand their empire through military conquest, but also to gain access to valuable resources such as metals and to strengthen their control over trade routes.”

This shift in language develops subject knowledge, precision, and oracy simultaneously.



Child-Led Workshops and Oracy

Child-led workshops give pupils the opportunity to take on the role of subject champions, sharing expertise, modelling learning, and guiding others. By leading workshops for peers, parents, or staff, children practise oracy in a purposeful and authentic context that requires confidence, clarity, and leadership (Social & Emotional strand).

Speaking with Purpose and Authority

- Subject champions explain processes, strategies, and expectations clearly to an audience.
- This develops the ability to project their voice, articulate ideas (Physical strand), and adjust language for different listeners (Linguistic strand).

Modelling and Demonstrating Learning

- Explaining a method or concept requires pupils to organise thoughts logically, structure explanations step by step, and justify reasoning (Cognitive strand).
- This deepens subject knowledge while reinforcing structured talk (Linguistic strand).

Interactive Dialogue

- Workshops often involve questioning, answering, and problem-solving with the audience.
- Pupils practise active listening, turn-taking, and responding thoughtfully (Social & Emotional strand) while embedding conversational fluency (Linguistic strand).

Collaboration and Leadership

- Champions must plan their workshop, agree on key messages, and share responsibility for delivery.
- This fosters teamwork and ownership (Social & Emotional strand) while building confidence to lead and present (Physical strand).

Examples in Practice

- **Reading Champions** host a workshop about reading challenges, demonstrating how to log progress or recommend books.
- This combines **persuasive speaking (Linguistic strand)** with **clear explanation (Cognitive strand)**, encouraging both **enthusiasm and confidence (Social & Emotional strand)** in structured talk.

Pupil Leadership Roles Promote Oracy

Pupil leadership roles give children meaningful opportunities to use spoken language for real purposes. Whether presenting to an audience, leading discussions, or supporting their peers, these roles require pupils to **communicate clearly (Physical strand)**, **listen actively (Social & Emotional strand)**, and **adapt their talk to different contexts (Linguistic strand)**. In this way, they underpin oracy across all four strands: **Physical, Linguistic, Cognitive, and Social & Emotional**.

Eco Council

Eco councillors develop their oracy when they:

- Present eco-initiatives in assemblies, practising voice projection and clarity (Physical strand).
- Persuade others to adopt eco-friendly habits, using reasoning (Cognitive strand) and persuasive language (Linguistic strand).
- Lead discussions about environmental issues, encouraging debate and respectful listening (Social & Emotional strand).

Pupil Roles and Responsibilities at Brownlow Fold

Eco Council



The Eco Council at Brownlow Fold consists of representatives from each class, from year three to year six. The Council meet regularly. Children are encouraged to express views and make decisions. The children have various tasks such as: emptying re-cycle bins and recording how much waste is produced to litter patrol around the school grounds.

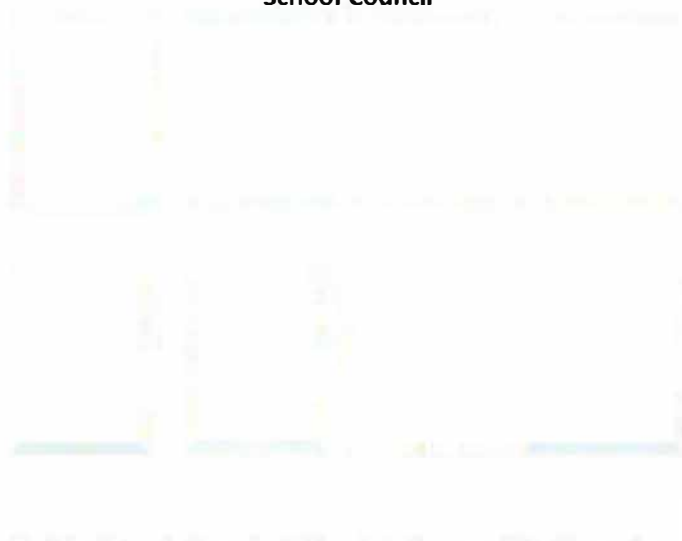
School Council

School councillors practise oracy by:

- Representing peers' views in meetings, using structured and respectful talk (Linguistic & Social & Emotional strands).
- Debating and justifying decisions, strengthening reasoning and critical thinking (Cognitive strand).
- Reporting back to classes or assemblies, adapting language for different audiences (Linguistic strand) and practising clarity of delivery (Physical strand).

Pupil Roles and Responsibilities at Brownlow Fold

School Council



The School Council at Brownlow Fold consists of representatives from each class, from year three to year six. The Council meet regularly to express views and make decisions. At Brownlow Fold we are keen to know the views of our pupils.



Prefects

Prefects build oracy skills through:

- Giving clear instructions, modelling formal language (Linguistic strand).
- Speaking with visitors, demonstrating confidence (Social & Emotional strand) and adaptability in tone (Linguistic strand).
- Leading parts of assemblies, developing presence and projection (Physical strand) when addressing large groups.

Pupil Roles and Responsibilities at Brownlow Fold

Prefects

The Prefects are positive role models for all pupils at Brownlow Fold. The Prefects at Brownlow Fold consists of representatives from year six. The Prefects meet regularly and focus on whole school issues. The Prefects play a very important role in the life of Brownlow Fold and put a lot of effort into making the school's systems run smoothly.

Play Leaders

Play leaders promote oracy by:

- Explaining the rules of games clearly and concisely (Linguistic & Physical strands).
- Encouraging peers to join in, using positive and inclusive language (Linguistic strand) to build confidence and belonging (Social & Emotional strand).
- Mediating disputes, practising calm dialogue (Physical strand), negotiation (Cognitive strand), and empathy (Social & Emotional strand).

Pupil Roles and Responsibilities at Brownlow Fold

Play Leaders



Master Overview: Oracy in Action Across School Life

<u>Oracy Strand</u>	<u>Podcasts</u>	<u>Family Dining</u>	<u>Child-Led Assemblies</u>	<u>Workshops</u>	<u>Leadership Roles</u>
Physical <i>(voice & body)</i>	Clear speech, tone, pace, and expression for a real audience.	Use clear voices, eye contact, and listening behaviours at the table.	Voice projection, articulation, body language, and stage presence.	Projection, articulation, and confident delivery when explaining or demonstrating.	Giving instructions, projecting in assemblies, using confident presence.
Linguistic <i>(words & phrases)</i>	New vocabulary, sentence stems, precise phrasing.	Topic card vocabulary, full sentences, inclusive language.	Formal register, persuasive language, storytelling techniques.	Subject-specific terms, structured sentences, expert phrasing.	Formal language, persuasive phrasing, adapting tone and vocabulary for audience.
Cognitive <i>(thinking skills)</i>	Planning episodes, sequencing ideas, reasoning, and justification.	Explaining opinions, reasoning, and justifying choices.	Structuring assemblies, summarising, reasoning, sequencing content.	Step-by-step explanations, reasoning, and justifying strategies.	Debating issues, reasoning critically, problem-solving, and negotiation.
Social & Emotional <i>(confidence & collaboration)</i>	Collaboration, turn-taking, teamwork, and feedback.	Respect, empathy, confidence, and inclusion at the table.	Leadership, teamwork, resilience, and confidence in front of audiences.	Team planning, ownership, leadership, and respectful dialogue.	Confidence, empathy, negotiation, and active listening when leading peers.

Expectations for Staff

All staff are expected to play an active role in embedding oracy across the school community. They will model high-quality spoken language at all times, demonstrating clarity, fluency, and precision so that pupils are consistently exposed to strong examples of communication. Lessons will be planned and delivered with purposeful talk at their heart, ensuring that discussion, debate, and dialogue are not treated as add-ons but as central elements of learning.

Staff will explicitly teach oracy skills, drawing on the four strands—physical, linguistic, cognitive, and social & emotional—so that pupils not only practise speaking and listening but also understand how these skills can be developed. Constructive feedback will be provided to support progress, helping children to reflect on their use of spoken language and guiding them towards more confident and effective communication.

Equally important, staff will foster inclusive classroom environments where every voice is valued. This means encouraging contributions from all pupils, ensuring that quieter individuals are supported to participate, and promoting respect and empathy in all interactions. Staff will also introduce new vocabulary and sentence stems to enable pupils to articulate their learning more effectively, ensuring that they have the tools to express ideas with precision and confidence.

In doing so, staff will create the conditions for pupils to thrive as articulate, confident, and considerate communicators.

Expectations for Pupils

All pupils are expected to play an active role in developing their oracy skills across the curriculum. They will take part in structured talk activities, contributing thoughtfully and purposefully to classroom dialogue. Pupils should listen attentively to others, showing respect by responding appropriately and building on the ideas that are shared. They are encouraged to use subject-specific vocabulary with confidence, applying it accurately in discussions and learning tasks.

Every pupil will be given opportunities to participate in a variety of speaking activities, including group discussions, debates, and formal presentations, enabling them to develop fluency and self-assurance in different contexts. Importantly, pupils are expected to respect diverse viewpoints, demonstrating empathy and understanding while working collaboratively with their peers. In doing so, they will help to create a positive classroom culture where every voice is valued and learning is enriched through shared dialogue.

Home-School Partnership Expectations

Families play a vital role in supporting the development of oracy beyond the classroom. Parents and carers are encouraged to engage in regular conversations with their children, helping them to practise expressing ideas and sharing their thoughts with confidence. Storytelling, asking and answering questions, and active listening at home all strengthen the skills pupils use in school. Families can also encourage their children to take part in activities that promote speaking and listening—such as reading aloud, performing, debating, or collaborative games—which build both confidence and enjoyment in communication. By working together, school and home can create a rich environment where every child's voice is valued and developed.

Progressions of skills

<u>EYFS Early Learning Goals</u>	<u>National Curriculum Expectations for years 1-6</u>
• Communication and Language: Listening and Attention – Children listen attentively in a range of situations. They listen to stories, anticipating key events, and respond with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, even while engaged in another activity. • Communication and Language: Understanding – Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. • Communication and Language: Speaking – Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events. They develop their own narratives and explanations by connecting ideas or events.	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication

Progression of skills – EYFS

Physical

- I can speak clearly and be understood
- I can speak clear and be heard
- I can look at who is talking and who I am talking to
- I can use gestures to support meaning in play

Linguistic

- I can use talk in play to practice new vocabulary
- I can join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Cognitive

- I can use talk in play to practice new vocabulary
- I can join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Social and Emotional

- I can look at someone who is speaking to them
- I can take turns to speak when working in a group

Teaching Ideas

- 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, doctor, vet through continuous provision area
- 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.
- 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'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- 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!'
- 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?

Experiences

- To speak to a partner during whole class teaching
- Provide pupils with opportunities to speak for an extended period about something they are interested in, for example a favourite toy or what they did at the weekend
- Ask a question to a visitor in school

Progression of skills – Year 1

Physical

- I can use the appropriate tone of voice in the right context.
E.g. speaking calmly when resolving an issue in the playground
- I can speak clearly and confidently in a range of contexts

Linguistic

- I can use vocabulary appropriate specific to the topic at hand
- I can take opportunities to try out new language, even if not always used correctly.
- I can use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'
- I can use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.

Cognitive

- I can offer reasons for my opinions.
- I can recognise when they haven't understood something and asks a question to help with this.
- I can disagree with someone else's opinion politely.
- I can explain ideas and events in chronological order.

Social and Emotional

- I can listen to others, and I am willing to change my mind based on what they have heard.
- I can organise group discussions independently.

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?'

Experiences

Progression of skills – Year 2

Physical

- I can 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.

Linguistic

- I can adapt how I speak in different situations according to an audience.
- I can use sentence stems to signal when I am building on or challenging others' ideas.

Cognitive

- I can ask questions to find out more about a subject.
- I can build on others' ideas in discussions.
- I can make connections between what has been said and my own and others' experiences.

Social and Emotional

- I can start to develop an awareness of audience e.g. what might interest a certain group
- I can invite others who have not spoken into a discussion.
- I can confident delivery of short pre-prepared material.

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.

Experiences

Progression of skills – Year 3

Physical

- I can deliberately vary my 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.
- I can consider position and posture when addressing an audience.

Linguistic

- I can use specialist language to describe my own and others' talk.
- I can use specialist vocabulary.
- I can make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.

Cognitive

- I can offer opinions that aren't my own.
- I can reflect on discussions and identify how to improve.
- I can summarise a discussion.
- I can reach shared agreement in discussions.

Social and Emotional

- I can adapt the content of my speech for a specific audience.
- I can speak with confidence in front of an audience.

Teaching Ideas

- 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.
- 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.
- Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.
- 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

Experiences

Progression of skills – Year 4

Physical

- I can consider movement when addressing an audience.
- I can use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.

Linguistic

- I can carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.

Cognitive

- I can give supporting evidence e.g. citing a text, a previous example or a historical event.
- I can ask probing questions.
- I can reflect on their own oracy skills and identify areas of strength and areas to improve.

Social and Emotional

- I can use more natural and subtle prompts for turn taking.
- I can empathise with an audience.
- I can consider the impact of their words on others when giving feedback.

Teaching Ideas

- Introduce pupils to sentence stems to cite evidence and ask probing questions.
- 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.
- Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.
- 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.
- 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.

Experiences:

Progression of skills – Year 5

Physical

- I can project their voice to large audience.
- I can use gestures more naturally.

Linguistic

- I can use an increasingly sophisticated range of sentence stems with fluency and accuracy.

Cognitive

- I can draw upon knowledge of the world to support their own point of view and explore different perspectives.
- I can identify when a discussion is going off topic and to be able to bring it back on track

Social and Emotional

- I can Listen for extended periods of time.
- I can speak with flair and passion.

Teaching Ideas

- 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'.
- Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.
- 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 ...'

Experiences

Progression of skills – Year 6

Physical

- I can speak fluently in front of an audience.
- I have a stage presence.
- I can Consciously adapt tone, pace and volume of voice within a single situation.

Linguistic

- I can vary sentence structures and length for effect when speaking.
- I can be comfortable using idiom and expressions.

Cognitive

- I can construct a detailed argument or complex narrative.
- I can spontaneously respond to increasingly complex questions, citing evidence where appropriate.

Social and Emotional

- I can use humour effectively.
- I can 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.

Teaching Ideas

- Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.
- Practise 'power poses' to explore physical aspects of speaking
- Teach structures for building evidence-based arguments

Experiences: