



# Henbury View First School

## Oracy



### ‘Every Child Matters, Every Moment Counts’

At Henbury View, oracy is a powerful tool for learning; by teaching children to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all children, not just some, to find their voice to succeed in school and life.

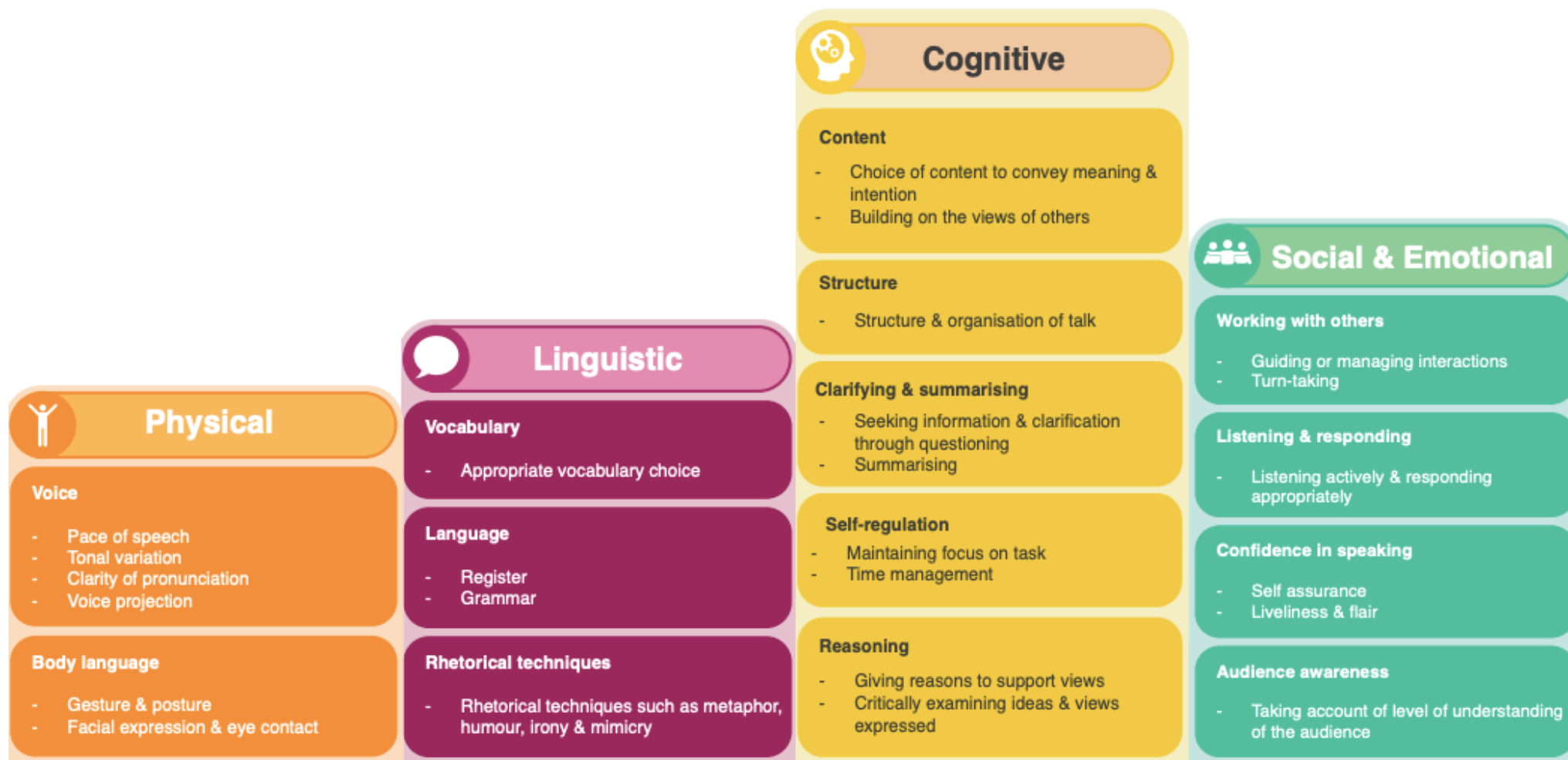
#### How do we teach oracy and achieve a high-quality oracy education?

Through a high-quality oracy education, our children learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.



## Oracy Framework

We use the oracy framework below to understand the physical, linguistic, cognitive and social and emotion skills that enable successful discussion, inspiring speech and effective communication:



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Speak audibly so they can be heard and understood by a talk partner.</p> <p>Express needs clearly to a familiar adult or peer.</p>	<p>To maintain eye contact with a partner or familiar adult.</p> <p>Describe an experienced event to a partner including 'and' to elaborate.</p>	<p>Speak audibly so they can be heard and understood in a trio.</p> <p>State their point of view simply to a larger group (up to 5).</p> <p>Look at the speaker.</p>	<p>Use gestures to support meaning eg in a T4W recital.</p> <p>Ask a relevant question about a story.</p> <p>Use the 'word of the day' accurately in conversation.</p> <p>Take turns in games and speaking.</p>	<p>Know the names of the four strands of the framework.</p> <p>Speak audibly so they can be heard and understood by the class. Eg in a plan, do, review session.</p> <p>Use 'because', 'then' 'but' when explaining their plan and outcomes.</p>	<p>To explain how or why something happened using 'because' or 'so'.</p> <p>To use 'if' and 'might' to explain how they could improve their work next time.</p>
Year 1	<p>Speak clearly and confidently in a small group of known peers.</p> <p>Sequence events using the language of time or number.</p> <p>Begin to use sentence stems with some prompting.</p>	<p>Use non-verbal signals to indicate agreement or disagreement.</p> <p>Include 'because' in their contribution to justify ideas.</p>	<p>Speak clearly when presenting learning to the class. E.g. recording a presentation for the showcase.</p> <p>Use sentence stems independently even if not always appropriately.</p>	<p>Retell a story to a small group. Recognising when events are out of sequence and self-correcting.</p> <p>Be able to independently take turns and ensure all members contribute.</p>	<p>Speak clearly and confidently when explaining displayed learning to an adult in the showcase.</p> <p>Recognise when the wrong stem has been used and choose a more appropriate one.</p>	<p>Speak clearly and confidently using a script e.g. live presentation in parent share.</p> <p>Request a book from the teacher. Explaining the title or topic and maintaining eye contact.</p>
Year 2	<p>Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree, or build.</p> <p>Choose the most appropriate stem independently.</p>	<p>Justify their agree/disagree choice with relevant explanations.</p> <p>Use technical, subject-specific vocabulary when explaining opinions.</p>	<p>Begin to understand the importance of posture when speaking.</p> <p>Use taught vocabulary independently, even if not always accurately.</p>	<p>Moderate tone and volume to match the audience.</p> <p>Retell an event calmly in logical order e.g. on the playground.</p>	<p>Maintain suitable posture throughout a spoken contribution.</p> <p>With support, identify a suitable question in response to a stimulus.</p> <p>Be able to change their mind in response to another person's argument. E.g. the opinion continuum.</p>	<p>Be aware of where to look or stand to ensure the audience can hear clearly.</p> <p>Take on the instigator role in a trio discussion.</p> <p>Include taught vocabulary appropriately and independently in discussions.</p>
Year 3	<p>Vary tone of voice for humorous or sad parts of a story telling.</p> <p>Notice when someone has not contributed and invite them to speak.</p>	<p>Take on the challenger role in a small discussion.</p> <p>Be able to confidently change their mind e.g. opinion continuum.</p>	<p>Use awareness of audience to support choice of formal/informal language.</p> <p>Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct, or persuade.</p>	<p>Take part in a consensus circle and reach a shared conclusion.</p> <p>Deliver a short presentation (with notes) to an unfamiliar audience.</p>	<p>Explain reasoning in maths to the class in a logical way.</p> <p>Adapt explanation to suit audience reaction.</p> <p>Be able to explain why they have changed their mind e.g. opinion continuum.</p>	<p>Begin to summarise the opinion of one contributor.</p> <p>Know which strand they are practising and explain why that is important to effective talk.</p>
Year 4	<p>Confidently summarise the contribution of one participant in a logical order.</p>	<p>Pause at appropriate points to allow for an audience's reaction.</p>	<p>Take on the summariser role in a trio discussion.</p> <p>Show awareness of taught collocations and recognise when something 'just doesn't sound right.'</p>	<p>Project voice to the back of the hall and maintain that without shouting. E.g. during parent share</p>	<p>Cite evidence from the text or linked wider experiences when participating in discussions in lessons.</p> <p>Deliver a short teaching session to a small group of younger children.</p>	<p>Write own short contribution to be delivered during the leavers performance.</p>