

We believe that **every child** deserves a high-quality oracy education, as it is the key to developing the literacy skills that are needed to thrive in the modern world. Children should be taught explicitly how to express their thoughts, learn, collaborate, listen with understanding and empathy, engage critically with the world around them, seek clarification or further information, and advocate for their civic rights and the rights of others. They should have opportunities to celebrate the language(s) that they speak, develop confidence in communicating across different settings, registers, and genres, and learn how to build and maintain happy and healthy relationships.

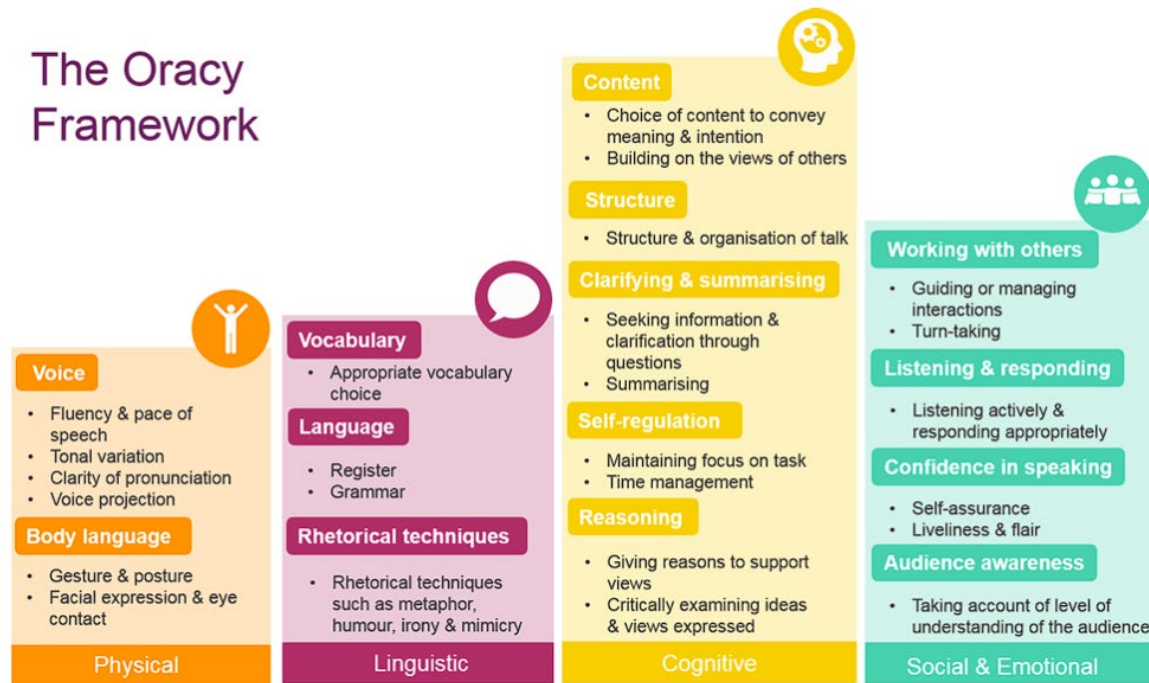
National Literacy Trust, Creating Confident Communicators

# Vision

## Oracy Curriculum, Teaching and Assessment

Literacy is at the heart of our curriculum and every child has a right to be literate. Spoken language underpins the development of reading and writing and therefore our curriculum aims to build student's confidence in both spoken language and listening skills. Confident communicators are not only successful in education, but also in social environments; they have higher self-esteem and can maintain strong relationships because they are able to express their feelings, articulate their beliefs and build healthy relationships.


Our curriculum, underpinned by the Voice 21 research and curriculum, explicitly teaches oracy skills; provides opportunities to practice those skills across all learning and creates a culture of pride and confidence where students can express themselves clearly to others. It is divided into the four strands that Voice 21 sets out:



The oracy curriculum has the following key strategies in line with the Voice 21 approach:

1. **Talk-rich Environment:** Creating a classroom culture that values speaking and listening, providing all students with the chance to participate.
2. **Structured Dialogues:** Equipping students with the skills to engage in structured discussions, debates, and presentations.
3. **Peer Assessment:** Encouraging students to provide constructive feedback to one another, creating a collaborative and supportive learning environment.
4. **Curriculum Integration:** Embedding oracy into various subjects to reinforce its importance and practical application.
5. **Teacher Training:** Preparing educators with the skills and confidence to facilitate oracy development effectively, especially for students facing socioeconomic challenges.

## The curriculum

 <b>Physical</b>			
EYFS (3-5 YEARS)	RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)
<p>To turn your body towards the speaker for an appropriate amount of time.</p> <p>To speak to be heard clearly by others.</p>	<p>To use gesture to support meaning in play.</p> <p>To speak audibly so they can be heard and understood.</p>	<p>To use body language to show listening.</p> <p>To experiment with adjusting tone, volume and pace.</p>	<p>To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</p> <p>To speak clearly and confidently in a range of contexts.</p>
YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)

<p>To consider position and posture when addressing an audience.</p> <p>To experiment with adjusting tone, volume and pace for different audiences.</p>	<p>To consider movement when addressing an audience.</p> <p>To consider how tone, volume and pace influence meaning.</p>	<p>For body language to become increasingly natural.</p> <p>To project their voice to a large audience.</p>	<p>To have a stage presence.</p> <p>To adjust tone, volume and pace for a given purpose and audience.</p>
---	--	---	---



## Physical

KEY STAGE 3 (11-14 YEARS)	KEY STAGE 4 (14-16 YEARS)	KEY STAGE 5 (16-18 YEARS)
<p><b>Year 7 (11-12)</b></p> <p>To speak audibly.</p> <p>To use body language to show active listening.</p> <p>To show engagement and active listening through facial expression.</p> <p>To adjust tone, volume and pace according to context, purpose and audience.</p> <p>To experiment with simple gestures to convey and enhance meaning.</p> <p><b>Year 8 (12-13)</b></p> <p>To speak clearly in different contexts.</p> <p>To use body language to show active listening and support meaning when speaking.</p> <p>To adjust tone, volume and pace with increasing subtlety according to context, purpose and audience.</p> <p>To use a range gestures to convey and enhance meaning with increasing confidence.</p> <p><b>Year 9 (13-14)</b></p> <p>To speak clearly in a range of contexts.</p> <p>To confidently deploy subtle gestures to convey and enhance meaning.</p> <p>To adopt deliberate but subtle shifts in tone, pace and volume according to context, purpose and audience.</p>	<p>Natural use of body language when speaking and listening.</p> <p>Deliberate crafting of the listener's journey through changes to tone, volume and pace (e.g. to create suspense or comic timing).</p>	<p>To use body language to facilitate and maintain effective communication (e.g. to smile encouragingly at the person who is speaking, to signal desire to speak).</p> <p>To deliberately adjust tone, volume and pace to suit a wide range of purposes and audiences.</p>



# Linguistic

KEY STAGE 3 (11-14 YEARS)	KEY STAGE 4 (14-16 YEARS)	KEY STAGE 5 (16-18 YEARS)
<p><b>Year 7 (11-12)</b>            To use sentence stems to signal when building on or challenging others' ideas.            To adapt language and formality in different situations according to audience.            To carefully consider the words and phrases used to express ideas and how this supports the purpose of talk.            To deploy key subject-specific vocabulary.            To consider how and when to use humour and use it effectively To understand and use devices like sarcasm and mimicry.</p> <p><b>Year 8 (12-13)</b>            To use a range of sentence stems, e.g. to signal when building on or challenging others' ideas.            To use common language and rhetorical devices for deliberate effect.            To vary sentence structures and length for effect when speaking.            To deploy key subject specific vocabulary in increasingly complex sentence constructions.            To consider the differences between and impact of sarcasm and irony in order to use humour effectively.</p> <p><b>Year 9 (13-14)</b>            To adapt how they speak in different situations according to audience.            To use specialist language to describe their own and others' talk.            To confidently deploy tier 2 and tier 3 vocabulary within and across subjects. To incorporate humour, irony and sarcasm with increasing subtlety.</p>	<p>To use and innovate on an increasingly sophisticated range of sentence stems with accuracy.            To use humour, irony and mimicry.            To judge when appropriate to use specialist language.            To be able to speak in an academic register when appropriate.</p>	<p>To use a sophisticated range of sentence stems to facilitate and maintain effective communication.            To draw upon a wide vocabulary to achieve planned effect.            To judge appropriateness and effect of register and grammar in different situations according to audience and purpose.            To use a variety of rhetorical techniques to enhance meaning and build rapport with listeners.</p>



## Linguistic

<b>EYFS (3-5 YEARS)</b>	<b>RECEPTION (4-5 YEARS)</b>	<b>YEAR 1 (5-6 YEARS)</b>	<b>YEAR 2 (6-7 YEARS)</b>
<p>To use talk in play to practise new vocabulary.</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p>	<p>To use talk in play to practise new vocabulary.</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p>	<p>To use vocabulary specific to the topic at hand.</p> <p>To take opportunities to try out new language.</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p> <p>To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...')</p>	<p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>To use newly learnt vocabulary in an appropriate way.</p>
<b>YEAR 3 (7-8 YEARS)</b>	<b>YEAR 4 (8-9 YEARS)</b>	<b>YEAR 5 (9-10 YEARS)</b>	<b>YEAR 6 (10-11 YEARS)</b>
<p>To begin to use specialist vocabulary.</p> <p>To be able to use specialist language to describe their own and others' talk.</p> <p>To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>To use specialist vocabulary when discussing a known topic.</p>	<p>To use an increasingly sophisticated range of sentence stems with accuracy.</p> <p>To select specific vocabulary appropriate to the topic at hand.</p>	<p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions.</p> <p>To use sophisticated vocabulary appropriate to the context and purpose of talk.</p>



## Cognitive

<b>EYFS (3-5 YEARS)</b>	<b>RECEPTION (4-5 YEARS)</b>	<b>YEAR 1 (5-6 YEARS)</b>	<b>YEAR 2 (6-7 YEARS)</b>
<p>To begin to understand how and why questions.</p> <p>To use 'and' to link their ideas.</p> <p>To describe events currently happening and what might happen next.</p>	<p>To ask questions.</p> <p>To wonder about ideas.</p> <p>To use 'because' to develop their ideas.</p> <p>To describe events that have happened to them in detail.</p>	<p>To consider the merits of different viewpoints.</p> <p>To offer reasons for opinions.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p>	<p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p>
<b>YEAR 3 (7-8 YEARS)</b>	<b>YEAR 4 (8-9 YEARS)</b>	<b>YEAR 5 (9-10 YEARS)</b>	<b>YEAR 6 (10-11 YEARS)</b>
<p>To offer opinions that aren't their own.</p> <p>To reflect on discussions and identify how to improve.</p> <p>To be able to summarise a discussion.</p> <p>To reach shared agreement in discussions.</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>To ask probing questions.</p> <p>To reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>To construct a detailed argument or complex narrative.</p> <p>To assess different viewpoints and present counter-arguments.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>To acknowledge and explain changes of position.</p>



# Cognitive

KEY STAGE 3 (11-14 YEARS)	KEY STAGE 4 (14-16 YEARS)	KEY STAGE 5 (16-18 YEARS)
<p><b>Year 7 (11-12)</b> To reach shared agreement in discussions through reasoning and negotiation.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>To ask probing and clarifying questions to develop knowledge and understanding.</p> <p>To build on, challenge and reason with ideas to develop knowledge and understanding. To make connections between what has been said and their own and others' experiences.</p> <p>To reflect on their own and others' oracy skills and identify how to improve.</p> <p><b>Year 8 (12-13)</b> Summarise ideas discussed.</p> <p>To structure presentational talk e.g. beginning, middle, end.</p> <p>To be able to draw upon knowledge of the world to support their own point of view.</p> <p>To adopt different viewpoints to your own.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track. To acknowledge changes of position.</p> <p>To use increasingly varied probing and clarifying questions to strengthen knowledge and understanding.</p> <p><b>Year 9 (13-14)</b> To acknowledge and explain changes of position.</p> <p>To link ideas to summarise them.</p> <p>To structure extended presentational talk e.g. beginning, middle, end.</p> <p>To offer opinions that aren't their own, critically examining the viewpoints of others to enhance knowledge and understanding.</p> <p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p>	<p>To construct a detailed argument or complex narrative.</p> <p>To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.</p> <p>To structure their talk in abstract and sophisticated ways e.g. grouping ideas by theme.</p> <p>To counter-argue and make counter proposals to problem- solve and move discussions forward.</p> <p>To be able to negotiate – recognise the importance of giving ground and be able to do this.</p>	<p>To cite evidence, with mature and appropriate reference points.</p> <p>To clearly and consistently relate responses to the contributions of others to build on, challenge and reason with ideas.</p> <p>To critically examine a range of ideas and perspectives.</p> <p>To seek information and clarification through an increasingly sophisticated use of questioning.</p> <p>To contrast and summarise a range of perspectives, arguments and evidence.</p> <p>To reflect on changes of position in a discussion.</p> <p>To offer increasingly sophisticated reflections on their own and others' oracy skills and identify how to improve.</p>



## Social & Emotional

<b>EYFS (3-5 YEARS)</b>	<b>RECEPTION (4-5 YEARS)</b>	<b>YEAR 1 (5-6 YEARS)</b>	<b>YEAR 2 (6-7 YEARS)</b>
<p>To listen to others.</p> <p>To take turns to speak with the support of an adult.</p>	<p>To listen attentively in a pair or small group.</p> <p>To take turns to speak with a partner independently.</p>	<p>Listen carefully to others.</p> <p>To participate in group discussions independently of an adult.</p>	<p>To encourage everyone to contribute.</p> <p>To develop an awareness of audience, e.g. what might interest a certain group.</p> <p>Confident delivery of short pre-prepared material.</p>
<b>YEAR 3 (7-8 YEARS)</b>	<b>YEAR 4 (8-9 YEARS)</b>	<b>YEAR 5 (9-10 YEARS)</b>	<b>YEAR 6 (10-11 YEARS)</b>
<p>Listen actively, questioning and responding to others.</p> <p>To adapt the content of their speech for a specific audience.</p> <p>To speak with confidence in front of an audience.</p>	<p>To use more natural and subtle prompts for turn taking.</p> <p>To develop an awareness of audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>	<p>Listening actively for extended periods of time.</p> <p>To speak with flair and passion.</p>	<p>To use humour effectively.</p> <p>To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions.</p> <p>To develop an awareness of group dynamics and invite those who haven't spoken to contribute.</p>



## Social & Emotional

KEY STAGE 3 (11-14 YEARS)	KEY STAGE 4 (14-16 YEARS)	KEY STAGE 5 (16-18 YEARS)
<p><b>Year 7 (11-12)</b> To manage own interactions, showing an awareness of relevance and coherence. To recognise when someone is unsure and rephrase or explain ideas in more detail. To be aware of others who have not spoken and to invite them into discussion.</p> <p><b>Year 8 (12-13)</b> To confidently deliver pre-prepared material. To develop increased awareness of audience, e.g. level of understanding, and adapt the content of their speech accordingly. To manage own interactions, deliberately ensuring relevance and coherence. To show awareness of understanding and engagement and respond appropriately, changing topic, reframing ideas or taking questions. To demonstrate a secure awareness of group dynamics and invite those who haven't spoken to contribute. To use more natural and subtle prompts for turn taking.</p> <p><b>Year 9 (13-14)</b> To understand dynamics of group discussions, modifying approach to maintain attention, engagement and meet the needs of all participants. To manage own and group interactions carefully, showing consideration for relevance and coherence. To consider the impact of their words on others when giving feedback.</p>	<p>Confident delivery of pre-prepared and spontaneous material. To be comfortable organising group talk e.g. as a chairperson. To develop an advanced awareness of audience, e.g. offers alternate viewpoints sensitively.</p>	<p>To listen to, and reflect on, another person's point of view and respond appropriately. To draw out subtext when listening. To engage in conversation with an unfamiliar adult as an equal. To facilitate and maintain effective communication, e.g. intervene/ offer feedback sensitively, redirect.</p>

Independent Talk Tactics

Student Talk Tactics



<p><b>Instigate</b></p> <p>Present an idea or open up a new line of inquiry</p> <p></p> <p>“ I would like to start by saying ____</p> <p>“ I think ____</p> <p>“ We haven't yet talked about ____</p> <p>Instigate</p>	<p><b>Probe</b></p> <p>Dig deeper, ask for evidence or justification of ideas</p> <p></p> <p>“ Why do you think ____?</p> <p>“ What evidence do you have to support X idea?</p> <p>“ Could you provide an example?</p> <p>Probe</p>
<p><b>Challenge</b></p> <p>Disagree or present an alternative argument</p> <p></p> <p>“ I disagree because ____</p> <p>“ To challenge you X, I think ____</p> <p>“ I understand your point of view, but have you thought about ____?</p> <p>Challenge</p>	<p><b>Clarify</b></p> <p>Asking questions to make things clearer and check your understanding</p> <p></p> <p>“ So are you saying ____?</p> <p>“ Does that mean ____?</p> <p>“ Can you clarify what you mean by ____?</p> <p>Clarify</p>
<p><b>Summarise</b></p> <p>Identify and recap the main ideas</p> <p></p> <p>“ So far we have talked about ____</p> <p>“ The main points raised today were ____</p> <p>“ Our discussion focused on ____</p> <p>Summarise</p>	<p><b>Build</b></p> <p>Develop, add to or elaborate on an idea</p> <p></p> <p>“ Building on X's idea ____</p> <p>“ I agree and would like to add ____</p> <p>“ X's idea made me think ____</p> <p>Build</p>

© 2022 Voice 21. Voice 21 is a registered charity in England and Wales. Charity number 1152672 | Company no. 08165798

Varied groupings

Effective Listening

Our Listening Ladder



Developing Vocabulary

- **Pairs/ talking partners:** Students engage in discussions with a partner, practicing active listening and clear expression, a valuable opportunity for Pupil Premium students.
- **Talking trios:** Group conversations promote diversified perspectives and collaborative learning, essential for bridging oracy gaps among students from disadvantaged backgrounds.
- **Onion:** Structured groupings encourage students to face different partners, promoting structured discourse and language development.
- **Fishbowl:** Active listening is fostered as students observe inner-circle discussions, providing an opportunity for targeted support to Pupil Premium students.
- **Nest:** Individual reflection and clear articulation are encouraged, ensuring that all students, regardless of their socioeconomic status, have opportunities to participate.
- **Traverse:** Students engage in diverse interactions, actively participating and promoting inclusion for all.

### Innovative Techniques for Vocabulary Development

1. **Repeat After Me:** Teachers introduce new words by saying them aloud, prompting students to repeat, which reinforces pronunciation and familiarity. *(My Turn, Your Turn)*
2. **Visual Aids:** When possible, visual aids accompany new words, providing context and aiding comprehension, particularly valuable for students from disadvantaged backgrounds. *(Present new vocabulary along a picture/photo when possible)*
3. **Child-Friendly Definitions:** Teachers offer child-friendly definitions that are easy to grasp, ensuring a clear understanding of word meanings. *(Prepare this prior to lesson, ensuring that the definition is child friendly)*
4. **Contextual Sentences:** New words are introduced within context, often through sentences related to the topic being studied, making them relevant and memorable. *(Prepare a short activity in which children must utilise the new word in context)*
5. **Active Usage:** Students are encouraged to actively incorporate new vocabulary into their discussions, reinforcing application in meaningful ways. *(Frequent reminders)*
6. **Engaging Activities:** Explicit activities encourage students to use newly acquired words in various contexts, making vocabulary acquisition interactive and enjoyable, bridging the vocabulary gap for disadvantaged students.

## Oracy Integrated into Learning

- Every sequence of learning has oracy explicitly planned into it.
- Students are expected to self-assess their own success in speaking and listening through VOICE:

V	Vocabulary: I have used words and phrases that are fit for the purpose.
O	Organised: I have planned and presented what I want to say in a logical order (this needs to be modified for KS1 with appropriate examples: I have planned what to say. I can retell the events in order) e.g. chronological or arguments for followed by arguments against.
I	Interested and engaged: I have actively listened to the speaker and responded based on what they have said.
C	Confident and clear: I have used my body to project my voice appropriately so my audience can hear me.
E	Effective communication/Evaluate?: I have evaluated my speaking and listening skills using feedback from others. (KS1 – reminder that evaluate means, what I have done well and what I can improve next time)

## A Culture of Oracy: Creating confident communicators

- School routines create opportunities for students to use their voice.
- Oracy assemblies take place every term.
- There is a learning culture where students are given time to think and respond effectively.
- All staff and students have high expectations of themselves to be excellent communicators.
- Oracy is blended into personal development and behaviour management.