Guided by God, we build a community of learners who flourish and are filled with hope.

Keighley St Andrew's C of E Primary School

Oracy

Intent →

At Keighley St Andrews we believe spoken language is fundamental to the achievement of our pupils. The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Oracy can be described as a combination of learning to talk and learning through talk. It is the ability to articulate ideas, develop understanding and engage with others through spoken language.

Aims
The overarching aim for English at Keighley St Andrew's is to promote and nurture high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. By weaving Oracy throughout the curriculum, we equip pupils with the confidence, communication skills, and critical thinking required for successful learning and active participation in society. The key aspects of Oracy in English and the wider curriculum include:

- Encourage active listening so children listen attentively and respond respectfully to others' ideas
- Support confident speaking through discussion, presentations, and storytelling
- Promote the use of a wide and appropriate vocabulary, including topic-specific language
- Encourage children to explain and justify their ideas to deepen understanding and develop critical thinking
- Provide opportunities for structured discussion and debate to share opinions and challenge ideas respectfully
- Use role play and drama activities (e.g. hot seating, freeze framing) to explore perspectives and build empathy
- Use sentence stems and conversation prompts to scaffold talk and support participation
- Build confidence and fluency through regular opportunities for reading aloud

Oracy is embedded across the curriculum through regular opportunities for purposeful talk and active listening in all subjects. Children are encouraged to use progressive, subject-specific vocabulary, explain their thinking, and respond respectfully to others through discussion, partner talk, and group work. Teachers model effective communication and use structured talk, questioning, and collaborative activities to deepen understanding, build confidence, and support learning across the curriculum.

Reception

Key Skills to Teach

Physical	Linguistic	Cognitive	Social and Emotional	Experiences
• To speak audibly so they can be heard and understood • To use gestures to support meaning in play	• To use talk in play to practice new vocabulary • To join phrases with words such as 'if, 'because', 'so', 'but, 'could'	• To use 'because' to develop ideas • To make relevant contributions and asks questions • To describe events that have happened to them in detail	• To look at someone who is speaking to them • To take turns to speak when working in a group	• To speak with a partner during whole class teaching • Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction • 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

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 shop keeper 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!'
- 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 voices 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?

Year 1

Key Skills to Teach

Physical	Linguistic	Cognitive	Social and Emotional	Experiences
• To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground • To speak clearly and confidently in a range of contexts	• To use vocabulary appropriate specific to the topic at hand • To take opportunities to try out new language, even if not always used correctly • To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with…because…' 'Linking to…' • To use conjunctions and sequence ideas e.g. firstly, secondly, finally.	• To offer reasons for their opinions • To recognise when they haven't understood something and asks questions to help with this • To disagree with someone else's opinion politely • To explain ideas and events in chronological order	• Listens to others and is willing to change their mind based on what they have heard • To organise group discussions independently of an adult	• To take part in small group discussions without an adult • To be filmed speaking and use this for reflection • To speak in front of an audience e.g. during a worship

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 how contributions in a conversation should link to each other
- Introduce pupils to the roles debate. 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 do 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?

	Year 2				
Key Skills to Teach	Physical • 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	Linguistic • To adapt how they speak in different situations according to audience • To use sentence stems to signal when they are building on or challenging others' ideas	Cognitive • To ask questions to find out more about a subject • To build on others' ideas in discussions • To make connections between what has been said and their own and others' experiences	Social and Emotional • To start to develop an awareness of audience e.g. what might interest a certain group • To be aware of others who have not spoken and to invite them into discussion • Confident delivery of short pre-prepared material	Experiences • Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having conversations with a visitor in the classroom • Participate in a short 'show and tell' session
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 King, talking to a sibling, talking to a neighbour or a friend in 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				

	Year 3				
Key Skills to Teach	Physical • Deliberately varies 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 • Considers position and posture when addressing an audience	Linguistic • To be able to use specialist language to describe their own and others' talk • To use specialist vocabulary • To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'	Cognitive • To offer opinions that aren't their own • To reflect on discussions and identify how to improve • To be able to summarise a discussion • To reach shared agreement in discussions	Social and Emotional • To adapt the content of their speech for a specific audience • To speak with confidence in front of an audience	Experiences • Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist • Become a storyteller for an authentic audience • Present to an audience of older or younger students • Chair a discussion / debate • Hold a class circle
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 a success criteria to support pupils to reflect on their discussions • Encourage pupils to reflect on their talk and raise pupil's awareness if 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				

	Year 4				
Key Skills to Teach	Physical • To consider movement when addressing an audience • To use pauses for effect in presentational talk e.g. when telling a joke	Linguistic • To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk	Cognitive • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event • To ask probing questions • To reflect on their own oracy skills and identify areas of strength and areas to improve • Draw upon knowledge of the world to support their own viewpoint	Social and Emotional • To use more natural and subtle prompts for turn talking • To be able to empathise with an audience • To consider the impact of their words on others when giving feedback • To speak with passion and confidence	Experiences • To use talk for a specific purpose e.g. to persuade or to entertain • To speak in front of a larger audience of adults e.g. in groups of eight • To speak with an unknown adult for a specific purpose, e.g. for market research or making an order

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 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	• To receive feedback from a peer or audience member on their oracy skills • Create TV or radio adverts • Mock elections • Peer teaching • Perform poetry by heart

	Year 5				
Key Skills to Teach	Physical • To project their voice to large audiences • For gestures to become increasingly natural	Linguistic • To use an increasingly sophisticated range of sentence stems with fluency and accuracy (when generating new questions based on the answers given) • To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. scientific report	Cognitive • To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives e.g. *In discussion about vegetarianism,* rather than saying '*My mum is a vegetarian so eating meat is wrong'* to be able to say '*lots of people don't eat meat because they believe killing is cruel'* • To identify when a discussion is going off topic and to be able to bring it back on track, using sentence stems '*It feels like we are going off topic here, let's get back to X'* • To be able to give supporting evidence e.g. citing a text, a pervious example or a historic event • To ask probing questions and adjust subsequent questions based on the audience	Social and Emotional • To listen with intent • To speak with flair and passion • To begin to read a room or a group and act accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions	Experiences • To use talk for a specific purpose e.g. to persuade or to entertain • To speak in front of a larger audience of adults e.g. in groups of eight • To speak with an unknown adult for a specific purpose, e.g. for market research or making an order • To receive feedback from a peer or audience member on their oracy skills • Create TV or radio adverts • Mock elections • Peer teaching • Perform poetry by heart
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. • 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 ...'				

	Year 6

<table>
<tr><td rowspan="2">Key Skills to Teach</td><td><u>Physical</u>
To be able to speak fluently in front of an audience
To have stage presence
To consciously adapt tone, pace and volume of voice within a single situation and based on the environment they're in</td><td><u>Linguistic</u>
To vary sentence structures and length for effect when speaking
Carefully consider the words and phrasing they arise to express their ideas and how this supports the purpose of talk e.g. precise vocabulary, presentational talk etc.</td><td><u>Cognitive</u>
To construct a detailed argument or complex narrative
To spontaneously respond and ask increasingly complex questions, citing evidence where appropriate
To identify when a discussion is going off topic and to be able to bring it back on track, using sentence stems 'It feels like we are going off topic here, let's get back to X'
To be able to give supporting evidence e.g. citing a text, a pervious example or a historic event
To ask probing questions and adjust subsequent questions based on the audience</td><td><u>Social and Emotional</u>
To listen with intent
To speak with flair and passion
To begin to read a room or a group and act accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions
To use humour effectively</td><td rowspan="2"><u>Experiences</u>
To use talk for a specific purpose e.g. to persuade or to entertain
To speak in front of a larger audience of adults e.g. in groups of eight
To speak with an unknown adult for a specific purpose, e.g. for market research or making an order
To receive feedback from a peer or audience member on their oracy skills
Create TV or radio adverts
Mock elections
Peer teaching
Perform poetry by heart</td></tr>
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