

# Introducing oracy to our community

With  
Mrs Green our Oracy Champion  
and  
Mrs. Willans our Oracy Lead



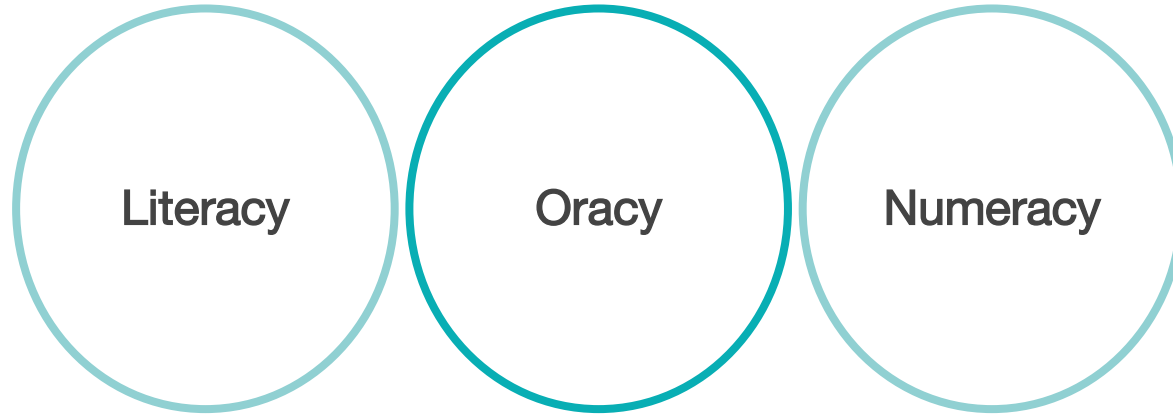
# 1. What is oracy?

**Oracy is a combination of learning to talk and learning through talk. This means that children will be taught specific speaking and listening skills and talk will be used as a central part of their learning across the curriculum. Learning through talk will be visible in all subjects in school from PSHE to Maths and PE to Writing.**

# What is oracy?

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- A neologism



Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language

## What is Oracy?

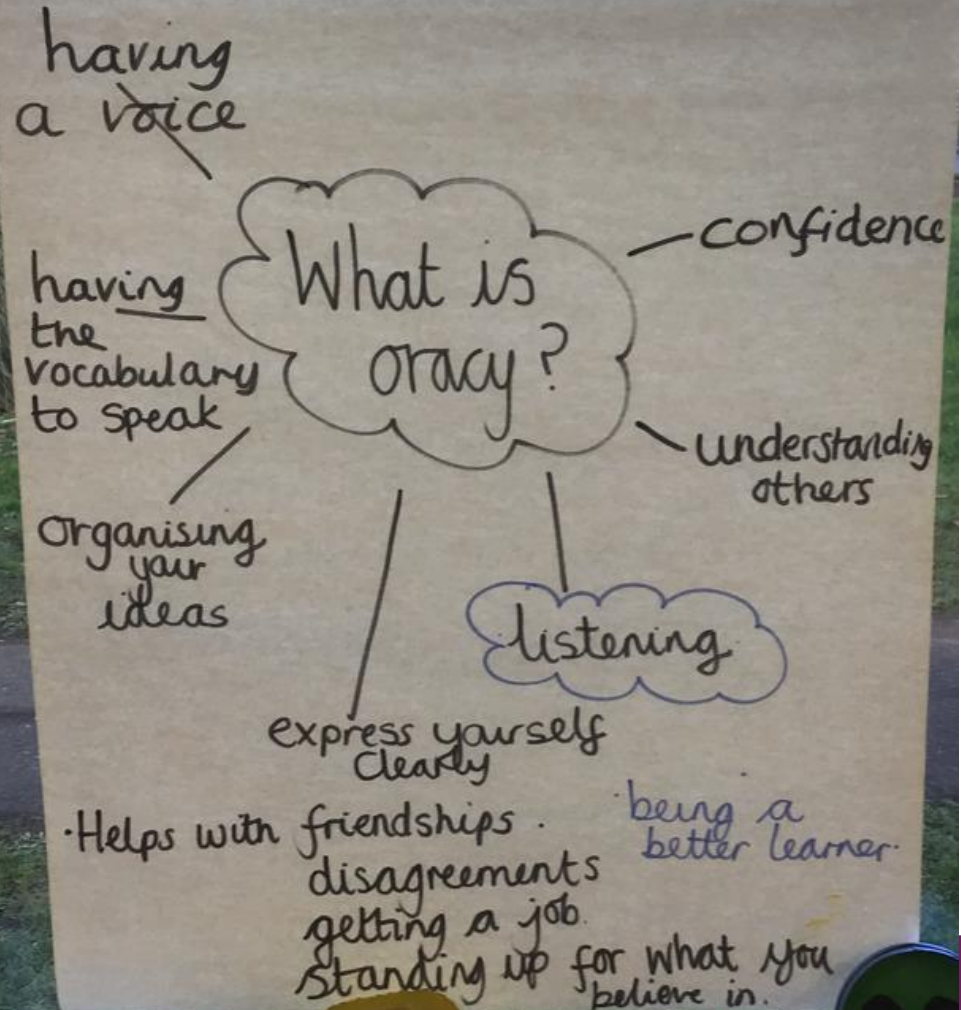
Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

Oracy develops students' confidence, articulacy and capacity to learn.

**Voice 21**

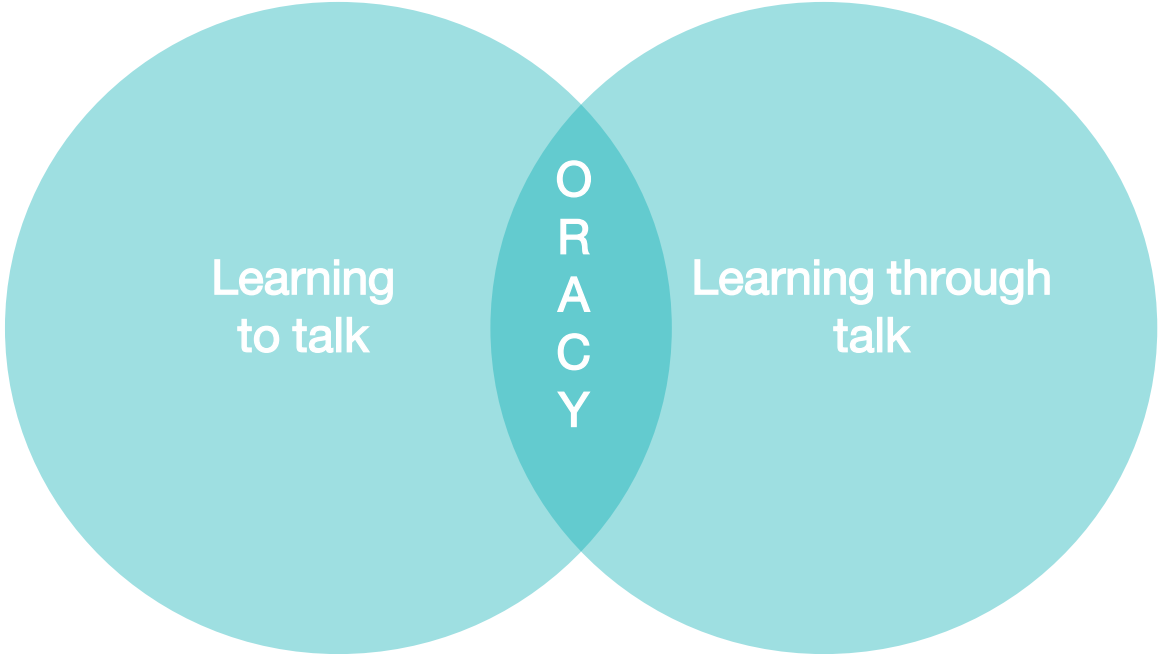


This is what oracy means to your children, in the classroom and beyond.



# Learning through and to talk

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## 2. Why is oracy important?

## The impact of oracy

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**Oracy increases confidence**, empowering students with the belief that their voice has value, developing the ability to articulate thoughts so others will listen



**Oracy improves academic outcomes**, developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding



**Oracy fosters wellbeing**, supporting students to build successful relationships, talk through issues, express feelings and resolve conflicts



**Oracy equips students to thrive in life beyond school**, helping them to progress, access employment and engage in civic life



### 3. What is a high-quality oracy education?

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**Oracy is taught explicitly**

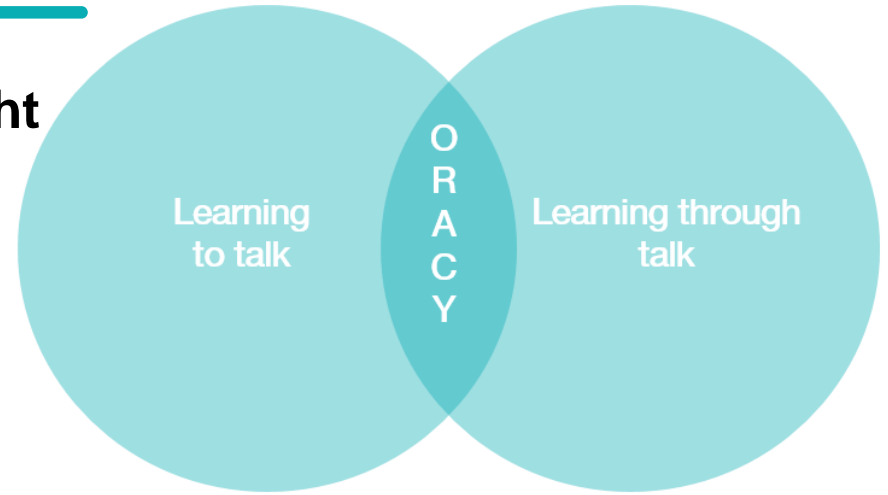
Every voice is valued

Oracy is central learning

The curriculum supports the progression of oracy skills

A strong culture of oracy is built across the academy

**Oracy will elevate learning**



# Children already use talk...

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- **Show and Tell**
- **Talk Partners**
- **Talking in pairs on the carpet- more informally**
- **Zones of Regulation- encouraging children to talk about and describe their feelings and emotions.**
- **Stem sentences in Maths**
- **Whole class discussions**
- **Talk for Writing**
- **Exploratory talk in EYFS**
- **Role Play**
- **Circle Time/ discussion/debate**
- **Restorative conversations**
- **Learning Talk Bingo**
- **Assembly**

**We want build on what we already do and for children to use talk more effectively.**



### Exploratory talk

‘exploratory talk which is typical of the early stages of approaching new ideas [...] Exploratory talk is hesitant and incomplete because it enables the speaker to try out ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns.’

### Presentational talk

‘The difference between the two functions of talk is that in presentational talk the speaker’s attention is primarily focused on adjusting the language, content and manner to the needs of an audience, and in exploratory talk the speaker is more concerned with sorting out his or her own thoughts.’

Barnes, 1992

## Exploratory vs. presentational talk

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Oracy involves embracing different speaking skills, learning through talk and learning to talk, such as:

- **Discussion:** exchanging ideas with others
- **Instruction/Informing:** telling someone what to do, or explaining facts
- **Recitation:** repeating something aloud from memory e.g. poem
- **Dialogue:** having a conversation with someone, listening and showing an interest in what they say



←


Exploratory  
talk

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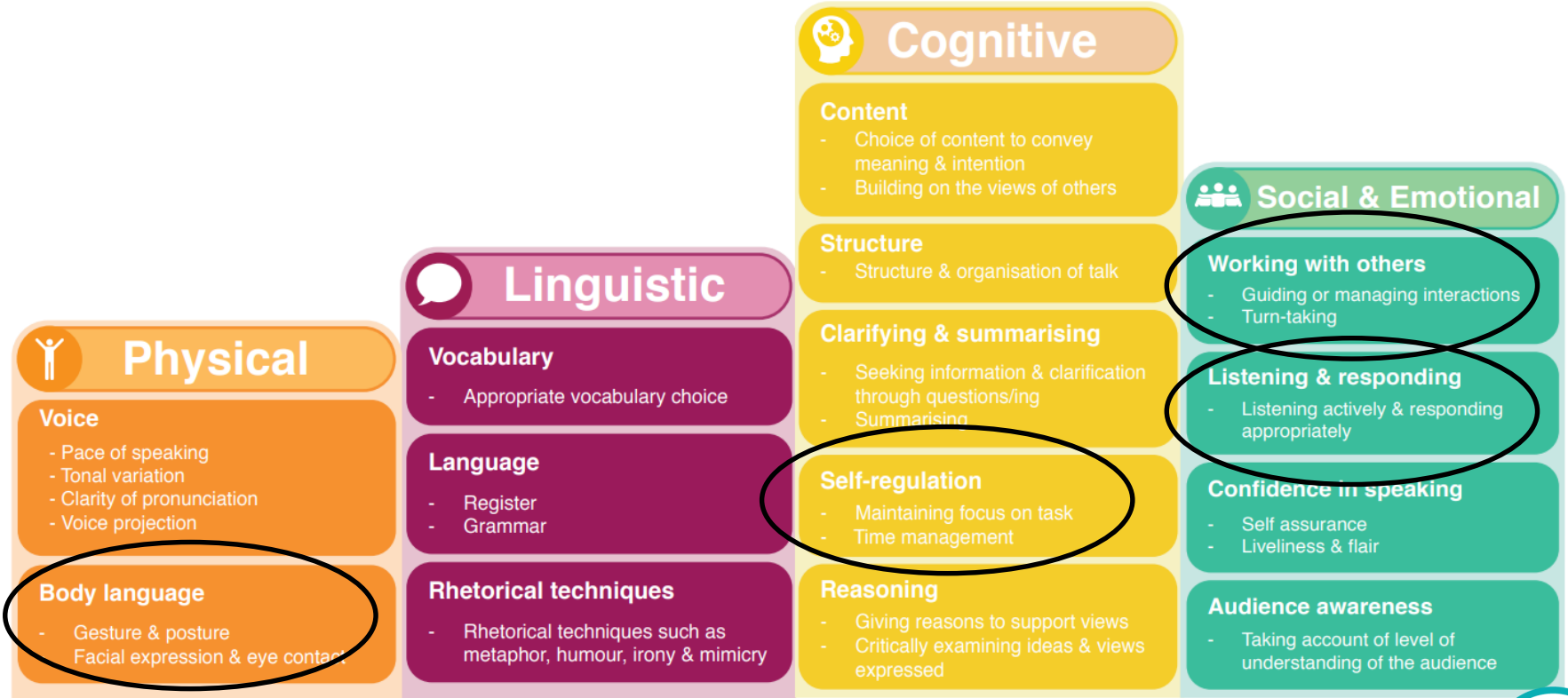
Presentational  
talk

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**Where do we start?**  
**What is the plan?**



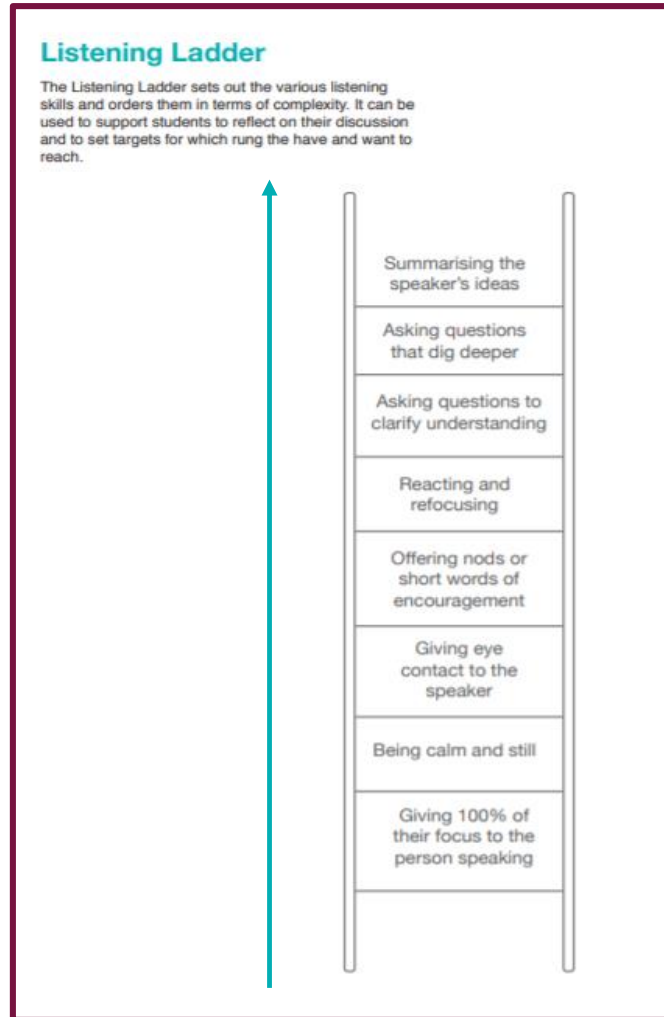
# The Oracy Framework



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During staff training, observing the children and through discussion, we have identified **listening** as our starting point with the children.



Each class is using a version of a **listening ladder** like this one. The first three rungs of the ladder set a strong foundation for listening skills.

# Good listening: a prompt used on the daily dashboard in KS1.



good sitting



good looking



good listening



lips closed

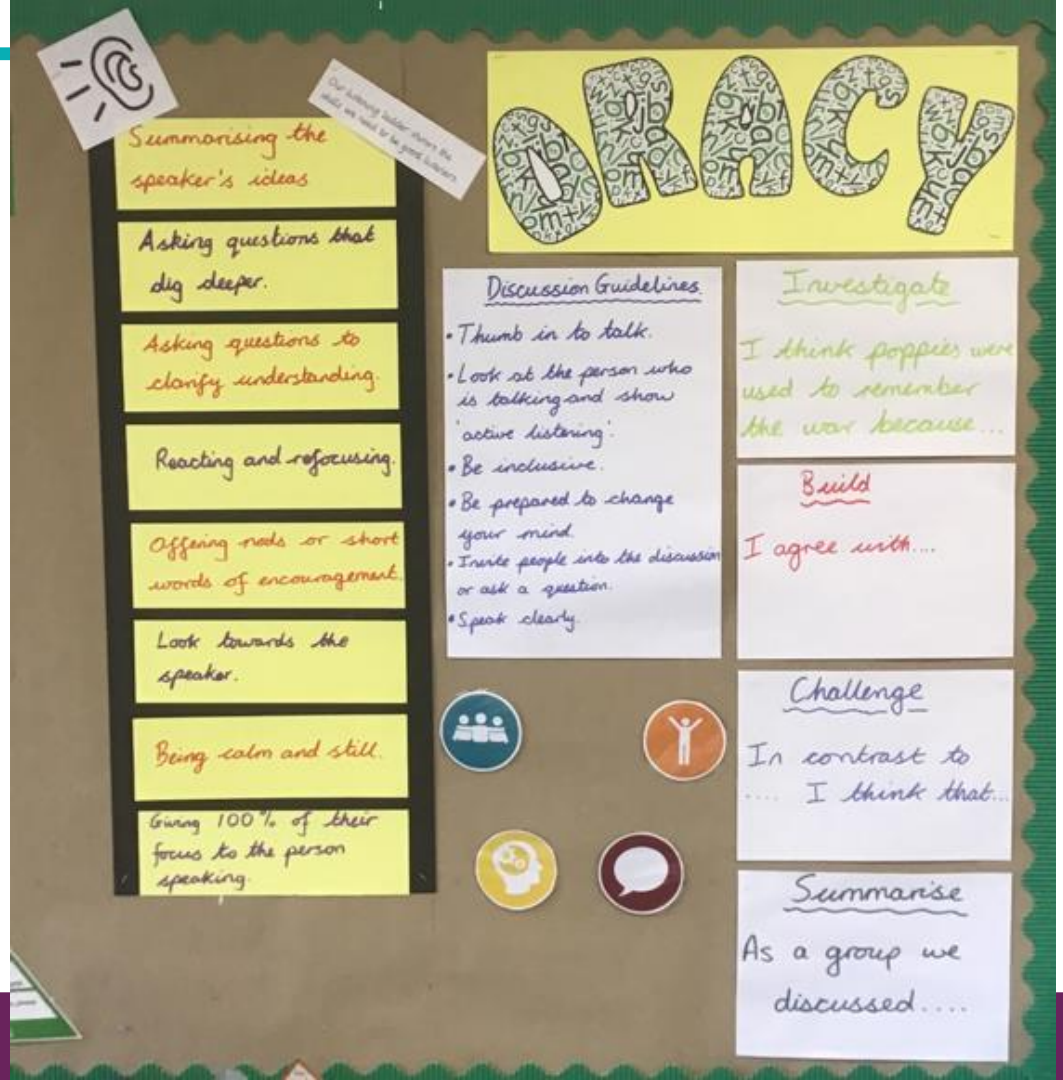
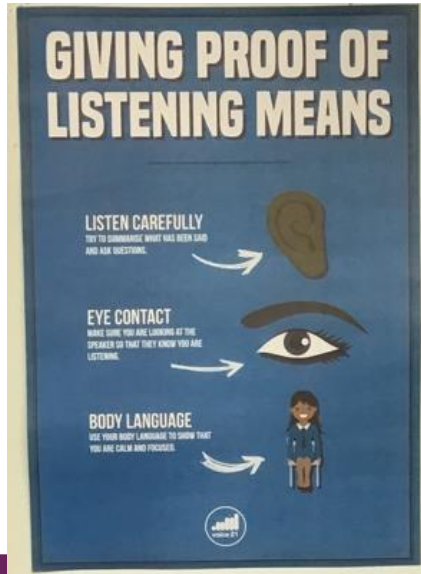


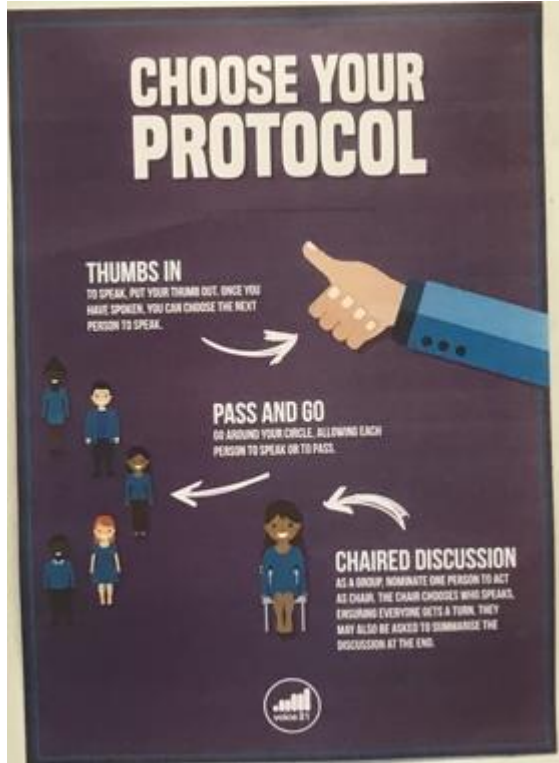
brain boxes on!



hands up to speak

Discussion Guidelines  
- these have been agreed in all classes from Yr1- Yr6.





## Discussion guidelines

- \* Speak clearly - tone/  
volume
- \* Use eye contact to show  
good listening
- \* Stick to the topic / use your  
subject knowledge
- \* take turns - do not talk over  
each other
- \* value and respect the opinions of  
others
- \* listen carefully
- \* use questions to move a  
discussion on / to include others



# Our Talk Guidelines

- Be an active listener.
- Take it in turns to speak. — put your thumb in.
- Use a clear voice.
- Look at the person who is talking.



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The staff team high  
expectations for  
talk...and for listening.



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# Stem sentences

## Discussion Sentence Stems

I agree  
because...

I disagree  
because...

Building on  
what you  
have said...

Linking to  
your idea...

Can I  
challenge  
that...

Can you  
clarify what  
you mean  
by...

What do  
you think  
(name)?



### Question of the day...

Would you rather be able to fly or be invisible?



Why? Discuss with a partner.

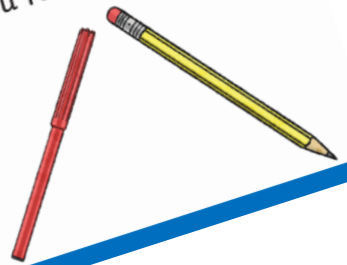
What is true happiness?

### Question of the day:

If you could change one thing about school, what would it be?

### Discuss with a partner.

Would you rather be a pencil or a pen?



### Today's weather



7°  
1°

Light cloud and light winds

Our value this week is:  
**TRUST**



Why is TRUST so important?



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# Our vision for oracy

At Mytchett Primary and Nursery Academy our vision is to have oracy at the heart of learning, to create language-rich classrooms and talk-rich children. Through the explicit teaching of oracy, we will develop children's language skills to support each of them to find their voice, empowering them to speak effectively and express themselves confidently, whilst listening and responding attentively.

Oracy is a skill for life and a vital tool for learning.

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**Involvement of our  
families is key**



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# Oracy at home

- Play games with rules to follow, ask the children to explain how to play
- Have discussions with your child / discuss things on the television, news (age appropriate) / their learning in school
- Play word or talking games such as 'would you rather...?'
- Probing questions that require some reasoning, such as;
  - What do you think about...? Can you explain how you did that?
  - Do you agree/disagree? Why? Convince me challenges!
- Which book character would you invite to your birthday party? Why?
- Take it in turns to say a different word for a common word. For example: looked could also be peered, noticed, spotted
- Play role play games that involve speaking such as playing shops, making telephone calls or acting out known stories
- Talk about books and life experiences