

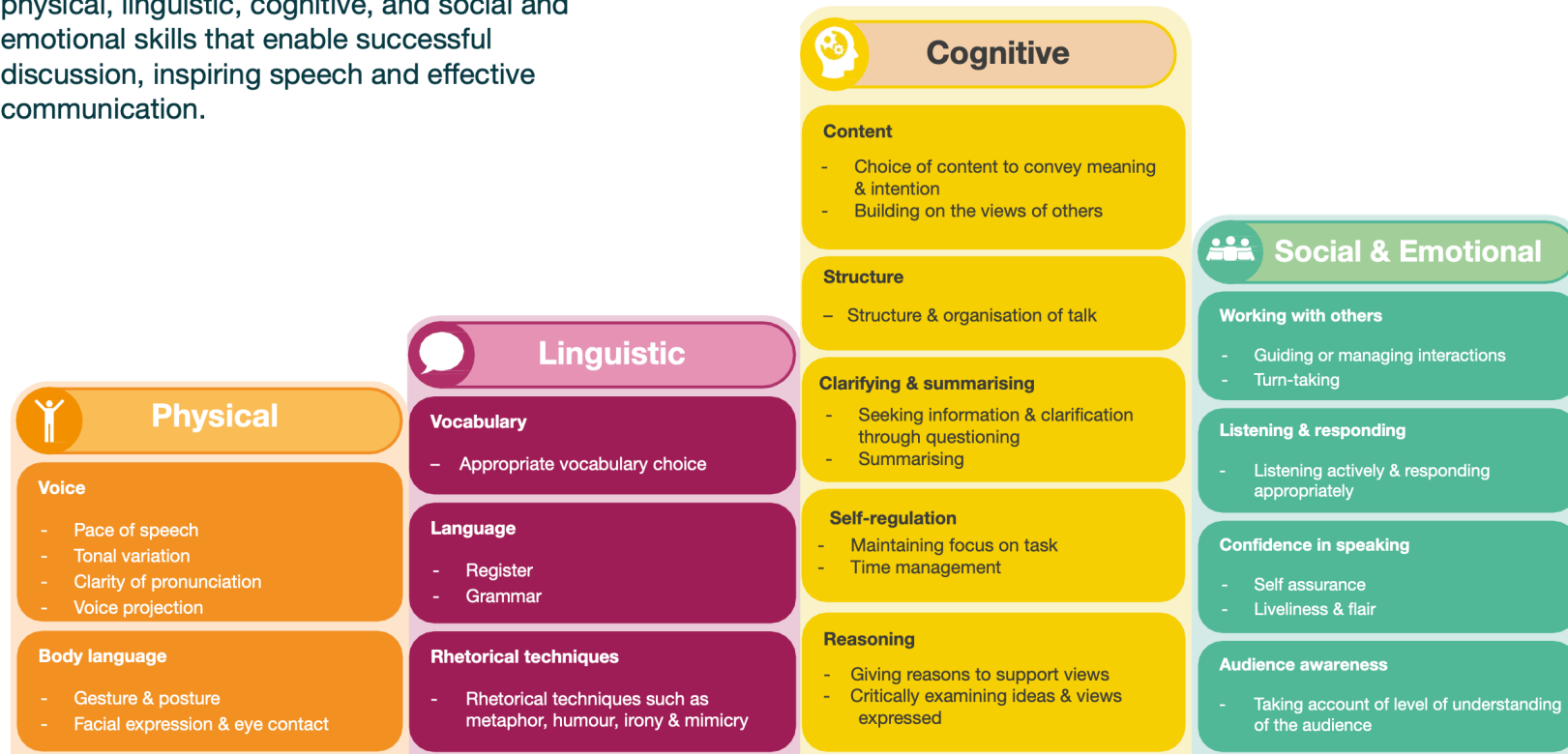
WOORE PRIMARY AND NURSERY SCHOOL

ORACY: PROGRESSION OF SKILLS



The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



At Woore Primary School, we are focused on the 'Four Key Strands of Oracy' which have been developed by Voice 21. This breaks down oracy into: Physical, Linguistic, Cognitive and Social & Emotional. It is important that children are given the opportunities to develop and acquire each of these skills before they progress onto further education; we believe that it is vital for success in later life.



Physical

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: It is important that children can physically position themselves appropriately to communicate effectively and speak clearly and fluently to be heard. By modelling the use of body language, gestures and intonation, children are able to become confident speakers and can then represent and share their opinions and thoughts with others.



Linguistic

EYFS (3-5 YEARS)	RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)
<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>
YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
<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>

Linguistic: It is important that children can choose the appropriate vocabulary when speaking in a range of different situations e.g. mathematical language in Maths. Additionally, children should be taught to make sure then correct register is used and that grammar is accurate when speaking. As they get older, they are comfortable using idioms and expressions as well as varying sentences structure for effect when speaking.



Cognitive

EYFS (3-5 YEARS)	RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)
<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>
YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
<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: We teach children to ask questions and develop their own ideas and responses to questions. It is vital that the viewpoints of others are listened to and respected and that children can listen and then build upon the ideas of others. We want our children to leave Woore being able to articulately respond to increasingly complex questions using detailed arguments and using their own evidence and knowledge gained throughout the wider curriculum.



Social & Emotional

EYFS (3-5 YEARS)	RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)
<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>
YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
<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: Our teaching fosters teamwork, the ability to take turns when speaking and encourages all children to contribute their ideas and thoughts. We foster the ability to speak confidently in front of an audience, actively listen for extended periods of time and speak with flair and passion when required. We want all children to be more aware of those around them and through this awareness, invite others who may not have spoken to contribute.

Tools for Talk

At Woore, all staff members have received training around their own use of oracy and how they can help to encourage and build these **Four Strands** within the children that they work with. It is important that all staff members model what effective speaking and listening looks like so that this becomes part of the very fabric of our school's culture. This is woven into all areas of school life including assemblies, School Council meetings, Pupil Voice meetings or even Performances.

We use a couple of strategies to support the use of Oracy from EYFS all the way up to Year 6 so that staff and children have a scaffold to refer to when taking part in open discussions. Teaching staff are also encouraged to incorporate opportunities to talk within all lessons throughout the curriculum and constant modelling is used to refine and develop Oracy skills.

1. Talk Tactics
2. Commentary Prompts
3. Rules of Speech
4. Stem Sentences

Talk Tactics: EYFS

Instigate

Present an idea or open up a new line of inquiry



- “ I think ____
- “ Let's begin with ____
- “ I have a great idea, I'll go first ____

Invite: X would you like to go first?

Build

Develop, add to or elaborate on an idea



- “ X's idea made me think ____
- “ I'd like to know more about ____
- “ Yes, and ____

Invite: Can anyone add to that?

Clarify

Ask questions to make things clearer and check your understanding



- “ Do you mean that ____?
- “ I think you are saying ____
- “ So, what you're saying is ____

Invite: Do you have any questions about X?

Challenge

Disagree or present an alternative argument



- “ I don't think ____
- “ You said ____ but what about ____?
- “ I disagree with ____

Invite: Does anyone disagree with X?

Stretch

Add more detail; use more complex language or introduce new ideas



- “ Yes, it's ____, you could even say it's ____
- “ That's right, it's ____ because ____
- “ Yes, it's a ____

Invite: Can you tell me more about...?

Speculate

Encourage creative or abstract thinking and consideration of alternative viewpoints



- “ I wonder what would happen if ____?
- “ Perhaps ____
- “ Do you think ____?

Invite: What do you wonder about X?

Suggest

Support thinking and problem solving by guiding next steps



- “ What if we tried ____ next?
- “ Have you thought about ____
- “ Let's give ____ a try

Invite: What do you think we should try?

Encourage

Offer praise to encourage and motivate



- “ You did such a good job of ____, now let's think about ____
- “ You really made me ____
- “ Your use of ____ was ____

Invite: What do you like about what X did/ said?

Construction Area Commentary

<p>Sentence Starters</p> <p>Notice: "You've chosen to use..." "That piece is balancing on..." "You're carefully placing..."</p> <p>Describe: "That's a strong, sturdy base." "These blocks are stacked evenly." "You've made a tall, narrow structure." "That part looks like it's supporting the top." "I can see a repeating pattern here."</p> <p>Stretch: "You're building up—what might happen if you build outwards?" "That looks stable... I wonder how you could make it even stronger?"</p>	<p>Descriptive Vocabulary for construction play</p> <p>Building & Materials: stacked slotted clicked joined connected interlocked layered supported reinforced</p> <p>Stability & Movement: sturdy strong wobbly stable secure leaning collapsing shifting</p> <p>Structure & Shape: tall/short, wide/narrow, flat/curved, straight/angled, balanced/uneven, symmetrical/asymmetrical</p>	<p>Open-Ended Questions (Used Sparingly)</p> <p>"How did you make it stay up?" "What might you try next?" "What could you use to make it stronger?/Could it hold this?" "How could you connect these pieces?" "What is this part doing?"</p> <p>REMEMBER! Pause 5-10 seconds after commenting/questioning. Avoid: "What is it?" Comment first, question last. Follow the child's lead Name techniques, not outcomes. Celebrate the process over the product.</p>
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Commentary Prompts

To support all staff members to encourage rich discussion within Nursery and EYFS.

Sand Play Commentary

<p>Sentence Starters</p> <p>Notice: "I can see you're scooping..." "You're filling the..." "You're pouring it into..." "You're patting it down..."</p> <p>Describe: "That sand looks soft and fine." "You've filled that right to the top." "It's starting to pile up." "That shape is holding together." "The sand is slipping through the gaps." "You're making it nice and smooth."</p> <p>Stretch: "I wonder what would happen if you added some water..." "You're filling it up... I wonder what happens when it's full?" "I wonder what you could use to move more sand at once..."</p>	<p>Descriptive Vocabulary</p> <p>Texture & Feel: dry wet soft gritty smooth rough crumbly sticky compact</p> <p>Actions: scooping pouring filling emptying tipping sifting patting digging scraping moulding</p> <p>Quantity & Measure: full/empty, more/less, heavy/light, nearly full, overflowing, half full, a little/a lot</p>	<p>Open-Ended Questions (Used Sparingly)</p> <p>"What might you try next?" "How did you make it stay like that?" "What happens when you add more?" "Which tool works best for that?" "Can you tell me about what you're doing?"</p> <p>REMEMBER! Pause 5-10 seconds after commenting/questioning. Avoid: "Are you making a sandcastle?" Comment first, question last. Follow the child's lead Name techniques, not outcomes. Celebrate the process over the product.</p>
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Small World Play Commentary

<p>Sentence Starters</p> <p>Notice: "You're creating a story." "You've chosen these characters..." "They're moving towards..."</p> <p>Describe: "They're going on a journey together." "This character looks like it's hiding." "You've made a little world here." "I can see a story beginning to form."</p> <p>Stretch: "I'm thinking... something might happen next..." "It looks like this could be the start of a story..." "Maybe something surprising is about to happen..."</p>	<p>Storytelling vocabulary for small world play</p> <p>Starting a Story: "Once upon a time, there was a..." "One day, a... decided to..." "In a faraway place, there lived a..."</p> <p>Building the Story: "Then, something unexpected happened..." "After that, they decided to..." "But suddenly..." "It was tricky because..." "They needed to find a way to..."</p> <p>Resolution & Ending: "In the end, they..." "Finally, everything was..." "So they decided to..." "And from that day on..."</p>	<p>Linking to Child's Play:</p> <p>"I can see this character is... so maybe..." "It looks like they are trying to..." "This part of your world could be where..." "I wonder if this is where the story changes..."</p> <p>REMEMBER! Pause 5-10 seconds after commenting/questioning. Avoid: "What's happening?" Comment first, question last. Follow the child's lead Name techniques, not outcomes. Celebrate the process over the product.</p>
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Home Corner Commentary Sheet

<p>Sentence Starters</p> <p>Notice: "You're setting the table..." "You're taking care of the..." "You're putting the... here..." "You're getting everything ready..."</p> <p>Describe: "You're looking after everyone." "Everything is organised." "You're getting things prepared." "You're making a meal." "This looks like a busy kitchen."</p> <p>Stretch: "I wonder who this is for..." "It looks like something is about to happen..." "I wonder what you might do next..." "This feels like part of a story..." "I wonder what they might say to each other..."</p>	<p>Adult Modelling Talk Frames</p> <p>Everyday Talk: "I'm just making dinner, it will be ready soon." "Can you help me set the table?" "We need one plate each." "Let's tidy up before we eat." "I'll pour the drinks." "Let's get ready to go out." "I'll take care of that."</p> <p>Role & Dialogue: "Hello, how can I help you today?" "Would you like something to eat?" "It's time for dinner." "I'll take care of that."</p> <p>Sequencing & Routine: "First, we need to..." "Next, we can..." "After that..." "Then it's time to..."</p>	<p>Open-Ended Questions (Used Sparingly)</p> <p>"What were you thinking about when you made this part?" "What might you try next?" "What does this tool let you do?" "How did you make that effect?" "Would you like to add any words to go with your marks?"</p> <p>REMEMBER! Pause 5-10 seconds after commenting/questioning. Avoid: taking over/directing play Comment first, question last. Follow the child's lead Model real-life talk and routines Celebrate interaction, imagination and communication</p>
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Water Play Commentary

<p>Sentence Starters</p> <p>Notice: "You're filling the..." "You've chosen the..." "You're tipping it into..."</p> <p>Describe: "The water is flowing quickly." "It's dripping slowly." "That container is filling up." "It's starting to overflow." "The water is splashing." "You've made it pour smoothly."</p> <p>Stretch: "I wonder what would happen if you lifted it higher..." "You're pouring carefully... I wonder what happens if you go faster?" "That's nearly full... I wonder what happens when it reaches the top?" "You've made it flow this way... I wonder how you could change the direction?"</p>	<p>Descriptive Vocabulary</p> <p>Flow & Movement: pouring dripping trickling streaming splashing flowing rushing spilling</p> <p>Speed & Change: fast slow steady quick sudden gentle speeding up slowing down</p> <p>Actions: filling emptying tipping scooping squeezing squirtling mixing</p> <p>Quantity & Measure: full / empty more / less nearly full overflowing half full a little / a lot</p>	<p>Open-Ended Questions (Used Sparingly)</p> <p>"What is happening to the water?" "What might you try next?" "How did you make it do that?" "What happens when you add more?" "Which tool works best?" "Can you tell me what you're doing?"</p> <p>REMEMBER! Pause 5-10 seconds after commenting/questioning. Avoid: "Be careful, don't spill it." Comment first, question last. Follow the child's lead Name actions, changes and processes Celebrate exploration, curiosity and problem-solving</p>
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Creative Area Commentary

<p>Sentence Starters</p> <p>Notice: "You've picked these colours..." "You're exploring the..." "You're pressing/dabbing/brushing..."</p> <p>Describe: "That's a bold line." "You've made soft, gentle marks." "These colours are blending together." "I can see lots of layers here." "That part looks smooth and even." "You've created a pattern."</p> <p>Stretch: "I wonder what would happen if you tried a different tool..." "You're using lots of one colour... what might happen if you added another?" "That's a strong mark... you could try a softer one nearby."</p>	<p>Descriptive Vocabulary</p> <p>Marks & Lines: wavy zigzag straight curved spiral dotted looping jagged</p> <p>Colour & Tone: bright bold pale dark light soft vibrant muted</p> <p>Texture & Effect: smooth rough bumpy thick thin smudged blended</p> <p>Tools & Actions: brushing dabbing rolling stamping splattering mixing spreading</p>	<p>Open-Ended Questions (Used Sparingly)</p> <p>"What might you try next?" "How did you make that effect?" "What does this tool let you do?" "How do these colours work together?" "Would you like to add anything else?"</p> <p>REMEMBER! Pause 5-10 seconds after commenting/questioning. Avoid: "What is it?" Comment first, question last. Follow the child's lead Name techniques, not outcomes. Celebrate the process over the product.</p>
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Message Centre Commentary Sheet

<p>Sentence Starters</p> <p>Notice: "I can see you're..." "Your hand is moving..." "You're choosing to use..."</p> <p>Describe: "You've made a smudgy shadow here." "That's a looping, swirling line." "These colours are blending softly together."</p> <p>Stretch: "You're pressing firmly, I wonder what happens if you press lightly?" "This part looks bold, you could try a softer mark nearby." "You've created a pattern... I wonder where it might go next."</p>	<p>Descriptive Vocabulary for Mark-Making</p> <p>wavy zigzag curved spiral straight dotted broken looping swirling jagged tiny / chunky</p> <p>soft gentle light bold firm smudged blended layered overlapping cross-hatched</p> <p>muted, bright, pale / deep, glowing, shadowy, speckled, faded, sharp, smudgy</p>	<p>Open-Ended Questions (Used Sparingly)</p> <p>"What were you thinking about when you made this part?" "What might you try next?" "What does this tool let you do?" "How did you make that effect?" "Would you like to add any words to go with your marks?"</p> <p>REMEMBER! Pause 5-10 seconds after commenting/questioning. Avoid: "What is it?" Comment first, question last. Follow the child's lead Name techniques, not outcomes. Celebrate the process over the product.</p>
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Reading Area Commentary

<p>Sentence Starters</p> <p>Notice: "I can see you're looking at..." "You're turning the pages..." "You're looking closely at the pictures..."</p> <p>Describe: "That picture shows..." "This character looks like they are..." "I think something is happening here..." "This part looks important..." "The illustrations are showing us..." "This page is full of detail..."</p> <p>Stretch: "I wonder what might be happening here..." "It looks like something is about to happen..." "I wonder how this character is feeling..." "This part makes me think..." "I wonder what might happen next..."</p>	<p>Adult Modelling Talk Frames</p> <p>'Reading' the Illustrations: "I can see..." "It looks like..." "Maybe this is..." "I notice that..." "This reminds me of..." "That part looks like it connects to..." "Maybe they are going to..."</p> <p>Character & Feelings: "This character looks..." "They might be feeling..." "because..." "I can tell by their face that..."</p>	<p>Open-Ended Questions (Used Sparingly)</p> <p>"What can you see on this page?" "What do you think is happening?" "What might happen next?" "How is this character feeling?" "What do you notice?" "Can you tell me about this part?"</p> <p>REMEMBER! Pause 5-10 seconds after commenting Avoid: "Can you read this?" Comment first, question last Follow the child's lead Value looking, noticing and storytelling as reading Celebrate engagement, curiosity and meaning-making</p>
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Rules of Speech

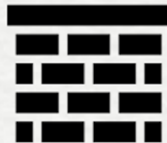
At Woore, all classes use gestures during discussions to prompt effective conversations. Children may *instigate* a conversation, *build* upon an idea that they have heard from others, *challenge* the opinions of others or *summarise* what has been discussed. Children may be given the opportunity to nest so that they can first develop and think about what they would like to share.

Oracy at Woore

1. INSTIGATOR



2. BUILDER



3. CHALLENGER



4. SUMMARISER



Talk Tokens (Thumbs)

To ensure that everybody has an equal footing, encourage the use of talk tokens.

Ask them to raise both thumbs and this is how many times they can talk during a discussion.


Nesting

This involves talking into your hands or in your head before initiating a discussion. It gives children a chance to think and process before they speak.



Stem Sentences: Used by staff to promote equity amongst children by providing an equal footing for all children regardless of background or ability.

	Agreeing and Disagreeing Sentence Stems	
<ul style="list-style-type: none"> • I think / don't think ... because... • I like / don't like...but... • I agree / disagree...because... 		
<ul style="list-style-type: none"> • I like / dislike...because...and... • I agree / disagree with...because...and... • Firstly / Finally, I think it is right / wrong...but... • Aren't you forgetting...also... 		
<ul style="list-style-type: none"> • An argument for / against...because...and... • I understand...However, due to... • I wholeheartedly agree / disagree... However, ... • I accept your decision... However, I feel / believe...as... • You have / have not taken ... into consideration. Therefore, ... 		
<ul style="list-style-type: none"> • I have two main reasons for believing this, as I'm sure you'll agree... • Perhaps some people would argue that... • It is clear that... Therefore, • I agree / disagree with your point, however, I would like to add that... • Convince me that... • On the other hand, ... • Despite the fact that... • I would like to argue that... 		

	Comparing and Contrasting Sentence Stems	
<ul style="list-style-type: none"> • It is the same / different because... • It looks / feels / tastes / sounds the same because... • This is...and that is... 		
<ul style="list-style-type: none"> • They are the same / different because...is...and...is • They are alike because they are both... • It looks / feels / tastes / sounds different because this one...and that one... 		
<ul style="list-style-type: none"> • One similarity between...and...is that... • One difference is that, while.... • They are alike / unlike each other due to the fact that... • The traits they share are...therefore... 		
<ul style="list-style-type: none"> • In some ways... and... are alike, due to... For instance, they both... • Furthermore, they are both similar / different, because... • However, they also differ in some way. For example, ...while... • Another feature they have in common is that...due to... • Another difference is that...whereas... • The similarities / differences seem more significant, because... • In contrast to this.... 		



Evaluating Sentence Stems



- I made this because...
- I like / dislike this because...
- I think I can make this better by...

- I found...hard / easy, because...
- In my opinion I feel that I can improve this by...
- I am most proud of... as...
- It was interesting but...
- I found... the most challenging because...

- Next time, I could / would...
- This was successful / ambitious because...
- You could improve this work by... maybe you could try...
- Next time, I / you could / would...
- From my point of view...

- My view is that... because...
- This is supported by the fact that...
- In my opinion... furthermore... however...
- Possible improvements may include...
- Alternatively...
- I have come to the conclusion that...
- The evidence / facts led to...
- I deduce / deduct...



Explaining and Reasoning Sentence Stems



- This / That is... because...
- I know this... but...
- It can / cannot be... because...

- If this is...then it must also be...
- This is true / false because...
- When... happens, then...
- *Who, What, Where, When, Why, How...?*

- I wondered why...
- I noticed a connection between...
- I chose this because...
- I began by...Therefore...
- The reason for...is...
- *Meanwhile, Furthermore, Eventually, In contrast, As a result of*

- This is... as a result, ...
- To begin with...
- Initially the... were.... however, ...
- In conclusion,
- In summary,
- Evidently,
- This has altered...



Predicting Sentence Stems



- The... will / is going to...
- I think it will...
- *What will happen if...?*

- I predict...
- They will be the same / different because they are both...
- This makes me think that...
- At first I thought... but now I expect...

- I predict that... because... However, / Meanwhile, / Therefore,
- This is / is not probable because... therefore as a result...
- All events lead on to... because...
- Based on... I predict that...
- Due to the fact that...,
- The outcome will be... due to...

- If..., then....
- In the light of... I predict...
- There is a high / low probability...
- After hearing the evidence, I think that...
- The likeliness / unlikeliness of... means that...
- Upon the consideration of the relevant factors....



Recalling Information Sentence Stems



- I now know that...
- This term, we have been learning about...
- I have learnt that...

- After learning about this term, I now know that...
- To begin with...
- During this topic, I have learnt that...
- Our project question this term was...

- This term, our project question has been...
- Our project question has focused on the historical era of...
- The key concepts we have been learning about are...
- It is known that...
- Firstly, I have learnt that...

- After learning about ..., I would now like to share my learning in order to answer our project question which is ...
- From both historical studies and my own research, I have learnt that...
- The key concepts which I have been focusing my learning on this term are...
- Whilst learning about ..., I have learnt that...
- After a term of researching and learning about ..., I have learnt that...
- Having spent a number of weeks learning about..., I have learnt that...

Our 10 features of an Oracy-Rich Classroom

We feel that these are the core ingredients for success within Oracy within our school. Oracy is referred to and used regularly and is standard practice within our teaching. As a school that utilises 'Emotion Coaching' to support children in identifying and verbalising their emotions and feelings, the expression of emotions is positively encouraged and supported. All lessons contain an aspect of peer or class discussion and the 'Rules of Speech' are used to ensure effective conversations are held. At Woore, our pupils learn that what they say has power and that this can lead to meaningful change. The understanding of 'Crucial Knowledge' is key in using appropriate technical language to explain their thinking or to make logical suggestions or inferences.

- 1** Staff actively teach pupils about the mechanics of effective speech and how to communicate.
- 2** Pupils are given opportunities to practise the other features of effective communication, such as appropriate body language and being aware of their audience.
- 3** Technical vocabulary, related to the subject or topic, is either introduced or actively revised. Pupils understand how to use this vocabulary in a range of contexts outside of the lesson.
- 4** Pupils are encouraged to verbalise their emotions - emotional expression is positively encouraged.
- 5** Pupils are encouraged to think deeply about key issues and to share their thoughts and ideas.
- 6** Time is put aside in lessons for the pupils to participate in exploratory group talk.
- 7** Pupils are given as many opportunities to talk as possible, in as many lessons.
- 8** Pupils are given specific feedback from staff on their communication and oracy skills so they understand what they need to do to improve further.
- 9** Pupils are either asked to do an individual self-reflection about their oracy skills, or to feed back to each other.
- 10** Oracy has a real impact, i.e the words spoken in school can result in meaningful change.