

# Oracy Toolkit

## Introduction

This toolkit sets out the principles, statutory requirements, and practical approaches for the teaching and learning of Oracy at Inkpen Primary School. It is designed to ensure that all pupils develop high-quality spoken language skills in line with the 2014 National Curriculum for England and to offer practical strategies for teachers in order to develop children's oracy skills across the curriculum. The toolkit draws on research-based best practices, including the Voice 21 Oracy Framework, and ensures compliance with relevant legislation and statutory guidance. It applies to all staff and pupils and underpins the school's commitment to providing a broad, balanced, and inclusive curriculum whilst underpinning our core values: Curiosity, Cooperation and Courage.

## Visions and Principles

The vision of this toolkit is to ensure that every child has a voice, enabling them to communicate with confidence, clarity, and eloquence, while also fostering empathy and respect for the voices of others. The core principles of our Oracy toolkit include:

- **Equity and Social Mobility:** Oracy is a tool for closing the attainment gap, particularly for disadvantaged pupils who may enter school with less developed language skills.
- **Empowerment:** It aims to empower students to advocate for themselves, engage in critical thinking, and participate in a democratic society.
- **Whole-Child Development:** Beyond academic success, oracy supports social and emotional development, enhancing well-being, confidence, and the ability to build relationships.
- **Future Readiness:** It prepares students for life beyond school, including higher education and employment, where communication skills are essential

## Aims of the toolkit

1. To enable all pupils to become confident, articulate, and effective communicators across a range of contexts.
2. To embed oracy as a key component of the curriculum, supporting the development of reading, writing, and wider learning.
3. To ensure systematic progression in oracy skills, including vocabulary, reasoning, and the ability to adapt speech for different audiences.
4. To provide regular opportunities for purposeful talk, discussion, debate, and performance across the curriculum.
5. To foster respectful listening, collaborative dialogue, and the ability to consider and build on the views of others.
6. To promote inclusion and ensure all pupils, including those with SEND and EAL can access and succeed in oracy activities.
7. To develop pupils' cultural capital, confidence, and preparation for future success through high-quality oracy experiences.

## Oracy Coverage within the Curriculum

At Inkpen Primary School, we understand that oracy is an essential part of daily practise and when mastered can directly impact all areas of the curriculum. Our oracy teaching is embedded into all subjects and also aims to support children in day to day life.

- **Oracy and Maths**

Children are expected to use full sentences to explain their understanding and reasoning in maths lessons. We also expect children to use full sentences when chanting and recall maths facts e.g.

“What are 6 4s?” “6 4s are 24”

“What is double 9?” “Double 9 is 18”

Children are provided with sentence stems to use within lessons and are given the vocabulary expected in their explanation. In KS1 and lower KS2, these are shared on the interactive whiteboard and modelled aloud to the children. In upper KS2, these are included on the success ladders for children to read and use with increasing independence. Example sentence stems are taken from the White Rose scheme (our chosen Maths scheme) and include:

*I have noticed that in both numbers the \_\_\_\_ are the same but the \_\_\_\_ are different.*

*The base of the parallelogram is \_\_\_\_ and the perpendicular height is \_\_\_\_.*

- **Oracy and English**

During English lessons, discussion plays an important role in developing children's understanding. Effective oracy skills are essential in allowing children to participate in these discussions fully. Again, children are provided with sentence stems and full sentences are explicitly modelled by the adult and expected from the children. In KS1 and lower KS2, these are shared on the interactive whiteboard and modelled aloud to the children. In upper KS2, these are included on the success ladders for children to read and use with increasing independence. Example sentence stems include:

*I think this is an effective persuasive letter because the writer has included \_\_\_\_*

*I need a \_\_\_\_ here because \_\_\_\_*

- **Oracy and Reading**

Our VIPERS approach to teaching reading offers significant opportunity for the teaching and development of oracy. Children are given regular opportunities to read out loud including choral reading, paired reading and echo reading within lessons and appropriate intonation and pace is regularly modelled by the teacher. When discussing texts and answering questions, children are provided with sentence stems to use and are given the vocabulary expected in their explanation. Example sentence stems include:

I think the character is feeling \_\_\_\_\_ because in the text it says \_\_\_\_\_

This is written in the \_\_\_\_\_ tense because \_\_\_\_\_

- **Oracy and the foundation subjects**

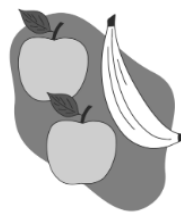
All our foundation subjects require children to share and discuss their ideas and opinions. Oracy skills are essential if children are to do this effectively. This is particularly evident during the flashback part of the lessons when children participate in discussion to recall and activate their prior knowledge. Recall activities include:

**Presentation: 3, 2, 1**



Write down:

- Three things you learnt about Henry VIII in the last lesson.
- Two things you found interesting about Henry VIII.
- One question you still have about Henry VIII.



### Odd one out

Which word do you think is the odd one out and why?

England

Asia

Europe

How could you group these objects?



### High five!

Think of five colours you know in French.

Tell them to your partner and then give them a high five!

### Oracy teaching at Inkpen Primary School encompasses:

- Systematic development of spoken language skills across all year groups and subjects.
- Explicit teaching of vocabulary, language structures, and the four strands of oracy (physical, linguistic, cognitive, social-emotional) as outlined in the **Voice 21 Oracy Framework**.
- Opportunities for pupils to engage in a wide range of talk-based activities, including:
  - Collaborative group work and partner talk
  - Questioning and reasoning tasks
  - Storytelling, explanation, and description
  - Presentations, performances, and drama
  - Debates, discussions, and role play
  - Listening activities and responding to others
- Progressive deepening of oracy skills, with increasing complexity and independence as pupils move through the school.
- Integration of oracy into all curriculum areas, supporting learning and personal development.

### **Adaptations for children with SEND**

At Inkpen Primary School, we recognise the need to adapt our teaching practices to support the needs of all of our pupils. The following are strategies that may be used to support pupils with SEND, and our first 20% of learners, develop their oracy:

- Explicit adult modelling
- Additional rehearsal time
- Written sentence stems
- Partner talk before whole class talk
- Alternative ways to participate e.g. a non-verbal child
- Regular opportunities for talk

### **Our Oracy Framework**

In order to develop our Oracy toolkit, we have explored the work carried out by the **“Voice 21 Oracy project”** and have chosen to use their progression tool and framework as a basis for our Oracy curriculum and progression at Inkpen Primary School. The following pages outline this framework and how we will monitor progress through this framework. We have also selected some of their student friendly resources to use in classrooms. These are also shown below.

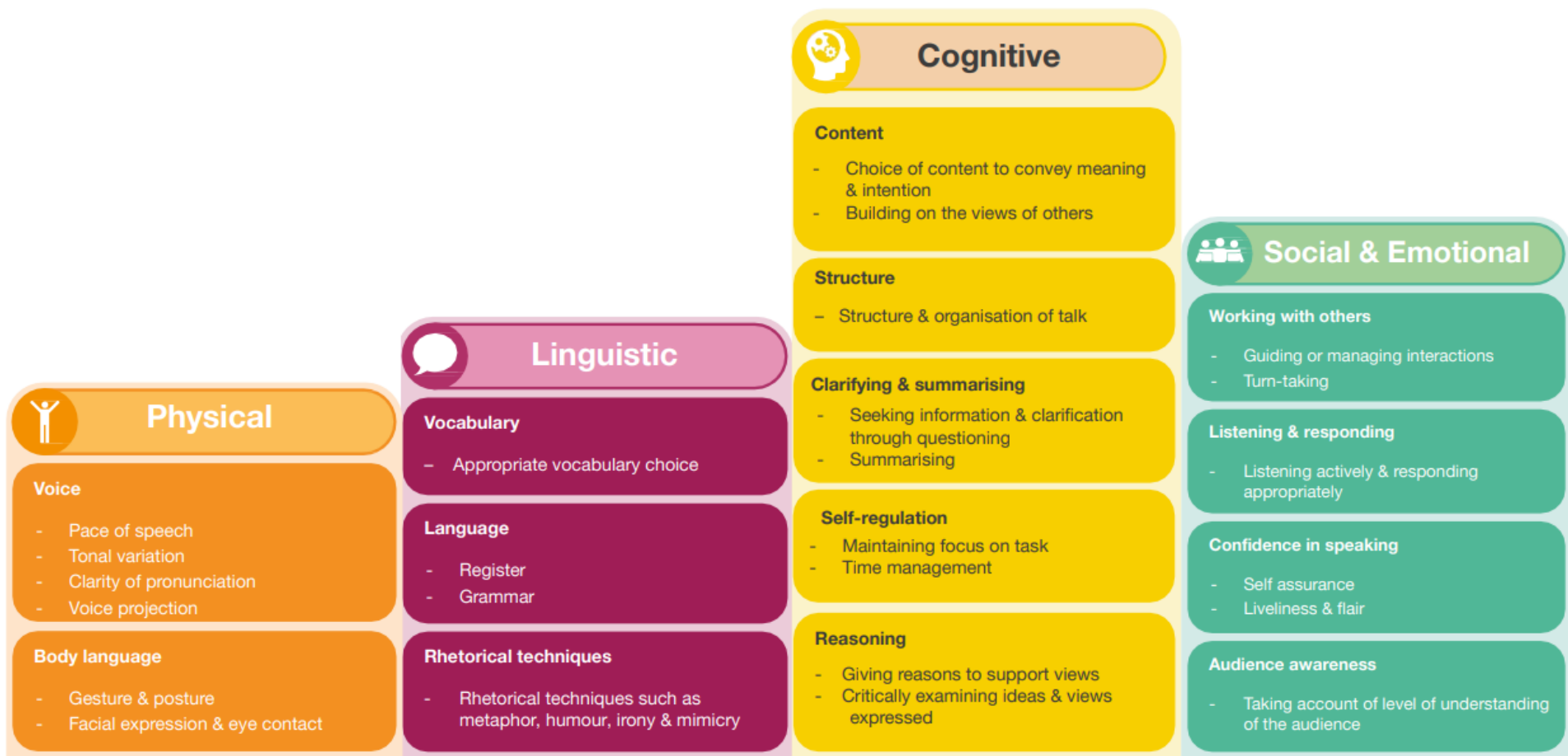


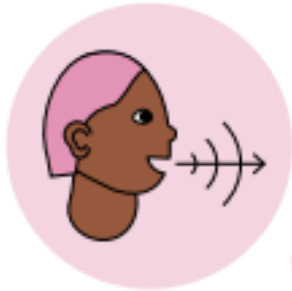
Figure 1: Voice 21 Oracy Framework

# Oracy Framework



## Physical

Are you speaking loud enough to be heard?



## Linguistic

Are you starting to join ideas together with words like and, because and but?



## Cognitive

Are you asking questions?



## Social & Emotional

Are you taking turns to talk and listen?



Figure 2 Voice 21 EYFS pupil friendly poster



# The Oracy Framework

Here are some things to think about when you are using your oracy skills:

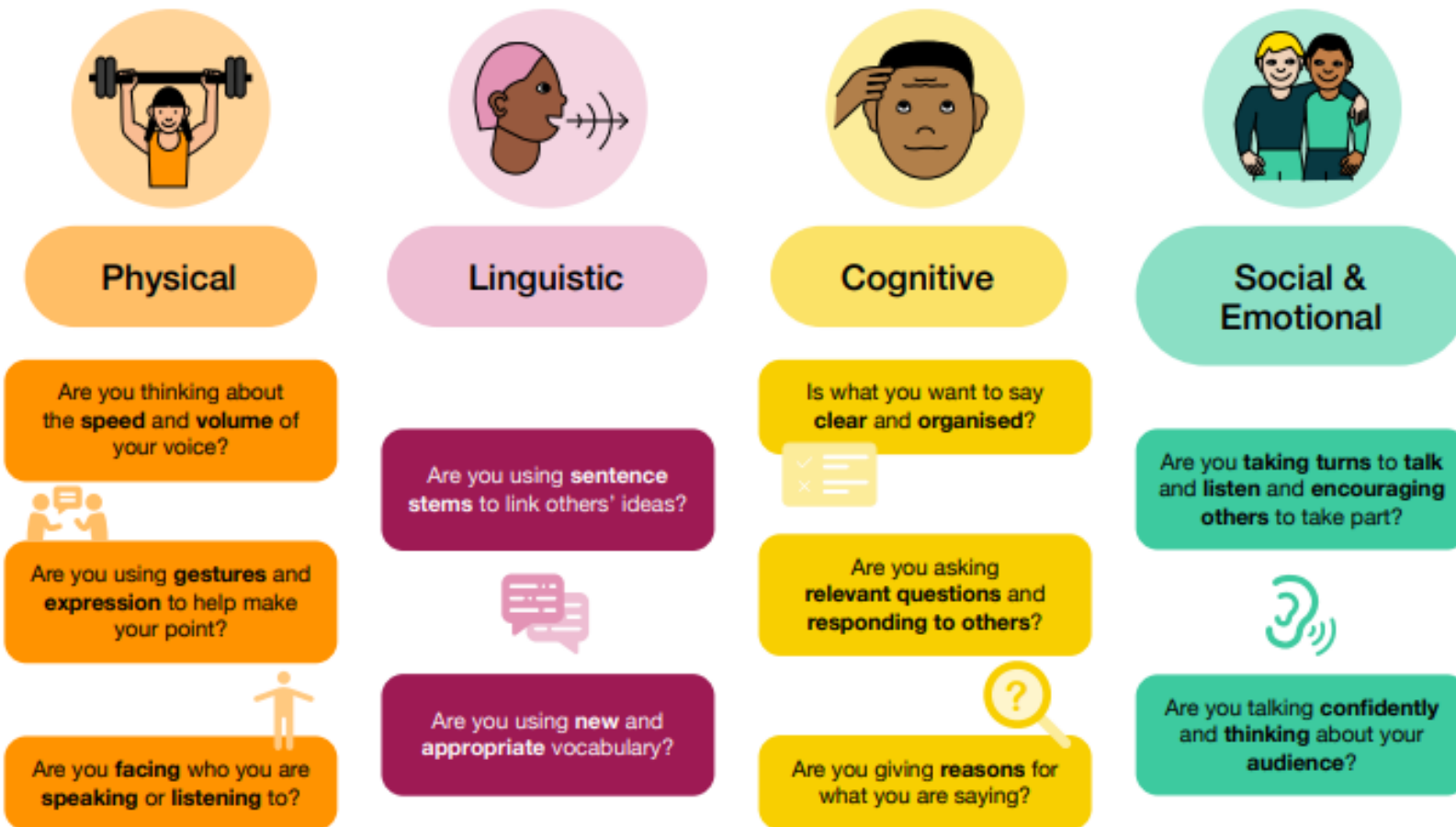


Figure 3 Voice 21 KS1 Pupil friendly poster



# The Oracy Framework

Here are some things to think about when you are using your oracy skills:

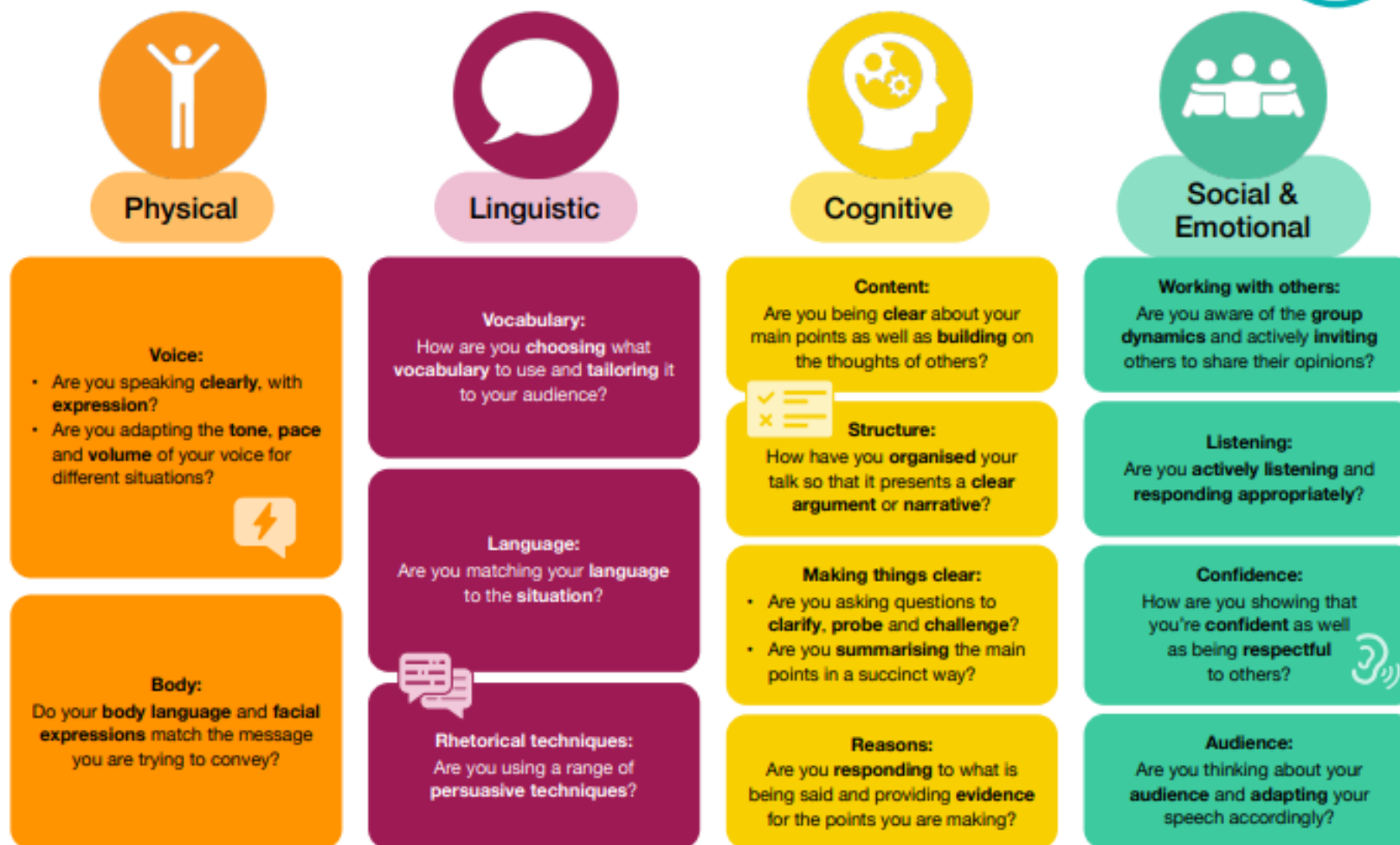


Figure 4 Voice 21 KS2 Pupil friendly poster



## Physical

Amazing, you were speaking at just the right volume for a trio discussion!

Your body language showed me that you were very open to other people's ideas.

It was wonderful how you paused just for a moment to let what you were saying sink in.

I could hear how you adjusted your pace depending on what point you wanted to get across.



## Linguistic

I loved the image you created of...

All of the words you choose reinforced a sense of...

Great use of specialist vocabulary, you sounded like an expert!

The way you spoke made you sound like an authority on...



## Cognitive

You offered great reasons for your ideas.

The example you gave was particularly powerful because...

I liked how you used probing questions to find out more.

It really helped me to understand your thinking when you used firstly, then, finally.



## Social & Emotional

Well done for inviting someone into the discussion.


Thank you for asking me what I think too and taking turns.

Great work looking at the person when you were speaking and listening.

You spoke really passionately and confidently. Well done!

Figure 5 Voice 21 Specific Praise for oracy skills

## Progression through the Oracy Framework

 <b>Physical</b>			
Reception	Year 1	Year 2	Year 3
<p>To use gesture to support meaning in play. To speak audibly so they can be heard and understood.</p>	<p>To use body language to show listening. 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. To speak clearly and confidently in a range of contexts.</p>	<p>To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences.</p>
Year 4	Year 5	Year 6	Year 7
<p>To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.</p>	<p>For body language to become increasingly natural. To project their voice to a large audience.</p>	<p>To have a stage presence. To adjust tone, volume and pace for a given purpose and audience.</p>	<p>To speak audibly. To use body language to show active listening. To show engagement and active listening through facial expression. To adjust tone, volume and pace according to context, purpose and audience. To experiment with simple gestures to convey and enhance meaning.</p>


 Linguistic

Reception	Year 1	Year 2	Year 3
<p>To use talk in play to practise new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p> <p>Use the correct tense with adult modelling and support</p> <p>Sing a range of well known songs and nursery rhymes and songs</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 ...')</p> <p>Use the correct tense (with some adult prompting)</p> <p>Recite some poems and rhymes by heart</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> <p>Use the correct tense independently.</p> <p>Build up a repertoire of poems learnt by heart and perform with some appropriate intonation</p>	<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>Prepare poems and playscripts to read aloud and to perform showing understanding through tone, volume and action</p>
Year 4	Year 5	Year 6	Year 7
<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>Prepare poems and playscripts to read aloud and to perform showing understanding through tone, volume and action</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>Continue to learn a wider range of poems by heart</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>	<p>To use sentence stems to signal when building on or challenging others' ideas.</p> <p>To adapt language and formality in different situations according to audience.</p> <p>To carefully consider the words and phrases used to express ideas and how this supports the purpose of talk.</p> <p>To deploy key subject-specific vocabulary.</p> <p>To consider how and when to use humour and use it effectively</p> <p>To understand and use devices like sarcasm and mimicry.</p>



**Cognitive**

Reception	Year 1	Year 2	Year 3
<p>To ask questions to check understanding</p> <p>To wonder about ideas.</p> <p>To use 'because' to develop their ideas and explain in a range of contexts.</p> <p>Offer explanations, feelings and reasons for why things might happen</p> <p>To respond with relevant questions and comments</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>	<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>
Year 4	Year 5	Year 6	Year 7
<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>	<p>To reach shared agreement in discussions through reasoning and negotiation.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate. 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.</p> <p>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>

 <b>Social &amp; Emotional</b>			
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<p>To listen attentively in a pair or small group.</p> <p>To take turns to speak with a partner independently, knowing when to wait for their turn.</p> <p>Use full sentences to express wants and needs with appropriate manners</p> <p>Talk with others to resolve conflict with empathy, consideration and sensitivity</p>	<p>Listen carefully to others while "tracking" the speaker.</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>	<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>
<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
<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>	<p>To manage own interactions, showing an awareness of relevance and coherence.</p> <p>To recognise when someone is unsure and rephrase or explain ideas in more detail.</p> <p>To be aware of others who have not spoken and to invite them into discussion.</p>