

# ORACY



At Moor First School, talking is key to be able to 'Learn for Life'

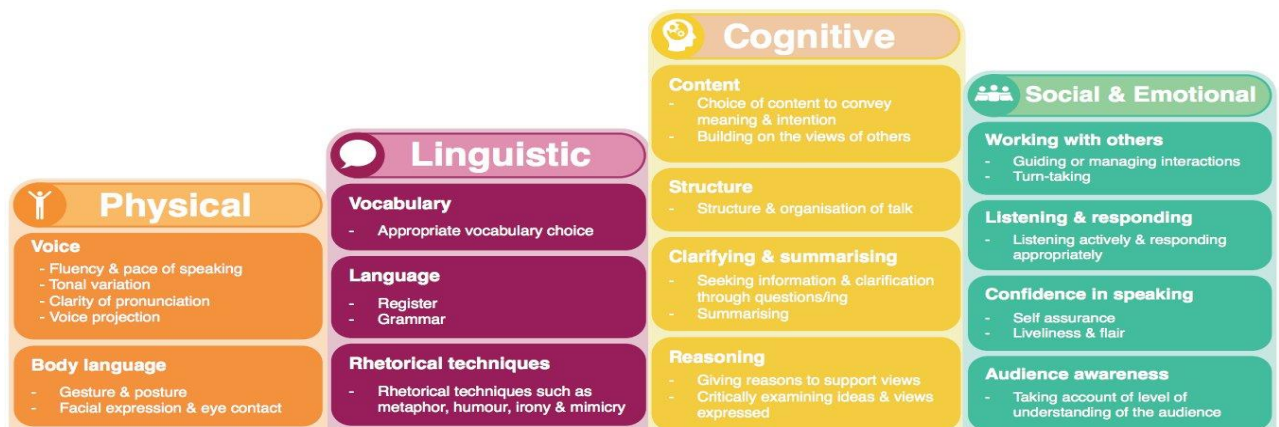
Oracy gives every child the opportunity to find their voice; to articulate their ideas, thoughts and feelings clearly and coherently and develops understanding. Effective communication helps every child to fulfil their potential and flourish in their school life and beyond, regardless of their background. We endeavour to give every learner, under our provision, this opportunity.

Our Oracy curriculum is underpinned by the Oracy Framework created by Voice 21. The Oracy framework uses four vital strands; physical, linguistic, cognitive and social and emotional. Within lessons, students learn through talk and learn to talk. The use of carefully planned, modelled and scaffolded talk in the classroom heightens subject knowledge and understanding for our learners.

## Oracy: The Four Strands






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



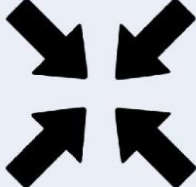


# ORACY

## Discussion roles

Discussion roles are used to facilitate effective discussions within the classroom.

Builder	Challenger	Prober
		
<p>Develops, adds to or runs with an idea</p>	<p>Gives reasons to disagree or</p> <p>I disagree with you because...</p> <p>You mentioned X but what about...</p>	<p>Digs deeper into the conversation.</p> <p>Asks for evidence or justification of ideas.</p>
<p>I agree and would like to add...</p> <p>Building on that idea I think...</p> <p>Linking to what X said, I think...</p>	<p>I disagree with you because...</p> <p>You mentioned X but what about...</p> <p>To challenge what you said...</p> <p>I understand your point of view but have you thought about...</p>	<p>What do you think would be the effect of...?</p> <p>Why do you think ... ?</p> <p>Can you provide an example to support what you are saying?</p>

Instigator	Clarifier	Summariser
		
<p>Starts the discussion or opens up a new topic for discussion</p>	<p>Simplifies and makes things clearer by asking questions.</p>	<p>Identifies the main ideas from the discussion.</p> <p>This might be during the discussion, to help move the conversation forward, or at the end of the discussion.</p>
<p>I would like to start by saying...</p> <p>I think we should consider...</p> <p>We haven't yet talked about...</p> <p>Let's also think about...</p>	<p>What do you mean when you say ...?</p> <p>Can you explain a bit more about ...?</p> <p>Does that mean ...?</p> <p>Please can you clarify what you meant by ...?</p>	<p>Overall, the main points were...</p> <p>The main ideas raised today were...</p> <p>Our discussion focused on...</p> <p>The three main things we talked about were...</p>

# ORACY

## Sentence stems

Our learners are encouraged to speak in full, coherent sentences when sharing their ideas and using spoken language. We have created a bank of differentiated sentence stems which our learners have access to in their classrooms. Please feel free to use these with your children at home.

### EYFS Sentence Stems

Plan	Do	Review
I will go to.....	I will make...	I went to....
	I will create...	I played with....
To be a/an....	I will work with...	I was a/an.... We were.....
Because.....		I made this.....and....
Questions/opinions		
What did you.....?	Where did you.....?	You could change.....
Why did you.....?	I like the way.....	Yes because . . .
How did you.....?	I like this because....	

### KS1 Sentence Stems

Prediction	Opinion	Conclusion
I think . . . . .	I think . . . . .	Now I think . . .
I predict . . . . .	I like best . . . . because . . . . .	I found that . . .
I predict . . . . . will happen because . . .	My partner thinks . . . . .	. . . . happened because . . . . .
I think they will be alike because . . .	I agree because . . . . .	First I thought .... but now I know . . .
They are both . . . . .	I disagree because . . . . .	Having listened to everyone's ideas . . .
	I prefer because . . . . .	
Evaluation	Comparison	Argument
I found . . . . hard / easy because . . . . .	It is the same because . . . . .	Yes because . . . . .
I feel that . . . . . next time ...	It is different because . . . . .	No because . . . . .
Next time I could . . . . .	They are alike because they are both . . . . .	It is right . . . . .
It was interesting because ....	They are similar because . . . . .	It is wrong . . . . .
I like the part where . . . . because . . . . .		I agree/ disagree because . . . . .
I found this piece of work hard/ easy because . . . . .		However . . . . .

# ORACY

## KS2 Sentence Stems

Prediction	Opinion	Conclusion
I predict that...because...however...	My partner thinks...whereas I think that...	In summary I think...
This is probable because...	I agree/disagree because...	To conclude...
I think the outcome will be...because...	I appreciate/understand ...'s opinion' however I feel...	Having listened to everyone's opinions...
Due to the fact that...I predict...	My opinion/view is...because...	After looking at the information, I conclude that...
Because...and...are similar/different, I predict that...	The facts lead me to the conclusion that...	...happened because...
After hearing all this evidence, I think that...	It is my opinion that...however others might believe that...	Based on the evidence I was presented with...
I think that there is a high/low probability that...	After consideration...	First I thought...but now I know...
Evaluation	Comparison	Argument
It was interesting because...	It is the same because...	An argument for is...because...
I like the part where...because...	It is different because...	An argument against is...because...
I found this work...because...	They are alike because they are both...	I accept your decision; however I think...because...
Next time /you would/could...	One similarity between...and...is that...	I understand your point of view; however...
Maybe you could try...	In some ways...and...are alike. For instance they are both...	Perhaps some people would argue that...
I enjoyed it because...	Another feature they have in common is that...	However, I would point out that...
Possible improvements may include...	They differ in some ways. For example...	It is clear that...
Or alternatively...	Another difference is that...whereas...	On the one hand...but...