





Uplands Junior L.E.A.D Academy Oracy Map 2024

This document has been created by the Oracy Pioneer at Uplands Junior School, with the support of Voice 21. It is a working document, and is to be added to and changed as needed by the teachers and schools that use it.





The curriculum map draws upon the Oracy Skills Framework, devised by academics at Cambridge University and teachers at School 21 as part of an Education Endowment Fund project in 2014.

It sets out specific oracy skills to focus on developing with students at each age, for them to be successful speakers in school and in life. It is premised on the assumption that once a skill has been mastered, it cannot be lost; in reality, skills which are taught to younger students may need to be revisited with older students.

	 Physical	 Linguistic	 Cognitive	 Social and Emotional
Year 3	<ul style="list-style-type: none"> To speak audibly so they can be heard and understood Looking at who is talking and who you are talking to 	<ul style="list-style-type: none"> Use of sentence stems for building and challenging (agreeing, disagreeing) To take opportunities to try out new language even if not always used correctly Growing awareness of specialist language to talk about talk e.g. physical, linguistic, cognitive, social and emotional 	<ul style="list-style-type: none"> Offer reasons for opinions To recognise when they haven't understood something and ask a question to help with this To reflect on discussions and identify how to improve across the four strands 	<ul style="list-style-type: none"> Take turns in a group discussion with peer(s) To organise group discussions independently of an adult e.g. in trios To listen to others and be willing to change their mind based on what they have heard
<p>Discussion roles focus: To be introduced gradually</p> <p>Builder: <i>I agree because... / I disagree because...</i></p> <p>Clarifier: <i>What do you mean when you say...? / Does that mean...?</i></p>				

Teaching ideas:

- 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?
- Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
- Support pupils to develop an awareness of the volume of their voice 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!'
- 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.
- 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.
- 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 show how contributions in a conversation should link to each other.
- 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 did 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?'
- Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions.
- Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.
- Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.

	 Physical	 Linguistic	 Cognitive	 Social and Emotional
Year 4	<ul style="list-style-type: none"> • Using the 'right' voice e.g. classroom, playground – being able to project voice in a larger space • Consider positions and posture when 	<ul style="list-style-type: none"> • Use specialist vocabulary • To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable' 	<ul style="list-style-type: none"> • To build on other's ideas in discussions to make connections with what they have said • To be able to summarise a discussion 	<ul style="list-style-type: none"> • Listening and responding appropriately • To have the confidence to have a different opinion from their peers/teacher



	addressing and audience		<ul style="list-style-type: none"> To identify when a discussion is going off topic and be able to bring it back on track 	<ul style="list-style-type: none"> To be able to guide and manage their interactions successfully
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Discussion roles focus: To be introduced gradually





Builder: *Building on that idea, I think...because...*

Clarifier: *What do you mean when you say...? / Can you explain a bit more about...?*





Summariser: *Overall, the main points were...*

Teaching ideas:

- Teach what it means to summarise and give students opportunities to practice, e.g. it's the three main points
- 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.
- Introduce sentence stems to give opinions and to build on each other's contributions.
- Teach students systems for organising turn-taking in their groups, e.g. thumbs in.
- Find out people's opinions – know the difference between fact and opinion
- 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.
- 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'.
- Practise 'power poses' to explore physical aspects of speaking

	 Physical	 Linguistic	 Cognitive	 Social and Emotional
Year 5	<ul style="list-style-type: none"> Showing proof of listening – eye contact, offering nods of acknowledgement To be able to adapt the volume of their voice for appropriate contexts 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 	<ul style="list-style-type: none"> To use an increasingly sophisticated range of sentence stems To be able paraphrase what has been said 	<ul style="list-style-type: none"> To be able to elaborate on their own and other’s ideas To be able to challenge other’s ideas – polite disagreement To reach a shared agreement To be able to draw upon knowledge of the world to support their own point of view to explore different perspectives 	<ul style="list-style-type: none"> To listen actively for an extended period of time and respond appropriately (be able to summarise key points) To be aware of others who have not spoken and invite them into discussions
<p>Discussion roles focus: To be introduced gradually</p> <p>Builder: <i>Building on that idea, I think...because...</i></p> <p>Clarifier: <i>What do you mean when you say...? / Can you explain a bit more about...?</i></p> <p>Summariser: <i>The three main things we talked about were...</i></p> <p>Challenger: <i>I disagree with you because... / To challenge you X, I think...</i></p> <p>Instigator: <i>Let’s also think about...</i></p>				
<p>Teaching ideas:</p> <ul style="list-style-type: none"> 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 of three and rhetorical questions. 				

- 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.
- Focus on peer feedback and critique & use this to build shared meta language for talk
- Give students a purpose for listening: to give feedback on a specific strand, or to take notes on a certain topic.
- Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- 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.

	 Physical	 Linguistic	 Cognitive	 Social and Emotional
Year 6	<ul style="list-style-type: none"> • For gestures and facial expressions to become increasingly natural • To further develop fluency of speech for a range of audiences 	<ul style="list-style-type: none"> • To vary sentence structures and length for effect when speaking • To understand simple idiom and metaphor • Being able to talk about style switching between standard English and other forms 	<ul style="list-style-type: none"> • To negotiate an agreement • To critically examine ideas and views of others – use of probing questions • To spontaneously respond to increasingly complex questions citing evidence where appropriate 	<ul style="list-style-type: none"> • To not take disagreements or different opinions personally • Asking for and receiving feedback from peers

Discussion roles focus: To be introduced gradually

Builder: *Linking to what X said, I think...*

Clarifier: *Please can you clarify what you meant by...? / Can you explain a bit more about...?*

Summariser: *The three main things we talked about were... / Our discussion focused on...*

Challenger: *To challenge you X, I think... / I understand your point of view, but have you thought about...?*

Instigator: *Let's also think about... / We haven't yet talked about...*

Prober: *Why do you think...? / How do you know...? Can you provide an example...?*



Teaching ideas:

- Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.
- Share good examples with students.
- 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 ...'
- Teach students explicitly how to negotiate as part of a small group; sentence stems to support this; praise those who do it well.
- Games to develop use of facial expressions and pace of speech
- 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.
- Teach structures for building evidence-based arguments
- Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.



Talking Roles



Instigator

The person who starts the discussion

Will say:

- “I would like to start by saying...”
- “I think the first thing we should consider is...”
- “To begin with let’s talk about...”



Builder

Develops, adds to or runs with an idea

Will say:

- “I agree and I’d like to add...”
- “Linking to your point...”
- “Building on that idea...”



Challenger

Disagrees with or presents an alternative argument

Will say:

- “That’s true, but have you considered...”
- “You mentioned X but what about...”
- “I hear what you’re saying, but...”



Clarifier

Makes things clearer and simplifies ideas by asking questions

Will say:

- “What do you mean when you say...”
- “Could you tell me more about...”
- “Does that mean that...”



Prober

Digs deeper into the argument, asks for evidence or justification of ideas

Will say:

- “What evidence do you have to support that?”
- “How does that support your argument?”
- “How did you come to that conclusion?”



Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points

Will say:

- “Overall, the main points covered were...”
- “In summary...”
- “From today’s discussion, it’s clear that...”