



## The Oracy Framework at Forton School

<b>PHYSICAL</b>	<b>LINGUISTIC</b>	<b>COGNITIVE</b>	<b>SOCIAL AND EMOTIONAL</b>
		<b>Content</b> Cognitive Choice of content to convey meaning & intention Building on the views of others	
		<b>Structure</b> Structure & organisation of talk	
	<b>Vocabulary</b> Appropriate vocabulary choice	<b>Clarifying &amp; summarizing</b> Seeking information & clarification through questioning Summarising	<b>Working with others</b> Guiding or managing interactions Turn-taking
<b>Voice</b> Pace of speech Tonal variation Clarity of pronunciation Voice projection	<b>Language</b> Register Grammar	<b>Self regulation</b> Maintaining focus on task Time management	<b>Confidence in speaking</b> assurance Liveliness & flair
<b>Language</b> Gesture & posture Facial expression & eye contact	<b>Rhetorical techniques</b> Rhetorical techniques such as metaphor, humour, irony & mimicry	<b>Reasoning</b> Giving reasons to support views Critically examining ideas & views expressed	<b>Audience awareness</b> Taking account of level of understanding of the audience



## ***The Oracy SKILLS Framework at Forton School***

	Pre School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening and responding</b>	Listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Listen and respond appropriately to the contributions of adults and peers.	Listen and respond appropriately to the contributions of adults and peers, including their different viewpoints.	Listen and respond to multi-step instructions, contributions and viewpoints of others and participate actively in collaborative conversations	Listen actively to maintain attention and respond to the instructions, contributions or viewpoints of others.	Attend to and build on the contributions of others in discussions and debates	Consider and evaluate a range of different contributions and viewpoints.



Questioning	Understand and ask 'why' questions and a variety of two-part questions.	During small group, class and 1:1 discussions, ask questions to understand what has been said.	Ask and answer questions beginning with question words.	Ask relevant questions and give relevant answers in different contexts	Ask and answer open and closed questions to extend their understanding and knowledge	Ask probing questions to find specific additional information and explore ideas.	Ask a series of questions to speculate, imagine, hypothesise and explore ideas.	Explore types of questions and their uses in different contexts.
Vocabulary	Extend their vocabulary by exploring and using a wide range of new words.	Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.	Use given subject-specific vocabulary to explain and describe.	Suggest words or phrases that are appropriate to the topic	Build a bank of relevant and accurate vocabulary to use in a discussion, presentation, performance, role play, improvisation or debate.	Speak with an increasing command of Standard English.	Use challenging and sophisticated vocabulary to gain and maintain the listener's interest, and monitor their interest.	Select and use appropriate registers for effective communication .



Discussion	Participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play	Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen	Participate effectively in role play and performances, and take turns in group discussions about their learning, including what has been read to them.	Participate in discussions about books, poems and other works. Take on different roles within a group discussion, taking turns and listening to what others say.	Articulate and justify answers, ideas, arguments and opinions during discussions, including about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Challenge opinions and points of view, offering an alternative viewpoint or opinion during discussions	Initiate a discussion, presenting opinions, points of view and arguments related to a topic or debate.	Consider and evaluate different viewpoints, attending to and building on the contributions of others
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Articulation and Clarity	Express their ideas and feelings about their experiences using sentences containing four to six words, articulating most sounds and simple words	Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	Speak in a way that is clear and easy to understand, beginning to stay on topic.	Speak clearly, audibly and fluently while remaining on topic.	Communicate clearly to an audience.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings with an increasing command of Standard English.	Give well-structured descriptions, explanations and narratives that gain, maintain and monitor the interest of the listener.	Control the manner in which descriptions, explanations and narratives are articulated
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