Oracy – Early Years Toolkit

Oracy Outcomes – supporting academic progress

By developing and using our Oracy strategies we enable the pupils to achieve academic outcomes because they can do the following:

Communicate with fluency, confidence and clarity	Explore and understand the importance of active listening within oral communication	Articulate hypotheses and suggest ways to explore them.	Explore and understand classroom ideas and concepts.	Present ideas confidently to familiar (peers) and unfamiliar audiences.

Oracy outcomes – supporting personal, social and moral development.

By developing and using our Oracy strategies we enable the pupils to develop the **following personal, social and moral areas**:

Personal wellbeing	Building and strengthening relationships	Resolve conflicts
Overcoming barriers and persevering	Achieve personal and collective goals	Responsible citizenship

Modes and Purpose of Communication

We define oracy into two distinct Domains that allow pupils to consider **how** they are communication (**mode**), and **what** they are communicating (**purpose**). Strategies and techniques in both modes are explicitly taught and modelled throughout the curriculum, and in our day to day social interactions. By placing an emphasis on the development of Oracy, pupils are being empowered to be effective communicators in a world where being able to communicate knowledge, ideas and thoughts to others is an essential element of being a successful individual and a successful citizen.

Mode	Domain 1: **Method of Communication** *Domain purpose: **Mastering a strong voice***			Domain 2: **Purpose of Communication** *Domain purpose: **Communicating our ideas clearly***			
	Visual	Vocal	Verbal	Retrieval	Exploratory	Presentational	Preparational (for writing)
	Understanding how our face and body language affect communication	Understanding how the use of our voice affect communication	Understanding how our word choices can affect communication	Helping to recall and develop new knowledge and understanding.	Helping to test and compare our own ideas with those of other people.	Helping us to share our thinking and learning with other people.	Helping us to consider the effectiveness of our ideas before writing them down.

Oracy – Disciplinary Knowledge

Disciplinary knowledge enables the pupil to understand how to develop substantive knowledge and understanding within a specific discipline. In both Domains, pupils benefit from understanding the significance of each Mode, and will need to develop an understanding of how to develop their oracy skills within each mode.

Domain 1 – Methods of communication, is taught as a progressive structure. The Oracy Toolkit has a wide range of strategies that enable effective communication. When introducing a new strategy, it is very important that the pupils know the name of the strategy, how the strategy is used, and what they should do to participate effectively within the strategy.

Domain 1: **Method of Communication – Early Years** *Domain purpose: **Mastering a strong voice***			
	Visual	**Vocal**	**Verbal**
EY	**Direction**	**Attempt**	**Description**
Objective	To understand how our body direction sends a message to the person you are talking to.	To understand that using words are spoken to communicate your views, ideas and opinions.	To understand that using descriptive words help others to understand what we mean.
Purpose and method	Understanding the need to direct what you are saying to the person with whom you are speaking is an important first step as an orator. As well as ensuring that what is being said can be heard, it also means that we value the thoughts on or response to what is being said.	By using words you can help people to know what you are thinking, and what you want to do. We don't always know the right word, but if we try other people can help us to find the right word. If we don't try, they have to guess and might get it wrong.	Supporting your spoken words with description can help to add detail to what you are saying.
Outcome	**Direct your body to face towards your audience**	**To attempt to communicate your needs, views and opinions with spoken words**	**To use adjectives to help us to communicate**
Y1	EY plus Posture	EY plus Volume	EY plus Opinion

Domain 2 – Purpose of communication, is taught throughout school, with some progressive elements. The pupils need a disciplinary understanding of the four modes (retrieval, exploratory, presentational, and preparational), being able to talk confidently about the distinctiveness of each mode, and to begin to articulate how to recognise the purpose of talk within contexts.

Retrieval talk	Exploratory talk
This mode of talk is employed in all lessons and represents the questioning of children as part of daily classroom practice. This mode is designed to encourage the repetition and recall of key information, to impart facts and ideas, to assess knowledge and understanding, to check progress and to identify any gaps in learning.	This mode of talk is employed in all lessons. It represents the way that we explore language, developing our understanding and use of vocabulary. It is necessary to ensure that there is a breadth of language (words) and depth of language (understanding) to be able to explore new substantive ideas and concepts.
Presentational talk	**Preparational talk (for writing)**
In this mode of talk, we are sharing our thoughts and ideas with other people. We will have an awareness of our audience, and will be aiming to keep them interested in the material we are presenting. We will consider the use of the methods of communication to help us, and will use our retrieved knowledge and understand to create a meaningful presentation.	In this mode of talk, we are running through our ideas prior to writing them down. Sometimes it is a useful planning approach to think about how we are structuring our writing, the key ideas that will form paragraphs or sections, and to consider the key vocabulary that we want to include to ensure that our reader enjoys reading our writing and / or finds it really useful.

Oracy – Substantive Knowledge

Substantive knowledge is the specific content that is learnt and needs to be recalled with accuracy and fluency. As well as developing the disciplinary understanding of how we develop the ability to communicate with words, we must learn new vocabulary, know what it means, and begin to understand that there a subtle alterations of meaning depending on the context that the words are used in.

Substantive knowledge is developed through a range of whole school strategies, explored in the Teacher Toolkit. As a teacher, you will consider the strategy that is most likely to enhance the substantive knowledge development, and will apply the method in a way that suits the needs of the pupils in your class.

Substantive knowledge also includes specific vocabulary development. The subject specific vocabulary development is outlined in each of the subject planning documents (*Subject Layers 2, 3 and 4*). The strategies and approaches for scripted vocabulary development are outlined in the *Teacher Toolkit*.

In Year 1, there are Sentence Stems that must be taught during the year as they follow a progression through school. These are outlined in the table on the following page.

Language of… **argument**	
Early Years	**Year 1**
Purpose Being able to express a point of view, sometimes justifying opinions	Being able to express both positive and negative views, justifying their opinions
Sentence stems He/she didn't share / take turns I want to … I like … I don't like … I think … Why do you think … What do you think … I don't think … Why do you think this … It is … It's not … Yes because … No because … I like … I don't like …	Yes/no because … I like … because … and … I agree with …. It is right … because … It is wrong … because

Language of… **comparison**	
Early Years	**Year 1**
Purpose Being able to make comparisons which are aligned to their experiences.	Being able to make comparisons based on observable properties.
Sentence stems It is the same because … It looks the same because … Is feels the same because … It tastes the same because … It sounds the same because … It is different / They are different because … It is not the same. This is … and that is …	They are the same because … They are different because … is … and … is … They are alike because they are both …

Language of… deduction	
Early Years	**Year 1**
Purpose Being able to deduce answers based on their experiences	Being able to deduce answers giving reasons
Sentence stems It will... because... I think I will... I think... because... It is... because... Why do you think this is a...? What can you see? Why did... happen? ... happened because...	I think that... I think that... because... It is... because... ... happened because... I know this... What do you think happened? How do you know that...?

Language of… description	
Early Years	**Year 1**
Purpose Being able to describe objects based on observable properties	Being able to describe objects using a single adjective
Sentence stems It is big /small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture/properties) It feels like... because... It looks like... because... It tastes like... because... It sounds like... because... It smells like... because... It is the same because... It is different because... As above, use This... looks like...	It is... and... The... is... and... This is... They are... They are... because... It is a (adjective/noun) ... has... ... have...

Language of… evaluation	
Early Years	**Year 1**
Purpose	Being able to evaluate concrete outcomes.	Being able to evaluate outcomes, with a simple reason for their response
Sentence stems	I made this train. 'I like the way the wheels rotate' I've done this picture. 'I can see you have put lots of detail in there, flower, people trees' I like this because... I made this... I did this... I've done this...	I found... hard / easy because... I like / dislike because... I feel that... next time. I could... In my opinion... because...

Language of… explanation	
Early Years	**Year 1**
Purpose	Being able to explain simple actions	Being able to explain simple actions, using modifiers such as how, why, when…
Sentence stems	It is... You put... I / he / she... It is... because... This is... That is... because... The... is... They are / were... When...	I... because... When I... because... After I... How... Why... Where... When...

Language of… hypothesis and prediction	
Early Yearsv	**Year 1**
Purpose Being able to make simple predictions about what might happen next.	Being able to make simple predictions, giving multiple reasons for their prediction
Sentence stems How do you know e.g. 'The porridge is hot'? It is... because... I think... because... It will... because... The... is... because... What do you think? What will happen if... I think it will... 'What do you think will happen?' It will... The... will... The... is going to... This will... because... What do you think will happen next? What will happen if...	I think... because... and... I don't think... because... and... ... will happen because... I think... I think... because... (prior knowledge) I predict... will happen

Language of… opinion	
Early Yearsvv	**Year 1**
Purpose Being able to give a positive simple opinion	Being able to give simple opinions, with a simple reason
Sentence stems I like / don't like... It is good / nice / beautiful It is not nice 'What do you think?' I think... I think it will...	I think... I think... because... I like... best... because... My partner thinks... I agree because... I disagree because...

	It will... It will... because... I think that... What do you think? What will happen if...?	

	Language of… retelling	
	Early Years	Year 1
Purpose	Being able to retell some simple events, with a sense of chronology	Being able to retell familiar stories, including some simple adverbs / adverbial phrases
Sentence stems	First I... First we... Then... After... And then... What did you do first? Then what happened? ... happened first? Next... happened ... happened last Next... and... happened At the end... happened ... happened at the beginning ... happened in the middle ... happened in the end	My partner said... Retelling stories – Once upon a time... One day... Long ago... 'What happened next?'

	Language of… sequencing	
	Early Years	Year 1
Purpose	Being able to talk about simple events, putting them in the order that they happened.	Being able to explain how to carry out a task using adverbs and conditional phrases

Sentence stems	First... Next... Then... After that... ... and then... ... happened first Next... happened. ... happened last. It is... because... It is...	First I will... Next I would... Then I... After that I... Finally I...