

# Oracy – Year 2 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.
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## 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.

Domain 1: <b>Method of Communication</b> <i>Domain purpose: <b>Mastering a strong voice</b></i>				Domain 2: <b>Purpose of Communication</b> <i>Domain purpose: <b>Communicating our ideas clearly</b></i>			
Mode	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 – Year 2**

*Domain purpose: Mastering a strong voice*

	Visual	Vocal	Verbal
Y1	Direction, Posture	Attempt	Description
Y2	Y1 plus <b>Facial Expressions</b>	Y1 plus <b>Clarity</b>	Y1 plus <b>Stories</b>
Objective	To understand that the look on your face helps to communicate how you are feeling	To understand that making sure you say words correctly and clearly, will help you to communicate with others	To understand that sharing personal stories can help others want to listen to you
Purpose and method	<p>The human face is highly expressive and able to convey almost endless emotions without saying a word...</p> <p>Unlike some forms of visual communication, facial expressions are universal.</p> <p>The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures</p> <p>Showing emotions supports what you are saying.</p> <p>A smile is a universal signal that will dissolve any cultural or language barriers that may exist between you and your listeners.</p>	<p>If your diction is unclear from rushing your words or failing to articulate, your listeners will be become disengaged.</p>	<p>Personal stories and experiences are memorable. They are a powerful, persuasive and engaging talking tool.</p> <p>Stories about specific incidents or descriptions of specific situations are engaging to humans who are inherently nosy!</p>
Outcome	<b>To make your listeners feel confident in you, and ready to listen by smiling at them. To make sure your facial expressions match your talk topics and tone.</b>	<b>To produce a clear sound in an even manner. To make sure you open your mouth when speaking and ensure the harder sounding consonants are clear. The softer vowel sounds will follow.</b>	<b>To incorporate a personal story or experience when you talk to others. What happened to you? When did it happen? Can you describe it in detail?</b>
Y3	Y2 plus Eye Contact	Y2 plus Pace	Y2 plus Facts and Stats



**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
<p>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.</p>	<p>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.</p>
Presentational talk	Preparational talk (for writing)
<p>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.</p>	<p>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.</p>

## 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 are 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 2, 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.


**Oracy. Substantive Knowledge progression – Sentence Stems**

 Language of... **argument**

	Year 1	Year 2	Year 3
<b>Purpose</b>	Being able to express both positive and negative views, justifying their opinions	Being able to extend an argument by giving more than one reason for an opinion	Being able to put forward both sides of an argument, and respond to contrary views of others
<b>Sentence stems</b>	Yes/no because... I like... because... and... I agree with... because... It is right... It is wrong...	No because... Yes because... I agree/disagree because... I think... because... and also because... However... Also...	An argument for... is... because An argument against is... because I understand however / due to / but / therefore... I accept your decision however I feel / believe... because

 Language of... **comparison**

	Year 1	Year 2	Year 3
<b>Purpose</b>	Being able to make comparisons based on observable properties.	Being able to make comparisons based on observable properties, with some abstract explanations.	Being able to classify more at least two objects / concepts because they share properties, or differ significantly
<b>Sentence stems</b>	They are the same because... They are different because... is... and... is... They are alike because they are both...	They are the same because... They are similar because... They are different... is... and... is... They are alike because they are both... It feels different because this one... and that one...	... and... are both... ... and ... are alike in that... ... and... are similar because... ... and... are different in that... ... is... but... is... ... is... while... is...


**Oracy. Substantive Knowledge progression – Sentence Stems**

 Language of... **deduction**

	Year 1	Year 2	Year 3
<b>Purpose</b>	Being able to deduce answers giving reasons	Being able to deduce the feelings and emotions of others	Being able to draw a conclusion with supporting evidence
<b>Sentence stems</b>	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...?	Say how the character feel and explain why. I think that... because... This happened... because... I know this... What do you think happened? How do you know that...?	I conclude that... because... I found that... because... As a result of... I conclude that... After looking at the data / information / results I conclude that... On observing I found that...

 Language of... **description**

	Year 1	Year 2	Year 3
<b>Purpose</b>	Being able to describe objects using a single adjective	Being able to describe objects using more than one adjective	Being able to describe objects / events using simile, metaphor and abstract concepts
<b>Sentence stems</b>	It is... and... The... is... and... This is... They are... They are... because... It is a (adjective/noun) ... has... ... have...	It / This is... and... This has... and... The... is... and... They are... and... I feel... because... This is a big, round, red, beach ball	It looks / feels / sounds / smells like... It appears to be... because... It seems to be... as... I think it looks like... due to ... It reminds me of... because / therefore / meanwhile... Why? How? What? Tell me about...


**Oracy. Substantive Knowledge progression – Sentence Stems**

 Language of... **evaluation**

	Year 1	Year 2	Year 3
Purpose	Being able to evaluate outcomes, with a simple reason for their response	Being able to evaluate elements of a process, with a simple reason for their response	Being able to evaluate appropriately with evidence, and beginning to identify improvements / changes to make
Sentence stems	I found... hard / easy because... I like / dislike because... I feel that... next time. I could... In my opinion... because...	I think my... is... because... Next time I could... I found... hard / easy because... I like / dislike... because... It was interesting because... I like this because... I like the part where... because... What I found hard about this work was... I found this piece of work hard / easy because...	I found this work... because... Next time I could / would... Maybe you could try... I feel that... I enjoyed it because... ... was successful / ambitious because... You could improve this work by...

 Language of... **explanation**

	Year 1	Year 2	Year 3
Purpose	Being able to explain simple actions, using modifiers such as how, why, when...	Being able to explain simple actions with a supporting reason for the action.	Being able to provide explanations of events, and beginning to show consequence of earlier actions
Sentence stems	I... because... When I... because... After I... How... Why... Where... When...	I... because... When I... because... After I... The... because... We / they... because... How... Why... Where... When...	How... Why... Where... When... What... After... Then / As a result of / Later / because...


**Oracy. Substantive Knowledge progression – Sentence Stems**

 Language of... **hypothesis and prediction**

	Year 1	Year 2	Year 3
<b>Purpose</b>	Being able to make simple predictions, giving multiple reasons for their prediction	Being able to make simple predictions, including ones based on prior knowledge or experience	Being able to make predictions, linking predictions specifically to prior knowledge
<b>Sentence stems</b>	I think... I think... because... and... I don't think... because... and... ... will happen because... I think... because... (prior knowledge) I predict... will happen	I think this... because... I know this, so I think... This will happen because... ... same... ... similar... ... different... I think... because... I predict that... because... I think they will be alike because they are both...	Because I know that... I know... Due to this... I know that... I predict that... because... however / meanwhile/ therefore / also... I predict that... after / as a result of... This is probable because... ... and... are different in that... therefore as a result... After... I predict that... The outcome will be... because... What do you think? How did you come to that prediction?

 Language of... **opinion**

	Year 1	Year 2	Year 3
<b>Purpose</b>	Being able to give simple opinions, with a simple reason	Being able to give a simple opinion, and express a preference	Being able to develop an opinion to include further detail and to respond to other people's opinions
<b>Sentence stems</b>	I think... I think... because... I like... best... because... My partner thinks... I agree because...	I think... because... I prefer... because... My partner thinks... I agree / disagree because...	I agree / disagree because... I appreciate / understand... 's opinion because / as / due to... However I feel... because / as / due to...


**Oracy. Substantive Knowledge progression – Sentence Stems**

	I disagree because...		My opinion / view is... because / as / due to... I believe... because... What is your opinion? How do you feel? Why do you feel...?
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**Language of... retelling**

	Year 1	Year 2	Year 3
<b>Purpose</b>	Being able to retell familiar stories, including some simple adverbs / adverbial phrases	Being able to retell stories and events using sequential language	Being able to retell stories and events, using adverbial phrases / adverbs to create sequence and / or mood
<b>Sentence stems</b>	My partner said... Retelling stories – Once upon a time... One day... Long ago... 'What happened next?'	My partner said... First, Next, Then, After that, Finally... At last... Suddenly... 'What happened next?' 'What did...?'	Once upon a time... Once there was... As a result of... Meanwhile... Later on... Eventually... Unfortunately... Luckily... I remember that... Then this happened... During... Lastly... In the end... To conclude / In conclusion...




**Oracy. Substantive Knowledge progression – Sentence Stems**

 Language of... **sequencing**

	Year 1	Year 2	Year 3
Purpose	Being able to explain how to carry out a task using adverbs and conditional phrases	Being able to suggest a sequence of actions using adverbs and imperative phrases.	Being able to suggest a sequence of actions with secondary points, and extending the range of sequential phrases
Sentence stems	First I will... Next I would... Then I... After that I... Finally I...	First... (First put the hat on) Next... After that... Finally... Last of all...	First... because... Next... however... Then... however... Finally / Eventually / Lastly... because...