

Oracy – Year 4 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.

Domain 1: Method of Communication <i>Domain purpose: Mastering a strong voice</i>			Domain 2: Purpose of Communication <i>Domain purpose: Communicating our ideas clearly</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 4 <i>Domain purpose: Mastering a strong voice</i>			
	Visual	Vocal	Verbal
Y3	Direction, Posture, Facial Expression, Eye Contact	Attempt, Volume, Clarity, Pace	Description, Opinion, Stories, Facts and Stats
Y4	Y3 plus Hand Gestures	Y3 plus Pause	Y3 plus Rule of Three
Objective	To understand that using hand gestures can help you to express your ideas visually	To understand that using a pause when you are speaking can help you to draw attention to key messages	To understand that sharing your ideas in threes can help them to be more accessible and memorable to the listener
Purpose and method	Gestures are woven into the fabric of our lives. You may wave, point, beckon, or use your hands when arguing or speaking animatedly, often expressing yourself with gestures without thinking. Have you walked past a people having an argument even though you can't hear them? It is likely that the gestures being visually transmitted are emphasising the words that you cannot hear.	Insert pauses into your presentations. Adding in dramatic pauses and leave sentences hanging to add excitement to what you are saying. Pausing allows time for your listeners to think.	Some of the most well-known lines from speeches use the rule of three to engage and generate thought in the minds of the audience, taking advantage of the way our brains cling to patterns. Ideas that are presented in threes are more satisfying, humorous, and memorable for the human brain. The number three occurs everywhere! How many Little Pigs were there? How many bears did Goldilocks meet? How many wise men were there?
Outcome	To make your presentations more interesting by livening them up with hand gestures. To start with your hands relaxed by your side.	To pause after a question has been posed, allowing your listeners that thinking time they need. To pause after you have said something important...or something that you want your listeners to think about.	To use a three-part structure to any presentation, to provide a clear beginning, middle and end. To use three words that link together to convey an idea or opinion for example, 'Friends, Romans, Countrymen...'
Y5	Y4 plus Body Language	Y4 plus Emphasis	Y4 plus Bold Statements



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 3	Year 4	Year 5
Purpose	Being able to put forward both sides of an argument, and respond to contrary views of others	Being able to extend reasons for a point of view, and beginning to introduce conditionals in response to other's viewpoints	Being able to use rhetorical and / or persuasive language when making points, and being able to argue strongly for one side of a debate
Sentence stems	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	An argument for... is... because... An argument against... is... because... and... I understand... that... depending on the content but would argue... I understand your point of view, however I disagree because...	In my opinion... should be banned. I have two main reasons for believing this. First of all, as I'm sure you'll agree... My second important reason for wanting to ban... is that... Perhaps some people would argue that... that... However, I would point out that... It is clear that a ban on... would be a great step forward!

 Language of... **comparison**

	Year 3	Year 4	Year 5
Purpose	Being able to classify more at least two objects / concepts because they share properties, or differ significantly	Being able to classify at least two objects / concepts, providing several reasons for their classification	Being able to use an extended range of connectives to introduce comparisons between objects and ideas
Sentence stems	... and... are both... ... and ... are alike in that... ... and... are similar because... ... and... are different in that... ... is... but... is... ... is... while... is...	... and... are both... ... and... are alike in that... ... and... are similar because... ... and ... have the following points in common:... One similarity between... and... is that...	In some ways... and... are alike. For instance they both... Another feature they have in common is that... Furthermore they are both...


Oracy. Substantive Knowledge progression – Sentence Stems

Another is...
A further is...
One difference is...
A further difference is...

However they also differ in some ways. For example... while...
Another difference is...

Language of... deduction

	Year 3	Year 4	Year 5
Purpose	Being able to draw a conclusion with supporting evidence	Being able to use precise language to demonstrate conclusions	Being able to share deductions and conclusions concisely and accurately
Sentence stems	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...	In conclusion, I would say that... due to the fact that... My results make me think that... because... Having analysed the data, I conclude that...	The fact is... In effect... Given that... then... I deduce / deduct... I have worked out... In conclusion... I conclude...

Language of... description

	Year 3	Year 4	Year 5
Purpose	Being able to describe objects / events using simile, metaphor and abstract concepts	Being able to describe objects / events using simile, metaphor and abstract concepts	Being able to describe objects / events using simile, metaphor and abstract concepts
Sentence stems	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? Tell me about...	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? Tell me about...	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? Tell me about...


Oracy. Substantive Knowledge progression – Sentence Stems

 Language of... **evaluation**

	Year 3	Year 4	Year 5
Purpose	Being able to evaluate appropriately with evidence, and beginning to identify improvements / changes to make	Being able to determine degrees of success when evaluating outcomes	Being able to describe evaluations (including for abstract concepts) linked to opinion, with supporting statements and arguments
Sentence stems	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...	I enjoyed... because... ... was successful / ambitious because... You could improve this work by... Maybe you could try... Next time I / you could / would...	My view is that... because... This is supported by the fact that... In my opinion... furthermore... However... Possible improvements may include...

 Language of... **explanation**

	Year 3	Year 4	Year 5
Purpose	Being able to provide explanations of events, and beginning to show consequence of earlier actions	Being able explain events using precise adverbs / adverbial phrases as connectives to show consequence	Being able to provide explanations where cause and effect are clearly identified and linked
Sentence stems	How... Why... Where... When... What... After... Then / As a result of / Later / because...	How... Why... Where... When... What... After... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because...	Because of... X happened For example... In conclusion... To begin with... As a result of... The reason(s) for...


Oracy. Substantive Knowledge progression – Sentence Stems

Language of... hypothesis and prediction

	Year 3	Year 4	Year 5
Purpose	Being able to make predictions, linking predictions specifically to prior knowledge	Being able to make predictions, developing theories and new ideas	Being able to use language to show that a new idea is being developed, or to raise questions about real and / or imagined situations
Sentence stems	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?	Because I know that... I know that... Due to the fact that... I know that... will happen Maybe It's because... I predict that... because... however... Due to the fact that... (extension of because) As a result of... this will happen because... All events lead on to... because... Because... and... are similar, I predict that... will happen The outcome will be... due to... Based on... I predict that... After hearing all the evidence, I think that... will happen	It is true that... Can we prove that... In conclusion... I would like to prove / disprove... Perhaps the reason is... I predict that... I believe / I think... might / or... If... then... X has happened, therefore I think...

Language of... opinion

	Year 3	Year 4	Year 5
Purpose	Being able to develop an opinion to include further detail and to respond to other people's opinions	Being able to develop an opinion, drawing on the opinions of others to support thinking	Being able to develop opinions, recognising the valid thoughts and opinions of other people
Sentence stems	I agree / disagree because... I appreciate / understand...'s opinion because / as / due to... However I feel... because / as / due to...	I agree / disagree because... I appreciate...'s opinion because... Due to... However I think differently because...	Therefore / In my opinion / I believe... He / she considers...


Oracy. Substantive Knowledge progression – Sentence Stems

	My opinion / view is... because / as / due to... I believe... because... What is your opinion? How do you feel? Why do you feel...?	Most reasonable people would agree that... because... What is your opinion on the issues of...? How would you feel if you were being... /in that situation?	It is my opinion that... however others may / might believe...
--	---	---	---

 Language of... **retelling**

	Year 3	Year 4	Year 5
Purpose	Being able to retell stories and events, using adverbial phrases / adverbs to create sequence and / or mood	Retelling stories and events, using appropriate and interesting connectives that allow parallel events to be occurring	Retelling stories and events, using appropriate and interesting connectives that draw conclusions on events occurring
Sentence stems	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...	In the beginning... Subsequently... (time connectives) On the other side of the... Back at home... I remember that... With hindsight... Reflecting upon... In the event that... Lastly... In the end... To conclude / In conclusion / To sum up...	First, Next, Then, After that, Finally... 'What happened next?' 'What did...?'

 Language of... **sequencing**

	Year 3	Year 4	Year 5
Purpose	Being able to suggest a sequence of actions with secondary points, and extending the range of sequential phrases	Being able to extend the description of a sequence of actions with increasingly precise connectives	Being able to extend descriptions to include concurrent events
Sentence stems	First... because...Next... however... Then... however... Finally / Eventually / Lastly... because...	First / because / however / therefore / after a while / meanwhile / in addition / Next / Then / Finally / Eventually / Lastly / In conclusion...	Meanwhile... Following this / that... In the beginning...