

Oracy – Year 6 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: 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 6			
<i>Domain purpose: Mastering a strong voice</i>			
	Visual	Vocal	Verbal
Y5	Direction, Posture, Facial Expression, Eye Contact, Hand Gestures, Body Language	Attempt, Volume, Clarity, Pace, Pause, Emphasis	Description, Opinion, Stories, Facts and Stats, Rule of Three, Bold Statements
Y6	Y4 plus Movement	Y4 plus Tone	Y4 plus Rhetoric
Objective	To understand that you can convey confidence with movement when you are presenting	To understand that varying your tone of voice helps to keep others engaged in what you are saying	To understand that using rhetoric can help the listener to think deeply about what you are saying
Purpose and method	When animals sense any danger, their first instinct is to conceal themselves away from the danger. When presenting on a stage with a lectern, you might use this as a protective barrier against your audience. Avoid this mistake by thinking how you move around your space and your position within it.	When a speaker does not vary their tone, or ensure that their tone matches their talk, such communication creates static – and you tend to switch off...	Rhetorical questions do not require an answer...but they do make an audience think. They are often employed by speakers at the start (and often repeated at the end) of a presentation as a method of engagement. They serve many other purposes – to introduce topics and ideas, to challenge a listener, to raise doubt in the listener’s mind and to emphasise specific points.
Outcome	To own your space, will showing listeners that you are confident and that that they are in your comfortable space.	To choose the correct tone of voice for the point you are trying to make.	To start a presentation with a Rhetorical Question. To challenge your listeners by asking rhetorical questions when you want them to think deeply or when you are introducing new topics <i>Who truly cares about...? Do you really think that...? How well do your really know...?</i>
Y7	Y6 plus	Y6 plus	Y6 plus



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 5	Year 6
Purpose	Being able to use rhetorical and / or persuasive language when making points, and being able to argue strongly for one side of a debate	Being able to challenge others appropriately to attempt to persuade them to change their mind
Sentence stems	<p>In my opinion... should be banned.</p> <p>I have two main reasons for believing this. First of all, as I'm sure you'll agree...</p> <p>My second important reason for wanting to ban... is that...</p> <p>Perhaps some people would argue that... that...</p> <p>However, I would point out that...</p> <p>It is clear that a ban on... would be a great step forward!</p>	<p>On the one hand... but...</p> <p>Convince me that...</p> <p>I am convinced...</p> <p>Given that...</p>

 Language of... **comparison**

	Year 5	Year 6
Purpose	Being able to use an extended range of connectives to introduce comparisons between objects and ideas	Being able to extend comparisons so that the degree of significance between similarities and differences is communicated
Sentence stems	<p>In some ways... and... are alike. For instance they both...</p> <p>Another feature they have in common is that...</p> <p>Furthermore they are both...</p> <p>However they also differ in some ways. For example... while...</p> <p>Another difference is...</p>	<p>In some ways... and ... are alike. For instance they both...</p> <p>Another feature they have in common is that...</p> <p>Furthermore they are both...</p> <p>However they also differ in some ways. For example... while...</p> <p>Another difference is that... whereas...</p> <p>Finally... but...</p> <p>The similarities/differences seem more significant that the similarities/differences because...</p>


Oracy. Substantive Knowledge progression – Sentence Stems

 Language of... **deduction**

	Year 5	Year 6
Purpose	Being able to share deductions and conclusions concisely and accurately	Being able to recognise that evidence may have been presented to create a specific deduction
Sentence stems	The fact is... In effect... Given that... then... I deduce / deduct... I have worked out... In conclusion... I conclude...	The facts lead to... Based on... Been lead to the conclusion that... The evidence leads to... Having considered... This infers that...

 Language of... **description**

	Year 5	Year 6
Purpose	Being able to describe objects / events using simile, metaphor and abstract concepts	Being able to introduce idiom to descriptions, and extend the use of simile and metaphor
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? What? Tell me about...	In comparison to... Idioms e.g. Peas in a pod Develop / introduce metaphors and similes


Oracy. Substantive Knowledge progression – Sentence Stems

 Language of... **evaluation**

	Year 5	Year 6
Purpose	Being able to describe evaluations (including for abstract concepts) linked to opinion, with supporting statements and arguments	Being able to extend evaluations to include alternative possible processes and / or outcomes that would achieve the desired effect
Sentence stems	My view is that... because... This is supported by the fact that... In my opinion... furthermore... However... Possible improvements may include...	My view is that... In my opinion... This is supported by the fact that... Furthermore... however... Possible improvements may include... Or alternatively...

 Language of... **explanation**

	Year 5	Year 6
Purpose	Being able to provide explanations where cause and effect are clearly identified and linked	Being able to precisely develop explanations of cause and effect
Sentence stems	Because of... X happened For example... In conclusion... To begin with... As a result of... The reason(s) for...	... such as... Due to... X has / is... In summary... Owing to... X has / is... This has altered... Evidently...


Oracy. Substantive Knowledge progression – Sentence Stems

Language of... hypothesis and prediction

	Year 5	Year 6
Purpose	Being able to use language to show that a new idea is being developed, or to raise questions about real and / or imagined situations	Being able to extend hypothetical thinking beyond one supposition, and being able to use a range of verbs that indicate hypothesising
Sentence stems	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...	Based on the evidence I have been presented with, I can conclude... Taking everything into account... Having analysed... Having pondered... If we accept this hypothesis, what else will be true? Given this, it is likely that... In light of... I predict... There is a high / low probability... The chances of / The likelihood of / Due to the fact that / Upon consideration of the relevant factors

Language of... opinion

	Year 5	Year 6
Purpose	Being able to develop opinions, recognising the valid thoughts and opinions of other people	Being able to develop generalised opinions that other people might also hold and being able to link opinions and ideas to other conceptual knowledge
Sentence stems	Therefore / In my opinion / I believe... He / she considers... It is my opinion that... however others may / might believe...	Consequently / Based on the fact / Because of my beliefs... To hold the view / After consideration After / On reflection It is my understanding that... The facts lead me to the conclusion that...


Oracy. Substantive Knowledge progression – Sentence Stems

 Language of... **retelling**

	Year 5	Year 6
Purpose	Retelling stories and events, using appropriate and interesting connectives that draw conclusions on events occurring	Retelling stories and events, using appropriate and interesting connectives that draw conclusions on events occurring and from other stories
Sentence stems	First, Next, Then, After that, Finally... 'What happened next?' 'What did...?'	First, Next, Then, After that, Finally... 'What happened next?' 'What did...?' In summary... The consequence of...

 Language of... **sequencing**

	Year 5	Year 6
Purpose	Being able to extend descriptions to include concurrent events	Being able to precisely link causal events, parallel events and how sequences of events may be altered
Sentence stems	Meanwhile... Following this / that... In the beginning...	Whilst X was ... Y was... During X – Y happened Initially the... were... However...