

Voice 21

Our Oracy

Frameworks



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What is the Oracy Framework?

The Oracy Framework, devised by Voice 21 and Oracy Cambridge, provides a structure through which we can understand what constitutes good speaking and listening in different contexts. It breaks down the skills within oracy into four distinct but interlinked strands: physical, linguistic, cognitive and social & emotional.

Designed as a tool to support the explicit teaching of oracy, the Oracy Framework can support you to:

Develop a shared language for talk in your classroom

Set clear expectations for talk (success criteria for discussion or talk tasks)

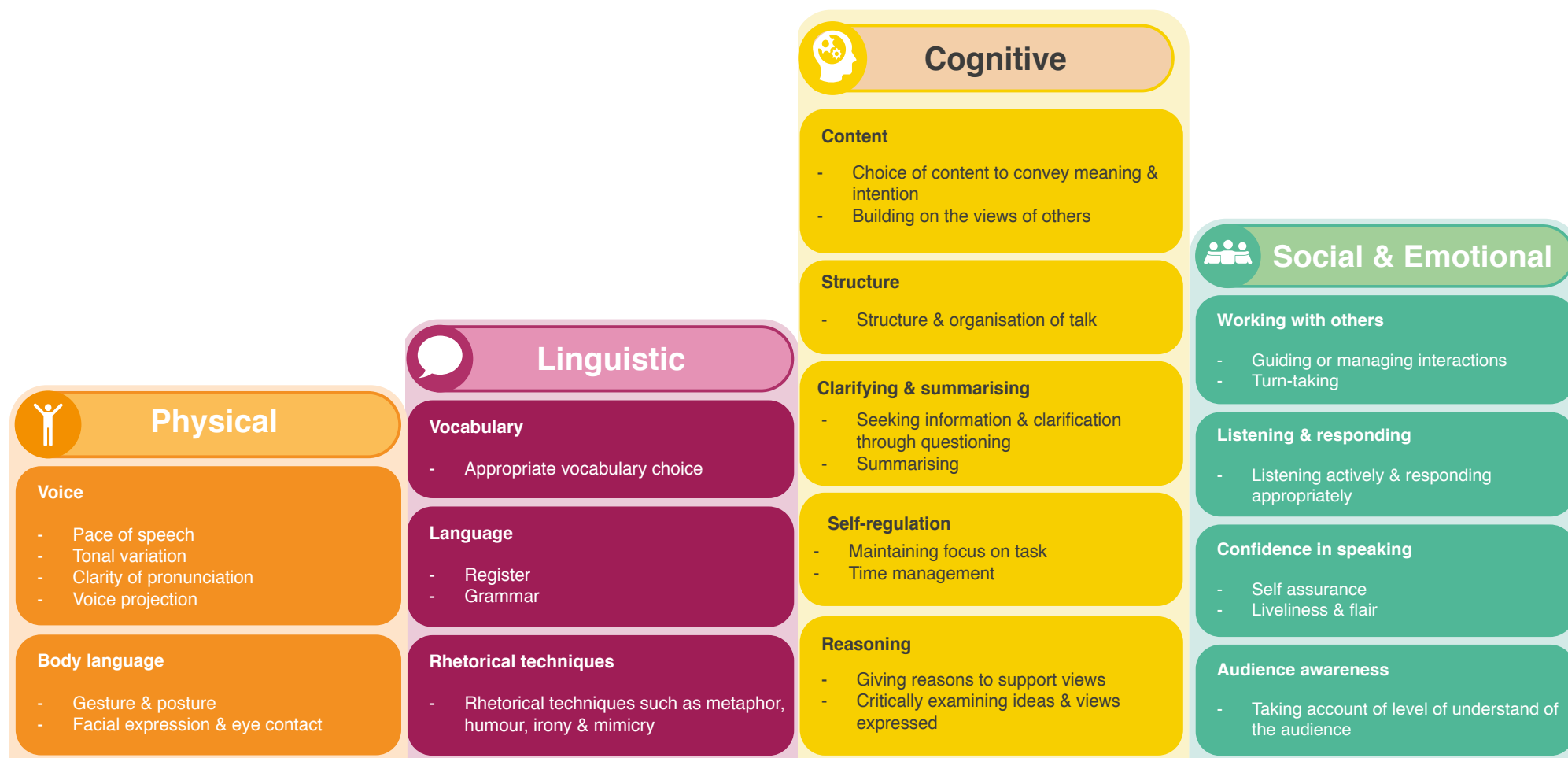
Diagnose your students' oracy skills and plan for explicit oracy teaching



The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Oracy
Cambridge



Student-friendly Oracy Frameworks

We have created **student-friendly Oracy Frameworks** to be used and displayed in classrooms. Each one will build on the skills from the previous Framework, introducing more **ambitious objectives** and **increasingly complex vocabulary**.

We recommend you regularly teach each objective in each strand in turn and model specific skills so that your students know what is expected of them. The following is a suggested progression that you could use but please do be flexible and use your own professional judgement on when to use different Oracy Frameworks.

Like any other subject, oracy has its own technical and specialist vocabulary. Just as in science we explicitly teach technical language and concepts, the same is true for talk. As students progress through school, this conceptual understanding will be built upon and expanded using the specific vocabulary they need to talk about talk.

Similarly, having this meta-language to talk about speaking and listening is key to your students' success in oracy. It will enable them to give precise feedback and engage in meaningful self reflection.

EYFS



For our EYFS Oracy Framework we have introduced the four strands – physical, linguistic, cognitive and social & emotional – and set one core oracy objective for each that gets to the root of each Framework strand. At this stage we have put the emphasis on students' fundamental oracy skills such as speaking loud enough to be heard, beginning to join ideas together, asking questions and taking turns.

Key Stage 1



For our Key Stage 1 Oracy Framework we have built on the ideas introduced in EYFS and generated two or three interlinked objectives for each strand. Each objective is slightly more complex than the previous key stage and introduces more sophisticated vocabulary. At this stage we have put the emphasis on beginning to have more self and audience awareness, considering which language is appropriate and thinking about speech being structured and purposeful.

Key Stage 2



For our Key Stage 2 Oracy Framework we have built on the ideas introduced in Key Stage 1 and generated three or four interlinked objectives, each under the relevant subheadings for that strand. Each objective is more complex than the previous key stage and introduces more sophisticated vocabulary as well as demanding a little more thought to its application. At this stage we have put the emphasis on adapting to different situations and audiences, tailoring speech to a particular audience and being more aware of group dynamics and how to influence these.

Key Stage 3, 4 & 5



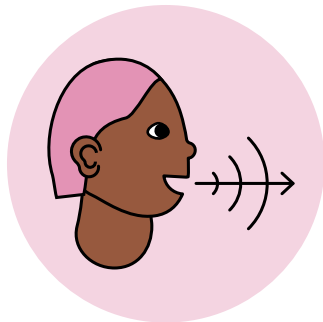
By the time your students reach secondary school, we expect students to begin to engage with our original Oracy Framework, understanding by now what each strand means and how to put it into practice effectively. However, there is nothing to stop them from using any of our other student-friendly Oracy Frameworks until they are fully ready for this, even if this is just for a select number of students.

Oracy Framework



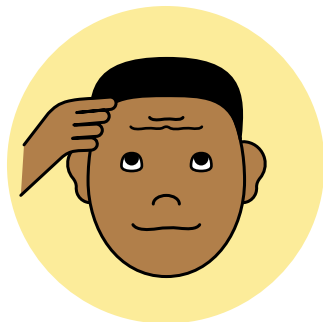
Physical

Are you speaking
loud enough to be heard?



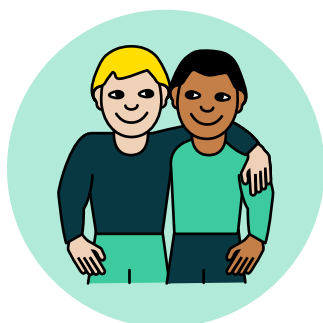
Linguistic

Are you starting to join ideas together
with words like and, because and but?



Cognitive

Are you asking questions?



Social & Emotional

Are you taking turns to talk and listen?



The Oracy Framework



Here are some things to think about when you are using your oracy skills:



Physical

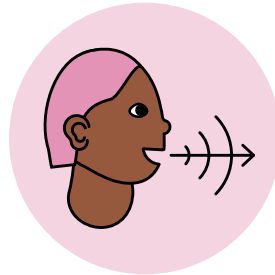
Are you thinking about the **speed** and **volume** of your voice?



Are you using **gestures** and **expression** to help make your point?



Are you **facing** who you are **speaking** or **listening** to?

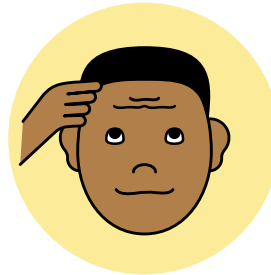


Linguistic

Are you using **sentence stems** to link others' ideas?



Are you using **new** and **appropriate** vocabulary?



Cognitive

Is what you want to say **clear** and **organised**?



Are you asking **relevant questions** and **responding** to others?



Are you giving **reasons** for what you are saying?



Social & Emotional

Are you **taking turns** to **talk** and **listen** and **encouraging others** to take part?



Are you talking **confidently** and **thinking** about your **audience**?

The Oracy Framework

Here are some things to think about when you are using your oracy skills:



Physical

Voice:

- Are you speaking **clearly**, with **expression**?
- Are you adapting the **tone**, **pace** and **volume** of your voice for different situations?



Body:

Do your **body language** and **facial expressions** match the message you are trying to convey?



Linguistic

Vocabulary:

How are you **choosing** what **vocabulary** to use and **tailoring** it to your audience?

Language:

Are you matching your **language** to the **situation**?



Rhetorical techniques:

Are you using a range of **persuasive techniques**?



Cognitive

Content:

Are you being **clear** about your main points as well as **building** on the thoughts of others?



Structure:

How have you **organised** your talk so that it presents a **clear argument** or **narrative**?

Making things clear:

- Are you asking questions to **clarify**, **probe** and **challenge**?
- Are you **summarising** the main points in a succinct way?

Reasons:

Are you **responding** to what is being said and providing **evidence** for the points you are making?



Social & Emotional

Working with others:

Are you aware of the **group dynamics** and actively **inviting** others to share their opinions?

Listening:

Are you **actively listening** and **responding appropriately**?

Confidence:

How are you showing that you're **confident** as well as being **respectful** to others?



Audience:

Are you thinking about your **audience** and **adapting** your speech accordingly?

Specific praise for oracy skills

One way to fully embed the strands of the Oracy Framework into your classroom is to consider each strand and its objectives when you praise your students on their oracy skills.



Physical

Amazing, you were speaking at just the right volume for a trio discussion!

Your body language showed me that you were very open to other people's ideas.

It was wonderful how you paused just for a moment to let what you were saying sink in.

I could hear how you adjusted your pace depending on what point you wanted to get across.



Linguistic

I loved the image you created of...

All of the words you choose reinforced a sense of...

Great use of specialist vocabulary, you sounded like an expert!

The way you spoke made you sound like an authority on...



Cognitive

You offered great reasons for your ideas.

The example you gave was particularly powerful because...

I liked how you used probing questions to find out more.

It really helped me to understand your thinking when you used firstly, then, finally.



Social & Emotional

Well done for inviting someone into the discussion.

Thank you for asking me what I think too and taking turns.

Great work looking at the person when you were speaking and listening.

You spoke really passionately and confidently. Well done!

Oracy Framework Strands

To strengthen your students' understanding of the Oracy Framework, introduce the following four games that relate to each of the strands.

Physical



Which emotion?

Split students into small groups and, using the slide above, ask them to say a statement such as “It’s going to snow today” as if they are feeling an emotion such as anger, excitement, sadness, confusion or worry. The rest of the group must guess which emotion they are feeling.

In order to represent which emotion they are feeling, they should manipulate their voice, consciously adapting the tone and changing their facial expressions and actions.

Linguistic



Articulate

Split your students into small groups and provide each group with a number of word cards featuring objects such as a clock or a frying pan, or perhaps more challenging concepts such as freedom or democracy.

One person must describe the word on the card to their teammates, without saying the actual word on the card. To be successful in this game, students will need to think through what they are going to say and reach for alternative vocabulary.

Cognitive



If I Ruled the World

Split your students into small groups and ask one person to start by saying “*If I ruled the world, I would...because...*”, describing what they would do and why. For example, they could say, “*If I ruled the world, I would make the school holidays 10 weeks long because teachers need a long break to recuperate*”.

The next person must say, “*I couldn’t disagree more because...*” and give a reason why they disagree (even if they don’t!). For example, “*I couldn’t disagree more because parents also need a break and 10 weeks with no kids at school is too long for them!*” They must then say what they would do if they ruled the world, before the person next to them disagrees and presents their reasoning.

This game requires logic and reason, providing explanations for why the students disagree and proposing new ideas.

Social & Emotional



1–20 Game

Explain to students that as a group, they are going to count from one to twenty. However, they cannot develop an order or system to help them. Instead, after they’ve said one, another student must jump in and say two, another three. If two people speak at the same time, they must start again.

To be successful, they will need to ‘read the room’, looking at one another to establish whether it is the right time to speak, being aware of others and waiting patiently for an opportunity to speak.