

Dream, Believe, Achieve



Fairfield Primary School Oracy Framework Endpoints supported by Dialogic Talk

Our vision at Fairfield Primary School is to promote oracy through effective teaching and creating a culture where Oracy is valued and entwined throughout our curriculum.

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 (Voice 21).

"Dialogic Teaching" can support and develop Oracy skills by ensuring talk is used effectively for carrying out teaching and learning. Dialogic teaching involves ongoing talk between teacher and students, not just teacher-presentation. Dialogic teaching harnesses the power of talk to engage interest, stimulate thinking, advance understanding, expand ideas, and build and evaluate arguments, empowering students for lifelong learning and democratic engagement.

Dialogic teaching isn't characterised by "types" but by core principles of collaborative and supportive talk, primarily collective, reciprocal, supportive, cumulative, and purposeful. When the principles of dialogic teaching work in unison, they create a synergistic classroom environment that significantly enhances students' cognitive, physical social, and linguistic development.

Collective- teachers and children address learning tasks together, whether as a group or as a class

Reciprocal- teachers and children listen to each other, share ideas and consider alternative viewpoints

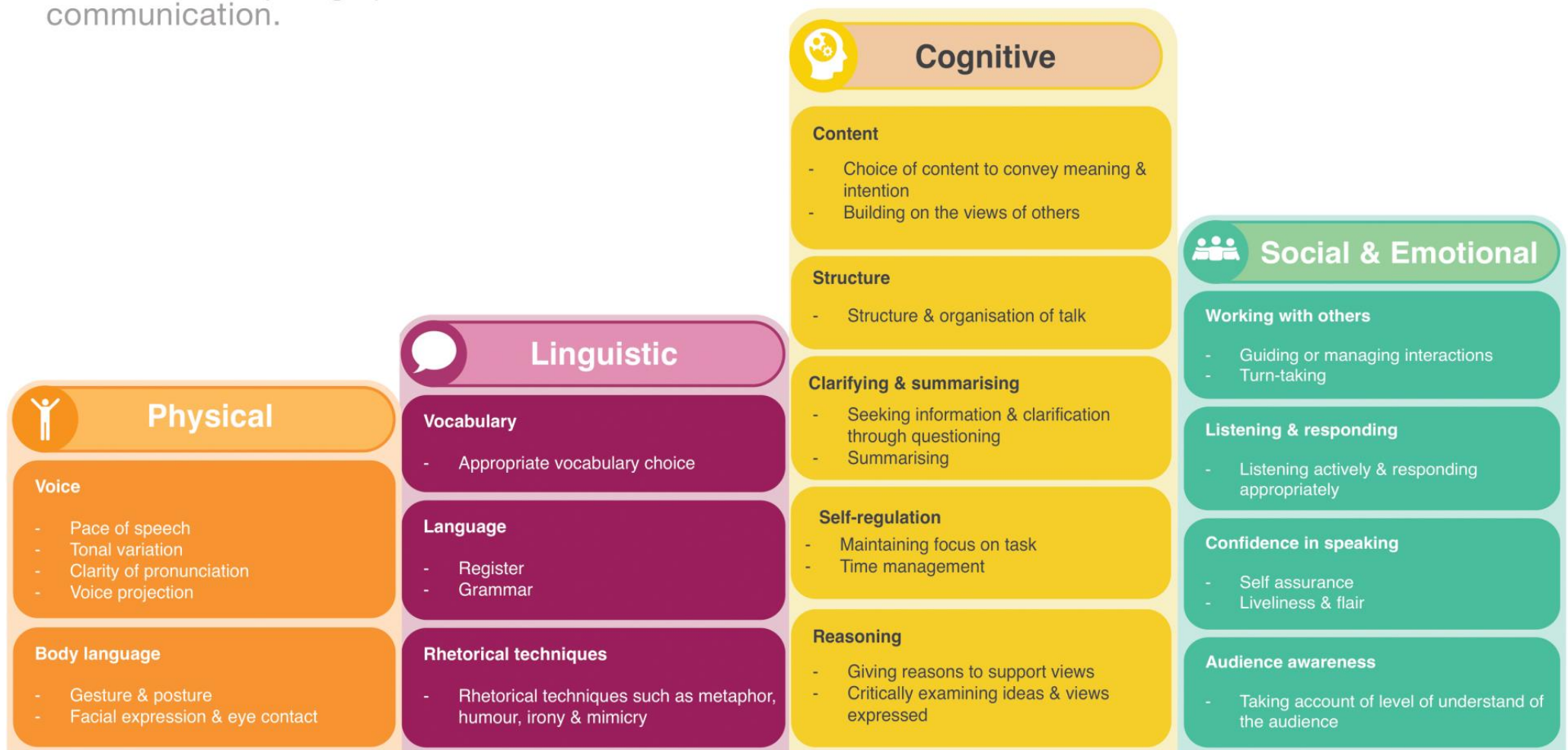
Supportive- children articulate their ideas freely, without fear of embarrassment over 'wrong' answers; and they help each other to reach common understandings

Cumulative- teachers and children build on their own and each other's ideas and chain them into coherent lines of thinking and enquiry

Purposeful- teachers plan and steer classroom talk with specific educational goals in view

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.



EYFS Oracy Endpoints

Skill	Emerging	Developing	Secure
Physical	<ul style="list-style-type: none"> - Begin to sit with legs crossed during listening time - Begin to make eye contact to show you are listening -Begin to respond to show me 5 	<ul style="list-style-type: none"> • Make eye contact to show you are listening • Respond to show me 5 -I can use an appropriate volume in different scenarios e.g. inside and outside voice. 	<ul style="list-style-type: none"> •Consistently make eye contact to show you are listening and use appropriate body language. • Consistently respond to show me 5. -I can adjust the volume of my voice for different contexts.
Linguistic	<ul style="list-style-type: none"> -I can speak loud enough to be heard. 	<ul style="list-style-type: none"> -Use talk in play to practice new vocabulary e.g. lighter, heavier 	<ul style="list-style-type: none"> -Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'.
Social and Emotional	<ul style="list-style-type: none"> -Sit facing a partner -Listen carefully to what your partner is saying -Take turns in speaking and listening. 	<ul style="list-style-type: none"> • Apply talk skills within a talk group as well as talk partners. • Build skills to be able to talk to a different partner • Start to talk, share ideas and listen to others at group times. • Growing understanding that we do not interrupt when someone is talking. • Growing understanding that a TP might need time to think before responding to a question. 	<ul style="list-style-type: none"> • Encouraging children to talk and share their strengths and weaknesses about discussions they have had. • Growing understanding of why talk rules are important (eg: why we turn to face someone) •Understand and follow talk rules around TP and group times - Start to support a TP with any misconceptions they might have (eg: check your partners counting) • Have an awareness of children who do not have a talk partner and join them in their conversation.
Cognitive	<ul style="list-style-type: none"> -I can repeat key knowledge in my learning. 	<ul style="list-style-type: none"> • Use resources given to stimulate talk e.g. curiosity box. • I can repeat key knowledge in my learning. 	<ul style="list-style-type: none"> • Preparing children ready for KS1 dialogic talk expectations. • I can repeat key knowledge in my learning and begin to ask questions to further my understanding.

Voice 21 Teaching ideas for EYFS

- Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Give specific praise when they adopt a role and use language appropriately.
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.

-Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'

	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>
Physical	<ul style="list-style-type: none"> • I can usually listen and respond appropriately. • I can join in whole class chanting. • I can show the right body language i.e. turn to face the speaker. • Respond immediately to adult's requests to listen. • I can look at the person(s) I am talking to. 	<ul style="list-style-type: none"> • I can listen and respond appropriately. • I can join in whole class chanting. • I am beginning to expand on others ideas. • I can take turns to speak with my talk partner. 	<ul style="list-style-type: none"> • I can listen and respond appropriately. • I can join in whole class chanting. • I can expand on others ideas.
Linguistic	Take opportunities to try out new language, even if it is not always correctly used	Begin to speak in sentences using joining phrases to link ideas	Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...' Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller
Social and Emotional	<ul style="list-style-type: none"> • I can take turns in speaking. • Understand that children may need time to think before responding • Follow a taught scaffold to support peers. 	<ul style="list-style-type: none"> • I am beginning to understand that others may have different ideas or opinions. • I know what speaking and listening is like in different situations. 	<ul style="list-style-type: none"> • I can support peers with recalling key knowledge. • I can repeat and explain what my talk partner has said. • I understand that others may have different ideas or opinions.
Cognitive	<ul style="list-style-type: none"> • I can repeat key knowledge in my learning. • I can share my ideas. • I can repeat key knowledge in my learning. • I can discuss a range of ideas. • Use pictures as well as objects as a stimulus for talk. 	<ul style="list-style-type: none"> • I can discuss a range of ideas. • I can explain my ideas. • I can repeat key knowledge in my learning. 	<ul style="list-style-type: none"> • I can ask questions about my learning. • I can give my opinion about my learning. • I can explain my thinking. • I can listen and respond appropriately to what another pupil has said. • I can respond in a way appropriate to the task e.g. ask questions to further my understanding, give explanations, add more information or summarise others answers.

Voice 21 Teaching Ideas for Year 1

-Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.

-Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.

-As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?' -Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.

-Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

Voice 21 Teaching Ideas for Year 2

-Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.

-Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.

-Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.

-Use hot-seating and question tennis to develop pupils' questioning skills.

-Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.

Lower KS2 Oracy Endpoints

<u>Skill</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>
Physical	<ul style="list-style-type: none"> • I can face the speaker • I can keep my hands free and sit still 	<ul style="list-style-type: none"> • I can face the speaker • I can keep my hands free and sit still 	<ul style="list-style-type: none"> • I can face the speaker • I can keep my hands free and sit still

			<ul style="list-style-type: none"> • I can listen attentively and be ready to respond appropriately. • I can join in whole class rote repetition of key knowledge.
Linguistic	<ul style="list-style-type: none"> • I can speak loudly enough to be heard • I can use stem sentences, with prompting, to refer back to key knowledge sentences in my responses 	<ul style="list-style-type: none"> • I can speak loudly enough to be heard • I often answer in full sentences -Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable' 	<ul style="list-style-type: none"> • I can speak loudly enough to be heard • I can begin to use stem sentences independently to refer back to key knowledge sentences in my responses • I consistently answer in full sentences -Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain
Social and Emotional	<ul style="list-style-type: none"> • I will wait for my turn to speak • I will focus my listening on what the speaker is saying • I can listen and be ready to respond appropriately. • I know it is my turn to speak when I am nominated. • I can join in whole class rote repetition of key knowledge. 	<ul style="list-style-type: none"> • I can listen attentively and be ready to respond appropriately. • I know it is my turn to speak when I am nominated. I do not shout out. • I can join in whole class rote repetition of key knowledge. • I will wait for my turn to speak • I will focus my listening on what the speaker is saying • I can share my ideas and listen to opposing views. I can discuss a range of ideas • I will encourage others to share their ideas 	<ul style="list-style-type: none"> • I will wait for my turn to speak • I will focus my listening on what the speaker is saying • I can share my ideas and listen to opposing views. I can discuss a range of ideas • I will encourage others to share their ideas • I can express a difference of opinion kindly • I can begin to understand differences in opinions to my own and respond in a positive way when supported. I can use key knowledge to agree or disagree with a speaker • I know it is my turn to speak when I am nominated. I will not put my hand up or shout out.
Cognitive	<ul style="list-style-type: none"> • I can recall key knowledge and share my ideas and explain them • I can share my ideas and listen to opposing views. • I can discuss a range of ideas • I can use stem sentences, with support, to refer back to key knowledge sentences in my responses 	<ul style="list-style-type: none"> • I can use key knowledge to agree or disagree with a speaker. • I can recall key knowledge and share my ideas and explain them. • I can begin to ask questions to clarify understanding 	<ul style="list-style-type: none"> • I can recall key knowledge and share my ideas and explain them. • I can ask questions to clarify my understanding • I can justify my answer or opinion by beginning to use evidence.

Voice 21 Teaching Ideas for Year 3

- Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful
- Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions.
- Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.
- Play 'articulate' with specialist subject vocabulary.

Voice 21 Teaching Ideas for Year 4

- Introduce pupils to sentence stems to cite evidence and ask probing questions.
- Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such as list of three and rhetorical questions.
- Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.
- Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.
- When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.

Upper KS2 Oracy Endpoints

<u>Skill</u>	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>
Physical	<ul style="list-style-type: none">• I can listen attentively and be ready to respond appropriately using verbal PEE when modelled,	<ul style="list-style-type: none">• I can listen attentively and be ready to respond appropriately using verbal PEE with support. <p>Speak fluently in front of an audience,</p>	<ul style="list-style-type: none">• I can listen attentively and be ready to respond appropriately using verbal PEE independently. <p>Speak fluently in front of an audience consciously adapt, tone, pace and volume of voice.</p>

Linguistic	<ul style="list-style-type: none"> • I can use a projected voice with intonation and engage with all listeners (modelled) 	<ul style="list-style-type: none"> • I can use a projected voice with intonation and engage with all listeners (prompted) -I comfortably use idioms and expressions (prompted) 	<ul style="list-style-type: none"> • I can use a projected voice with intonation and engage with all listeners (independently) -I comfortably use idioms and expressions (independently)
Social and Emotional	<ul style="list-style-type: none"> • I can share my ideas and accept and opposing views. • I can understand differences in opinions to my own. 	<ul style="list-style-type: none"> • I can share my ideas and accept and understand opposing views. • I can ensure a fair distribution of discussion time. • I can take on a range of roles in a group discussion. • I can understand differences in opinions to my own and respond. 	<ul style="list-style-type: none"> • I can share my ideas and accept and understand opposing views. • I can ensure a fair distribution of discussion time. • I can take on a range of roles in a group discussion • I can expand and build on others' PEE contributions in a supportive role. • I can understand differences in opinions to my own and respond in a positive way.
Cognitive	<ul style="list-style-type: none"> • I can ask for clarification for help if needed. • I can refer back to key knowledge sentences in my responses (modelled) • I can summarise and share the key knowledge from a topic 	<ul style="list-style-type: none"> • I can summarise and share the key knowledge from a topic • I can ask questions to stimulate discussion • I can recall and make crosscurricular links (e.g. vertical/horizontal vocabulary) supported. • I can ask for clarification in a specific area if needed. • I can refer back to key knowledge sentences in my responses (prompted) 	<ul style="list-style-type: none"> • I can summarise and share the key knowledge from a topic • I can ask questions to stimulate discussion • I can ask questions to promote higher order thinking • I can refer back to key knowledge sentences in my responses (independent) • I can recall and make crosscurricular links (e.g. vertical/horizontal vocabulary) independently. • I can ask for clarification for deepening of understanding if needed. • I can refer back to key knowledge sentences in my responses (independent)

Voice 21 Teaching Ideas for Year 5

-Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'. -Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.

-Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.

-Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'

Voice 21 Teaching Ideas for Year 6

- Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.
- Practise 'power poses' to explore physical aspects of speaking
- Teach structures for building evidence-based arguments