Improving academic performance through the development of oracy

PHYSICAL

Voice
Body Language
Expression

- Fluency and pace of speech
- Tonal variation / interesting expression
- Clarity of pronunciation
- Gesture and posture
- Facial expression
- Eye contact
- Dress and levels of formality
- Body mirroring

1

LINGUISTIC

Vocabulary
Language variety
Sentence structures
Rhetorical techniques

- Appropriate vocabulary choice
- Register
- Grammar
- Structure and organisation of talk
- Rhetorical techniques, such as metaphor, humour, irony and mimicry

2

COGNITIVE

Content
Clarifying & summarising
Self-regulation
Reasoning
Audience awareness

- Choice of content to convey meaning
- Building on from the views of others
- Seeking information and clarifying ideas
- Stating opinions
- Justifying views and providing evidence
- Critically examining ideas and views expressed
- Summarising
- Maintaining focus on task
- Time management

3

SOCIAL & EMOTIONAL

Working with others
Listening & responding
Confidence in speaking
Relationships & connections

- Turn taking
- Guiding and managing interactions
- Listening actively and responding
- Working co-operatively
- Showing sensitivity of the feelings of others
- Take account of context and culture
- Levels of confidence

4

TOOLKIT

Structures
Formats
Use

- Awareness of a variety of formats for speaking and listening.
- Able to participate in a wide variety of different types of talk.
- Understanding of what resources are needed for different types of talk activity.
- Common language of talk.

5

OWNERSHIP

Selection of tools
Adapting ideas
Leading and managing
Monitoring performance

- Ability to independently select a format / routine for talk
- Adapting routines and formats to suit the group and purpose of talk
- Awareness of the factors that make talk more or less successful
- Metacognition of speaking & listening
- Leading and managing group talk
- Monitoring progress and keeping track of action points
- Setting up successful talk: ground rules, size of group, seating arrangements, resourcees

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The framework is designed to support both teachers and pupils

Teachers:

- Identifying areas of focus for a particular talk activity.
- Ideas for aspects of oracy to model and explicitly teach.
- Awareness of potential barriers pupils may face and seeking ways to remove or minimise these barriers.
- A framework for helping pupils to progress in their use of oracy, particularly with a focus on talk for learning
- A mechanism for providing feedback and setting targets.

Pupils:

- Increasing pupils' understanding of what constitutes high quality talk.
- An appreciation of the skills involved in talk.
- A framework for self-assessing and peer-assessing.
- Support for how to improve 'talk' for learning.
- Creating their own toolkit of talk formats, so that in the future they can self-select formats and activities.
- Becoming increasingly self-sufficient in using talk as a learning tool.

For leaders:

- Which aspects of talk are strongest in the school?
- Which aspects are most in need of development?
- How are skills being developed in different year groups / across the school?
- Identification of resources and training that might support the development of oracy.
- A mechanism for mapping and auditing provision.
- A tool to help give feedback to teachers using oracy in the classroom.