



Ysgol Fabanod Cwmaber Infants School



Cwmaber Junior School
Ysgol Plant Iau Cwmaber

The Four Purposes

At the heart of our oracy framework lie the Four Purposes. Everything that we do is to enable These Four Purposes to be met:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Discussion Sentence Stems

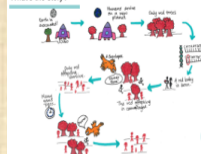
These sentence stems support pupils of all ages and abilities to access partner or group discussion.

Sentence Stems			Sentence Stems		
Progression Step 1			Progression Step 2		
Phrase	Use	Answer	Phrase	Use	Answer
I will go to...	I will make...	I want to...	I think.....	I think.....	Never think.....
			I predict.....	I like best.....	I predict that.....
			I predict..... and suggest.....	My partner thinks.....	I suggest because.....
	I will write.....	I played with.....	I think they will be able to increase.....	I agree because.....	I feel I thought..... but now I know.....
to be so/with.....	I will work with.....	I was so/with.....	They are both.....	I disagree because.....	Having listened to my partner's ideas.....
Discuss.....		It made this..... and.....		I prefer because.....	
Questions/Responses			Evaluations	Comparison	Argument
			I found..... hard / easy because.....	It is the same because.....	Yes because.....
			I just think..... that law.....	It is different because.....	No because.....
What did you do.....?	Where did you go.....?	You could change.....	Next time I think.....	They are able because they are both.....	It is right.....
Why did you.....?	I like the song.....	You have.....	It was interesting because.....	They are similar because.....	It is wrong.....
			I like the part where..... because.....		I agree / disagree because.....
How did you.....?	I like this location.....				However.....
			I found this piece of work hard / easy because.....		

Talk For Writing

Pie Corbett's "Talk for Writing" approach is used across the school to enable children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. Story mapping and orally rehearsing as a class are key elements of the approach.

What's the story?



Oracy

Teaching and Learning- The Cwmaber Oracy Framework

We recognise that oracy is the driving force in raising standards across our school. Through a whole school approach in the use of Voice 21 strategies, we aim to equip our learners with the oracy skills needed in all areas of learning. Progression within and across the year groups is planned for, using the Voice 21 Framework, with a focus oracy skill each half term. A range of strategies have been implemented, but we make particular use of The Bullseye to develop reflective skills, extended sentences, reasoning, opinions, MFL and Welsh. Bullseyes are also used to ensure a consistent approach to annotating the Proud to Be Me Folders. Wherever possible, we use Welsh contexts, to develop Cynefin.

Discussion Guidelines

Each class agrees on discussion Guidelines that everyone is familiar with and is referred to during oracy sessions.

This helps to maintain a safe, effective and respectful environment for talk. These are progressive and build upon the expectations from the previous year group. For example:

Nursery/Reception	Year 1	Year 2
• We take turns to talk • We listen to each other • We use a loud voice	• We wait until someone finishes speaking before speaking • We look at each other when we speak. • We use a loud voice	• We use a loud, clear voice • We make eye contact with the speaker • We don't interrupt • We can agree or disagree • We focus on the topic

Talking Roles

Through a range of games and activities, we teach our learners to take on different talking roles, in order to communicate their ideas, speak for different purposes and share ideas, opinions and feelings using developing vocabulary. These discussion roles help to manage and support group discussions. They also help to develop speaking and listening skills. We have developed expectations for each Progression Step:

Talking Rules			
	Asker	Reser	Challenger
F&A			
	I think...that I like I don't like	I agree I disagree	
F&B	I believe...that	I also know...that	But I think...that
	I do/don't	I also think...that	But I believe...that
	Is my opinion To begin with	Building on their idea	However

Talking Tuesday/Time for Talk

Pupils are taught oracy skills during dedicated oracy lessons on a weekly basis. During these lessons pupils are taught listening skills, vocabulary and discussion techniques through a range of activities as shown.

Groupings

Groupings support talk for different purposes. Groupings are chosen to suit the purpose of a discussion and the number of pupils involved.



We have developed this Progression Matrix to ensure sophistication in oracy skills through different contexts: We use a range of groupings to encourage learners to speak in a range of contexts and for different purposes.

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	Circle	Pairs	Triaverse	Trios	Nast	Onion	Cosch Onion
Nursery							
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							

We have agreed on Three Whole School Priorities for every class to focus on, when planning for oracy:

- Agree on class guidelines/Protocols display. Refer to during activities (e.g Thumbs in)
- Display for Voice 21- Working wall with current sentence stem, protocols, groupings, overview of oracy framework.
- Spend time observing oracy within a group- note interactions and type of oracy used

The Four Strands- Assessing Oracy

	Physical- My Body and Voice	Cognitive- My Brain	Linguistic -My Words	Social and Emotional- Other People	Physical- My Body and Voice	Linguistic -My Words
						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Speak audibly so they can be heard and understood	Describe an experienced event	Express needs clearly to a familiar adult or peer.	Take turns in games and speaking.	Use gestures to support meaning eg in a T4W recital.	Say what they think of their work
Year 1	Speak clearly and confidently in a small group of known peers.	Sequence events using the language of time or number.	Begin to use sentence stems with some prompting.	Take turns in games and speaking.	Use non-verbal signals to indicate agreement or disagreement.	Recognise when the wrong stem has been used and choose a more appropriate one.
Year 2	Speak clearly and confidently using a script eg live presentation in showcase.	Include because in their contribution to justify ideas.	Use sentence stems independently even if not always appropriately.	Be able to independently take turns and ensure all members contribute.	Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build.	Choose the most appropriate stem independently.

Strategies to develop oracy

Talking tokens/Lego

Talk Detectives

Barrier Games

Odd one Out (Explorify website)

Develop use of Bullseye- scoring,
making own, removing scaffold when
confident.

Talking Roles

Groupings

Sentence Stems displayed e.g on
speech bubble

Would you rather?