Voice 21

Curriculum Design Toolkit

Our Curriculum Design pathway will enable your Oracy Champions to design and implement an ambitious, context-driven curriculum for oracy which supports every student to progress in oracy during their time at school.

The Curriculum Design toolkit will support you to inform curriculum planning and ensure that students are building upon prior learning.

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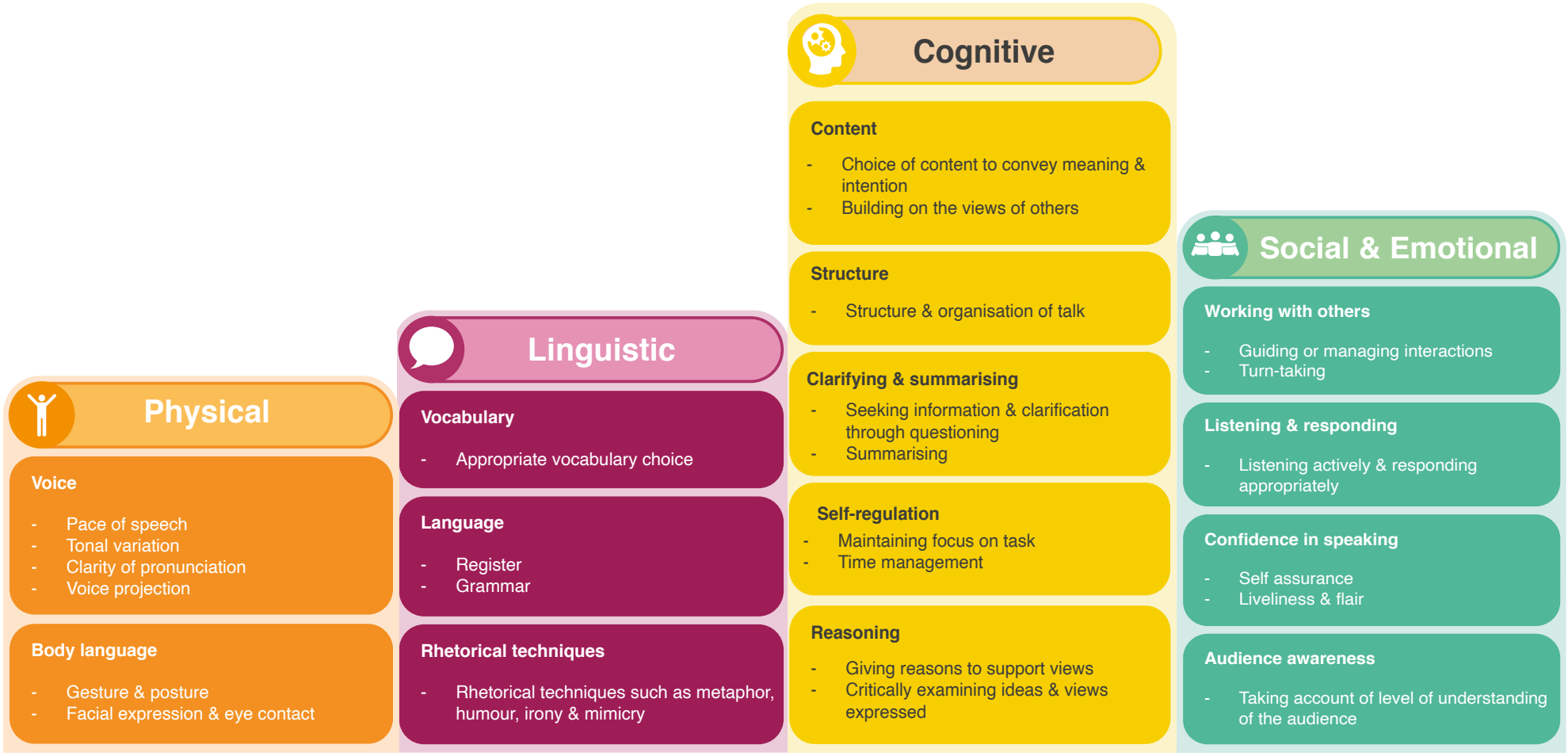
The Oracy Framework

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



Voice 21

Primary Curriculum Planning Tool

The Curriculum Planning Tool is intended to be used to inform curriculum planning, where new challenges and opportunities for oracy build on previous learning. This is not an assessment tool but should support you to place pupil voice at the heart of your planning.

The Planning Tool breaks down key oracy objectives into year groups from Reception to Year 6 and looks closely at each through the lens of the Oracy Framework, including example outcomes and teaching ideas for each one.

Physical

RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)	YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
To use gesture to support meaning in play. To speak audibly so they can be heard and understood.	To use body language to show listening. To experiment with adjusting tone, volume and pace.	To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To speak clearly and confidently in a range of contexts.	To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences.	To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.	For body language to become increasingly natural. To project their voice to a large audience.	To have a stage presence. To adjust tone, volume and pace for a given purpose and audience.

Linguistic

RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)	YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with… because …' 'Linking to …').	To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas.	To use specialist vocabulary. To be able to use specialist language to describe their own and others' talk. To make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To use an increasingly sophisticated range of sentence stems with accuracy.	To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions.

Cognitive

RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)	YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail.	To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order.	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.	To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track.	To construct a detailed argument or complex narrative. To assess different viewpoints and present counter-arguments. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To acknowledge and explain changes of position.

Social & Emotional

RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)	YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
To listen to others. To take turns to speak.	Listen carefully to others. To participate in group discussions independently of an adult.	To encourage everyone to contribute. To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre-prepared material.	Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.	To use more natural and subtle prompts for turn taking. To develop an awareness of audience. To consider the impact of their words on others when giving feedback.	Listening actively for extended periods of time. To speak with flair and passion.	To use humour effectively. To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions. To develop an awareness of group dynamics and invite those who haven't spoken to contribute.

Reception (4-5 years old)

Physical	Linguistic	Cognitive	Social & Emotional
To use gesture to support meaning in play. To speak audibly so they can be heard and understood.	To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail.	To listen to others. To take turns to speak.

Example outcomes:

- Effective partner talk.
- A visit to supermarket or post office to practice speaking to an unfamiliar adult.
- Opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.

Teaching ideas:

- Provide students 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 students' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
- Support students' 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 students to develop an awareness of the volume of their voice through modelling and chances for them to practise 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!'

Year 1 (5-6 years old)

Physical	Linguistic	Cognitive	Social & Emotional
To use body language to show listening. To experiment with adjusting tone, volume and pace.	To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with… because …' 'Linking to …').	To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order. To ask a question when they haven't understood.	Listen carefully to others. To participate in group discussions independently of an adult.

Example outcomes:

- To take part in a small group discussion without an adult.
- To be filmed speaking and use this for reflection.
- To speak in front of a larger audience e.g. during an assembly.

Teaching ideas:

- Introduce students 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 students' 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 students to the roles of the 'builder' and 'challenger'. Equip students with sentence stems to fulfil each role.
- Draw students' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

Year 2 (6-7 years old)

Physical	Linguistic	Cognitive	Social & Emotional
To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To speak clearly and confidently in a range of contexts.	To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas.	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.	To encourage everyone to contribute. To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre-prepared material.

Example outcomes:

- Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.
- Participate in a short 'show and tell' session.

Teaching ideas:

- 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 students to practise speaking in different contexts e.g. having tea with the Queen, talking to a sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage students to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
- Use hot-seating and question tennis to develop students' questioning skills.
- Praise students 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.

Year 3 (7-8 years old)

Physical	Linguistic	Cognitive	Social & Emotional
To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences.	To use specialist vocabulary. To be able to use specialist language to describe their own and others' talk. To make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').	To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions.	Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.

Example outcomes:

- Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.
- Become a storyteller for an authentic audience.
- Present to an audience of older or younger students.
- Chair a discussion.
- Hold a class meeting.

Teaching ideas:

- 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 students to reflect on their discussions.
- Introduce 'Talk Detectives' to support students to reflect on their talk and raise students' awareness of what makes good discussion.
- Scaffold students' 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.

Year 4 (8-9 years old)

Physical	Linguistic	Cognitive	Social & Emotional
To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.	To use more natural and subtle prompts for turn taking. To develop an awareness of audience. To consider the impact of their words on others when giving feedback.

Example outcomes:

- To use talk for a specific purpose e.g. to persuade or to entertain.
- To speak in front of a larger audience of adults e.g. a group of eight.
- To collaboratively solve a problem.
- To speak with an unknown adult for a specific purpose, e.g. market research or ordering.
- To undertake peer teaching.
- To perform poetry by heart.

Teaching ideas:

- Introduce students 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 list of three and rhetorical questions.
- Create opportunities for students to reflect on their own oracy skills and those of their peers, and set targets for improvement.
- Set up discussions where each student has key information to bring to the discussion. E.g. each student 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.

Year 5 (9-10 years old)

Physical	Linguistic	Cognitive	Social & Emotional
For body language to become increasingly natural. To project their voice to a large audience.	To use an increasingly sophisticated range of sentence stems with accuracy.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track.	Listening actively for extended periods of time. To speak with flair and passion.

Example outcomes:

- Enter a debate competition.
- BBC school report.
- Create a Youtube Channel.
- Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.
- Leading a parents' evening.
- Compering a school talent show or event.
- Slam poetry.
- Stand up comedy.

Teaching ideas:

- 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 ...'

Year 6 (10-11 years old)

Physical	Linguistic	Cognitive	Social & Emotional
To have a stage presence. To adjust tone, volume and pace for a given purpose and audience.	To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions.	To construct a detailed argument or complex narrative. To assess different viewpoints and present counter-arguments. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To acknowledge and explain changes of position.	To use humour effectively. To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions. To develop an awareness of group dynamics and invite those who haven't spoken to contribute.

Example outcomes:

- Give a speech to an audience of peers and adults.
- Lead School Council.
- Mentor or teach younger students.
- Lead an assembly.
- Act as a tour guides for prospective parents.
- Record their own sports commentary.

Teaching ideas:

- 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.

References

The multidisciplinary literature search upon which the tool was based can be found below.

	AUTHORS & DATE	TITLE	AGE GROUP	AUDIENCE
1	Oxfam (2015)	Education for Global Citizenship: A guide for schools	Pre -primary/early years, Primary, Secondary	Students
2	Soter et al (2008)	What the discourse tells us: Talk and indicators of high-level comprehension	Primary, secondary	Researchers
3	Reznitskaya & Wilkinson (2017)	Argumentation Rating Tool	Primary, secondary	Teachers
4	Hennessy et al. (2016)	Teacher Scheme for Educational Dialogue Analysis	Primary, secondary	Teachers
5	Oracy Cambridge (2021)	Oracy assessment Toolkit	Primary, secondary	Researchers, teachers
6	First Steps (2013)	Speaking and Listening Map of Development	Primary, secondary	Teachers
7	DIALLS (2021)	Dialogue Progression Tool	Pre -primary/early years, Primary, Secondary	Teachers
8	Ravenscroft, T.M. (2020)	Skills Builder Universal Framework of Essential Skills	Pre -primary/early years, Primary, Secondary	Teachers
9	The Communication Trust	Universally Speaking	Pre -primary/early years, Primary, Secondary	Teacher

For more information or to speak to a member of the Voice 21 team please email: schools@voice21.org

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Secondary Curriculum Planning Tool

The Curriculum Planning Tool is intended to be used to inform curriculum planning, where new challenges and opportunities for oracy build on previous learning. This is not an assessment tool but should support you to place pupil voice at the heart of your planning.

The Planning Tool breaks down key oracy objectives into key stages from Key Stage 3 to Key Stage 5 and looks closely at each through the lens of the Oracy Framework, including example outcomes and teaching ideas for each one.

Physical

KEY STAGE 3 (11-14 YEARS)	KEY STAGE 4 (14-16 YEARS)	KEY STAGE 5 (16-18 YEARS)
To use body language to show active listening and support meaning when speaking. To adjust tone, volume and pace according to purpose and audience. To speak clearly in a range of contexts.	Natural use of body language when speaking and listening. Deliberate crafting of the listener's journey through changes to tone, volume and pace (e.g. to create suspense or comic timing).	To use body language to facilitate and maintain effective communication (e.g. to smile encouragingly at the person who is speaking, to signal desire to speak). To deliberately adjust tone, volume and pace to suit a wide range of purposes and audiences.

Linguistic

KEY STAGE 3 (11-14 YEARS)

To adapt how they speak in different situations according to audience.

To use a range of sentence stems, e.g. to signal when building on or challenging others' ideas.

To use specialist language to describe their own and others' talk.

To use common language and rhetorical devices for deliberate effect.

To vary sentence structures and length for effect when speaking.

To understand and use devices like sarcasm and mimicry.

To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.

KEY STAGE 4 (14-16 YEARS)

To use and innovate on an increasingly sophisticated range of sentence stems with accuracy.

To use humour, irony and mimicry.

To judge when appropriate to use specialist language.

To be able to speak in an academic register when appropriate.

KEY STAGE 5 (16-18 YEARS)

To use a sophisticated range of sentence stems to facilitate and maintain effective communication.

To draw upon a wide vocabulary to achieve planned effect.

To judge appropriateness and effect of register and grammar in different situations according to audience and purpose.

To use a variety of rhetorical techniques to enhance meaning and build rapport with listeners.

Cognitive

KEY STAGE 3 (11-14 YEARS)

To ask questions to find out more about a subject.

Linking ideas to summarise them.

To build on, challenge and reason with ideas to develop new ideas.

To make connections between what has been said and their own and others' experiences.

To reflect on their own and others' oracy skills and identify how to improve.

To structure extended presentational talk e.g. beginning, middle, end.

To offer opinions that aren't their own.

To reach shared agreement in discussions.

To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.

To identify when a discussion is going off topic and to be able to bring it back on track.

To acknowledge and explain changes of position.

KEY STAGE 4 (14-16 YEARS)

To construct a detailed argument or complex narrative.

To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.

To structure their talk in abstract and sophisticated ways e.g. grouping ideas by theme.

To counter-argue and make counter proposals to problem-solve and move discussions forward.

To be able to negotiate – recognise the importance of giving ground and be able to do this.

KEY STAGE 5 (16-18 YEARS)

To cite evidence, with mature and appropriate reference points.

To clearly and consistently relate responses to the contributions of others to build on, challenge and reason with ideas.

To critically examine a range of ideas and perspectives.

To seek information and clarification through an increasingly sophisticated use of questioning.

To contrast and summarise a range of perspectives, arguments and evidence.

To reflect on changes of position in a discussion.

To offer increasingly sophisticated reflections on their own and others' oracy skills and identify how to improve.

Social & Emotional

KEY STAGE 3 (11-14 YEARS)

Use active listening skills.

To use more natural and subtle prompts for turn taking.

To be aware of others who have not spoken and to invite them into discussion.

Confident delivery of pre-prepared material.

To develop increased awareness of audience, e.g. level of understanding, and adapt the content of their speech accordingly.

To consider the impact of their words on others when giving feedback.

KEY STAGE 4 (14-16 YEARS)

Confident delivery of pre-prepared and spontaneous material.

To be comfortable organising group talk e.g. as a chairperson.

To develop an advanced awareness of audience, e.g. offers alternate viewpoints sensitively.

KEY STAGE 5 (16-18 YEARS)

To listen to, and reflect on, another person's point of view and respond appropriately. To draw out subtext when listening.

To engage in conversation with an unfamiliar adult as an equal.

To facilitate and maintain effective communication, e.g. intervene/ offer feedback sensitively, redirect.

KS3 (11-14 years old)

Physical	Linguistic	Cognitive	Social & Emotional
To use body language to show active listening and support meaning when speaking.	To adapt how they speak in different situations according to audience.	To ask questions to find out more about a subject.	Use active listening skills.
To adjust tone, volume and pace according to purpose and audience.	To use a range of sentence stems, e.g. to signal when building on or challenging others' ideas.	Linking ideas to summarise them.	To use more natural and subtle prompts for turn taking.
To speak clearly in a range of contexts.	To use specialist language to describe their own and others' talk.	To build on, challenge and reason with ideas to develop new ideas.	To be aware of others who have not spoken and to invite them into discussion.
	To use common language and rhetorical devices for deliberate effect.	To make connections between what has been said and their own and others' experiences.	Confident delivery of pre-prepared material.
	To vary sentence structures and length for effect when speaking.	To reflect on their own and others' oracy skills and identify how to improve.	To develop increased awareness of audience, e.g. level of understanding, and adapt the content of their speech accordingly.
	To understand and use devices like sarcasm and mimicry.	To structure extended presentational talk e.g. beginning, middle, end.	To consider the impact of their words on others when giving feedback.
	To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.	To offer opinions that aren't their own.	
		To reach shared agreement in discussions.	
		To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.	
		To identify when a discussion is going off topic and to be able to bring it back on track.	
		To acknowledge and explain changes of position.	

Example outcomes:

- Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator, talking to a visitor in the classroom or making a phone call to an unfamiliar adult.
- To deliver a speech to a large audience.
- To collaboratively solve a problem.
- To receive feedback from a peer or audience member on their oracy skills.
- Speaking to an expert, or senior community member.
- To engage in real-world contexts for purposeful talk, e.g. sports commentary, tour guiding, storytelling, chairing a discussion.

Teaching ideas:

- Introduce sentence stems to support meaning for both speaker and their audience.
- Use actions to support memorisation of key words and phrases for presentational talk, e.g. a speech.
- Create different role play scenarios which enable students to practise speaking in different contexts e.g. having tea with the Queen, talking to a sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage students to elaborate on their ideas, e.g. ‘tell me more’ or ‘just a minute’.
- Use hot-seating and question tennis to develop students’ questioning skills.
- Praise students 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.
- Before students deliver presentational talk, create structured opportunities for students to reflect on what will engage their audience and the skills they need to be successful.
- Support understanding of turn-taking through making talk visible and accountable, e.g. by using counters as ‘talk tokens’ or using an object to signify who’s turn it is to speak.
- Scaffold reflection on talk through the use of specific success criteria.

KS4 (14-16 years old)

Physical	Linguistic	Cognitive	Social & Emotional
Natural use of body language when speaking and listening. Deliberate crafting of the listener's journey through changes to tone, volume and pace (e.g. to create suspense or comic timing).	To use and innovate on an increasingly sophisticated range of sentence stems with accuracy. To use humour, irony and mimicry. To judge when appropriate to use specialist language. To be able to speak in an academic register when appropriate.	To construct a detailed argument or complex narrative. To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate. To structure their talk in abstract and sophisticated ways e.g. grouping ideas by theme. To counter-argue and make counter proposals to problem-solve and move discussions forward. To be able to negotiate - recognise the importance of giving ground and be able to do this.	Confident delivery of pre-prepared and spontaneous material. To be comfortable organising group talk e.g. as a chairperson. To develop an advanced awareness of audience, e.g. offers alternate viewpoints sensitively.

Example outcomes:

- Debating/ enter a debate competition.
- To speak with an unknown adult for a specific purpose, e.g. for market research or placing an order.
- To receive feedback from a peer or audience member on their oracy skills.
- Create TV or Radio adverts.
- Mock election hustings.
- Peer teaching.
- Perform poetry by heart.
- Acting as mentors or tutors to younger students.
- Mock/real interviews.
- Making a phone call to an unfamiliar adult in another language.
- Networking.
- BBC school report.
- Create a Youtube Channel.

Teaching ideas:

- Teach listening strategies: macro/micro listening; note taking, summarising and paraphrasing.
- Give concrete structures for students to use when planning for extended presentational talk. E.g. circular, layered, diamond.
- Create contexts where negotiation and listening are centre stage: using a consensus circle, acting as a jury in a mock trial, having to take a decision as a prom committee.
- Teach sentence stems for negotiation, to help students to reach shared agreement e.g. ‘It sounds like we all agree on…’ ‘One thing we all have in common is…’ ‘An area of similarity is…’
- Encourage reflection on talk using specific terminology and success criterias.
- Introduce students to formality as a continuum, and encourage the movement of phrases and sentences between different points along it depending on context.
- Create scenarios where students have to offer opinions which aren’t their own or develop arguments for a certain point of view: role play, debate, mock trials.

KS5 (16-18 years old)

Physical	Linguistic	Cognitive	Social & Emotional
To use body language to facilitate and maintain effective communication (e.g. to smile encouragingly at the person who is speaking, to signal desire to speak). To deliberately adjust tone, volume and pace to suit a wide range of purposes and audiences.	To use a sophisticated range of sentence stems to facilitate and maintain effective communication. To draw upon a wide vocabulary to achieve planned effect. To judge appropriateness and effect of register and grammar in different situations according to audience and purpose. To use a variety of rhetorical techniques to enhance meaning and build rapport with listeners.	To cite evidence, with mature and appropriate reference points. To clearly and consistently relate responses to the contributions of others to build on, challenge and reason with ideas. To critically examine a range of ideas and perspectives. To seek information and clarification through an increasingly sophisticated use of questioning. To contrast and summarise a range of perspectives, arguments and evidence. To reflect on changes of position in a discussion. To offer increasingly sophisticated reflections on their own and others' oracy skills and identify how to improve.	To listen to, and reflect on, another person's point of view and respond appropriately. To draw out subtext when listening. To engage in conversation with an unfamiliar adult as an equal. To facilitate and maintain effective communication, e.g. intervene/ offer feedback sensitively, redirect.

Example outcomes:

- Harkness discussions.
- Mock/real interviews.
- Acting as mentors or tutors to younger students.
- To speak with an unknown adult for a specific purpose, e.g. enquiring about a job vacancy.
- To deliver a speech to an unfamiliar audience.
- To receive feedback from a peer or audience member on their oracy skills.

Teaching ideas:

- Encourage students to reflect on the development of their oracy skills over time by comparing Harkness tracking tools completed at different stages of the course.
- Encourage students to think tactically about their contributions during discussions (building, probing, challenging, summarising, clarifying) and to reflect on their own, and others', contributions during a discussion.
- Give students different roles in discussions (e.g. chair, summariser, devil's advocate) and ask them to reflect on the skills needed for each role.
- Encourage students to reflect on the formality of their language use in different contexts.
- Create scenarios where students are introduced to a range of different perspectives, to support students to navigate differences of opinion in a dialogue.
- Introduce students to discussions with increasing levels of ambiguity, e.g. where there is no 'right' answer or multiple 'right' answers.
- Teach sentence stems for managing this ambiguity, e.g. 'X thinks this because … and Y thinks this because …', 'what both these views have in common is …'

References

The multidisciplinary literature search upon which the tool was based can be found below.

	AUTHORS & DATE	TITLE	AGE GROUP	AUDIENCE
1	Oxfam (2015)	Education for Global Citizenship: A guide for schools	Pre -primary/early years, Primary, Secondary	Students
2	Soter et al (2008)	What the discourse tells us: Talk and indicators of high-level comprehension	Primary, secondary	Researchers
3	Reznitskaya & Wilkinson (2017)	Argumentation Rating Tool	Primary, secondary	Teachers
4	Hennessy et al. (2016)	Teacher Scheme for Educational Dialogue Analysis	Primary, secondary	Teachers
5	Oracy Cambridge (2021)	Oracy assessment Toolkit	Primary, secondary	Researchers, teachers
6	First Steps (2013)	Speaking and Listening Map of Development	Primary, secondary	Teachers
7	DIALLS (2021)	Dialogue Progression Tool	Pre -primary/early years, Primary, Secondary	Teachers
8	Ravenscroft, T.M. (2020)	Skills Builder Universal Framework of Essential Skills	Pre -primary/early years, Primary, Secondary	Teachers
9	The Communication Trust	Universally Speaking	Pre -primary/early years, Primary, Secondary	Teacher

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