

The Oracy Curriculum

National Curriculum Aims [DfE]

- Pupils to become successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contributions to society

The importance of oracy

Key Stage 3: Programme of Study

Teaching will develop ‘cognitive’, ‘linguistic’, ‘physical’ and ‘social’ oracy skills.

Students are to be able to become confident, eloquent speakers, able to use their voices and bodies to communicate effectively.

Students are able to describe their own and others’ speech using technical descriptors which enable a constructive critique.

Students are conscious of the requirements of different contexts and are able to adapt their oracy to them.

Key concepts for Oracy

There are a number of key concepts which underpin the study of oracy:

Competence

- a. Develop a deliberate and purposeful use of verbal and non-verbal carriers of meaning¹
- b. Develop the capacity to marshal the resources of knowledge and execute intellectual processes in the moment, as the situation requires
- c. Master systematic,² well-attuned³ and mutually respectful listening
- d. Learn to describe and analyse one’s own speech and the speech of others

¹ With the exclusion of writing

² I.e. a kind of mental note-taking

³ Sensitive to turns-at-talk, responses to specific kinds of utterance like questions, instructions and so on

Creativity

- a. Develop and deploy an individual style with regard to verbal and non-verbal carriers of meaning; maintain this through the thickness and thinness of any context
- b. Deploy reasoned and original content in your speech

Cultural understanding

- a. Appreciate the possibility of different contexts for speech and understanding the different ways of exercising oracy skills appropriately
- b. Understand the importance of oracy in one's own life and in the lives of others
- c. Appreciate the variety and diversity of spoken idioms across different regions and communities
- d. Communicate effectively across cultural boundaries

Critical understanding

- a. Understand, describe and analyse the speech of others
- b. Understand, describe and analyse the significance of a given spoken utterance in its context
- c. Appreciate the differences between a spoken and a written utterance, as well as how writers and speakers can use these differences

Key processes: Students should be able to...

Physical skills

- a. Develop an authentic and audible voice
- b. Develop an open posture
- c. Understand and deploy a range of prosodic variation as the occasion suits
- d. Understand and deploy a range of gestural variation as the occasion suits

Linguistic skills

- a. Make informed lexical choices in speech
- b. Demonstrate a command of grammatical devices and the way they are heard in speech
- c. Deploy simple conventional phrases and speech-acts such as greetings, thank-yous, etc.
- d. Adapt to the purpose at hand complex conventional genres such as fairy-tales, newspaper articles, scientific reports and so following

Cognitive skills

- a. Structure one's speech appropriately
- b. Be aware of and make allowances for the amount or deficiency of shared knowledge between speaker and interlocutor/audience
- c. Deploy a range of rhetorical devices in speech
- d. Make a valid argument

- e. Examine ideas, views and facts critically
- f. Question effectively
- g. Maintain focus on timing and upon the task at hand

Social skills

- e. Recapitulate and summarise for those who are not following talk
- f. Understand turns-at-talk and how to repair a conversation
- g. Maintain a constructive approach to the skills of others
- h. Be willing to take risks, socially
- i. Be willing to listen and capable of doing so effectively⁴

Range and content for Oracy

Oracy teaching must cover the full framework of oracy skills, as exercised in a representative variety of contexts {GLOSS}.

Students should practise and be prepared for:

Situation	Purpose / type of talk {GLOSS}	Relationship to audience	Shared understanding	Size of audience	Format	Rules
Groups in class of different sizes	Exploratory, expository	Friends, peers	Mixed	One-to-one, threes, groups	Face-to-face	Various
Individual talk	Expository, expressive	Friends, peers, familiar and unfamiliar adults	Mixed	Whole-school + parents	Face-to-face; possibly filmed	Rules for talks like rules of a game
Devised performance	Dramatic, poetic	Friends, peers, familiar and unfamiliar adults	Mixed	Whole-school + parents	Face-to-face; possibly filmed	Role
Interviewing adults	Interrogative	Unfamiliar adults	Low	One-to-one	Face-to-face; over the phone	Ad hoc
Presenting to community audiences	Expository, expressive	Unfamiliar adults	Low	Large audience, like a church-hall	Face-to-face; possibly filmed	Strict time limit

⁴ E.g. remembering what was said and acting upon particular kinds of utterance like questions or instructions.

Curriculum Opportunities

Oracy by its nature requires students to experience a range of unfamiliar contexts and pursue diverse purposes within them; these are accessed through projects which reach beyond the school environment or bring something of the wider world into that environment.

- a. Perform to an audience of non-peers
- b. Interact with the local community during a self-developed project

Attainment targets