



Oracy and Vocabulary Framework

Reviewed and refined using Strong Start Ofsted Research, Voice 21, Inspire Partnership,



Approach

At SNI we use a Word Aware approach for teaching vocabulary.

Select - carefully choose vocabulary from the curriculum

Teach - use a range of strategies to teach the new word including phonology – clap the syllables, initial sound, repeat to a partner, MTYT symbols – link it to a visual representation
semantics – discuss the definition and break down the word into its root sentence – put the word into a sentence action – act it out or use gestures
learning environment – put the word and / or symbol into provision for the children to use
real objects – where appropriate to demonstrate the meaning of a word

Activate – children need multiple opportunities to experience the word

Review – recall and retrieval is an essential part of vocabulary instruction


How do we select the right words to teach?






ATier 1	These are words used in everyday speech and are typically learnt through conversation. These words don't often require direct instruction as they are used at home, at school and with peers.
Tier 2	These are common words which occur across contexts. These words are used by mature language users and are more common in writing than everyday speech. They are words which make the most difference to the children's understanding of text.
Tier 3	These are low frequency words, limited to specific contexts e.g. topic related words or scientific terms. They are best learnt in the context of topics.









Approach

How do we teach the words we have selected?

 New Vocabulary in EYFS

-  New word
-  Initial sound
-  Clap it out
-  Meaning
-  Act it out

 New Vocabulary in KS1

-  New word
-  Clap it out
-  Meaning
-  Act it out
-  Opposite of..

How do we activate the words we have taught?

Which is the right sentence?

Agree or not?

MTYT- My turn your turn

When might you?

Thumbs up

When might someone say?

Objects of reference

Act it out



Approach

Vocabulary displayed in the classroom in meaningful contexts

Words are sent home on weekly journals

Planned vocabulary is targeted and linked in provision

Planned opportunities to review previously taught vocabulary

Word banks are displayed and referred to

Adults model using vocabulary in a variety of contexts

Resources

EYFS: LANGUAGE OF LEARNING
A HANDBOOK TO PROVOKE, PROVIDE AND EVALUATE LANGUAGE DEVELOPMENT

BY ALEX BEDFORD AND JULIE SHERRINGTON

UNITY JOHN CATT

PROMOTING HIGH QUALITY TALK IN MATHEMATICS

Evidence indicates that high quality talk can play an important role in supporting learning. This is reflected in multiple recommendations across the EEF's 'Improving Mathematics in the Early Years and Key Stage 1' and 'Improving Mathematics in Key Stages 2 and 3' guidance reports. The 'TOLD' acronym summarises four key principles for encouraging productive talk in mathematics lessons.

TAKE PART: To ensure that all pupils participate in talk, it is important to consider the opportunities and support for participation in mathematics lessons.

OPPORTUNITIES: To create opportunities for talking, it is important to be explicit and discuss 'points for discussion'. Open-ended questions such as 'How do you think...?' or 'Why do you think...?' are particularly helpful in gathering a range of possible responses from pupils.

LINKS: High quality questions to encourage pupils to make links between responses include: 'Can you tell me what you think about...?' 'Can you give me an example to illustrate your point?' 'How do you think or what has been said here?'

DEBATE: Pupils can provide feedback. Prompting pupils to debate enables key statements to be 'challenged'. This helps to develop pupils to compare and contrast multiple perspectives and strategies.

Further information and guidance can be found in the EEF's 'Improving Mathematics in the Early Years and Key Stage 1' and 'Improving Mathematics in Key Stages 2 and 3' guidance reports.

Oracy Education Commission

We need to talk.

The report of the Commission on the Future of Oracy Education in England
October 2024

Webinar

Strong foundations in the first year at school

Ofsted

The Oracy Skills Framework and Glossary

Oracy Cambridge
The English Skills Centre for Effective Schools/Commission

voice 21

Physical	Linguistic	Cognitive	Social & Emotional
<ul style="list-style-type: none"> Voice: Pitch of speaking, Tonal intensity, Clarity of pronunciation, Rate of production Body language: Gestures & posture, Facial expression & eye contact 	<ul style="list-style-type: none"> Vocabulary: Appropriate vocabulary choice Language: Register, Grammar Rhetorical techniques: Rhetorical techniques such as metaphor, humour, irony & mimicry 	<ul style="list-style-type: none"> Content: Clarity of content to convey meaning & relevance, Building on the views of others Structure: Structure & organisation of talk Clarifying & summarising: Seeking information & clarification through questioning/summarising Self-regulation: Monitoring focus on task, Time management Reasoning: Using evidence to support views, Challenging, evaluating, linking & cross-comparing 	<ul style="list-style-type: none"> Working with others: Quality of managing interactions, Turn-taking Listening & responding: Listening actively & responding appropriately Confidence in speaking: Self-confidence, Confidence & fluency Audience awareness: Taking account of level of understanding of the audience

Share attention (Sh)

Respond (R)

Expand (E)

Conversation (C)

Be at the child's level. Pay attention to what they are focused on.

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

Repeat what the child says and build on it by adding more words to turn it into a sentence.

Have extended back and forth interactions. Give children time to listen, process and reply.

PREPARING FOR LITERACY
Improving communication, language and literacy in the early years

- 1** Prioritise the provision of communication and language
- 2** Consider children's early learning using a balanced approach
- 3** Consider children's communication and language to help
- 4** Embed opportunities to develop self-regulation
- 5** Support parents to understand how to help their children learn
- 6** Use high quality assessment to ensure all children make good progress
- 7** Use high quality targeted support to help struggling children

VOCABULARY IN ACTION
Classroom strategies for vocabulary and language

Education Endowment Foundation

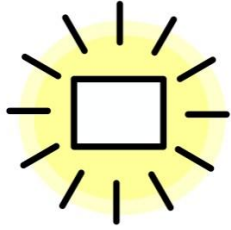
Robust strategies for teaching vocabulary and modelling language use in the classroom (adapted from Beck & McKeown). Use these techniques as part of teacher modelling, exploration, and pupil practice to support your vocabulary teaching.

- Bespoke Definitions**: Introduce words through explanations in everyday connected language, rather than dictionary definitions.
- Purposeful Variation**: Provide several contexts in which the word can be used purposefully or for alternative meanings.
- Immediate Interaction**: Build opportunities for pupils to interact with word meanings right away e.g. pair two target words, to support interaction with words in novel contexts: 'can splendour ever be unpleasant to look at?'
- Deep Processing**: Develop activities that require students to process the meanings of words in deep and thoughtful ways e.g. getting pupils to think hard about meanings, by identifying and explaining appropriate word usage.
- Active Interest**: Provide examples, situations and questions that are interesting and create discussion.
- Repetition, Repetition, Repetition**: Provide many encounters with target words, including through various contexts and retrieval activities.

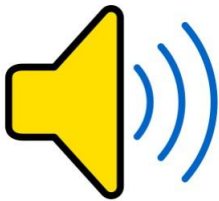
Adapted from Beck, I. L., McKeown, M. G. and Kucan, L. (2013) *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford.
Beck, I. et al. (2018) *Deepening Knowledge Through Vocabulary Learning*. *Impact Journal: Developing Effective Learners*, (Issue 5, Summer 2018).

Visit the EEF site to read our Literacy Guidance Reports eef.org/guidance

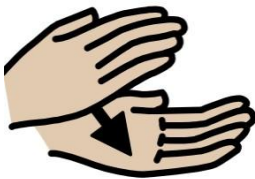
New Vocabulary in EYFS



New word



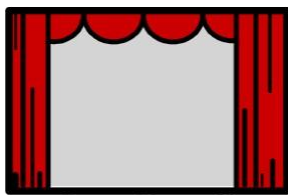
Initial sound



Clap it out

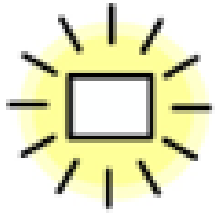


Meaning



Act it out

New Vocabulary in KS1



New word



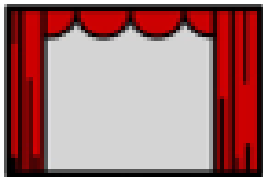
Initial sound



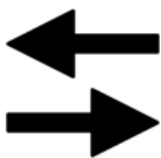
Clap it out



Meaning



Act it out



Opposite of..

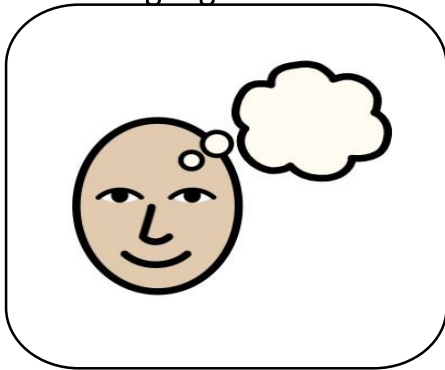
Oracy in Nursery

By the end of nursery children will be able to:

- Speak so that others can hear them
- Hold a conversation by listening to a partner, taking turns to talk and sharing ideas
- Use talk to pretend, predict, recall and retell a simple event
- Use a variety of tenses, use language relevant to them and link thoughts using “and” and “because”
- Demonstrate an understanding of who, what, where, when and why questions.

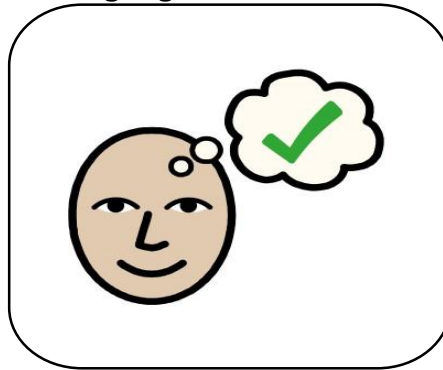
Sentence Stems:

Language of debate



I think

Language of deduction



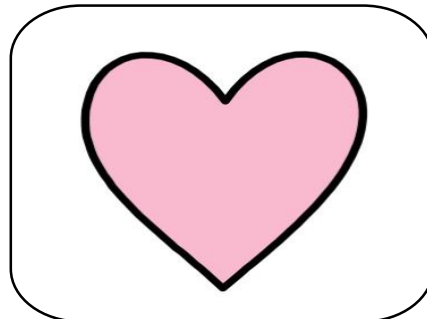
I know

Language of hypothesis



I wonder

Language of summarising



I like

Oracy in Reception

By the end of reception children will be able to:

- Use talk to organise and clarify thinking
- Be able to express themselves effectively showing an awareness of the listener's needs
- Listen and respond to what is heard with relevant comments and questions
- Explain how and why using varied and appropriate vocabulary
- Be able to explore character through gestures, tone and language to recreate a role.

Sentence Stems:

Language of hypothesis



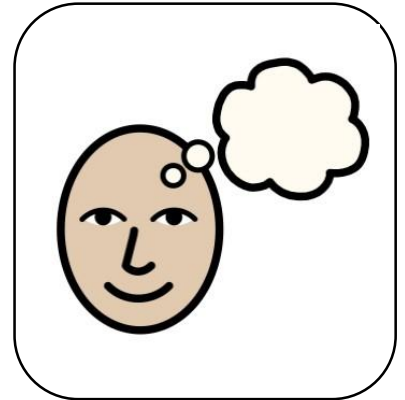
I think/ I don't think

Language of summarising



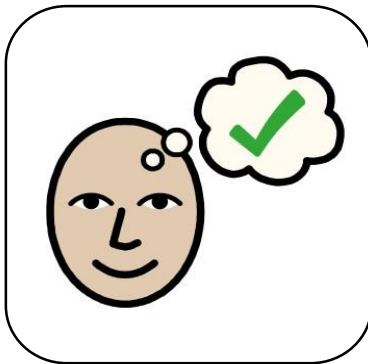
I like/don't like

Language for debate



I agree/disagree

Language of deduction



It is... because...

Language for evaluation



I enjoyed

Oracy in Year One

By the end of year one children will be able to:

- Develop ideas and feelings through sustained speaking turns
- Organise talk to help the listener
- Adapt language and non verbal features to suit content and audience
- Respond to the speakers main ideas, developing them through generally relevant comments and suggestions
- Show understanding of characters or situations by adapting speech, gesture and movement

Sentence Stems:

Language of hypothesis



I think/ I don't think... because... and ...

Language of summarising



I liked/ disliked... because...

Language for debate



I agree/disagree with... because...

Language of deduction



I know that ... because...

Language of comparison



They are the same/different/ alike because...

Language for evaluation



I could... next time

Oracy in Year Two

By the end of year two children will be able to:

- Express feelings and ideas when speaking about matters of immediate interest
- Talk in ways that are audible and intelligible to familiar others to show some awareness of the listener by making changes to language and non-verbal features
- Understand and engage with the speaker demonstrating active listening by building on or challenging other's viewpoints
- Engage with others through taking turns in pairs and small groups
- Recognise and attempt to take on different speaking roles and responsibilities in pairs or small groups

Sentence Stems:

Language of hypothesis



I know that... which makes me think that...

Language of summarising



I like the part where... because...

Language for debate



I challenge... because...

Language of deduction



This happened.. so I know that...

Language of comparison



The similarities / differences are...

Language for evaluation



It was effective because...