Foundational Skills Oracy Framework

Ham Dingle Primary Academy
The best in everyone™
Part of United Learning

Integrated Oracy Framework

Our oracy framework combines a variety of complementary approaches to build articulate, confident, and collaborative learners. By integrating talk precision, vocabulary depth, communication skill progression, structured peer interaction and performance we secure a coherent and high-impact model for classroom talk. We combine the following five strategies to develop and build our oracy within and beyond our curriculum:

- Skills Builder
- Read Write Inc
- Explicit Vocabulary Instruction
- Kagan Cooperative Learning
- WellComm

1. The Four Domains of Oracy

We continue to anchor the framework around:

1. **Physical** – clarity, volume, pace, posture
2. **Linguistic** – vocabulary, grammar, sentence fluency
3. **Cognitive** – idea quality, reasoning, structure
4. **Social & Emotional** – turn-taking, listening, confidence, empathy

Kagan structures particularly enrich domain 4 through equitable participation and teamwork norms.

2. Framework Components

A. Skills Builder: Communication Competencies

We use Skills Builder as our progression backbone for communication skills:

- **Listening**
- **Speaking**
- **Teamwork**
- **Leadership**

These define *what* we want pupils to be able to do.

B. Read Write Inc: Precision Talk Routines

RWI provides high-precision, high-frequency oral routines:

- My Turn, Your Turn
- Partner Practice (Turn & Talk)
- Fred Talk for articulation
- Hold a Sentence for oral rehearsal
- Choral Response and repeated accurate modelling

These build the accuracy, confidence, and fluency of early talk.

C. Explicit Vocabulary Instruction

We secure vocabulary depth through:

- Tiered vocabulary selection
- Clear explanations and child-friendly definitions
- Modelling in rich sentences
- Oral rehearsal: **Explain phase: Read, See, Hear, Define, Connect, Use Analyse**
- Sentence stems and juxtapositions
- Retrieval and application in new contexts

Vocabulary is the backbone of the linguistic and cognitive domains.

D. Kagan Cooperative Learning Structures

Kagan structures strengthen oracy through structured, accountable, equitable talk routines.

Key Kagan Structures Included

- **Think–Pair–Share** – structured reasoning and explanation
- **Round Robin / Rally Robin** – every pupil contributes in turn
- **Stand Up–Hand Up–Pair Up** – quick, energetic partner talk
- **Quiz–Quiz–Trade** – peer explanation and vocabulary retrieval
- **Numbered Heads Together** – collaborative thinking with individual accountability
- **Rally Coach** – paired coaching and metacognitive talk

How Kagan strengthens the framework

- Guarantees **100% participation**, not selective talk
- Reinforces social-emotional oracy: turn-taking, attentive listening, empathy
- Perfectly complements Skills Builder teamwork and leadership skills
- Creates predictable talk structures across subjects
- Supports mastery of vocabulary through repeated, purposeful use
- Enhances sentence-level expression through coached talk

E. WellComm: Targeted Speech, Language & Communication Support

WellComm provides a structured, developmental approach to identifying and supporting pupils with early speech, language, and communication needs. By integrating WellComm into the oracy framework, we ensure early identification, targeted intervention, and consistent progress monitoring across EYFS and KS1

3. The Integrated Oracy Model (All Five Approaches Combined)

Physical Domain

- RWI choral routines for voice control
- Kagan pair/ group structures encourage projection and fluency
- Skills Builder focus on clear speaking
- WellComm: early speech production and use of gesture.
- Votes For School: Empowering young voices, building oracy, confidence, and critical thinking.

Linguistic Domain

- Vocabulary instruction provides rich words and sentence structures
- RWI: accurate sounds, clear articulation
- Kagan: repeated use of vocabulary in peer explanations
- Skills Builder: structured contributions
- WellComm: vocabulary, grammar, syntax, sentence building.

Cognitive Domain

- Sentence stems support reasoning (because…, however…, although…)
- Skills Builder: clarifying, summarising, justifying
- Kagan: Think–Pair–Share and Numbered Heads Together to organise ideas
- RWI: Hold-a-sentence strengthens cognitive sequencing
- WellComm: supports questioning, sequencing, comprehension, narrative.

Social & Emotional Domain

- Kagan: equitable participation and interdependence
- RWI: partner checking in a supportive structure
- Skills Builder: teamwork, leadership, listening skills
- Vocabulary routines: collaborative meaning-making
- WellComm: supports interaction, turn-taking, confidence.

4. Daily and Weekly Classroom Talk Routines

Daily Routines

✓ My Turn, Your Turn (accuracy)
✓ Turn & Talk with sentence stems
✓ Think–Pair–Share in all subjects
✓ Peer feedback
✓ Vocabulary: **Read, See, Hear, Define, Connect, Use Analyse**

Weekly Routines

✓ Round Robin/Rally Robin to discuss texts or concepts
✓ Quiz–Quiz–Trade for vocabulary retrieval
✓ Numbered Heads Together for problem-solving
✓ Oral rehearsal before writing (RWI + sentence stems)

5. Oracy Across the Curriculum

- **English:** Oral rehearsal of sentences, storytelling, vocabulary use
- **Maths:** Numbered Heads Together for reasoning, Rally Coach for procedures
- **Science:** Think–Pair–Share for predictions/explanations
- **History/Geography/Music/Science:** Round Robin for recalling prior knowledge, vocabulary use
- **PE/Art/DT/Music/R.E:** Partner coaching (Rally Coach)
- **Assemblies/PSHE/Votes For Schools:** Listening and speaking skills focus

6. Leadership & Implementation Principles

- Consistent Kagan, RWI, and vocabulary routines across classrooms
- Teachers model strong oracy in all subjects
- Skills Builder used for assessment and progression
- Clear expectations for partner and group talk
- Targeted support for pupils with speech, language, and communication needs
- Planned vocabulary mapped across the curriculum

EYFS–KS2 Oracy Progression Map

A cohesive progression of talk skills from early communication to confident, articulate speakers

EYFS (Nursery & Reception)

Focus: Language foundations, confidence, listening, accuracy, turn-taking

Physical Domain

- Uses clear single words → simple phrases
- Begins to project voice during group time
- Copies modelled articulation through **My Turn, Your Turn**
- Uses choral repetition confidently
- Controls breath and volume during songs and RWI routines

Linguistic Domain

- Learns and uses key Tier 1 & simple Tier 2 vocabulary
- Uses sentence stems with adult modelling ("I think…", "I like…")
- Uses **Fred Talk** to orally blend and segment
- Uses vocabulary in play after explicit instruction

Cognitive Domain

- Shares simple ideas in response to prompts
- Retells familiar stories with scaffolded talk
- Begins **Think–Pair–Share** with picture cues
- Uses **Hold a Sentence** orally

Social & Emotional Domain

- Takes turns in simple paired talk
- Joins in **Stand Up–Hand Up–Pair Up**
- Listens to peers for short periods
- Shows willingness to participate in group discussion

Key Stage 1 (Years 1–2)

Focus: Full sentences, vocabulary use, partner talk habits, early reasoning

Physical Domain

- Speaks clearly in full sentences
- Adjusts volume for group/pair work
- Builds fluency through **choral response** and oral rehearsal

Linguistic Domain

- Uses Tier 2 vocabulary in full sentences with prompting
- Completes and adapts teacher-provided sentence stems
- Applies explicitly taught vocabulary in talk (Say it → Explain it → Use it)
- Uses grammatically accurate simple/compound sentences

Cognitive Domain

- Builds early reasoning using stems ("I think that… because…")
- Participates in **Think–Pair–Share** independently
- Joins **Rally Robin** to share ideas in turn
- Explains simple processes in maths/science using modelled vocabulary

Social & Emotional Domain

- Works with multiple partners using **Kagan structures**
- Takes turns and listens actively
- Gives simple peer feedback ("You said… maybe you could also…")
- Follows speaking & listening expectations in groups

Lower Key Stage 2 (Years 3–4)

Focus: Explanation, structured talk, vocabulary depth, collaborative dialogue**

Physical Domain

- Controls pace, clarity, and intonation
- Uses presentation posture when sharing ideas
- Speaks audibly in front of a group

Linguistic Domain

- Uses a broad range of Tier 2 vocabulary independently
- Applies morphological knowledge to explain word meanings
- Builds more complex sentences with conjunctions and adverbials
- Uses subject-specific vocabulary accurately

Cognitive Domain

- Gives multi-step explanations
- Uses reasoning stems fluently ("This suggests…", "Another example is…")
- Participates in:
    - **Numbered Heads Together**
    - **Rally Coach**
    - **Round Robin**
- Summarises partner/group ideas

Social & Emotional Domain

- Collaborates effectively in mixed groups
- Builds on others' ideas respectfully
- Provides constructive peer coaching ("I noticed…, Try…")
- Manages disagreement using taught language frames ("I see your point… however…")

Upper Key Stage 2 (Years 5–6)

Focus: Debate, presentation, reasoning, academic vocabulary, leadership in talk**

Physical Domain

- Uses confident presentation skills: clarity, pacing, emphasis
- Adapts voice and tone for audience and purpose

Linguistic Domain

- Uses advanced Tier 2 & Tier 3 vocabulary naturally
- Selects precise language for effect and clarity
- Manipulates sentence structures for emphasis and sophistication
- Uses academic talk frames fluently

Cognitive Domain

- Constructs well-organised, reasoned arguments
- Evaluates evidence and explains thinking logically
- Leads group reasoning tasks (Skills Builder leadership strand)
- Participates in high-level Kagan structures such as:
    - **Jigsaw**
    - **Debate Team Carousel**
    - **Showdown**
- Presents findings with introduction, evidence, reasoning, conclusion

Social & Emotional Domain

- Facilitates group discussions and resolves disagreements maturely
- Provides high-quality peer feedback using structured language
- Demonstrates empathy and active listening
- Performs confidently in whole-class and cross-curricular contexts

EYFS–KS2 Oracy Domain Progression Map

	Physical Domain	Planned Opportunities
EYFS	• Uses clear single words → simple phrases • Begins to project voice during group time • Copies modelled articulation through **My Turn, Your Turn** • Uses choral repetition confidently • Controls breath and volume during songs and RWI routines	Rhyme time Daily phonics Drawing Club CUSP Spoken Word Festival
KS1	• Speaks clearly in full sentences • Adjusts volume for group/pair work • Builds fluency through **choral response** and oral rehearsal	Reader's theatre Whole Class Read Echo / choral read Dictation Strong start Oral rehearsal- say it again better Paired talk Kagan Structures CUSP Spoken Word Festival Votes For School
LKS2	• Controls pace, clarity, and intonation • Uses presentation posture when sharing ideas • Speaks audibly in front of a group	Reader's theatre Whole Class Read Echo / choral read Dictation Strong start Oral rehearsal- say it again better Paired talk Kagan Structures CUSP Spoken Word Festival Votes For School Presenting writing
UKS2	• Uses confident presentation skills: clarity, pacing, emphasis • Adapts voice and tone for audience and purpose	Reader's theatre Whole Class Read Echo / choral read Dictation Strong start Oral rehearsal- say it again better Paired talk Kagan Structures CUSP Spoken Word Festival Votes For School

		Presenting writing Leadership opportunities Storyslam story writing competition Visitor / parent meetings

	Linguistic Domain	**Planned Opportunities**
EYFS	• Learns and uses key Tier 1 & simple Tier 2 vocabulary • Uses sentence stems with adult modelling • Uses **Fred Talk** to orally blend and segment • Uses vocabulary in play after explicit instruction	Wellcomm. Drawing Club High quality interactions (ShREC) 5 stories a day Fred games Language rich environment Widgit symbols My turn, your turn Context linking to the child's experiences Word banks
KS1	• Uses Tier 2 vocabulary in full sentences with prompting • Completes and adapts teacher-provided sentence stems • Applies explicitly taught vocabulary in talk • Uses grammatically accurate simple/compound sentences	Working walls Vocabulary quadrants Yellow highlighted tier 2 vocabulary, Colourful semantics Modelling Widgit symbols My turn, your turn Context linking to the child's experiences Word banks CUSP vocabulary tasks Sensational sentences Written responses Scholarly writing Planning coral rehearsal
LKS2	• Uses a broad range of Tier 2 vocabulary independently • Applies morphological knowledge to explain word meanings • Builds more complex sentences with conjunctions and adverbials • Uses subject-specific vocabulary accurately	Working walls Vocabulary quadrants Yellow highlighted tier 2 vocabulary, Colourful semantics Modelling Widgit symbols My turn, your turn Context linking to the child's experiences Word banks

		CUSP vocabulary tasks Sensational sentences Written responses Scholarly writing Planning coral rehearsal
UKS2	• Uses advanced Tier 2 & Tier 3 vocabulary naturally • Selects precise language for effect and clarity • Manipulates sentence structures for emphasis and sophistication • Uses academic talk frames fluently	Working walls Vocabulary quadrants Yellow highlighted tier 2 vocabulary, Colourful semantics Modelling Widgit symbols My turn, your turn Context linking to the child's experiences Word banks CUSP vocabulary tasks Sensational sentences Written responses Scholarly writing Planning coral rehearsal

	Cognitive Domain	**Planned Opportunities**
EYFS	• Shares simple ideas in response to prompts • Retells familiar stories with scaffolded talk • Begins **Think–Pair–Share** with picture cues • Uses **Hold a Sentence** orally	Wellcomm. Repeated refrains Story station Repeated stories Literacy lessons Colourful semantics review time
KS1	• Builds early reasoning using stems ("I think that… because…") • Participates in **Think–Pair–Share** independently • Joins **Rally Robin** to share ideas in turn • Explains simple processes in maths/science using modelled vocabulary	Say it again better Punce and bounce questions around the room Dual coding worked examples Success Criteria Tweet in Twenty Writing that links with discussions Votes For School Science investigations
LKS2	• Gives multi-step explanations • Uses reasoning stems fluently ("This suggests…", "Another example is…") • Participates in: ○ **Numbered Heads Together**	Say it again better Punce and bounce questions around the room

	○ **Rally Coach** ○ **Round Robin** • Summarises partner/group ideas	Dual coding worked examples Success Criteria Tweet in Twenty Writing that links with discussions Votes For School Science investigations
UKS2	• Constructs well-organised, reasoned arguments • Evaluates evidence and explains thinking logically • Leads group reasoning tasks (Skills Builder leadership strand) • Participates in high-level Kagan structures such as: ○ **Jigsaw** ○ **Debate Team Carousel** ○ **Showdown** • Presents findings with introduction, evidence, reasoning, conclusion	Say it again better Punce and bounce questions around the room Dual coding worked examples Success Criteria Tweet in Twenty Writing that links with discussions Votes For School Science investigations

	Social and Emotional Domain	Planned Opportunities
EYFS	• Takes turns in simple paired talk • Joins in **Stand Up–Hand Up–Pair Up** • Listens to peers for short periods • Shows willingness to participate in group discussion	TTYP throughout lesson starters Review Show and tell Circle time/ talk time Conscious discipline Skills Builder
KS1	• Works with multiple partners using **Kagan structures** • Takes turns and listens actively • Gives simple peer feedback ("You said… maybe you could also…") • Follows speaking & listening expectations groups	Conscious discipline Language PSHE RE Skills Builder Chance to evaluate themselves and their own abilities Rally Coach PPPB Peer Feedback
LKS2	• Collaborates effectively in mixed groups • Builds on others' ideas respectfully • Provides constructive peer coaching ("I noticed…, Try…")	Conscious discipline Language PSHE RE

	• Manages disagreement using taught language frames ("I see your point… however…") • Nest -conflict resolution	Skills Builder Chance to evaluate themselves and their own abilities Rally Coach PPPB Peer Feedback Gallery Critique
UKS2	• Facilitates group discussions and resolves disagreements maturely • Provides high-quality peer feedback using structured language • Demonstrates empathy and active listening • Performs confidently in whole-class and cross-curricular contexts	Conscious discipline Language PSHE RE Skills Builder Chance to evaluate themselves and their own abilities Rally Coach PPPB Peer Feedback Gallery Critique

EYFS–KS2 Subject Specific Taught Language Frames

Maths Reasoning Language Frames

EYFS (Ages 3–5) *Focus: noticing, describing, comparing, simple explaining.*

Describing and Noticing	• "I notice that…" • "I can see…" • "It looks like…" • "This is bigger/smaller than…"
Comparing	• "These are the same because…" • "These are different because…" • "I think this one is more/less because…
Explaining Thinking	• "I chose this because…" • "I did it like this…" • "My answer is… because…"
Predicting	• "I think it will…" • "Maybe it could be…"

KS1 (Ages 5–7) *Focus: explaining choices, using simple mathematical vocabulary, showing steps.*

Explaining Methods	• "I worked it out by…" • "First I…, then I…" • "I know this because…"
Comparing	• "My answer is correct because…" • "I think ___ is bigger/smaller because…" • "I noticed that when I… the answer changed in this way…"
Reasoning About Patterns	• "I can see a pattern because…" • "The pattern goes… so the next one will be…"
General Mathematical Talk	• similar to… because…" • "I chose this method because…"

Lower KS2 (Ages 7–9) *Focus: deeper explanation, logical reasoning, linking methods, evidence-based justification.*

Explaining Thinking	• "The method I used was…" • "Another way to solve it is…" • "I know this is true because…
Generalising	• "I notice that when…, then…" • "This will always/sometimes/never happen because…"
Justifying & Proving	• "My answer makes sense because…" • "I checked my answer by…" • "This result is reasonable because…"
Comparing Strategies	• "This method is more efficient because…" • "This strategy works better when…

Upper KS2 (Ages 9–11) *Focus: justification, proof-like reasoning, generalisation, evaluating strategies, precision*

Logical Reasoning	• "This must be true because…" • "If…, then…" • "This shows that… because…"
Generalising and Proving	• "This will always/sometimes/never work because…" • "A general rule for this is…" • "I can prove my answer by…"
Evaluating and Reflecting	• "The most efficient method is… because…" • "I noticed a connection between… and…" • "This method works here because…, but not when…"
Using Evidence	• "My evidence for this is…" • "The results support my reasoning because…"