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VIBE



LANGUAGE MASTERY



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OWNERSHIP

Voice variables

Imitation

Body language

External presentation

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Vocabulary

Talk language

Sentence structures

Rhetorical techniques

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Planning to listen

Critical listening

Absorption

Responsive interaction

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Content & organisation

Engagement of mind

Noticing

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Collaborating

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Types & structures

Formats

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Grouping

Roles

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Leading & managing

Monitoring performance

Metacognition

Selecting tools & adapting talk

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7 STRENGTHS OF ORACY:

Improving performance through the development of oracy skills

VIBE

Voice variables
Imitation
Body language
External Presentation



- Voice variables - volume, pitch, emphasis, speed, intonation, expression
- Speaking clearly & pronunciation
- Pausing and timing
- Non-verbal communication
- Responsive & effective body language

- Facial expression, eyes & gaze, arms, hands, body stance
- Proximity and space
- Social conventions
- Dramatic performance
- Learning from others (imitation)
- The 'vibe' created

1

LANGUAGE MASTERY

Vocabulary
Talk language
Sentence structures
Rhetorical techniques



- Effective vocabulary choices
- Sentences & phrases for types of talk
- Conjunctions, discourse markers, direct address (you, we, our), modal verbs, correct tenses, superlatives
- Sentence structure

- Rhetorical technique, such as metaphor, humour, rhythm, alliteration, deliberate repetition
- Precision in language
- Register (levels of formality)
- Spontaneous & crafted
- Effective selection and application

2

PURPOSEFUL LISTENING

Planning to listen
Critical listening
Absorption
Responsive interaction



- Analysis of the listening demands of a task
- Listening with reasons and goal in mind
- Types of listening, e.g. for gist, detail, inference, curiosity, for quality of argument.
- Priming brain for listening
- Interpreting what is said (and speaker's intent)

- Monitoring understanding
- Evaluating and making connections
- Fully present - absorption
- Choosing how to respond, e.g. agreement, challenge, expanding, building on, asking questions, commenting

3

THINKING ENGINE

Content & organisation
Engagement of mind
Noticing
Understanding
Recording and sharing



- Content choices
- Flow, sequence & clarity of content
- Stating opinions, sharing ideas, keep an open mind, asking questions, grappling with content
- Give reasons and explanations
- Use evidence and justify points

- Curiosity and exploration
- Types of thinking (e.g. analysing, noticing, comparing, hypothesising, evaluating)
- Summarising, connecting, concluding
- Learning, developing, extending thinking
- Recording, sharing, & utilising talk

4

SOCIAL & EMOTIONAL

Collaborating
Relationships & climate
Perseverance
Managing self



- Engaging in joint endeavour with a shared goal
- Flexibility & adapting to work with others
- Showing sensitivity to other's feelings
- Generating inclusive & positive climate for talk
- Taking account of context and culture
- Building relationships

- Levels of confidence
- Managing conflict
- Stepping out of comfort zone
- Perseverance
- Managing own behaviour
- Ability to express thoughts and feelings

5

TOOLKIT

Types and Structures
Formats
Resources
Grouping
Roles



- Describe the purpose, key features and success criteria of different types of talk
- Able to participate in a wide variety of different types of talk formats and structures
- Work in different groupings, e.g. trios, circles
- Utilise resources

- Knowledge of different ways to plan for talk
- Familiarity with ways of supporting and recording thinking (e.g. graphic organisers, thinking maps, levels of thinking)
- Can use a variety of talk aids
- Ability to play different roles

6

OWNERSHIP

Selecting tools & adapting talk
Leading and managing
Monitoring performance
Metacognition



- Independent selection a talk format / routine
- Adapting routines and formats to suit the group and purpose of talk
- Setting up successful talk: ground rules, size of group, seating, organising.
- Setting goals and success criteria

- Leading and managing group talk
- Monitoring progress and keeping track of action points
- Metacognition (online and offline), e.g. judgement of knowing, task analysis, person variables, evaluation.
- Evaluating talk
- Target setting and progress in personal development

7



VIBE

VOICE

- I can vary the **volume** of my voice effectively.
- I can use **intonation** for effect and clarity.
- I can use **pauses**.
- I can vary the **speed** of my speech.
- I speak **clearly** so others can understand me.
- I **emphasise** important words to make them stand out.
- I can use different **tones** (e.g. happy, excited, sad).
- I can vary the **pitch** of my voice to keep my audience interested.
- I can use my voice **expressively** (e.g. to show my feelings such as surprise or excitement).
- I can **change** my voice to suit different situations and relationships such as talking to a friend or giving a speech.

IMITATION

- I **observe** others.
- I **recognise** strengths in others.
- I **use** other's good habits to support me.
- I **learn** from others.
- I can **imitate** effective practice.
- I **analyse** the impact of how the speaker uses physical resources (e.g. on the audience, the vibe created) and consider how the speaker takes into account place, audience, purpose, type and format.
- I can **reflect** on my skillset and set targets.

BODY

- I consider how I am using my **eyes and my gaze**.
- I take account of how I am using my **head** (e.g. nodding, tilting).
- I think about and control my **facial expressions**.
- I consider how I am using my **arms** (e.g. for expression).
- I consider how I am using my **hands** (e.g. to emphasise a point, to add clarity, to add to what is said).
- I consider my **body stance**.
- I consider my **feet**.
- I consider **physical proximity**.
- I know the **success criteria** for use of body in different types of talk activity.
- I use **responsive body language**.
- I utilise **non-verbal communication**.

EXTERNAL PRESENTATION

- I consider how I want to **present** myself (e.g. confident, agreeable, collaborative, friendly) and make intentional choices.
- I consider **social conventions** (e.g. audience expectations, levels of formality, conduct).
- I consider elements of **dramatic performance**: delivery, projection, use of silence, character voice, spatial awareness, energy control, building atmosphere, staging, props, acoustics.
- I consider the **vibe** I wish to create (in combining all these elements together).



LANGUAGE MASTERY

TALK LANGUAGE

- I am building my toolkit of **useful phrases and sentence stems** (e.g. for stating opinions, for clarifying, for active listening, for respectful disagreement).
- I use a range of **conjunctions** to aid my communication (e.g. despite, even though, although).
- I use a range of **discourse markers** to help my listener (e.g. On the other hand, however, in conclusion, first/second/third).
- I am aware of and can use different **registers** for formality.
- Consideration for **spontaneous and crafted** language.

RHETORICAL DEVICES

- Representation:** metaphors, similes, personification.
- Structure:** anaphora (repetition at the start of a sentence), epistrophe (repetition at the end of a sentence), parallelism (repeating same grammatical structure to create rhythm and flow), rule of three.
- Engagement:** rhetorical questions; story telling; call to action, direct address (you), inclusive language (we, our, us).
- Sounds:** alliteration, onomatopoeia.
- Language:** persuasive language, hyperbole, humour, emotive language.

VOCABULARY

- I match my vocabulary to the level of **formality**.
- I match my vocabulary to the **audience**.
- I can use **subject specific** vocabulary.
- I choose my words carefully for **impact**.
- I chose my words carefully **to maintain effective relationships**.
- I chose my words for **precision** – e.g. precise nouns, vivid verbs, technical terms.
- I plan for vocabulary linked to **purpose**, e.g. persuasion, explanation, hypothesising.

SENTENCE STRUCTURE

- I take account of sentence **length**.
- I effectively use **simple, compound and complex sentences**, e.g. for interest, clarity, variety.
- I consider level of **detail and description**.
- I think about **word order, word economy & precision**.
- I can **start sentences** in a variety of ways.
- I can use **effective sentence stacking** (self and with others).
- I consider **techniques** such as the use of superlatives, conditional if, modal verbs.
- I use correct **tenses**.
- I can use both **active and passive voice**.
- Effective sentences** for audience, purpose, context, goal.



PURPOSEFUL LISTENING



PLANNING

- I consider the **listening demands** of the task (e.g. length of listening, type of content, one way or two-way exchange, challenging or unfamiliar content).
- I consider **reasons for listening and the goal**, e.g. listening for comprehension, listening to gain broader knowledge, listening to gain greater awareness of different perspectives.
- I consider **the type of listening**, e.g. listening for gist, listening for detail, listening to evaluate the quality of argument, listening with curiosity, listening for inference, listening for evidence.
- Before I listen, I **plan** in my head how I'm going to listen.
- I think about what I will need to do **afterwards**.
- I **prime my brain** to get ready to listen, e.g. I think about my topic knowledge, refresh my memory of key vocabulary, I use strategies such as breathing techniques to focus my mind.
- I recognise the **limitations of my memory** and take action to help me remember.

CRITICAL LISTENING

- I **interpret** what is said – I seek to **understand**.
- I make **connections** to what I already know.
- I make **links**, e.g. between differing viewpoints, connecting what is said to any data and evidence presented.
- I **monitor my understanding**, e.g. asking questions for clarification, checking the meaning of vocabulary, asking the speaker to repeat.
- I **evaluate what I hear**, e.g. completeness, quality, clarity, value, accuracy, significance, importance, reliability, truthfulness, bias, relevance, evidence.
- I stop and **ponder**.
- I **synthesise** information. I construct new knowledge.
- I can **summarise**. I can draw **conclusions**.



- I take into account the **SIERs model**: Sensing, Interpreting, Evaluating, Responding

ABSORPTION

- I am fully **present** in activities.
- I pay **attention** to the speaker.
- I use **strategies** to control emotions, e.g. distractions, enthusiasm, desire to speak.
- I am quick to **refocus** myself.
- I know **different ways of demonstrating listening**, e.g. tracking the speaker, nodding, avoiding distractions, body language, responding appropriately, not speaking.

RESPONSIVE INTERACTION

- I pay attention to body language, facial expression, and voice variables to consider the **speaker's intent and non-verbal communication**.
- I use **turn taking, pauses, invitations** for others to speak.
- I **choose how to respond**, e.g. agreement, challenge appropriately, respectfully disagree, question, give additional information, extend thinking, seek to clarify, non-verbal, giving space for the speaker.
- I **build on** other's responses. I make **related** comments. I can provide **feedback**.



THE THINKING ENGINE

ORGANISATION

- I can **group ideas** logically.
- I can create a **start, middle and end**.
- I can **sequence** my content, e.g. by importance, consideration for flow, for clarity.

ENGAGEMENT OF MIND

- Curiosity**: I love asking 'Why?' and investigating possible answers.
- I **state** opinions and **share** ideas.
- I **formulate** thoughts and **explore** ideas.
- I **use discussion to...** solve problems, formulate solutions, make decisions, generate ideas, etc.
- I can **critically evaluate** what is said and critically evaluate information.
- I **build** on other's responses. I add to and **extend** thinking.
- I engage in **different types of thinking**, e.g. analysis, hypothesising, evaluating, summarising, recall, comparing, problem solving, decision making, reasoning, cause and effect, imagining.

NOTICING

- I notice **similarities and differences**.
- I notice **patterns**.
- I can make **connections**, e.g. to what I already know, between speakers, to evidence.
- I search for **key** information & discern key points.

UNDERSTANDING

- I seek to **understand**.
- I ask questions to **clarify** ideas.
- I can distinguish between **fact, opinion and interpretation**.
- I can **rephrase information** in my own words.
- I keep an **open mind**, and I am prepared to change my viewpoint.
- I **pause, think, consider, grapple, question, probe, interpret, draw conclusions** in order to **build my knowledge** and **deepen my understanding**.
- I can give **examples of learning** acquired through talk.
- I can explain **how my thinking has developed and changed**.

CONTENT

- Deciding what to **include and leave out**. I plan for the most important points. I use my time well.
- I can give **reasons and explanations**.
- I use **evidence and justification**.
- I can use **statistics, diagrams, images, graphs, quotes** (etc).
- I can **build an argument** Ethos – authority, Pathos - emotions, Logos – logic.

RECORDING / SHARING

- I can **present key findings verbally**, e.g. presentation, reporting back to others, drawing conclusions.
- I can **record and share what I have learned**.
- I can use a range of **thinking maps and graphic organisers**.
- I can **use** what I have learned in another task.
- I can **summarise, connect, conclude**.



SOCIAL & EMOTIONAL

RELATIONSHIPS & CLIMATE

- I consider how I **meet, greet and end** conversations.
- I use words that make everyone feel **included and welcome**. I create a positive **climate** for talk.
- I **change how I speak** depending on who I am talking to, like using simple words for younger children.
- I use **people's names**.
- I show I care about the **contributions of others**.
- I can give **compliments** and **positive feedback**.
- I can communicate **confidently**.
- I **respond appropriately** to others. I notice how people's faces and bodies show **how they are feeling** during a conversation.
- I can acknowledge **other's viewpoints** even when I don't agree. I keep an **open mind**.
- I can manage **conflict resolution**.
- I actively seek to understand and appreciate **different cultural backgrounds and perspectives**.
- I can use **kind language** and respond in a way that **takes account of other people's emotions**.

COLLABORATION

- I make **suggestions** and share my **ideas**.
- I **take turns** and invite others to **participate**.
- I demonstrate **effective listening**.
- I can **engage in discussion** to generate shared understanding, formulate plans, decide action, solve problems.
- I am able to make **compromises** for the benefit of the group.
- I **encourage** others and **support** them when struggling or feeling challenged.
- I consider my **own role** in the success of the group.
- We **create something together**, achieve **more than was possible alone**. We produce a joint outcome.

MANAGING MYSELF

- I am aware of **my own thoughts and feelings**.
- I can **express feelings & emotions**.
- I **manage my own behaviour** and don't distract others from the task. I manage impulsivity.
- I use **strategies**, e.g. to help me listen.
- I can **direct my energy** towards a goal.
- I manage my **time** effectively.
- I can be **flexible** (e.g. working with a range of other pupils).

PERSEVERANCE

- I step out of my **comfort zone**.
- I know that putting in the **effort** is worth it. I appreciate the value of **struggle**.
- I use **resources and prompts** to help me.
- I can engage in **challenging talk tasks**.
- I maintain **positivity in the face of difficulties**.
- I seek help and ask for advice.



TOOLKIT

TYPES / GENRES

- I can describe the purpose and key features of different types of talk (e.g. presentation, debate, discussion, persuasion, negotiation, storytelling, arbitration and mediation, exploratory talk, collaborative talk, informal sharing, reflective talk, problem solving talk).
- I can identify success criteria for different types of talk.

RESOURCES

- I know a range of strategies for helping me to plan talk, e.g. brainstorming, flow charts, use of graphic organisers.
- I can identify and use resources that will help me during talk, e.g. knowledge mats, vocabulary lists, sentence stems.
- I can use a range of talk aids (e.g. post it notes, white boards, talking chips, large paper, talk batten, timers).

STRUCTURES

- I am building my knowledge of a variety of talk structures (e.g. think-pair-share, meet-in-the-middle, rally robin, fishbowl, hot seating, gallery walk, jigsaw).
- Systems for talk, such as Philosophy for Children, Socratic talk, Circle time, Structured Academic Controversy (SAC).

GROUPING

- Single, e.g. monologue
- Pairs
- Trios
- Quads
- Circles
- Traverse (e.g. physically ordering ourselves along a continuum, moving along a line to talk to different pupils)
- Layered circles (inner and outer)
- Jigsaw (expert groups, mixed groups)

FORMATS for THINKING

- Ways of reporting and supporting thinking e.g. Blooms taxonomy for questioning and components of thinking, De Bono's six thinking hats for breadth or depth, Hayle's Thinking maps (e.g. brace map, circle map, double bubble map, flow chart), Richhart's Thinking routines (e.g. see think wonder, I used to think and now I think, compass points, tug of war, peel the fruit, find someone who knows), Kaplan's Depth and Complexity icons for specificity of thinking, Costa's levels of questioning.
- Talk centred around a graphic organiser.

ROLES

- I can take on different roles, e.g. the initiator, the builder, the challenger, the clarifier, the prober, the summariser, the note taker, the reporter.
- I can play an observation role.
- I can take on a leadership role in talk.



OWNERSHIP

SETTING UP

- I can **select** a talk structure. I can make **adaptations** to suit the group and purpose of talk.
- I can **organise** and **set-up** talk (e.g. furniture, group size, resources, roles).
- I can **create and share the ground rules** for the talk activity.
- I understand **what makes** of a talk activity effective.
- I can set **goals & success criteria**.

LEADING & MANAGING

- I am able to **facilitate and lead** group talk.
- I am able to **support and challenge** the behaviour of others.
- I can help the group to **stay on task**.
- I use strategies so that **everyone is involved**. I can change how I speak or work to help others to do their best.
- I help my group **solve arguments** calmly and **find a way forward**. I can **summarise** the key points. I can give kind and constructive **feedback**. I **notice successes** and acknowledge them.

METACOGNITION & MONITORING PERFORMANCE

- TASK:** I can analyse the talk task and think carefully about the goals. I reflect on when I have engaged in similar talk activities. I consider what will be hard / easy about the task. I reflect on the knowledge and understanding I bring to the task. I identify success criteria.
- PLAN:** I set myself a target for the talk activity. I think about the resources that would be useful. I plan effectively for successful talk.
- MONITOR:** During the task I ask myself if we are on track. During the task I make adjustments (e.g. actions, behaviours, resources, approach, format) to help improve the outcome. I engage in self-correcting during talk, e.g. for clarity. During the task I check and manage my emotions and behaviours. During the task I help others to be more successful. I ask for help if needed.
- JUDGEMENT OF KNOWING:** During the task, I ask myself if I understand, e.g. do I need to ask a question, are we ready to move on as a group, do we have the right information, have we formulated a complete answer.
- CHECK:** I reflect on my oracy skills. I reflect on what I have learned. I reflect on the success criteria. I identify any gaps in my knowledge and understanding. I set goals. I am an effective partner in peer assessment.
- MINDSET:** I consider my beliefs and values and how these are influencing the oracy activity. I adopt a growth mindset. I consider factors such as resilience, perseverance, patience, determination, empathy, bias, prejudice, adaptability, self-accountability, respect for diversity, curiosity (etc.).
- I develop my skills of analysing talk and self reflection. I seek to use feedback. I set goals and engage in self-improvement.*