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VIBE

Voice variables
Imitation

Body language
External presentation

1



LANGUAGE MASTERY

Vocabulary
Talk language

Sentence structures
Rhetorical techniques

2



PURPOSEFUL LISTENING

Planning to listen
Critical listening

Absorption
Responsive interaction

3



THINKING ENGINE

Content & organisation
Engagement of mind

Noticing
Understanding
Recording & sharing

4



SOCIAL & EMOTIONAL

Collaborating
Relationships & Climate

Perseverance
Managing self

5



TOOLKIT

Types & structures
Formats

Resources
Grouping
Roles

6



OWNERSHIP

Leading & managing
Monitoring performance

Metacognition
Selecting tools & adapting talk

7

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.*