

FLUENCY FRAMEWORK

Oracy

Oracy Structures

The three structures provide the foundation of the oracy framework as they create the conditions in which effective oracy can be developed across the whole curriculum. They are the essential building blocks for its successful implementation.

The Environment	Teaching routines	Listening Expectations
		
How is the classroom environment used to support the development of oracy?	**What deliberate strategies and structures do teachers use regularly to develop oracy?**	**What are the agreed behaviours that support active and respectful listening?**
• Language- rich environments (Working wall vocabulary/ word banks) • Scaffolds for talk (Oracy sentence stems displayed/ question prompts)	• Structured Discussion (partner talk) • Language Development (Oral rehearsal, vocabulary development) • Expressing and Exploring Ideas (Drama strategies: freeze frames, hot-seating, teacher in role)	• Attentive Listening (eyes on speaker • Collaborative Discussion • Respectful interactions

Oracy Strands

The framework is divided into four oracy strands which are physical, linguistic, cognitive and social & emotional.

- **Physical** – How we use our voice and body when communicating.
- **Linguistic** – The words and sentences we choose to express our ideas.
- **Cognitive** – How we think about, organise and develop our ideas through talk.
- **Social and Emotional** – How we listen, work with others and manage our feelings during discussions.

Year Group	Physical	Linguistic	Cognitive	Social and emotional
EYFS	• Join in with songs, rhymes and repetitive language eg: nursery rhymes • Begin to face the speaker. • Use simple gestures to support communication. • Speak clearly enough to be understood by familiar adults. • Articulate a simple sentence • Developing pronunciation	• Use single words and short phrases to communicate needs and ideas. • Begin to use vocabulary linked to everyday experiences. • Retell simple events in sequence. • Answer simple who, what and where questions. • Make suggestions about what happens next in a story.	• Listen to short stories and discussions. • Make suggestions about what happens • next in a story. • Recall key information from a story or experience. • Express simple preferences and reasons. (why) • Begin to ask questions to find out more.	• Take turns in play and conversation. • Listen when others are speaking. • Join in with group discussions. • Express feelings and needs appropriately. • Initiating a conversation
Reception	• Speak audibly in familiar situations. • Turn towards the speaker when listening. • Use gestures and facial expressions to support meaning. • Begin to adapt volume for different situations.	• Speak in full sentences. • Use new vocabulary from stories and topics and begin to use in different contexts. • Retell stories with increasing detail including the plot. • Explain and connect ideas using simple connectives such as because. "I like this story **because** it is funny."	• Answer questions about stories and experiences. • Make simple predictions. • Use talk to help work out problems • Ask relevant questions to clarify understanding. (What does this mean? Where is the bear?)	• Follow agreed rules for talk. • Listen attentively in whole-class and small-group discussions. • Speak confidently within familiar groups.

Year 1	• Speak clearly and confidently to a partner or small group. • Use appropriate volume for audience size. • Demonstrate attentive listening through body language. • Begin to vary expression when reading aloud • Use eye contact when speaking and listening.	• Use topic-specific vocabulary introduced in lessons in a variety of different context. • Speak using grammatically complete sentences. • Recount events in logical order. First, next, after that • Use sentence stems to explain ideas	• Explain answers using simple reasons. "I think the character is happy because he is smiling." • Sequence ideas logically when speaking. • Ask questions to improve understanding. (Why did the character do it? How do we know?) • Discuss what they have written with the teacher or other pupils	• Take turns appropriately in discussion. • Listen and respond to others' ideas. • Participate in paired talk routines. • Show respect for different viewpoints.
Year 2	• Speak audibly to larger groups. • Vary pace and volume to support meaning. • Use gesture deliberately to support explanations. • Maintain eye contact when communicating with a partner or group	• Use an expanding range of subject-specific vocabulary. • Explain ideas using a range of conjunctions. "The plant grew well **because** it had water, **but** the other one did not." • Retell narratives with detail and precision. • Begin to select language appropriate to audience.	• Provide reasons to support opinions. • Identify and recall key points from discussions. • Ask questions that extend learning or make links. (What would happen if...? Why do you think that?) • Build on previous contributions. “I agree with...”	• Collaborate effectively with a partner on a shared task. • Listen actively and respond appropriately. • Demonstrate confidence when sharing ideas. • Begin to disagree respectfully.
Year 3	• Use expression and volume to maintain interest • Consider posture when speaking to an audience. • Use expression to engage listeners. • Show active listening through non-verbal communication.	• Select ambitious vocabulary appropriately. • Explain concepts using precise language. • Use sentence stems for discussion and reasoning. • Adapt language for formal and informal situations.	• Organise ideas into a clear structure. • Develop and extend the ideas of others using evidence or examples. • Justify opinions using evidence. • Clarify understanding through questioning. (Can you explain how..?)	• Contribute constructively in group discussions. • Encourage participation from others. • Demonstrate resilience when presenting ideas. • Recognise and respond to differing viewpoints.
Year 4	• Deliberately adapt tone and pace for different purposes.	• Select precise vocabulary to improve meaning.	• Present information in a logical sequence. • Summarise discussion points.	• Demonstrate effective turn-taking. • Build consensus within a group. "We seem to agree

	• Use movement and gesture purposefully. • Present confidently to the class.	• Select language appropriate for audience and purpose. • Use formal language in presentations. • Use comparative and persuasive language to express opinions and influence others. "Our school library is **better than** many others because	• Develop explanations with supporting evidence. "I think the Romans were successful invaders because they had a well-trained army and better weapons."	that..., so maybe we should..." • Respond thoughtfully to questions. • Show awareness of audience needs. "For those who may not know..." "You might be wondering..."
Year 5	• Use voice projection effectively in larger spaces. • Control tone, pace and emphasis for impact. • Use body language naturally and effectively. • Present confidently to a range of audiences	• Use a wide range of subject-specific vocabulary. • Use a range of persuasive techniques, including facts, reasons and emotive language, to support a viewpoint. • Speak using increasingly sophisticated sentence structures. (While..../ Although...)	• Develop and sustain reasoned arguments. • Evaluate different viewpoints. • Use evidence to support conclusions. • Ask probing questions that deepen learning. (What evidence supports your opinion?)	• Lead small-group discussions effectively. • Facilitate participation from all group members. • Demonstrate confidence when challenged. • Adjust contributions in response to audience reactions and understanding
Year 6	• Demonstrate a wide range of presentation skills. • Adapt delivery for audience and purpose. • Use posture, gestures and facial expression purposefully. (Uses hand gestures to emphasise key points and facial expressions to convey emotion.) • Sustain audience engagement throughout presentations. (Questions, varied tone and eye contact to maintain audience interest.)	• Select vocabulary precisely and deliberately. • Use rhetorical devices, such as rhetorical questions, repetition and the rule of three, effectively to engage and persuade an audience.	• Construct balanced and well-reasoned arguments. • Critically evaluate evidence and viewpoints. • Synthesise ideas from multiple sources and discussions. "Both sources suggest that..." • Challenge and extend thinking effectively. "Have we considered...?" "Building on that idea..."	• Lead and facilitate discussions, evaluating their effectiveness afterwards. • Challenge ideas respectfully and constructively. • Show empathy and diplomacy in collaborative dialogue.

Appendix 1 – Endpoints

The end-point summaries describe the expected oracy outcomes for pupils by the end of each year group. They provide an overall picture of the knowledge, skills and behaviours pupils should demonstrate across the physical, linguistic, cognitive, and social and emotional strands of the framework.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ELG objectives: Listening, Attention and Understanding Speaking	Pupils speak clearly and confidently in a range of familiar situations, using appropriate vocabulary and complete sentences to share and explain their ideas. They listen attentively and respond respectfully to others, ask simple questions to support understanding, and take turns effectively when working with a partner or small group.	Pupils communicate confidently with partners, groups and larger audiences. They use an increasingly rich vocabulary and well-structured language to explain, recount and justify their ideas. They listen actively, recall and build on the contributions of others, make links through thoughtful questioning, and collaborate respectfully when working with others.	Pupils speak with growing confidence, using expression, volume and body language to support communication. They choose vocabulary carefully and adapt the way they speak to suit different situations. Pupils organise and explain their ideas clearly, support their opinions with examples, and contribute positively to discussions by encouraging participation and responding appropriately to different viewpoints.	Pupils communicate confidently and effectively to an audience, adapting their tone, pace and language for different purposes. They select precise and persuasive vocabulary to explain and present ideas clearly, organise information logically with supporting evidence, and work collaboratively by responding thoughtfully, building agreement and considering the needs of their listeners.	Pupils communicate persuasively with a range of audiences, using sophisticated vocabulary, varied sentence structures and persuasive techniques to shape opinions and strengthen viewpoints. They consider and evaluate different perspectives, use evidence to support conclusions, and ask probing questions that deepen discussion. Pupils lead group discussions by encouraging participation from others, responding confidently to challenge, and adapting their contributions to support the progress of the group.	Pupils deliver engaging presentations, adapting their approach to suit different audiences and purposes. They choose language carefully and use rhetorical devices effectively to interest, influence and persuade listeners. Pupils combine ideas from different sources, evaluate evidence critically, and construct balanced arguments. They challenge and extend thinking respectfully, showing empathy and diplomacy when leading and evaluating discussions.

Appendix 2 – Provision and Pedagogy

The provision and pedagogy examples below are intended as suggestions rather than a definitive or exhaustive list. They are provided to illustrate approaches that may support the development of pupils' oracy skills and can be adapted to suit the needs, context, and priorities of individual schools. Schools may wish to explore, refine, or expand upon these examples to align with their own curriculum, teaching practices, and the specific needs of their pupils.

Provision and Pedagogy. The examples below can be applied progressively across the school and adapted to meet the developmental needs of pupils at different ages and stages. While the core principles remain consistent, the complexity and level of independence will naturally develop as pupils progress through the year groups.	
Example: Stem sentence starters: • EYFS: *"I think ___."* • Year 2: *"I think ___ because ___."* • Year 4: *"I think ___ because ___ and the evidence shows ___."* • Year 6: *"I agree that ___ because ___; however, an alternative viewpoint is ___."*	
Talk Partners	Regularly assigned partners used for discussion and rehearsal of ideas.
Think, Pair, Share	Pupils think independently, discuss with a partner, then share more widely.
SHREC (Share, Help, Reflect, Explain, Challenge)	A framework that promotes purposeful dialogue and collaborative learning. Example: Pupils explain a method to a partner and challenge each other to justify their thinking.
Sentence Stems Starters	Structured prompts that support pupils in forming responses. *"I agree with ___ because..."* or *"Building on that idea..."*
Nursery Rhymes, Songs and Rhythmic Language	Pupils joining in with repeated phrases and actions during daily rhyme sessions.
Drama Strategies	Hot-seating, teacher in role, freeze frames, conscience alley, role on the wall.
Debates and Structured Discussion	Pupils explore different viewpoints through formal discussion. Debate clubs as an extra-curricular activity, formal class debates (a discussion with a clear framework and expectations), small group debates.
Talk Tactics	Explicit strategies that help pupils participate in discussion. Pupils use phrases such as "I would like to challenge that point"
Vocabulary Rehearsal	Pupils practise saying and using new vocabulary before applying it independently.
Storytelling and Retelling	Pupils develop narrative language and vocabulary through oral storytelling.

Modelled Talk	Teachers explicitly model effective speaking and listening behaviours.
Presentation Opportunities	Regular opportunities for pupils to speak to an audience.
Performance Opportunities	Assemblies, school productions, community events, role-play opportunities, drama clubs
Group Roles	Specific responsibilities support effective collaboration (Chairperson, summariser, questioner and recorder roles during group discussion.)
Communication-Friendly Classroom Layouts	Displays are used actively to support speaking, listening and learning, Tables arranged to support partner and group talk.
Collaborative Learning Structures	Activities that require pupils to solve problems and make decisions together. Example: Working in groups to design a solution to a challenge.
Leadership Opportunities	Providing contexts for pupils to communicate with others. School councillors leading discussions, play leaders organising games or reading ambassadors supporting younger pupils.
Philosophy for Children (P4C)	Enquiry-based discussions that develop reasoning, questioning and respectful dialogue.