



Golcar oracy overview



Golcar oracy – what are we trying to achieve?

- To listen and respond appropriately to adults and their peers
- To ask relevant questions to extend their understanding and knowledge
- To use relevant strategies to build their vocabulary
- To articulate and justify answers, arguments and opinions
- To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- To speak audibly and fluently with an increasing command of Standard English
- To participate in discussions, presentations, performances, role play/improvisations and debates
- To gain, maintain and monitor the interest of the listener(s)
- To consider and evaluate different viewpoints, attending to and building on the contributions of others
- To select and use appropriate registers for effective communication



Golcar Goals – oracy - YEAR EYFS

Communication and Language- Listening

Understand how to listen well and know why listening carefully is important.

Enjoy listening to longer stories and can remember much of what happens. Listen to and talk about stories to build familiarity and understanding.

Speaking

To talk to an audience about their weekend, their birthday or something that is of interest to them. To perform a poem/song or retell of a story to a group.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Vocabulary

They learn a wealth of new vocabulary from adults, peers and stories read to them. Use a wider range of vocabulary, often in context. Ask questions to find out more and to check they understand what has been said to them.

Developing an increasing knowledge of social scripts

Develop social phrases.

Clarity of speech and grammatical accuracy

To use different tenses and plurals with increasing accuracy.

Social and emotional awareness

Express their feelings and consider the feelings of others

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others and respect these.

Gaining and using information and experience

Children in early years will enjoy finding out about the world around them and talk about the things we learn from books/ media / adults and peers.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;



Golcar Goals – oracy - YEAR Y1/2



Linguistic Skills

Vocabulary

They choose appropriate vocabulary.

Language

They use correct grammar when they speak

Rhetorical Techniques

They use simple simile and metaphor when they speak to create vivid imagery or connect with the intended audience.

Physical Skills

Voice

They speak at a pace that is slow enough to be understood and fast enough to hold meaning.

They use expression.

They speak clearly

They can project their voice for all to hear.

Body language

They use some gestures as they speak.

They stand up tall or sit upright when talking to a partner or group.

They give eye contact when talking with, or actively listening to someone else.

Cognitive Skills

Content

Students can listen to others and build on what they have said by making links to things they are familiar with.

Structure

They think about the points they have to make and can put them in order of importance.

Clarifying and Summarising

They can ask questions to further their understanding and will say when they do not understand something.

They can pick out the key points of what has been shown to them and repeat them back.

Self-regulation

They can maintain focus for a prolonged time (10+ minutes).

They can manage their time effectively to see a task through to the end.

Reasoning

They can critically examine ideas and views of others.

They can give reasons to either support or counter the views they have heard.

Social and Emotional Skills

Working with others

They can take turns and understand a conversation or discussion involves a back and forth of points made.

Listening and responding

They listen actively and respond appropriately.

Confidence and assurance

They have enough self assurance to put themselves forward for a turn,

They have courage enough to use a certain level of boldness and flair.

Awareness of audience

They think about their audience and consider them as they speak.



Golcar Goals – oracy - YEAR Y3/4

Linguistic Skills

Vocabulary

They choose appropriate vocabulary, considering synonyms that will take into account their given point of view

Language

They use correct grammar when they speak and will edit and change their grammar when it sounds wrong to them.

Rhetorical Techniques

They use techniques such as metaphor and humour when they speak to create vivid imagery or connect with the intended audience.

Physical Skills

Voice

They consider the pace of speech for its purpose. To convey emotion they may choose to slow down their delivery of what is being said. Nervousness may require a pacey delivery here.

They use expression and intonation to add excitement, mystery and intrigue.

They speak clearly

They can project their voice and can alter their volume to hint at mood and emotional state.

Body language

They use different bodily gestures that enhance the words they are saying. They may run their hand over their head in disbelief for example.

They stand up tall, ensuring arms are open and they look at their intended audience.

They give eye contact when talking with, or actively listening to someone else. They are starting to become aware of their own facial expression.

Cognitive Skills

Content

Students can listen attentively to others and build on what they have said. They should be prepared to give detailed explanations and reasoning about what they have heard to convey their level of understanding.

Structure

They can consider their arguments and revise their order to maximise impact. They show a mastery of spoken language and an understanding of nuances in vocabulary choice, which might mean using age-appropriate or academic vocabulary.

Clarifying and Summarising

They can scrutinise what they have heard and ask questions to further their own understanding.

They can review and evaluate the worthiness and value of what has been heard critically.

They can paraphrase information to gain greater clarity and can summarise it afterwards in a succinct way.

Self-regulation

They can maintain focus for a prolonged time (30+).

They can manage their time effectively to see a task through to the end.

Reasoning

They can begin to examine the ideas and views of others and respectfully contribute their own views, which may or may not be similar to them.

They can give reasons to either support or counter the views they have heard. They can see both arguments for and arguments against a given problem or hot topic.

Social and Emotional Skills

Working with others

They can take turns and understand a conversation or discussion involves a back and forth of points made. They can ask for clarification if they do not understand their partner.

Listening and responding

They listen actively and respond appropriately.

Confidence and assurance

They have enough self assurance to put themselves forward for roles within the classroom.

They are self-assured and confident in their own abilities and character.

Awareness of audience

They think about their audience and consider them as they speak. They transmit information efficiently and effectively.



Golcar Goals – oracy - YEAR Y5/6

Linguistic Skills

Vocabulary

They choose appropriate vocabulary. They are aware of creating a formal tone and the importance of correct grammar and standard English to create an official or serious and professional feeling.

Language

They use correct grammar when they speak and will edit and change their grammar when it sounds wrong to them.

They are aware of language register and the relationship that they, the speaker, has with the desired listener. They consider how they want the listener to feel on hearing what is said, ie sympathetic.

Rhetorical Techniques

They use techniques such as metaphor and humour, irony and mimicry when they speak to create vivid imagery or connect with the intended audience. For example, if they are playing a pantomime 'baddy' they will use language devices that will create dislike in the audience.

Physical Skills

Voice

They consider the pace of speech for its purpose. To convey emotion they may choose to slow down their delivery of what is being said. They examine the effect of differing pace on how words are heard and felt.

They use expression and intonation to add excitement, mystery and intrigue.

They speak clearly and audibly with an ownership to the words said.

They can project their voice and can alter their volume and tone to hint at mood and emotional state. A shrill tone would hint at fear, whereas an angry tone would suggest dislike or annoyance.

Body language

They use different bodily gestures that enhance the words they are saying. They use 'show not tell' studies on gesture and movement to include in their own role-play.

They stand up tall, ensuring arms are open and they look at their intended audience.

They give eye contact when talking with, or actively listening to someone else. They are aware of their own facial expression.

Cognitive Skills

Content

Students can listen to others and build on what they have said. They should be prepared to give detailed explanations about what they have heard to convey their level of understanding.

Structure

They can consider their arguments and revise their order to maximise impact.

Clarifying and Summarising

They can scrutinise what they have heard and ask questions to further their own understanding, expressing either support or doubt in it's merit or content.

They can paraphrase information part way through it being delivered or can summarise it afterwards in a succinct way.

Self-regulation

They can maintain focus for a prolonged time (20+).

They can manage their time effectively to see a task through to the end.

Reasoning

They can critically examine the ideas and views of others and respectfully contribute their own views, which may or may not be similar to them.

They can give additional reasons to either support or counter the views they have heard. They can see both arguments for, and arguments against a given problem or hot topic and suggest further arguments that may not have been considered yet.

Social and Emotional Skills

Working with others

They can take turns and understand a conversation or discussion involves a back and forth of points made. They can make polite interjections where necessary, without dominating the natural flow of the discussion being had.

Listening and responding

They listen actively and respond appropriately. They may make listening gestures such as nodding their head or giving an approving 'hmm' where fitting.

Confidence and assurance

They have enough self assurance to put themselves forward for roles within the classroom that will require speaking at length in a public arena where they will have an audience.

They are self-assured and confident in their own abilities and character.

Awareness of audience

They think about their audience and consider them as they speak. They transmit information efficiently and effectively, editing where necessary for differing listening audiences.