

Welcome to our Oracy information session



The Trent-Rylands Federation

Oracy in F1

Aims for the session

- 1 – Find out more about what oracy is
- 2 – Information about how we promote oracy in school, specifically F1
- 3 – What can be done to support this at home

ORACY

What is Oracy?



Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

Oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.

The Oracy Framework

physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Physical

Voice

- Pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact



Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry



Cognitive

Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questioning
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed



Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience

How does that link to our curriculum in F1?

- Physical:** To use pitch, intonation and to change volume when talking
To use gestures to promote understanding of what they are saying
- Linguistic:** To use talk to organize themselves in play “Let’s go on the bus...you sit there...I’m the bus driver”
To begin to speak in tenses (sometimes ‘runned’ instead of ‘ran’)
- Cognitive:** To use the word ‘because’ to develop ideas further and clarify meaning
To express an opinion and talk about their own point of view
- Social & Emotional:** To look at an adult when they are talking to me
To respond to a friend when they are talking to me
To have a conversation and take turns

What the curriculum says...

EYFS Statutory Educational Programme:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

How do we promote this in Nursery?

We have a communication friendly setting...

- Clear policies to support children with speech, language and communication needs
- We use appropriate tools to track progress in speech, language and communication so we can access additional support when its necessary
- We have a physical environment that supports communication and the development of communication skills
- Planned play opportunities that identify and support developing communication skills
- Strong liaison with families to share information and focus on developing communication skills
- High quality, sensitive adult-child interaction.



We follow their lead!



STOP

Stop encouraging children to do what we want – let them lead

LISTEN

Watch and listen to reinforce that we are interested in what they have to say. It will make our responses more relevant.

RESPOND

By EXPLAINING, REPEATING and EXPANDING

The 10 second rule

(not about eating food off the floor!)

- Ask a question and wait for 10 seconds!
- Young children need time to decide what to say and to plan an answer- sometimes even just to find the correct words



What can be done to help at home?

“...It is known that the home learning environment has the biggest impact on language and literacy levels”

(Desforges and Arbouchar, 2003)

- A family is in an expert position to describe their child's communication at home
- Communication might be different from the larger groups at nursery
- Families may also have a better insight into hearing, play and interaction in a different setting



Here are 7 simple strategies to promoting oracy and good language development at home.

1. Be a good role model

Children learn by observing and copying!

Speaking slowly, so that children have time to process the information you give them, as well as clearly and calmly.

Using short sentences so that they aren't overwhelmed with language

Making eye contact, getting down to the child's level if necessary.

Modelling the right pronunciation and sentence structure, making sure to enunciate each word and sound – for example, it helps children learning to speak if you say 'going to' rather than 'gonna'.

Not using 'baby words' – children will need to learn the adult version from somewhere, and if you model it for them, they'll learn it more quickly.

Labelling objects and actions around you to teach them more vocabulary – for example, 'look at that dog!'.

Listening carefully when children are talking to you – give them your full attention.

Not interrupting when they are speaking.

Giving them opportunities to respond by leaving pauses after your sentences – this helps them learn turn-taking in conversations, but also gives them time to think and anticipate your next sentence.

Making signs, gestures, or actions as you speak to help convey your meaning.

Using expressive language to discuss objects, actions, and emotions – for example, 'that's a beautiful picture!', 'look at that tall tower!'.

2. Read to them!

Reading books is so beneficial, even to really young children and babies. Pointing to words, chatting about the story, using silly voices and asking questions all go a long way to promoting speech and language. Encourage children to love reading stories and poems!

It's also the key to all learning as they move through school.



3. Talk to them!



- Think about tone
- Eye contact
- Saying their name so you have their attention
- Being positive even if they say something wrong
- Describe what they are doing

4. Play describing, turn taking and guessing games



- I spy
- What am I?
- Ask children to do something but only when you say 'go'

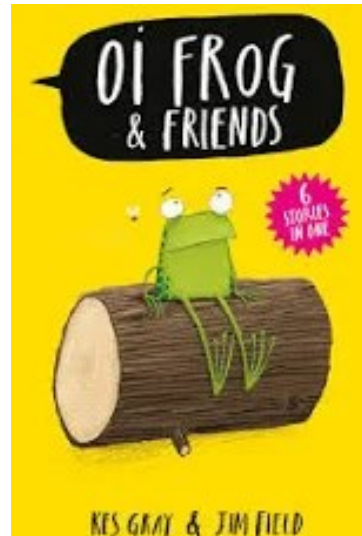
5. Encourage pretend play

- Role play
- Teddy bear's picnic
- Dollies
- Puppets



6. Explore rhymes

- The sillier the better!
- Find a rhyme for their name etc
- Books like 'Oi Frog' are great examples of this



7. Sing!!



- Sing familiar songs then leave words out for them to complete “Twinkle, twinkle little ____”
- Sing instructions! They might just respond!
- Encourage performance and singing-next stop BGT!



Thank you for listening!

Any questions?

<https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language>

<https://www.nct.org.uk/baby-toddler/learning-talk-and-communication-your-baby/how-can-you-encourage-childs-language-development>

<https://www.home-start.org.uk/encouraging-language-development>