

**Guardian Angels
Catholic Primary School**



ORACY STRATEGY

2025-2028



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Our Lady and All Saints
Catholic Multi Academy Company
Strong in Faith



Our Strategy

At Guardian Angels Catholic Primary School, inclusion is our driver, and oracy is our vehicle. Rooted in our mission as a Catholic school, we believe every child is created in the image and likeness of God; therefore, every child deserves to find their voice, to be heard, and to be known. We hold a preferential love for the vulnerable, recognizing that the ability to communicate is the ultimate 'leveler' of the playing field.

At Guardian Angels, every adult is a teacher of spoken language. We view oracy not as an add-on, but as a visible expression of our Catholic mission in action—empowering the marginalized to speak their truth. Our approach ensures that high-quality talk meets pupils where they are, providing the scaffolding necessary for every child to access an ambitious curriculum. Through our specialized Resource Base for ASD and SLCN, we are growing a center of excellence in communication that serves our whole-school community, ensuring that no child's voice is left unheard.

At Guardian Angels Catholic Primary School, our vision is to empower every student to articulate their thoughts, ideas, and faith with clarity, confidence, and respect. We aim to foster a community where active listening and meaningful dialogue flourish, rooted in our Catholic values of empathy and compassion.

This strategy is underpinned by evidence from the Education Endowment Foundation (EEF), recognizing that high-quality oracy intervention can lead to an average of +6 months of additional progress.



Vision & Mission



Mission

Guided by the teachings of the church, we PRAY, WORK, CELEBRATE and CARE, using the gifts we have been given by God the Father, Son and Holy Spirit.

Vision

We believe every child is gifted with a unique voice, created in the image of God. We enable human flourishing by empowering every student to speak their truth and listen with love, ensuring no voice is left unheard as a witness to the Gospel.

We break down barriers to communication for the disadvantaged and those with SEND, ensuring that our curriculum and care provide every child with the tools to articulate their ideas and advocate for themselves.

We find our belonging in the rhythm of prayer and the power of shared dialogue. By fostering a calm and welcoming 'listening culture,' we ensure that our liturgy and daily life are shaped by the voices of all who belong here.

Our Shared Diocesan Mission:

Forming Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge, and a hunger for justice



The Visionary Approach

At Guardian Angels Catholic Primary School, high-quality, inclusive provision is rooted in the belief that every child has a right to be heard. We believe that every teacher is a teacher of communication, and our Gospel witness is lived out through the purposeful talk that fills our classrooms every day.

Our 'Quality First' approach ensures that every learning environment is a safe, talk-rich space where all pupils—including those with SEND—are empowered to find their voice. We use carefully planned oracy scaffolds and provision maps to ensure that the curriculum is not just accessible, but 'speakable,' allowing every child to articulate their learning at an appropriate level.

We are a community of learners; through high-quality CPD, coaching, and peer-observation, our staff refine their oracy pedagogy, ensuring they have the skill to nurture the unique voice of every child. At Guardian Angels, inclusion is the sound of every pupil being known, listened to, and given the opportunity to flourish.





The Four Strands of Oracy

We utilize elements of the Voice 21 Oracy Skills Framework to ensure a holistic approach to speaking and listening:

Physical: Voice (pace, tonal variation, projection) and Body Language (gesture, eye contact)

Linguistic: Vocabulary choice, register, and grammar.

Cognitive: Content, structure, clarifying, summarizing, and reasoning.

Social & Emotional: Working with others, listening and responding, confidence, and audience awareness.

Core Pedagogy

Kagan Cooperative Learning: We use structures like Round Robin, Timed Pair Share, and Numbered Heads Together to ensure equal participation and individual accountability

Explicit Modelling: Teachers "hand-over" the language by verbalizing their own thought processes (Walkthrus).

Faith-Infused Communication: Students are encouraged to "Listen with their hearts" and engage in respectful dialogue during RE and Collective Worship.



Where Oracy Fits into the Curriculum

EYFS Oracy Framework

1. Listening, Attention, and Reverence

“Let every person be quick to hear, slow to speak...” (James 1:19)

The Goal: Children listen with "the ears of the heart," recognizing the dignity of the person speaking.

The Practice: Children listen attentively in a range of situations, including during moments of prayer, liturgy, and story-sharing. They listen to the Word of God and the stories of our faith family, accurately anticipating key events and responding with wonder and relevant comments. They show reverence by giving their full attention to others, understanding that listening is the first step in loving our neighbor.

2. Understanding and Discernment

“Speak, Lord, for your servant is listening.” (1 Samuel 3:9)

The Goal: Children seek to understand the world God created and the instructions of those who care for them.

The Practice: Children follow instructions involving several ideas or actions, contributing to the common good of the classroom community. They explore the "how" and "why" of their experiences, showing curiosity about God's creation and responding deeply to stories of Jesus and the Saints. They use their understanding to make connections between their own lives and the Gospel values we share.



Where Oracy Fits into the Curriculum

EYFS Oracy Framework

3. Speaking with Charity and Confidence

“Your word is a lamp to my feet and a light to my path.” (Psalm 119:105)

The Goal: Children use their God-given voice to express themselves with clarity, confidence, and kindness.

The Practice: Children express themselves effectively, showing charity by being mindful of their listeners’ needs and feelings. They use past, present, and future forms accurately to tell the story of their own journey and the world around them. They develop their own narratives—both real and imaginative—connecting ideas to explain their thoughts, share their joys, and advocate for what is fair and good.



Where Oracy Fits into the Curriculum

The Guardian Angels Oracy Strategy: Speaking with Purpose, Listening with Love

National Curriculum Objectives: Our Ministry of the Word (Years 1-6)

At Guardian Angels, we believe that the spoken word is a gift from God. Our curriculum ensures that children develop the confidence to use their voices for the common good and the humility to listen with an open heart. Pupils will:

- Listen and respond with reverence to adults and peers, recognizing the dignity of every person speaking.
- Seek truth by asking relevant questions to extend their understanding and knowledge of God's world.
- Care for the language we share by using relevant strategies to build a rich and purposeful vocabulary.
- Speak with conviction and reason, articulating and justifying answers, arguments, and opinions with charity and respect.
- Give well-structured descriptions and narratives to share their unique journey of faith and learning, including the honest expression of their feelings and interior life.
- Build community through active participation in collaborative conversations, staying on topic and valuing the contributions of others.
- Explore the wonder of creation by using spoken language to speculate, hypothesise, imagine, and explore ideas.
- Speak with clarity and confidence, using an increasing command of Standard English to ensure they can be heard and understood by all.
- Witness to their values through discussions, presentations, performances, role play, and debates.
- Communicate with empathy, gaining and maintaining the interest of the listener while being mindful of their needs.
- Practice "Holy Listening," evaluating different viewpoints and building on the contributions of others to find common ground.
- Show discernment by selecting appropriate registers for effective and respectful communication in different settings.



Progression of Skills – By end of EYFS: "The Word in our Hearts and on our Lips"

Key Skills to Teach	Physical: The Body as a Temple	Linguistic: Stewardship of Language	Cognitive: Seeking Wisdom & Truth	Social & Emotional: Loving our Neighbour
Early Learning Goals	To speak audibly so they can be heard, sharing their God-given voice with others To use gestures and expression to share stories of joy, love, and play.	To use talk in play to practice new words that describe God's world. To join phrases with 'if', 'because', 'so' to explain their wonder at creation.	To use 'because' to develop their ideas and share their unique perspective To ask 'Big Questions' and make relevant contributions during carpet time and prayer.	To look at someone who is speaking, showing them the respect and dignity they deserve. To take turns to speak, valuing the presence of others in our school family.

EYFS Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction	Language of sequencing	Language of explaining mathematics
I agree with / I disagree	It's the same because	It's the same/different... because	I think it will...	First...	It is the same/different....
I think....	It's different because	They / we both have...	This will.....because	Next...	There one more... one less...
I don't think....	This is... and that is....	Altogether we / I have	I know that...	After that...	I have more... less...
It will.... because		I know... because		Then...	Altogether I have ...
I like the way.... I do not like the way...		It looks / smells / feels / tastes / sounds like...		It is ...because...	I think ... is heavier/lighter.



Progression of Skills – Year 1: "Walking and Talking in the Light of Christ"

Key Skills to Teach	Physical: The Body as a Temple	Linguistic: Stewardship of Words	Cognitive: Seeking Truth Together	Social & Emotional: Building the Body of Christ
Learning Objectives	To use a tone of voice that reflects the situation, e.g., using a voice of peace when resolving conflict or a voice of reverence in prayer. To speak with the confidence of a child of God in different contexts.	To use specific vocabulary with care, honoring the subjects we study. To try out new language as a way of exploring God's world. To use sentence stems to connect our ideas to our friends: "I hear what you are saying..." "Linking to what [Name] said..."	To offer reasons for opinions, seeking to understand the 'why' behind God's creation. To ask questions when we don't understand, knowing that seeking wisdom is a gift. To value the person even when we challenge the idea.	To listen with an open heart and be humble enough to change our mind based on what we have heard. To lead and organize group talk fairly, ensuring every voice in the circle is heard.



Year 1 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description
Yes / no because...	They are the same / different because... is And is	Ibecause
I don't like / do like...because	They are alike because they are both.....	When Ibecause
I agree / disagree with...		It is and....
It is right / wrong because...		It is a/an (adjective) (noun)
I think / don't think that...		After I.....

Language of sequencing	Language for mathematical explanations	Language of prediction
First I will...	I know...because...is in between/after/before...	I think... because
Next I would...	Comes before...because...	I predict...
Then I...	Comes after...because...	I think....will happen because
After that I...	The answer is...because...	I know that
Finally I ...		



Progression of Skills – Year 2: "Becoming Messengers of Good News"

Key Skills to Teach	Physical: Honoring the Message	Linguistic: Discerning our Words	Cognitive: Seeking Wisdom Together	Social & Emotional: The Gift of Inclusion
Learning Objectives	To use gestures that show respect to others, such as gesturing towards a peer when referencing their "gift" of an idea. To use the body and hands to help others understand the "truth" of what is being shared.	To adapt our "voice" for different people, recognizing that we speak with different kinds of reverence to a visitor, a priest, or a friend. To use sentence stems that honor the contributions of others while building or challenging ideas with charity.	To ask questions that seek to uncover more about God's world and our neighbors. To build a "bridge of ideas" by connecting what has been said to our own experiences of faith and life.	To develop empathy for the listener, ensuring our message is clear and kind. To act as a 'Guardian Angel' for others by noticing who has not spoken and inviting them into the conversation so all are welcome.



Year 2 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction	Language of sequencing	Language of mathematical explanation
Yes / no because...	They are the same / different because... is ... and ... is	Ibecause	I think... will happen because	First...	I started at 5 because the ... and... are...
I don't like / do like...because	They are alike because they are both.....	When Ibecause	I predict...because	Next...	This makes ...so I ...
I agree / disagree with...	They are similar because	It is and....	I know that	After that...	So then I ... because ...
It is right / wrong because...	They are different because	It is (adjective) (noun)	This will happen because...	Finally...	I know... because ...
I think / don't think that...		After / Before I.....		Last of all...	
I believe...					
I think that...					
In my opinion...					
However... Also....					



Progression of Skills – Year 3: "Speaking with Wisdom and Witness"

Key Skills to Teach	Physical: Presence & Reverence	Linguistic: Stewardship of Knowledge	Cognitive: Seeking Higher Truth	Social & Emotional: Servant Leadership
Learning Objectives	To vary tone of voice to convey deep meaning: e.g., speaking with authority when sharing facts or with compassion when telling a story of need. To use posture and position to show presence and respect when addressing an audience.	To use specific, "expert" vocabulary to honor the subjects God has called us to study To make precise language choices that reflect the truth of a situation (e.g., choosing words that bring peace rather than conflict).	To seek to understand others by offering opinions that aren't their own (walking in another's shoes). To distill the "heart of the matter" by summarizing a discussion and reaching a shared agreement for the common good.	To adapt our words out of charity for the listener, ensuring our message is accessible to everyone. To speak with the courage of the Spirit when presenting in front of an audience.



Year 3 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction	Language of sequencing	Language of mathematical explanation
An argument for/against is...	They are the same / different because... is and is	Ibecause	I think... will happen because	First.....because.....	First..... After that.....
I don't like / do like...because	They are alike because they are both.....	When Ibecause	I predict...because	Next.....however...	I know....because...
I agree / disagree with...	They are similar because	It is and....	I think....will happen because	Then.....therefore	If you....thenand.....
It is right / wrong because...	They are different because	It is (adjective) (noun)	This is probable because...	Finally/Eventually/ Lastly..... because.....	are alike in that....
I think / don't think that...		After / Before I....	After...I predict that...		and.....are similar because.....
I believe...		I think it looks it looks / feels/smells/sounds like...	This is a result of...		When....
In my opinion... / My view is		It reminds me of...			If..... so
I understand but / however...					
I accept your opinion / decision but/however...					
I think that...					
However...					
Also....					
Building on what you're saying...					



Progression of Skills – Year 4: "Proclaiming the Truth with Charity"

Key Skills to Teach	Physical: Movement as Witness	Linguistic: Stewardship of the Word	Cognitive: Grounding our Thoughts in Truth	Social & Emotional: Building up the Body of Christ
Learning Objectives	To consider how movement and posture can emphasize a message of importance or joy. To use purposeful silence and pauses to allow an audience to reflect on a deep point or a moral message.	To carefully discern the words we use, ensuring they support our purpose and honor the dignity of the subject. To use phrasing that invites others into the "light" of our ideas.	To be able to give supporting evidence, citing texts or shared experiences to ground our arguments in truth. To ask probing questions that seek to uncover deeper meaning and wisdom. To reflect on our own oracy gifts through a daily Examen, identifying strengths and areas to grow.	To use subtle, kind prompts for turn-taking, ensuring the "classroom banquet" of ideas is shared fairly. To show empathy for the listener, adapting our message to meet their needs and feelings. To ensure feedback is an act of charity, considering how our words can "build up" or "restore" our peers.



Year 4 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction	Language of retelling events and story telling	Language of mathematical explanation
An argument for/against is...because...	They are the same / different because...	I ...because	I think... will happen because	In the beginning....	We know that.....so/ because.....
I don't like / do like...because	They are alike because they are both....	When Ibecause	I predict...because	Subsequently.....	It can't be.....so/ because.....
I agree / disagree with...	One similarity / difference is...	It is and....	This is probable because...	On the other side of the forest.....	So it must be.....so/ because.....
It is right / wrong because...	They are different because	It is (adjective) (noun)	After...I predict that... because	I remember that.....	I agree/ disagree with you because.....
I think / don't think that...	A further similarity / difference is...	After / Before I....	Due to the fact that...	With hindsight.....	A major difference between..... and.....is that.....
I believe...		It reminds me of...	As a result of...	Reflecting upon.....	Some ways in which..... and..... differ are.....
In my opinion...		As a result...	The outcome will be...	In the event that.....	As a result, ...
I understand your point of view however...		Meanwhile	Based on... I predict that	Lastly..... In the end.....	
I appreciate's opinion / decision but/however...		Furthermore	After hearing all the evidence...	To conclude In conclusion To sum up.....	
I think that...		Eventually			
However, I think differently because		In contrast to...			
I see it differently...		Because			
Most reasonable people would agree that...					
Building on what you're saying...					



Progression of Skills – Year 5: "Proclaiming with Passion and Discernment"

Key Skills to Teach	Physical: Proclaiming the Word	Linguistic: Stewardship of Expression	Cognitive: Discerning the Common Good	Social & Emotional: Holy Listening & Holy Fire
Learning Objectives	To project their voice with confidence to large audiences, ensuring their "Good News" reaches everyone. To use gestures that flow naturally from the heart, supporting the authenticity of their message.	To use an increasingly sophisticated range of sentence stems to weave a "tapestry of ideas" with fluency and grace. To choose vocabulary that honors the dignity of the subject and the listener.	To draw upon knowledge of the world (e.g., Laudato Si') to support their view while honoring different perspectives as part of God's diverse family. To act as a shepherd of the conversation, identifying when it has lost its way and gently bringing it back to the truth.	To practice "Holy Listening" (with the ear of the heart) for extended periods, showing patience and reverence for others. To speak with flair and passion, allowing the "fire of the Spirit" to animate their delivery.



Year 5 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction	Language of retelling events and story telling	Language of mathematical explanation
An argument for/against is...because...	In some ways...	In conclusion...	I think... will happen because	To begin... To start with...	I think the question means...so the answer would be.....
The two main reasons for believing this...	Another feature they have in common...	To begin with...	I predict...because	Afterwards... After that day...	I know that.....therefore I would try out.....
My first/second important reason...	Furthermore they are both..	Because of....x happened	This is probable because...	The next day...	If the.....add up to.....then the total number must be.....
Perhaps some people would argue...	However, they also differ in some ways...	It seems to be like...	After...I predict that... because	All of a sudden...	Knowing this means we can work out what's missing!
However, I would point out...	A further similarity / difference is...	After / Before I.....	Due to the fact that...	Meanwhile...	The reason..... is that... /is due to.....
In opinion, it is clear...		It reminds me of...	As a result of...	Eventually...	As a resulttherefore...
I understand your point of view however...		As a result...	The outcome will be...	To finish with...	
I appreciate's opinion / decision but/however...		Meanwhile	Based on... I predict that	In conclusion...	
However, I think differently because		Furthermore	After hearing all the evidence...		
I see it differently...		Eventually			
Most reasonable people would agree that...		In contrast to...			
Building on what you're saying...		The reasons for...			



Progression of Skills – Year 6: "Witnesses to the Truth & Servant Leaders"

Key Skills to Teach	Physical: Presence & Dignity	Linguistic: The Beauty of the Word	Cognitive: Reasoned Witness	Social & Emotional: Discernment & Charity
Learning Objectives	To speak with fluency and presence, recognizing the dignity of their role as leaders. To consciously adapt tone, pace, and volume as an act of stewardship over their message.	To vary sentence structures for effect, using the "gift of language" to inspire and move others. To use idioms and expressions to bring warmth and personality to their witness.	To construct detailed arguments or narratives that seek Truth and Justice. To respond spontaneously to complex questions, citing evidence with humility and clarity.	To use humor with maturity, reflecting the joy of the Gospel To read a room with pastoral sensitivity, adjusting their talk to ensure all feel included and heard. To develop a unique "voice" that reflects their identity as a child of God.



Year 6 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction	Language of sequencing	Language of mathematical explanation
I am convinced...	In some ways...	In conclusion...	I think... will happen because	First, Next, then, After that, Finally...	First I ... Then ... Next ...Finally...
Given that...	Another feature they have in common...	To begin with...	I predict...because	What happened next?	I approached it methodically (by) ...
Based on fact...	Furthermore they are both...	Because of...x happened	This is probable because...	In summary...	I was systematic... (when /because)
Perhaps some people would argue...	However, they also differ in some ways...	It seems to be like...	After...I predict that... because	The consequence of...	I looked at the whole problem and broke it down into steps...
However, I would point out...	A further similarity / difference is...	After / Before I....	Due to the fact that...		We could possibly... or ...
Having pondered /analysed...		It reminds me of...	As a result of...		So far I have discovered/worked out that...
I understand your point of view however...		As a result...	The outcome will be...		
I appreciate's opinion / decision but/however...		Meanwhile	Based on... I predict that		
However, I think differently because		Furthermore	After hearing all the evidence...		
Taking everything into account		Eventually	In light of...		
Most reasonable people would agree that...		In comparison to...	In summary		
Building on what you're saying...		The reasons for...			



KS2 Enrichment in Oracy Skills

Skill	Year 3	Year 4	Year 5	Year 6
Speaking length	1 minute	1 - 2 minutes	2 minutes	2+ minutes with questions
Audience	Class	Class	Class/another class	Whole school/community
Notes	Prompt cards	Prompt cards	Cue cards/slides	Minimal notes
Questioning	Simple answers	Answer audience questions	Ask and answer questions	Challenge and justify ideas
Collaboration	Simple group performance	Planned group performance	Group presentation	Collaborative project with leadership
Performance	Storytelling	Character/performance	Persuasive and dramatic speaking	Formal presentation and debate



KS2 Enrichment in Oracy Skills

Half Term	Year 3	Year 4	Year 5	Year 6
Autumn 1	Show and Tell Speak for 1 minute about a favourite object using notes. Focus on clear voice and eye contact.	Instruction Talk Explain how to do something (make a sandwich, play a game etc.) for 1-2 minutes.	Persuasive Speech 2-minute speech persuading the class about a favourite book, hobby or cause.	Current Affairs Talk Deliver a 2-minute presentation about a recent news story, explaining why it matters.
Autumn 2	Poetry Recital Learn and perform a short poem from memory with expression.	Poetry Performance Learn and perform a longer poem using expression, pace and gestures.	Poetry Performance Memorise and perform a challenging classic or contemporary poem.	Poetry Recital Perform a sophisticated poem, demonstrating audience awareness and interpretation.
Spring 1	Storytelling Retell a familiar story without reading from a book, using expression and sequencing.	Book Recommendation Give a short talk recommending a favourite book using reasons and evidence.	2-Minute Independent Presentation Present on a topic of personal interest using cue cards or slides.	2-Minute Independent Presentation Deliver a well-structured presentation using visual aids and respond to audience questions.
Spring 2	Interview Activity Interview a partner then introduce them to the class.	Historical Character Hot Seating Answer questions in role as a historical figure.	Debate Take part in a structured class debate, presenting arguments and rebuttals.	Formal Debate Participate in a formal debate using evidence and respectful challenge.
Summer 1	Picture Prompt Talk Describe and explain ideas from an image for 2 minutes.	Explaining Learning Teach the class a skill or explain a concept independently.	Assembly or TED-style Talk Deliver a short inspirational talk to another class or assembly.	Enterprise or Campaign Pitch Pitch an idea to an audience using persuasive speaking techniques.
Summer 2	Group Performance Small group storytelling or class assembly with speaking roles.	Group Performance Produce and perform a short play, news report or class assembly.	Group Project Create and deliver a documentary, podcast or dramatic performance in group	



Year 3

Show and Tell

Poetry recital

Storytelling

Interview and introduction

Picture prompt presentation

Group storytelling/performance

Focus: Speaking clearly, confidence, sequencing ideas, listening to others.

Year 4

Instruction talk

Poetry recital

Book recommendation

Hot seating

Explain a learning skill

Group performance

Focus: Organisation, audience awareness, questioning and answering.

Year 5

Persuasive speech

Poetry recital

Independent 2-minute presentation

Debate

TED-style/assembly talk

Group documentary, podcast or drama

Focus: Persuasion, reasoning, adapting language for purpose.

Year 6

Current affairs presentation

Poetry recital

Independent 2-minute presentation with questions

Formal debate

Enterprise/campaign pitch

Collaborative presentation or performance

Focus: Formal speaking, leadership, critical thinking, responding to questions and presenting to wider audiences.

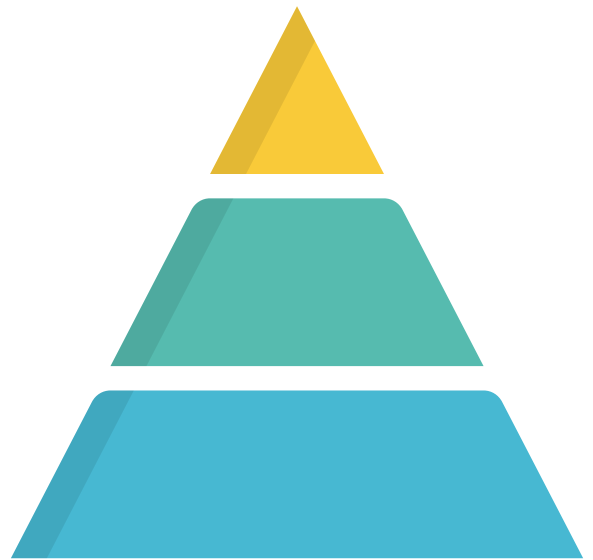
Graduated Approach

Wave 1: Universal – Quality First Teaching

"In the beginning was the Word."

1. Explicit Vocabulary Instruction

- The Routine: Every lesson begins with the explicit introduction of 2–3 Tier 2 (high-frequency academic) or Tier 3 (subject-specific) words.
- WalkThru Integration: Use the Deliberate Vocabulary Development.
 - Step 1: Say the word, children repeat (choral response).
 - Step 2: Provide a "student-friendly" definition.
 - Step 3: Use the word in a sentence (linked to the Catholic life of the school or the current topic).
 - Step 4: Check for understanding (e.g., "Give me an example of...").
- Visual Supports: Words are displayed on lesson PowerPoints and Working Walls with a dual-coded image.



2. Scaffolding with Sentence Stems

- The Offer: Sentence stems are provided for every talk task to reduce cognitive load.
- Examples:
 - Agreeing: "I agree with [Name] because..."
 - Building: "Building on [Name]'s point, I also think..."
 - Reasoning: "I believe this is true because the evidence shows..."
- Talk like a resources
- WalkThru Integration: "Scaffolding" and "Metacognitive Talk." Teachers model the stem first, then "Cold Call" (WalkThru) to hear them used.

3. Kagan Strategies for Equity of Voice

Timed Pair Share: Ensures every child talks for a set time (e.g., 30 seconds each).

RallyRobin: For quick-fire vocabulary recall (e.g., "List all the adjectives you can find").

Numbered Heads Together: Encourages group accountability—anyone in the team could be called to share the group's "collective thought."

Graduated Approach

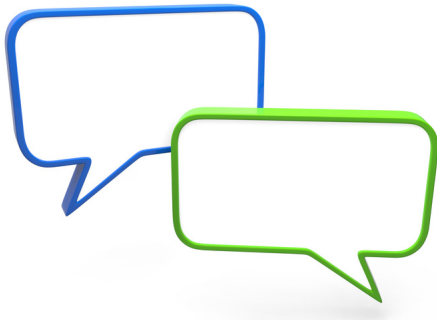
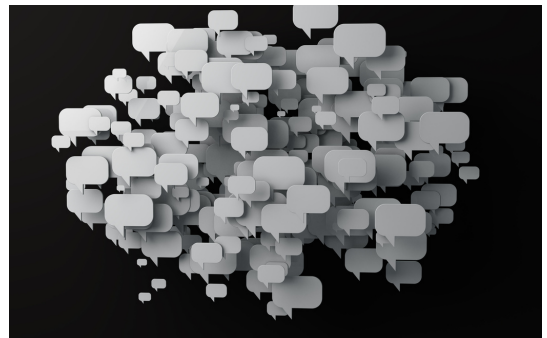
Wave 2: Targeted – Time-Limited & Evidence-Based

1. In-Class Interventions (The "Talk Support" Model)

Pre-Teaching Vocabulary: A TA or teacher spends 5 minutes with a targeted group before a lesson to introduce the "Explicit Vocabulary" and "Sentence Stems" so they can participate confidently in the main class.

Prompt Cards: Visual "Talk Fans" or desk-mats containing the lesson's sentence stems and Kagan roles.

WalkThru Integration: "Checking for Understanding." Using mini-whiteboards or hinge questions specifically for this group to ensure they have grasped the Tier 2/3 words before moving on.



2. Small Group Interventions

Vocabulary Catch-Up: A 20-minute session 3x weekly using the Frayer Model (WalkThru) to deeply explore words (Definition, Characteristics, Examples, Non-examples).

Lego Therapy / Social Communication Groups: Using oracy to solve collaborative problems, focusing on the "Social and Emotional" strand of the Oracy Framework.

Wellbeing Check-ins: Smaller, adult-led versions of the morning check-ins to practice expressing socio-emotional needs.

Graduated Approach

Wave 3: Specialist – Precision & Multi-Agency

1. Specialist Speech and Language Provision

SALT Implementation: Delivery of 1:1 programmes designed by Speech and Language Therapists.

Total Communication Approach: Use of Makaton, Symbols (Widgit), and Objects of Reference alongside spoken language to scaffold the Oracy Framework.

Attention Autism (The Bucket): Developing the fundamental oracy skills of shared attention and listening in a high-engagement, specialist setting.



Summary of the Guardian Angels Oracy Toolkit

Element	Tier 1 (Universal)	Tier 2 (Targeted)	Tier 3 (Specialist)
Vocabulary	Whole-class Tier 2/3 teaching	Pre-teaching / Frayer Model	Sensory-based vocab / Symbols
Sentence Stems	Displayed on board/walls	Individual desk-mats/fans	Physical sentence builders
Kagan	RallyRobin, Pair Share	RoundRobin with adult facilitation	1:1 Turn-taking games
WalkThrus	Cold Calling, Checking Understanding	Scaffolding, Feedback	Small Steps, Guided Practice
Intervention	Quality First Teaching	Small groups (Lego Therapy)	SALT 1:1 / Attention Autism



Integration of Sentence Stems

The below sentence stem documents ("Talk Like a Mathematician," "Talk Like a Historian," "Talk Like a Theologian," "Talk Like a Scientist," "Talk Like a Designer") will be explicitly used across the curriculum.

- Visual Displays: Create classroom displays for each "Talk Like a..." document, making the stems readily available to students.
- Explicit Modelling: Teachers will model the use of these sentence stems during instruction, discussions, and when giving feedback.
- Guided Practice: Students will be explicitly prompted to use specific sentence stems during group work, pair work, and individual responses.
- Subject-Specific Oracy: Encourage students to use the appropriate "Talk Like a..." stems when discussing subject-specific content, fostering academic language acquisition.

**TALK LIKE A
MATHEMATICIAN**

**WHAT DID YOU DO AND WHY?**

I approached this problem by..... The strategy I use was.....
Firstly, I tried..... I started by..... I already knew..... so
I decided to.....because.....

**WHAT DID YOU NOTICE?**

I noticed that..... The pattern I noticed was.....
This reminds me of..... I predict.....because.....
A conjecture I made was..... I noticed a connection between.....

**CAN YOU PROVE YOUR FINDINGS?**

I know this is correct because..... I proved my thinking by.....
I checked my answer by..... I used the inverse of.....to check.....
I verified my conjecture by.....

**WHAT IF IT GOES WRONG?**

I noticed that..... I tried.....but..... I thought.....but.....
I cannot be correct because..... I realised that.....so.....
An error occurred when.....

**NEXT STEPS**

If I did this again..... A better strategy next time would be.....
I would like to know what happens if..... I am interested to know.....

TALK LIKE A THEOLOGIST



KNOWLEDGE AND UNDERSTANDING

This learning has changed my understanding of....
Previously we learnt....
As Catholics we....because....



LINKS AND CONNECTIONS

This scripture teaches us....because....
This passage links to....because....
As Catholics we may be reluctant to....
....is an important symbol to Catholics because....



MEANING AND PURPOSE

Some challenges faced by followers of Christ include....
I agree / disagree because....
I find it fascinating that....



BELIEFS AND VALUES

I believe.... I think people choose....because....
....believed....was important because....
The example of....helps me to....



ANALYSIS AND EVALUATION

This passage / hymn / prayer makes me feel.... I think....means....
I prefer....because.... Some others believe....because....
....is most important to me because....



STATE YOUR POINT

I thin that.... In my opinion.... I believe.... In my View....
It is similar because.... It is different because....
....suggests that....



CAUSE AND EFFECT

Therefore.... So.... Thus.... As a result....
Consequently.... This results in....



EVIDENCE

I know this because....
Demonstrated by....
I have observed....



POSITIVE

This is positive for....because.... This is a benefit for....because....
This is an advantage for....because....
The main advantage is....



NEGATIVE

This is damaging for....because.... The problems caused are....
This is a disadvantage for....because....
The main disadvantage is....

TALK LIKE A GEOGRAPHER



MAKE A PREDICTION

I predict....because.... Using what I know, I think....
My hypothesis is that....because....
I have formulated the theory that....



CATCHER THE DATA

I have already noticed.... What I am seeing so far is....
The pattern I am seeing is....
I think there may be a connection between....



QUESTION IT

I wonder why....? I want to find out....
I want to investigate what would happen if....
I think....if....we can test this by....



GET PLANNING

The variable I will change is.... We will be observing....
The variables I will keep the same are....
We will be measuring.... The best way to record this is....



DRAW A CONCLUSION

Looking at the results, I can see.... I can conclude that....
The evidence supports / does not support my hypothesis because....
I think the odd result is....because of....

TALK LIKE A SCIENTIST



SEQUENCE IT

First of all.... In.... Then.... Next.... After that....
At the same time.... Meanwhile.... Not long after....
Immediately.... Finally.... In the end....



ADD IT ON

In addition.... Moreover.... Also.... Similarly....
Furthermore....



CAUSE AND EFFECT

As a result of.... Subsequently.... led to....
Thus.... Therefore.... Consequently....
....contributed to.... stems from....



USE EVIDENCE

Demonstrated by....
Illustrated by....



SUM IT UP

Ultimately.... To some extent.... Essentially....
To a certain degree.... Fundamentally....

TALK LIKE A HISTORIAN