



Old Palace Primary

Parents Workshop



ORACY

30.01.24

AIMS:

1. What is Oracy?
2. School Oracy Activities
3. Practise your Oracy skills
4. Oracy at home
5. Mindfulness



Getting Your Children Talking

What is oracy?

Why is oracy important?



Oracy is the ability to communicate, to speak clearly and grammatically correct, listen actively, and engage in discussions and debates

It's about having the vocabulary to say what you want to say and the ability to structure your thoughts so that they make sense to others.

We want your children to be able to

- Work as a team
- Tell stories
- Explain how things work
- Question, argue and make suggestions
- Describe the world around them and their experiences

We want to grow their spoken language beyond short phrases.



How will it help my child?

CONFIDENCE

The more vocabulary a person has, the better they can express themselves.

CREATIVITY

Oracy skills lead to more confident and critical thinkers

WELLBEING

Being able to communicate their emotions

STAYING SAFE

Being able to express if something doesn't feel right

HAVING A VOICE

Developing strong friendships and relationships

EMPLOYMENT

Better access to job opportunities



Oracy in school





HAND SIGNALS

LANGUAGE STEMS

TALK TUESDAY

ORACY ASSEMBLIES

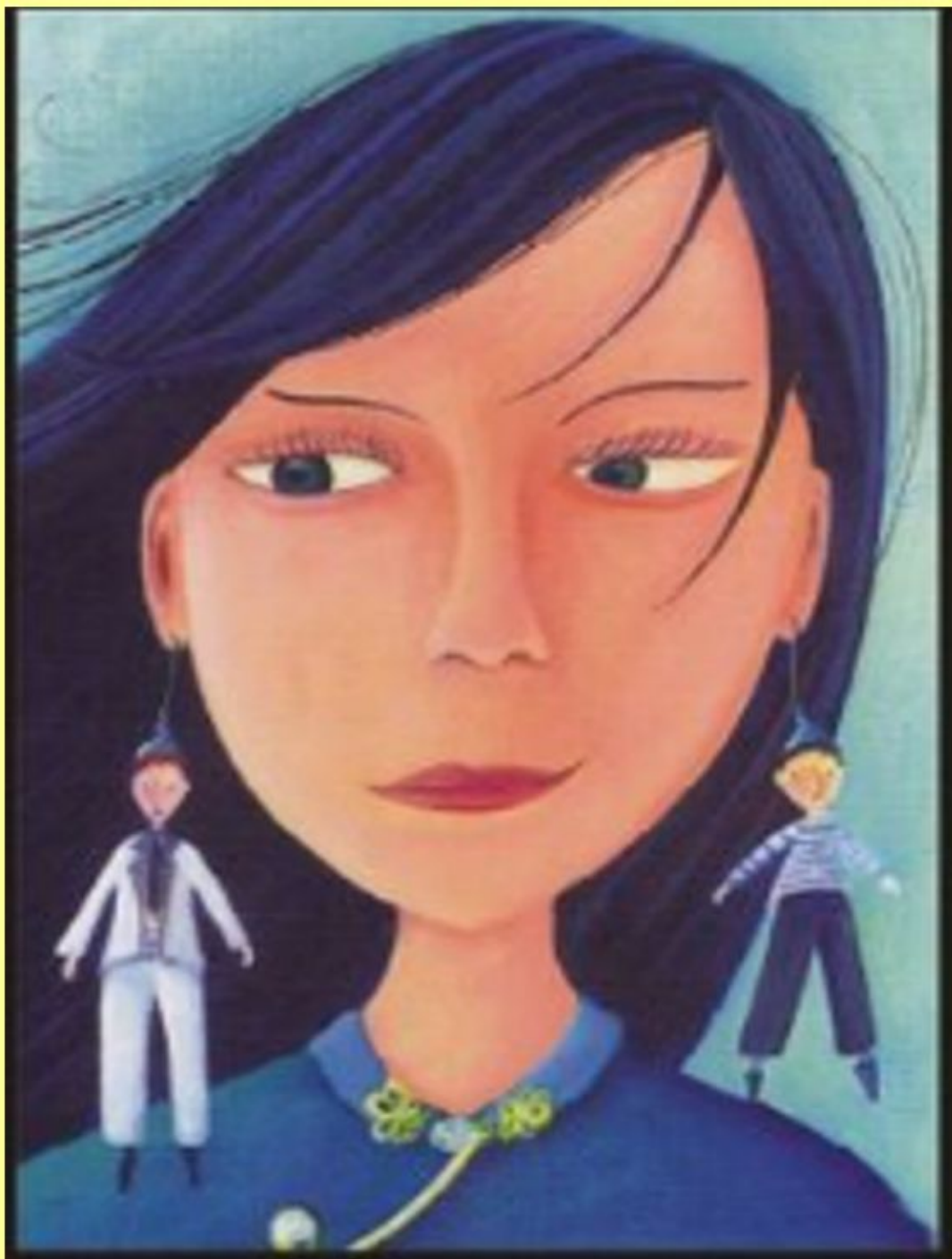
LITTLE SPEAKERS' CORNER

	 <p>Builder Develops, adds to or runs with an idea Will say: "I agree and I'd like to add..." "Linking to your point..." "Building on that idea..."</p>
 <p>Challenger Disagrees with or presents an alternative argument Will say: "That's true, but have you considered..." "You mentioned X but what about..." "I hear what you're saying, but..."</p>	



Pupil's Voice





I see/ I notice...

I think/ I believe....

I wonder/ What would happen if..

Before you share your thoughts, take 1 minute to tell your answer to yourself. This is called **YOYO = You on your own**

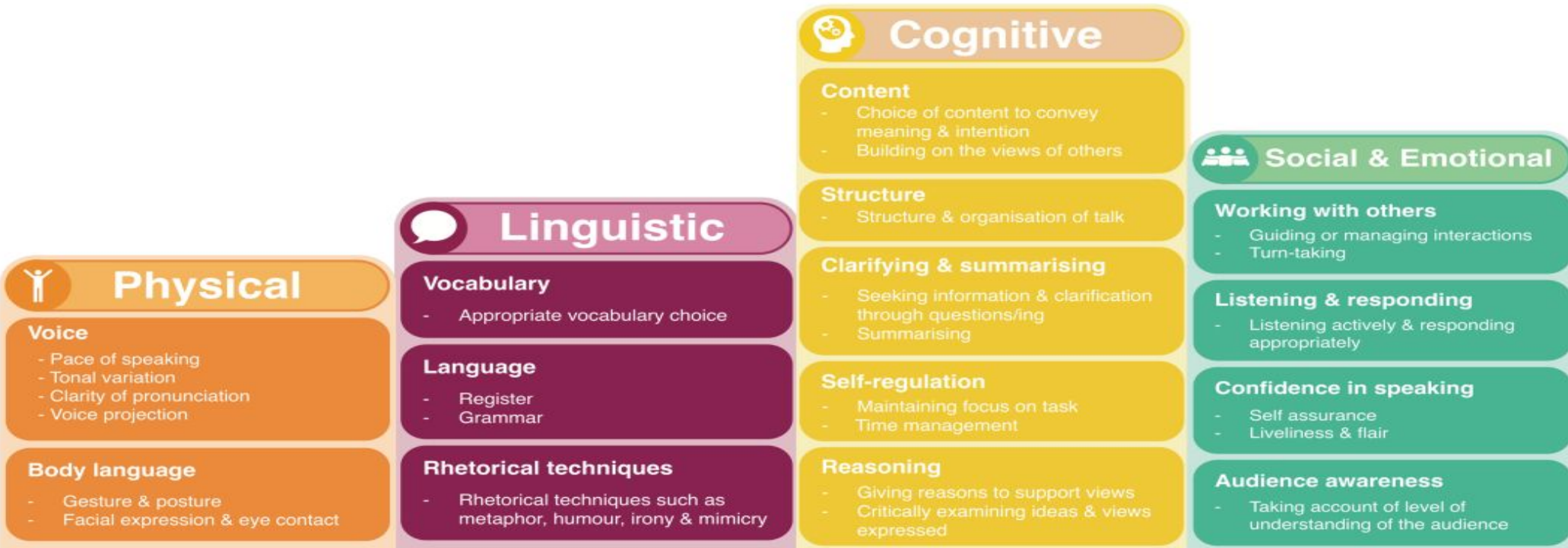


Practise your oracy skills

Tower
Hamlets
Oracy
Hub

The Oracy Skills Framework and Glossary

Oracy
Cambridge
The Hughes Hall Centre for Effective Spoken Communication



Pair

Talk to a partner



**What 3 words
do you think
best describe
you?**



Talk v
to a pe
sum
two
sur

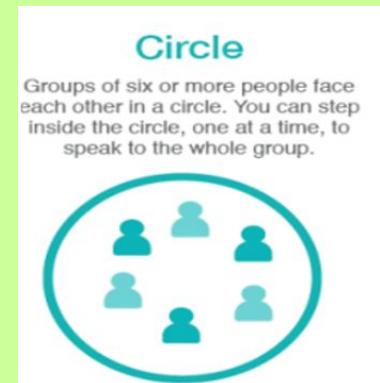
In

ODD ONE OUT



Tower

... is the odd one out because.....
I agree because...
I want to challenge that
because...





I see/ I notice...

I think/ I believe....

I wonder/ What would happen if..

Before you share your thoughts, take 1 minute to tell your answer to yourself. This is called **YOYO = You on your own**



Oracy at home



Sharing a conversation when...

walking to
the shops

walking
to school

cooking

washing up

bath-time



When else could we find a time to talk?



Make time to speak with your child and listen to what they say

- 5-10 minutes
- 3 or 4 times a week
- Quiet, uninterrupted time with no distractions
- Give your child a choice of game/activity to play
- Get down on your child's level
- Use eye contact
- Make sure you can see each other's facial expressions



What you will need:

Nothing! Just your words.

How to do it: Use gestures as well as words:

- Hold up 3 fingers when saying "We need three onions"
- Spread your hands wide when describing the big bag of potatoes



More talking: Try to use as many describing words as possible:

- "These tomatoes look really delicious"
- "This juice will be so refreshing"

Ask questions about what your child thinks:

- "What do you think we could make with...?"
- "Who else do you know who likes chocolate?"
- "How many apples are in the bag?"



Even MORE talking: Introduce new words and explain what they mean

Play word games on the way to school or while waiting in line.

- "I spy with my little eye something beginning with the letter C..."
- "I'm going on holiday and in my suitcase I packed..." Take it in turns to name items for each letter of the alphabet e.g. "...an apple." "...an apple and a book." "...an apple, a book and a camera."
- "How many green/blue/round things can you find?" Help your child name all the different objects



Conversations with books



What you will need:

Books with detailed pictures (like Bee and Me by Alison Jay) or with new and interesting words

How to do it: Show your child the front cover and ask:

- "What do you think this story is about?"

Point to pictures and ask your child:

- "What's this?"

Give options to help your child respond:

- "Is he feeling happy or sad?"



Even MORE talking: Ask questions about the future:

- "What do you think will happen next? Why do you think that?"

Ask questions about how others are feeling:

- "How is he feeling?...Why do you think he's excited?"

Try to link the story to your child's experiences:

- "Can you remember when we went to the park? What did we see?"
- "Do you like playing in puddles? How does it feel?"



More talking: Point to pictures and ask questions that have more than one-word answers:

- "What can you see?"
- "What do you think that is used for?"
- "Where are they going?"

Explain words using examples that your child will understand:

- "It's a clock just like granny has in her house"
- "He has to pedal really fast because he is late for school"

Let's walk and talk!



Have you noticed... ?

I can see ... and ...
What can you see?

I wonder what...?

What do you think?



The Power of Books!

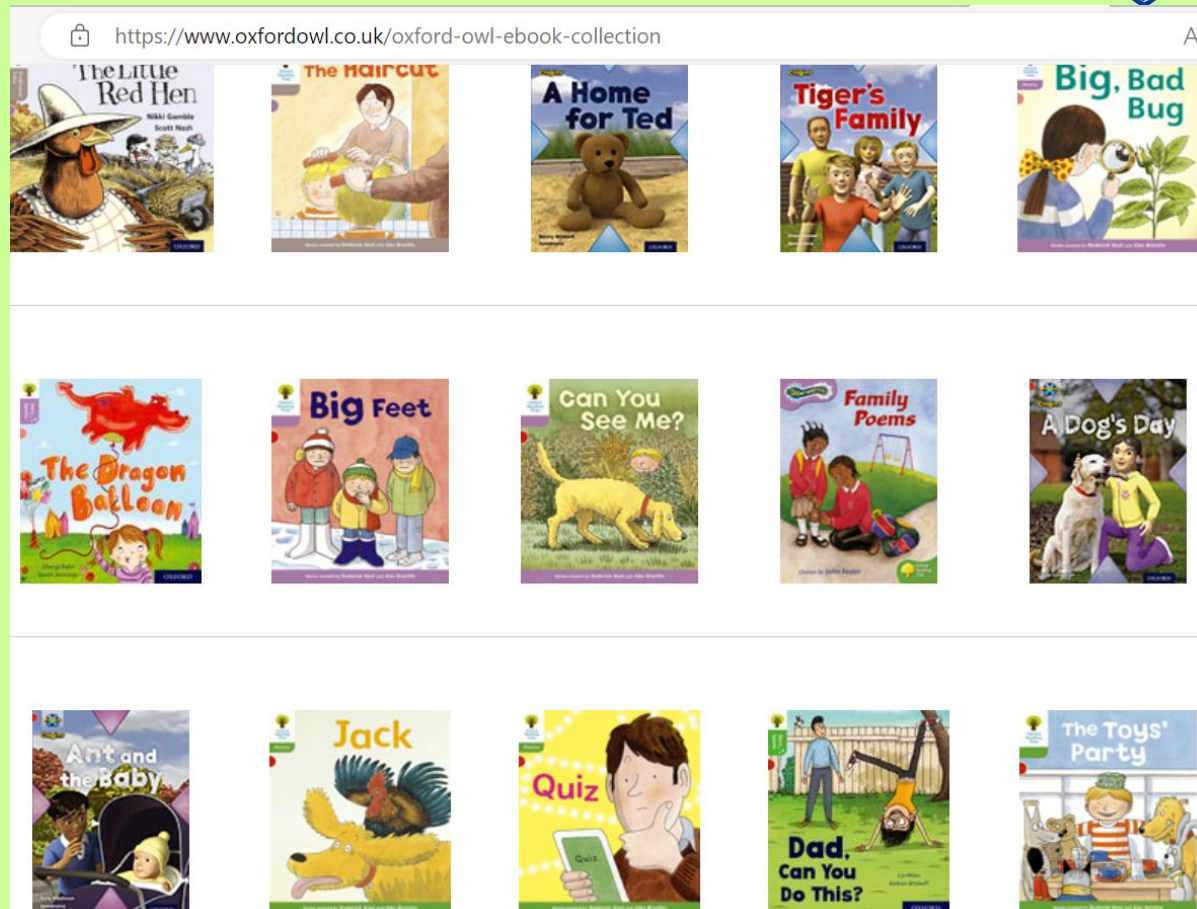
**Child 'A' reads
1 minute each day**
180 minutes in a school year
8, 000 words

**Child 'B' reads
5 minute each day**
900 minutes in a school year
282, 000 words

**Child 'C' reads
20 minute each day**
3, 600 minutes in a school year
1, 800, 000 words



Help your child's vocabulary grow and **grow and grow**



Online Books

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>

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Displaying results 1–14

Children's Literature 190182 downloads	Children's Book Series 22259 downloads	Children's Anthologies 6340 downloads
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Displaying results 1–14

Questions To Ask When Reading At Home

Reviewing: Can you tell me what your book is about?

Where is your story set, how do you know?

What characters have you been introduced to so far?

What are the characters like?

Do the different characters all get on?

When they are reading: What does that word mean?

How do you know it means that?

How can you use the rest of the sentence/the next sentence to help you work out the meaning of that word?

What words on this page impress or confuse you?

Can you summarise what you have read so far?

If you were to meet the main character, what would you ask them?

Predicting: What do you think will happen to the main character?

Why do you think this will happen?

Are there any clues to tell you what will happen next?

Do you think the story will stay in this setting?

Can you find any evidence in the story that shows...?



Oracy at Home

1. Discuss a news article - newspaper or on the news.
2. Discuss a T.V. programme you have watched together.
3. Ask your child to interview someone about their life – possibly an older family member or neighbour.
4. Come up with a word of the day – challenge your child to use it in a conversation or in their writing.
5. Listen to different types of oracy such as sports commentary, poetry reading, speech, interview or comedy.
6. Think out loud your activity such as cooking or cleaning.
7. Correct their English for example 'going to' instead of 'gonna'.
8. Create a talk box at home.
9. Observe the natural world.
10. Play a game with them and get them to explain the rules.



Talking games to play on your walks

Word Chain (or alpha and omega)

In this game you choose a wide category such as food and drink, animals or girls names. The first player says something from the category. The next player must say something from the category which starts with the last letter of the previous answer. For example:

Tiger
Rabbit
Turtle
Eel
Lion
Llama
Ant....

We have adapted this game on our daily walks so that the category is “something we can see” and it has proved a favourite with the kids.

The yes/no game

One player is put in the hot seat. The other player(s) bombard them with questions and the rule is they are not allowed to say “yes” or “no”. If they do, they lose and the players switch around. I remember me and my brother finding the reverse version of this game hysterical when we were younger. To play, the child in the hot seat, can ONLY say yes or ONLY say no (agree which one before you start). This leads to exchanges such as “do you look like a warthog?” “Yes”. You can imagine that kids love this version...



Would you rather...

- Have a pet or a phone during lockdown?
- Be all by yourself for a month or never by yourself for a month?
- Be a millionaire or have perfect health?
- Live in a big house with no windows or a small flat with lots of windows?
- Be as big as an elephant or as small as a fly?
- Be a professional musician or a professional sports player?
- Have the power to speak to animals or the power to become invisible?
- Be an astronaut or be a racing car driver?
- Be the Queen/king or be the Prime Minister?
- Have Superman's powers or Harry Potter's powers?

Possible topics for Pros and Cons include:

- Junk food should be banned
- Homework should be banned
- Children should have their own phones
- Everyone should have a pet



1. Fillers Beware

This competitive exercise is designed to promote fluent talk, and avoid the use of filler phrases such as ‘like’, ‘you know what I mean’, ‘err...’ and ‘umm...’

Ask your child to talk about anything for one minute – it could be subject specific, an anecdote or perhaps what they most look forward to being able to do again when life returns to normal...

Everyone in the game is given one point for every second they speak for, but will lose a point for every ‘filler’ phrase they use. A student who speaks for sixty seconds without any filler phrases will score 60 points. A person who runs out of material at forty five seconds, and uses five ‘filler’ phrases will score 40 points.

This exercise can be also employed to revise a topic after a specific subject has been covered in the home classroom.



6. What I Dream Of...

The aim of this game is to share a personal dream and two progressive compromises. Each participant is given time to think of the answers to the following linked statements:

I dream of.....” they then reveal
I’d settle for.....” And finish with
I am more likely to get.....”
e.g
I dream of eating a MacDonald’s...
I’d settle for a Burger King...

MONKEY

ANIMAL
TREE
ZOO
BANANA

APPLE

GREEN
RED
FRUIT
ROUND

CAR

DRIVE
WHEELS
ROAD
GARAGE

FARMER

FARM
GROW
JOB
COUNTRY

CAT

MILK
MEOW
KITTY
PET

AIRPORT

TRAVEL
PLANE
FLY
PASSPORT

CHICKEN

ANIMAL
KFC
EGG
FARM

GHOST

SCARY
WHITE
HAUNT
DEAD

DINNER

NIGHT
EAT
LUNCH
FOOD

MILK

WHITE
COLD
DRINK
COW

FISH

WATER
ANIMAL
SWIM
SEA

BED

SLEEP
PILLOW
BLANKET
TIRED

HIPPO

ANIMAL
AFRICA
RIVER
FAT

FAMILY

MOTHER
FATHER
BROTHER
SISTER

ORANGE

COLOUR
RED
YELLOW
FRUIT

ENGLISH

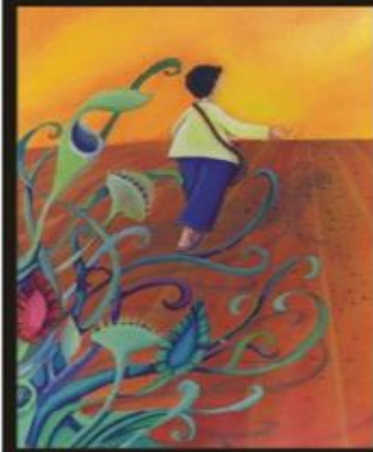
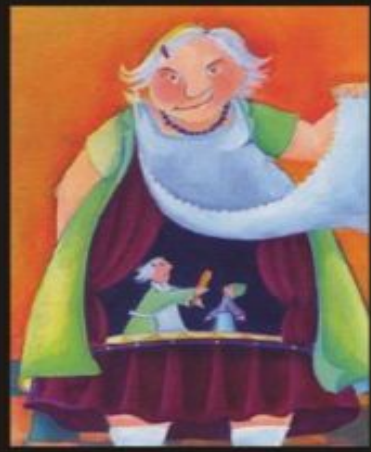
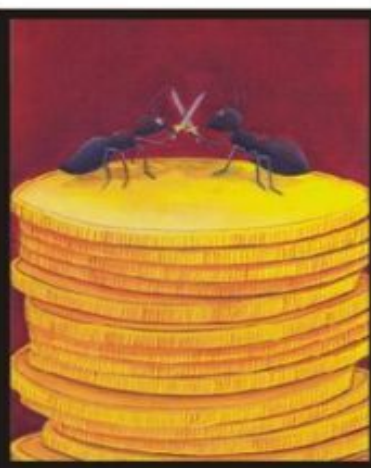
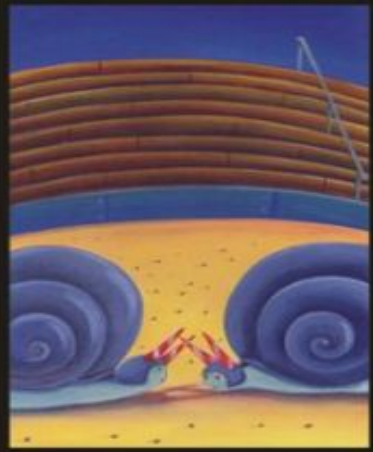
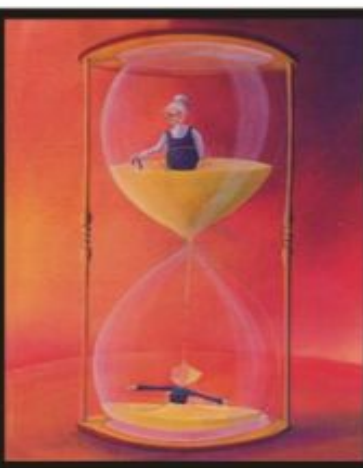
ALPHABET
ABC
LANGUAGE
CLASS

Tower
Hamlets
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Hub



Leading Learning through
Action-led Research and Innovation





MINDFULNESS

✦ **How to talk with your child instead of talking at them:** ✦ ✦



Talking **at** your child =
assuming or guessing:

“Looks like you’re bored.”

Talking **with** your child =
asking them:

“How is it for you?”

Talking **at** your child =
lecturing:

“How many times do I need to tell you?”

Talking **with** your child =
making them think:

“What would you do differently next time?”

When we **talk at** our children, they feel frustrated and disempowered.

When we **talk with** our children, we encourage their independence and promote emotional well-being.

Talking **at** your child =
overexplaining:

too many details, using complex language...

Talking **with** your child =
asking THEM questions:

“Why do YOU think it’s important to get lots of sleep?”

Talking **at** your child =
giving them orders:

“Clean your room!”

Talking **with** your child =
guiding them:

“It can be overwhelming to clean the whole room. Where do you want to start?”

MINDFULNESS

7 questions to nurture kindness and empathy:

1. How did you help someone or show kindness today?
2. How did you make someone smile today?
3. Did you notice someone doing something kind for someone today?
4. How does it feel when you help someone?
5. When someone looks sad or tired, what could we do to be kind?
6. Can you name three ways you can show kindness tomorrow?
7. How can we make someone else's day better tomorrow?

7 questions to nurture a grateful mindset:

1. What or who made you feel loved today?
2. What are you grateful for right now?
3. What do you appreciate the most about your teacher (brother, friend, etc.)?
4. What are you excited about the most?
5. What was your favorite part of today?
6. How can we make your day even better tomorrow?
7. What's your favorite thing about our home?

7 questions to nurture a positive mindset:

1. What was the best part of your day?
2. Did anything make you laugh today?
3. What's something fun or creative you did today?
4. What's something new you learned today?
5. What's something that made you feel proud recently?
6. What's your favorite thing about yourself?
7. What is your biggest dream right now?

Thank you

