

A stylized illustration of a person's face in shades of purple and blue. The person's mouth is open, and a white speech bubble with a black outline extends from it. Inside the speech bubble, the word "ORACY" is written in bold, black, sans-serif capital letters.

ORACY

**FREE
RESOURCES FOR SCHOOLS**

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ORACY

Oracy is the ability to articulate ideas, listen actively, and engage in effective spoken communication. It is increasingly recognised as a fundamental component of primary education in the UK. Recent studies underscore its critical role in enhancing academic performance, fostering social development, and preparing pupils for future success.

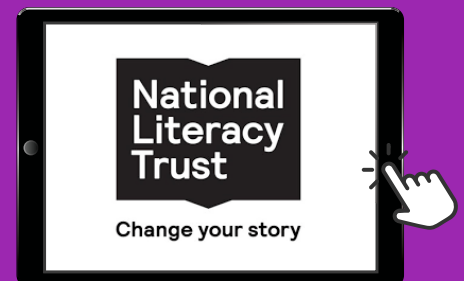
ACADEMIC BENEFITS



The Independent Commission on the Future of Oracy Education in England's 2024 report, "We Need to Talk" presents compelling evidence that oracy education enhances learning across subjects. By engaging in structured speaking and listening activities, pupils deepen their understanding, retain knowledge more effectively, and develop essential reasoning skills.

SOCIAL AND EMOTIONAL DEVELOPMENT

Oracy education also supports pupils' social and emotional well-being. The National Literacy Trust's 2024 report highlights that children with strong language skills are more likely to succeed in school and later life. Developing these skills from an early age fosters confidence, empathy, and the ability to navigate social interactions, contributing to overall happiness and success.



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This pack gives you a selection of the new Oracy resources available within **Purple Mash**.

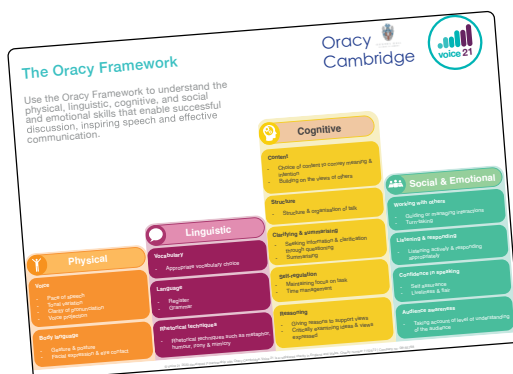
Purple Mash is an award-winning cross curricular website for primary school children, enabling them to explore and enhance their knowledge in a fun and creative way. It hosts an exciting mash-up of curriculum focused activities, creative tools, programs and games to support and inspire creative learning every day. With support for teachers built in, from planning to toolkits, webinars and an online training platform, Purple Mash enables primary schools to bring the whole curriculum to life.

The Oracy Framework, devised by Voice 21 and Oracy Cambridge, provides a framework through which we can understand what constitutes good speaking and listening in different contexts. It breaks down the skills within oracy into four distinct but interlinked strands: physical, linguistic, cognitive and social & emotional.



The **Voice 21 Oracy Benchmarks** outline what constitutes a high quality oracy education. They provide a robust and realistic framework for teachers and schools to:

- Understand what makes a high quality oracy education
- Articulate clear goals for their own oracy provision
- Open up dialogue about their current practice
- Guide strategic planning and improvement



EMOTIONS

Use the list of emotions either displayed on the board or cut up and given to individuals or groups of children. This activity enables children to recognise emotions in others and enables them to demonstrate that emotion through their words and phrases, facial expressions and tone of voice.

WAYS TO USE:

- In pairs or groups, ask children to choose one of the emotions and demonstrate it. The other children should then guess the emotion.
- You can use the following questions to support:
 - What helped you identify the emotion displayed?
 - Could it have been more than one emotion and why?
 - Why is it important to recognise emotions in others?
- Ask children to pick one of the emotions from the list and talk to each other about a time when they have experienced that emotion.



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	happy			jealous	
	sad			guilty	
	angry			confused	
	excited			frightened	
	scared			brave	
	nervous			shy	
	confident			tired	
	proud			disappointed	
	embarrassed			kind	
	surprised			cheeky	
	curious			loving	
	lonely			sick	
	calm			hopeful	
	worried			interested	
	frustrated			relaxed	
	grateful			bored	

USE ALL THE WORDS

To enhance vocabulary, creativity, and verbal communication by challenging children to use specific words to describe a topic within a pair or group setting.

WAYS TO USE:

- Children work in pairs or small groups. Each pair/group is given a topic (e.g., The Weather, Breakfast, Holiday).
- Along with the topic, they receive a set of words that they must use in their description.
- All the words in their assigned set must be used meaningfully in their description.
- Allow time for children to think and plan before speaking, or make it spontaneous for a quick-thinking challenge.
- Add a time limit to increase the difficulty.
- Provide a practice round to let children get comfortable with the activity.
- Pairs or groups share their descriptions with the class. Encourage feedback on creativity and use of vocabulary.

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Weather

Breakfast

Weather Set 1



blazing

pouring

drizzly

misty

sweating

shiver

Breakfast Set 1



crunchy

radio

late

burnt

sleepy

rushing

Weather Set 2



shade

rumble

glare

drenched

glorious

hazardous

Breakfast Set 2



spilt

cat

overcooked

chewy

sizzling

rushed

Holiday

Shopping

Holiday Set 1



stunning
customs
discovered
recommendation
hired
disappointing

Shopping Set 1



crowded
expensive
closing
stumble
bargain
exhausting

Holiday Set 2



expectations
lost
unusual
touristy
danger
problem

Shopping Set 2



hectic
generous
spacious
loose
sparkly
discussion

School

Friends

School Set 1



determined
interesting
new
possible
trouble
think

Friends Set 1



interesting
happy
close
regularly
inspire
share

School Set 2



listen
leaving
stationery
estimate
broken
special

Friends Set 2



personality
relax
tempt
quiet
journey
experience

WOULD YOU RATHER

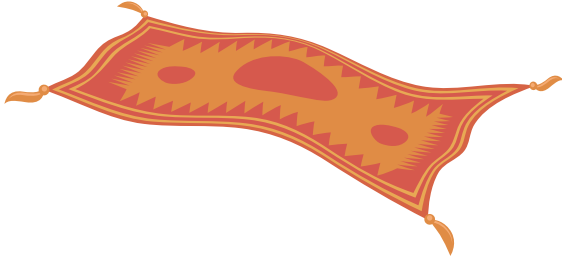
This activity is a way for children to encourage each other to think critically, articulate their ideas and explain their reasoning. They are presented with a choice between two scenarios and must decide which one they would choose, justifying their decision with clear explanations.

WAYS TO USE:

- Split the class into pairs or teams. Explain to the children that they will be presented with a choice and must decide which option they prefer. Their goal is to explain why they made that choice and provide reasons to support their opinion.
- Give children time to discuss their choice with a partner or group.
- Encourage justifications, ask questions:
 - What would you do with this ability/object?
 - How would this choice affect your daily life?
 - What might be a downside to this choice.

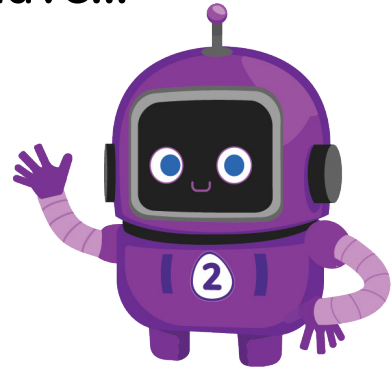
Ask children to explain what would they rather have/choose and explain their reason.

Would you rather have...



a flying carpet

OR



a personal robot

Would you rather be...



the worst player on a team that
always wins

OR



the best player on a team that always
loses

Would you rather be...



able to fly

OR



be invisible

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Would you rather be...



a cheetah

OR



an eagle

Would you rather live without...



a TV

OR



a phone

Would you rather have...



an extra finger

OR



an extra toe

Would you rather be able to...

Want to
play fetch



OR



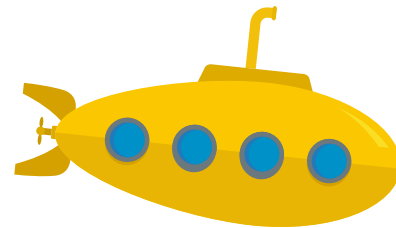
Speak to animals

Speak every language in the world

Would you rather explore...



OR



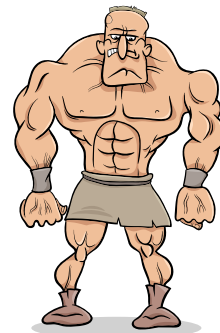
Space

The ocean

Would you rather be able...



OR



To shrink down to the size of an ant

To grow to the size of a giant

Would you rather be able to...



OR



always make people laugh

always make people smile

Would you rather have...



OR



the power to change the
weather

the power to fly in the sky

Would you rather be able...



OR



travel back into the past

travel into the future

HOMework DEBATE

Should children be given homework? Use this worksheet to prepare for a debate. This activity is a way to encourage children to think critically, research, and articulate their ideas, explain their reasoning.

WAYS TO USE:

- Sit children down with the worksheet and ask them decide whether their answer is yes or no get them to write three points on why.
- Encourage justifications, ask questions:
 - Get the children to include some facts or statistics that back up your opinion.
 - Ask the children to fill in each blank box with the opposite viewpoint.
- Give children time to discuss their points with a partner or group.

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Should children have to do homework?

YES

NO

Point 1



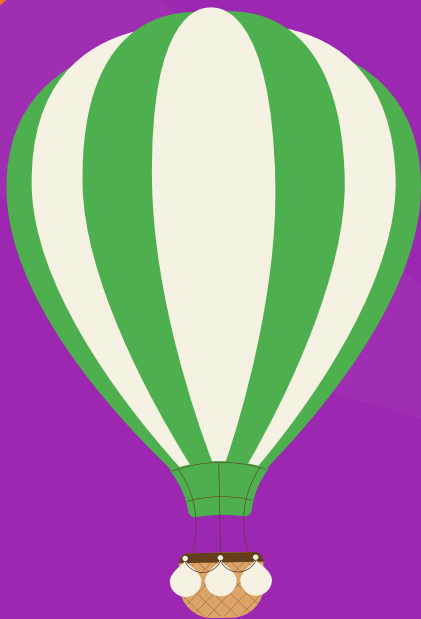
Point 2



Point 3



BALLOON COLOUR DEBATE



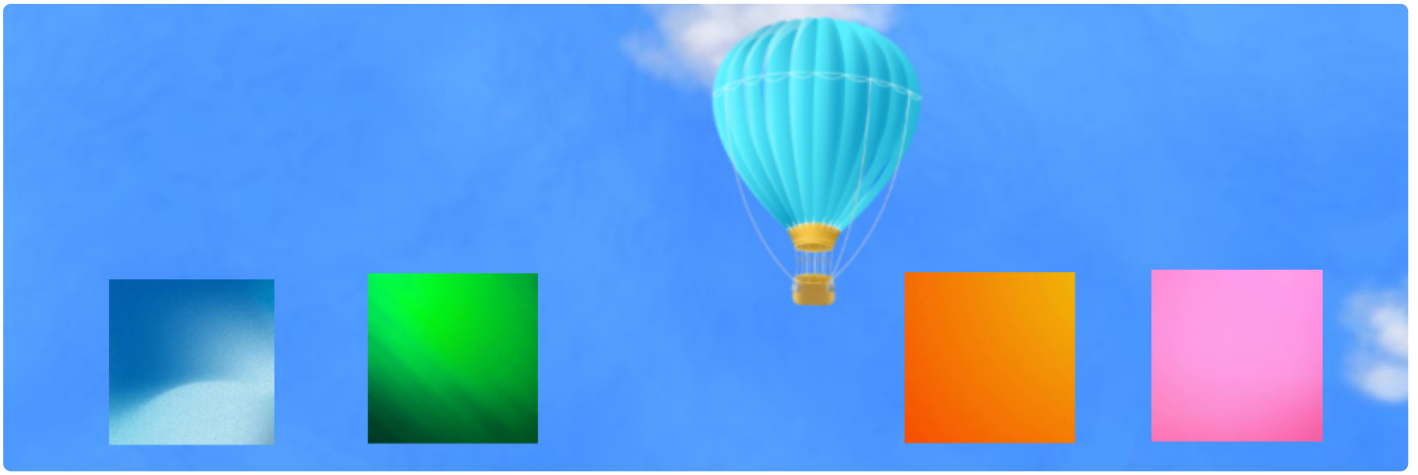
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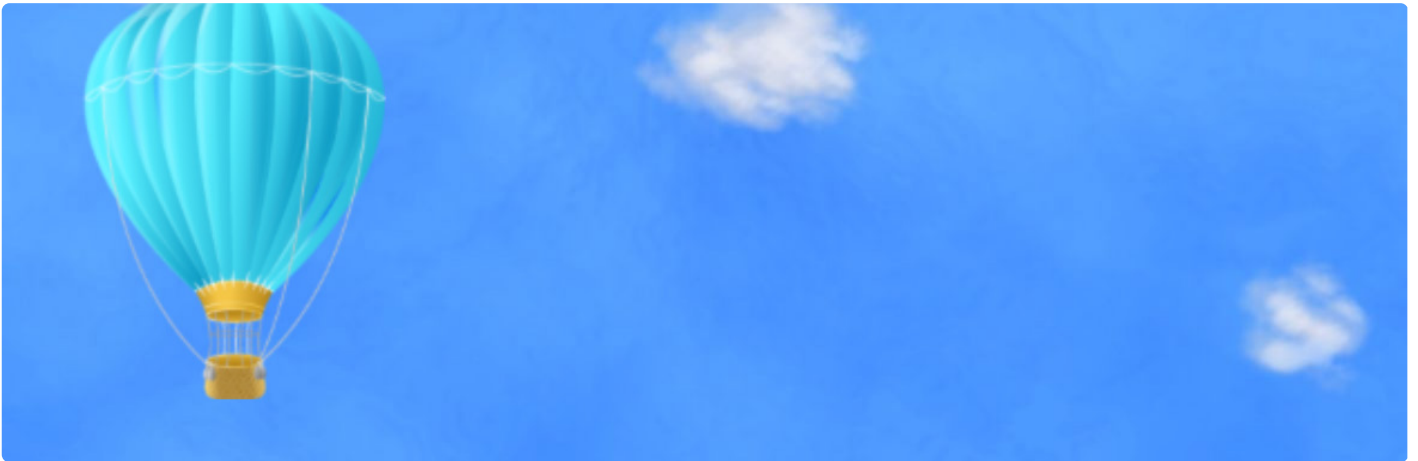
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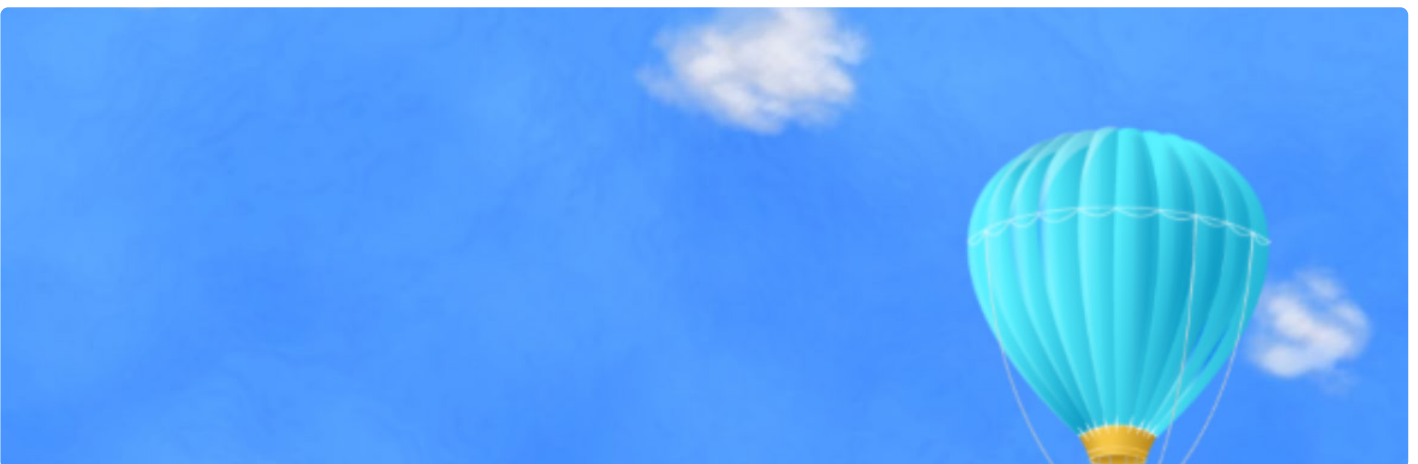
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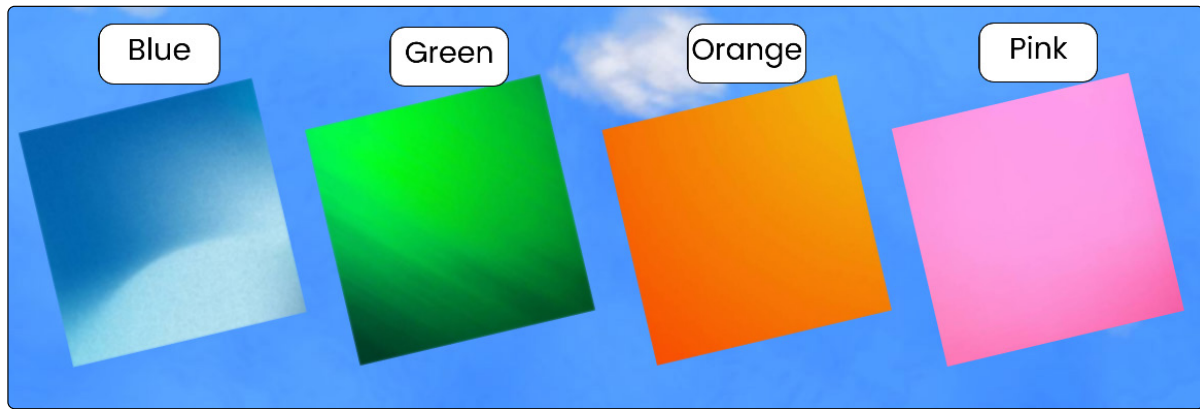
This is a group oracy activity. You need to be in a group of four. Follow the prompts to help you structure a debate about colours.



Four colours are travelling in a hot air balloon basket: Blue, Green, Orange and Pink.



The balloon will drop to the ground unless one colour is removed. One colour must be removed so that the others can survive.

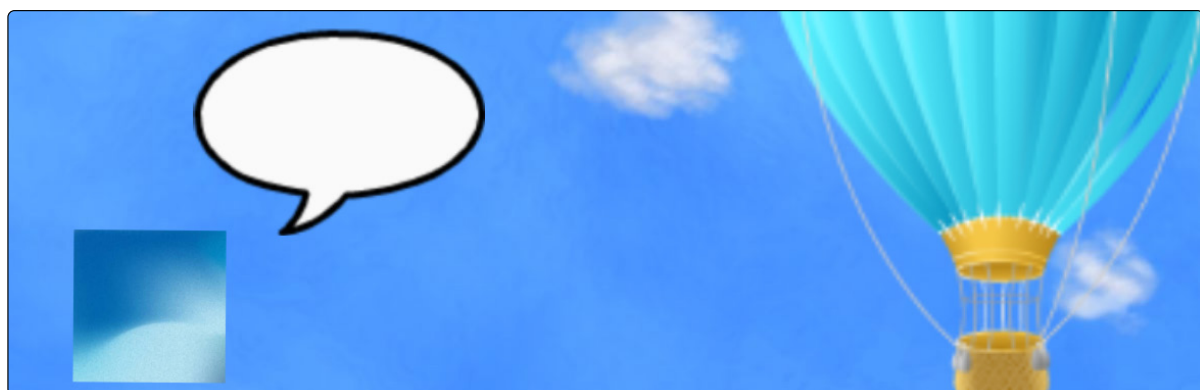


Each member of your group needs to pretend to be one of the colours. Each colour must be represented by someone in your group.



Activity 1 - Reasons

Take it in turns to give reasons why you should remain in the hot air balloon basket. Listen carefully to other people's reasons to prepare for the next activity.



Activity 2 - Remain Nominations

Blue should begin by choosing one of the other colours to remain in the basket. Blue must give clear reasons to back up their decision. The nominated colour continues the debate by choosing another colour to remain in the basket.

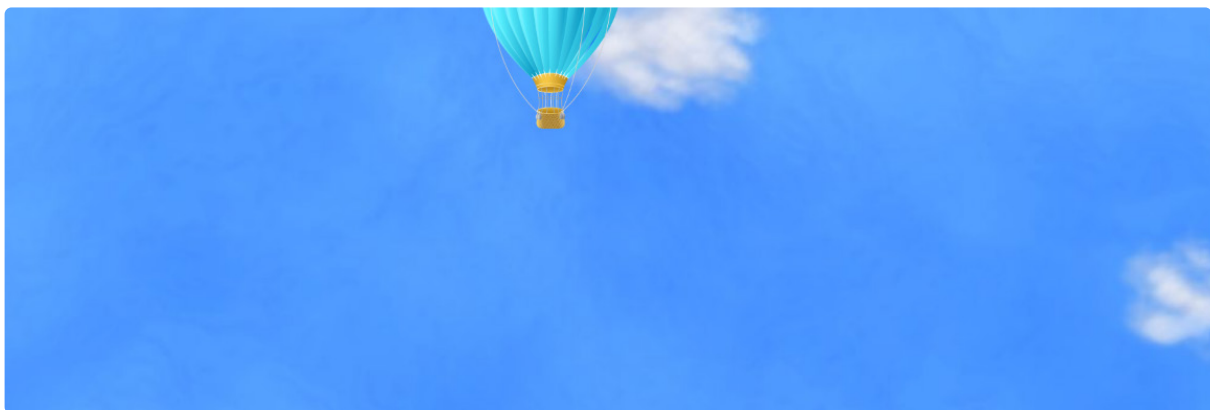


Activity 3 - Leave Nominations

Green should begin by choosing one of the other colours to be removed from the basket. Green must give clear reasons to back up their decision.

The nominated colour must try to defend themselves by reminding the group of their strengths.

They move the debate on by nominating another colour to leave.



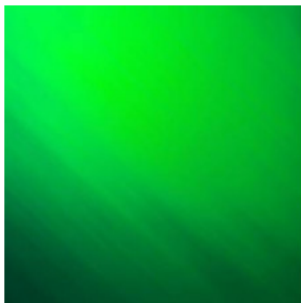
Can your group agree on which season should be removed from the hot air balloon basket?

In a debate, it's perfectly fine if there isn't a clear right answer, as different opinions help us understand complex issues from many angles. The goal is to share ideas, and explore different viewpoints rather than always reaching a final conclusion.



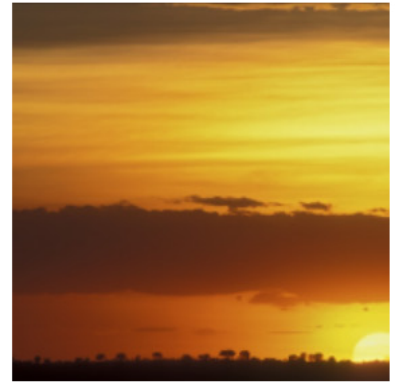
The colour blue usually makes people feel positive when seen in nature, such as in the sky and sea.

Blue can make people feel calm. Some people associate the colour blue with trust and a feeling of calm.



The colour green is associated with new beginnings. In nature it represents health and growth. On labels and signs, it is used in a positive way and lets people know they should go ahead.

Green surroundings can make people feel calm and relaxed.



The colour orange can make people feel warm and cosy. It can be associated with feeling bold, confident and enthusiastic. In the natural world, orange is seen in lots of the food we eat and gives people a happy, hopeful feeling when seen in the evening sky.



The colour pink is associated with kindness, warmth, comfort and fun. Most shades of pink are considered to have a calming effect on people. Pink can be seen as playful and is known to make people feel happy. Pink is often used to decorate cakes and desserts. Pink is sometimes used to symbolise good health and fortune.

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One platform,
endless possibilities



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