

Strategies for Oracy Development

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	When used
Eyes on speaker	Look at the person who is speaking in small group activities, play activities and when listening to an adult.
TTYP	Turn to your partner – phonics activities, talk for writing opportunities, sharing ideas and answers in all areas of the curriculum.
Word waves	Good for when a short/one word answer is required from everyone.
MTYT	My turn, your turn – used in phonics and in new learning situations. Particularly good for introducing new vocabulary.
Finger tell	Used when spelling words orally or for rehearsing word order in a sentence.
Sentence stems	Used as a framework to order and share ideas on a specific topic.
Role play	Helps to order events in a story or reinforce understanding of a topic or concept.
Body language and facial expression	Helps to convey a meaning but also shows that good listening is taking place - reacts to the speaker.
Tone and intonation	Tone refers to the emotion and attitude a person puts behind their words. In contrast, intonation refers to the fluctuation of a person's voice as they speak. Used when reading, role playing, giving instructions, answering questions and helps to clarify intent and meaning.
Asking questions	Who, what, when, where, how and why questions help to clarify understanding and are signs of good/bad listening.
Link questions-building	Listening to the speaker and posing a question linked directly to what they have just heard
Memory games	Kim's game – building memory skills and vocabulary. I went to the market and... - sentence starter and building vocabulary and memory.
Gesture and sign language	Used to develop vocabulary and conceptual understanding
Nesting	Cup hands close to mouth and practise saying a sentence to themselves before saying it out loud to the class or group or before writing it down.
Thumbs In	Thumbs In - to speak, put your thumb out. Once you have spoken, you can choose the next person to speak.
Exploratory talk	Exploratory talk is typical of the early stages of approaching new ideas. Exploratory talk is hesitant and incomplete because it enables the speaker to try out ideas, to hear how they sound, to see what other's make of them, to arrange ideas and information into different patterns.
Pass and Go	go around your circle, allowing each person to speak or to pass.
Talk tokens	Provide students with 'talk tokens' to help them manage their contributions during discussions.
Presentational Talk	The difference between the two functions of talk is that in presentational talk, the speaker's attention is primarily focused on adjusting the language, content and manner to the needs of the audience, and in exploratory talk the speaker is concerned with sorting out his/her own thoughts.
Action clues	Talk for write strategies e.g. touching head for capital letter, pointing finger for full stop.
Listening Ladder	Reference to it and using it to set targets
Puppets	To engage in story telling
Stepping storyboard	A3 pictures of storyboard used to retell
Vocab hunt	List of vocabulary for children to listen for during a discussion
Chair person	Oversees the task to ensure it is completed within time set and effectively. Chaired discussion - as a group, nominate one person to act as chair. The chair chooses who speaks, ensuring everyone gets a turn. They may also be asked to summarise the discussion at the end.
Talk detectives	Peer Assessing discussion based on given questions
Book Talk	Once they have heard a book read aloud, the class can begin to explore their responses to it with the help of 'the four basic questions'
Talk plan	Map out response prior to delivering using given sheet