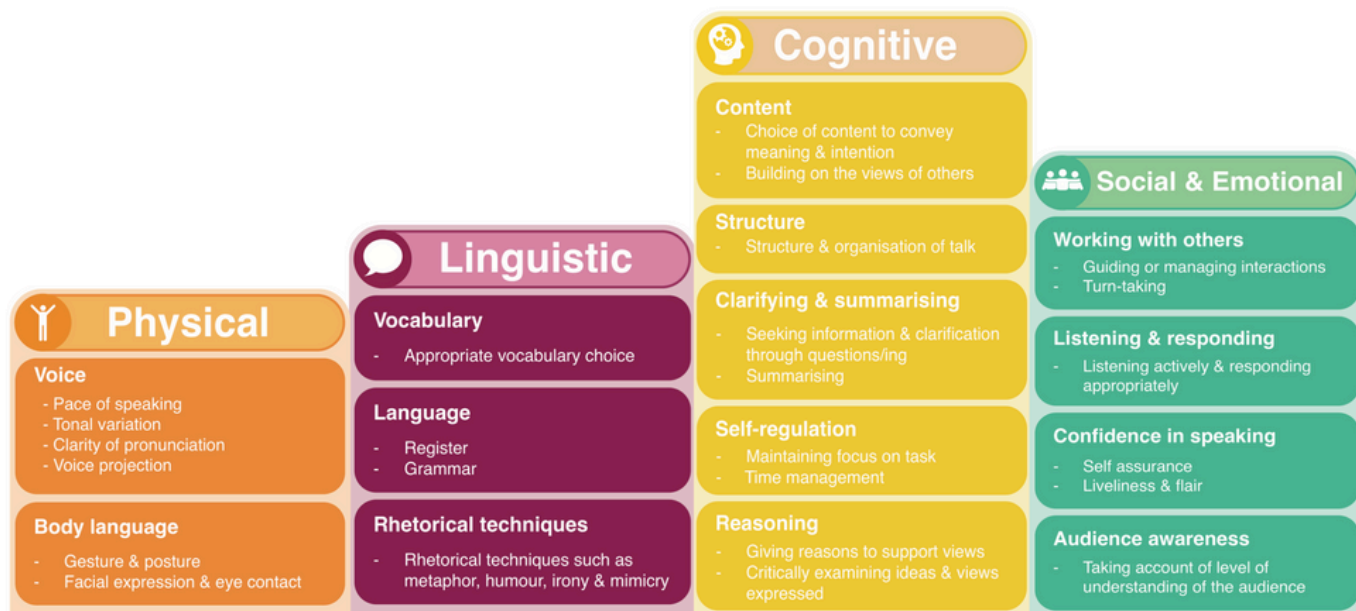


LESSON PLANS

The oracy framework



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GRADE LEVEL	B1 - B2- For 14-18 years old students (Secondary School)
CLIL SUBJECT	English, Communication Skills, Oracy.
OBJECTIVE	• Students will gain a clear understanding of the four strands of the Oracy Framework. • Students will collaboratively create a visual representation of the framework. • Students will apply oracy skills through targeted exercises.
MATERIALS NEEDED	• Oracy element cards • Blank templates (A3 paper, notebook pages, or mini-posters) • Glue sticks or tape (to attach element cards to the template) • Markers or pens • Projector or screen (to display the correct Oracy Framework for comparison)
LESSON DURATION	60-70 minutes

LESSON PROCEDURE

1.Warm-up: what makes a good speaker? (10 min)

Activity: Think-Pair-Share

- Think – Ask: “What makes a good speaker?” Students jot down their ideas.
- Pair – Discuss their thoughts with a partner.
- Share – As a class, compile important characteristics on the board.

Teacher’s Input:

- Highlight recurring ideas (e.g., confidence, clarity, tone).
- Tell them that their responses likely fit into four key areas: Physical, Linguistic, Cognitive, and Social & Emotional.
- Tell them that this lesson will break down each strand of the Oracy Framework to help them become more effective speakers.

2.Teacher explanation: The Oracy framework (15 min)

- Display the Oracy framework on the board or screen.
- Explain that oracy is not just about speaking but also about how thoughts are organised and how speakers engage their audience.
- Go through each strand with examples.
- You can find the explanations at the end of the file.

3.Oracy framework poster (30 min)

- Divide students into small groups and give each group a blank template (on a poster, notebook page, or large sheet) with the four strands labelled: Physical, Linguistic, Cognitive, Social & Emotional.
- Provide them with Oracy Element Cards, each containing a description of an element (Voice projection, Turn-taking, Clarifying ideas, etc.).
- Ask them to discuss and place each element under the strand where they think it belongs.
- Each group presents their completed chart, explaining their reasoning for placing the elements in specific strands.
- Display the official Oracy Framework on a projector or screen.
- Have students compare their placements with the correct framework, discussing any differences.
- Consider keeping a final Oracy Framework poster in the classroom for future reference.

Applying Oracy: Skill-Specific Activities

Now that students understand the framework, they will practise each strand through targeted exercises.

Physical: voice control & body language

Activity: Say it like you mean it

- Choose one simple sentence (e.g., “I can’t believe you did that”).
- Students take turns saying it with different tones and emotions (e.g., excitement, anger, sarcasm).
- Discuss how voice and body language change meaning.

LESSON PROCEDURE	Linguistic: persuasive language challenge Activity: Word of the day • Introduce a word relevant to the lesson or theme. Provide its definition, word class, synonyms, antonyms, and an example sentence. • Ask students to use the word in three sentences: 1.As the first word in a sentence. 2.As the second word in a sentence. 3.As the last word in a sentence. Example (Word: Charity): • Charity is a non-profit organisation that helps people in need. • Local charities are working together to hold a fundraising event. • Have you ever donated anything to charity? Cognitive: structured speaking Activity: building an argument • Give students a statement (e.g., Homework is unnecessary). • They must structure a response with: ◦ A clear opening statement ◦ One supporting reason ◦ A counter-argument ◦ A strong conclusion Social & Emotional: audience awareness & listening • Play a short clip of a TED Talk or speech. • Ask students to analyse: ◦ Who the speaker's audience is. ◦ How they adjust their speech (tone, vocabulary, engagement techniques). • Discuss how audience awareness makes a speech more effective.
CLOSURE	End the lesson with a class discussion on what they have learned. Ask students: • Which strand do they feel most confident in? • Which strand do they think they need to develop more? • How can they apply these skills in real-life situations? Encourage students to refer to the classroom poster as they develop their oracy skills throughout the term.
ASSESSMENT	• Observe students' participation in discussions and activities. • Provide verbal feedback on clarity, expression, and engagement. • Use a rubric to assess their voice projection, language use, structure, and audience awareness. • Have students complete a self-reflection on their strengths and areas for improvement in oral communication.

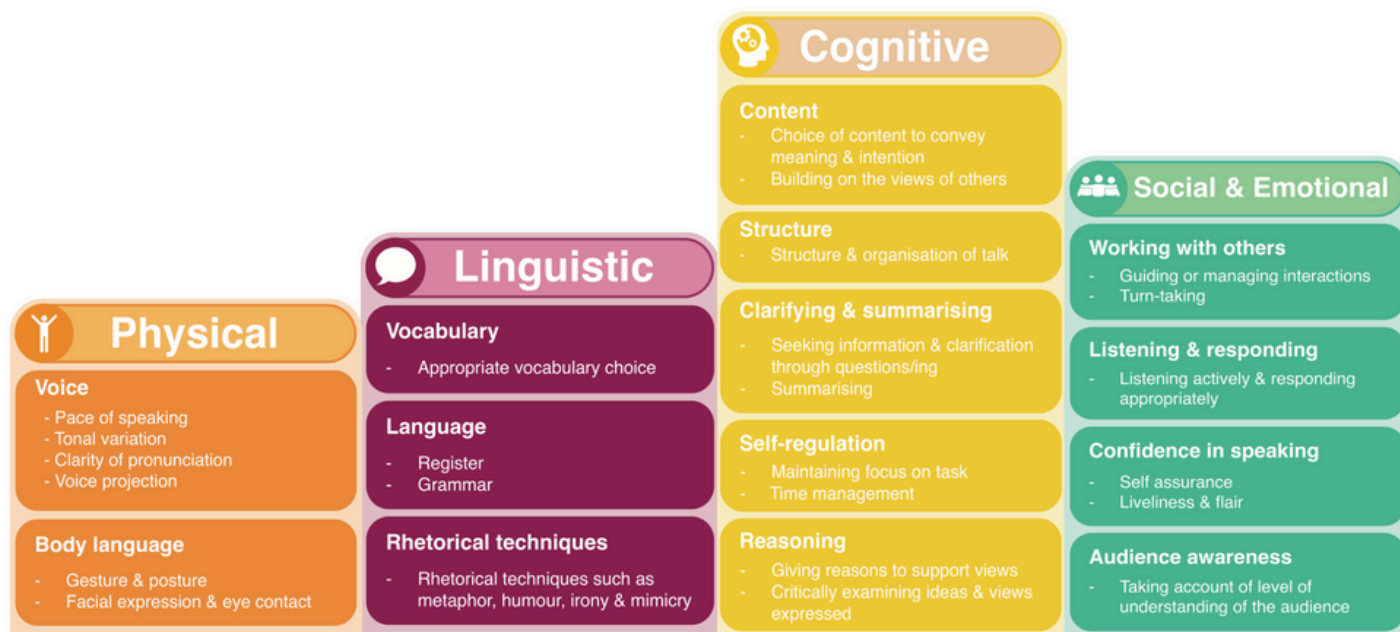
Physical – Focuses on the way speech is delivered, including voice projection, pace, tonal variation, clarity, body language, gestures, posture, facial expressions, and eye contact. These elements are important for clear and engaging communication, as they influence how a speaker is perceived and understood by their audience. A strong physical presence helps build confidence and ensures that the speaker's message is effectively conveyed.

Linguistic – Concerns vocabulary, language register, grammar, and rhetorical techniques (e.g., metaphor, humour, irony). Effective speakers use precise and varied language to engage their audience. Understanding different registers and choosing appropriate vocabulary helps speakers tailor their communication to different contexts, making their speech more impactful and persuasive.

Cognitive – Involves structuring thoughts, selecting content to convey meaning, self-regulation, reasoning, and clarifying ideas. This helps speakers communicate their message logically and persuasively. Developing cognitive oracy skills allows students to present ideas in a coherent manner, support arguments with evidence, and think critically about their own and others' perspectives.

Social & Emotional – Covers working with others, active listening, responding appropriately, confidence in speaking, and audience awareness. Communication is not just about speaking but also about engaging and responding to others effectively. Social and emotional skills enable students to collaborate in discussions, manage speaking anxiety, and adapt their communication style based on social cues and audience needs.

The Oracy Skills Framework and Glossary



CARDS FOR THE BLANK TEMPLATE PAGE 9

PACE OF SPEAKING

TONAL VARIATION

CLARITY OF
PRONUNCIATION

VOICE PROJECTION

GESTURE & POSTURE

FACIAL EXPRESSION
& EYE CONTACT

BUILDING ON THE
VIEWS OF OTHERS

MAINTAINING
FOCUS ON TASK

TIME MANAGEMENT

APPROPRIATE
VOCABULARY CHOICE

REGISTER

GRAMMAR

RETHORICAL TECHNIQUES
SUCH AS METAPHOR,
HUMOUR, IRONY & MIMICRY

TAKING ACCOUNT OF
LEVEL OF UNDERSTANDING
OF THE AUDIENCE

STRUCTURE &
ORGANISATION OF TALK

SUMMARISING

GIVING REASONS TO
SUPPORT VIEWS

TIME MANAGEMENT

GUIDING OR
MANAGING INTERACTIONS

LISTENING ACTIVELY &
RESPONDING APPROPRIATELY

LIVELINESS & FLAIR

SELF ASSURANCE

CHOICE OF CONTENT TO
CONVEY MEANING & INTENTION

SEEKING INFORMATION &
CLARIFICATION THROUGH
QUESTIONS/ING

CRITICALLY EXAMINING
IDEAS & VIEWS EXPRESSED

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FOCUS ON TASK**

**CRITICALLY EXAMINING
IDEAS & VIEWS EXPRESSED**

TIME MANAGEMENT

**GUIDING OR
MANAGING INTERACTIONS**

TURN-TAKING

SELF ASSURANCE

**LISTENING ACTIVELY &
RESPONDING APPROPRIATELY**

LIVELINESS & FLAIR

**TAKING ACCOUNT OF
LEVEL OF UNDERSTANDING
OF THE AUDIENCE**

PHYSICAL

VOICE

- PACE OF SPEAKING
- 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

- RETHORICAL 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 QUESTIONS/ING
- 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

- TIME MANAGEMENT
- GUIDING OR MANAGING INTERACTIONS

LISTENING & RESPONDING

- LISTENING ACTIVELY & RESPONDING APPROPRIATELY

CONFIDENCE IN SPEAKING

- LIVELINESS & FLAIR
- SELF ASSURANCE

AUDIENCE AWARENESS

- TAKING ACCOUNT OF LEVEL OF UNDERSTANDING OF THE AUDIENCE

