Checklist for Oracy Skills

These are the categories of skills within the field of oracy, all of which can be identified and developed within this drama. The pro-forma that follows was used as an assessment tool by the teacher to record and evaluate each child’s identifiable progress in any of these categories.

## Functional skills:

* Informing - giving and receiving information, facts, opinions
* Negotiating - planning, discussing, arguing, bargaining
* Imagining - hypothesising, wondering, speculating
* Controlling – exerting, acknowledging or resisting power and status, organising, persuading
* Feeling - expressing emotion such as excitement, anger, fear, joy.

\*These functional skills are usually expressed both through the explicit text (or words used) and the often more important sub-text. This comprises using one function disguised beneath another – to express feeling (such as excitement) while trying to negotiate (by discussing an issue coolly), or acknowledge control (by deferent language due to a superior) while informing (giving that person facts).

## Dialogic skills:

* Listening – ability to listen clearly, accurately, perceptively for subtext
* Responding – ability to offer and respond; that is, listen, question, and propose in order to sustain an interchange or conversation
* Turn-taking – ability to listen and respond sensitively to the conversation; to contribute appropriately and not block, interrupt, pre-empt, or cut off others prematurely
* Leading – ability to initiate ideas or talk; help to sustain and advance conversation without blocking; encourage response
* Narrative – ability to tell a story coherently, logically, and with elaboration.

## Linguistic skills:

* Vocal skills and control – clarity of diction; ability to control volume; ability to control speed and pause, projection, and modulation (variety of tone and pitch)
* Vocabulary – breadth; richness; detailed understanding of words
* Grammar and syntax – correctness; complexity (elaboration of sentences and flow); articulacy (ability to express complex ideas clearly)
* Register – control and variety of language suited to particular situations
* Colour – ability to choose suitable level of vivid or expressive language; that is, living metaphors or similes (not dead or clichéd), etc
* Public address – ability to express ideas publicly with confidence and hold an audience.

## Paralinguistic skills:

* Non-verbal and gestural - what we do with our body, arms and hands; how we stand or sit; our faces and most significantly, our eyes
* Proxemics - physically how we place ourselves or are placed in relation to others
* Silence – how to both use and interpret it.

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| Name of student: | | |
| Ability / Skill | Observations and comments | Level |
| Overall ability to manage functions |  |  |
| Informing |  |  |
| Negotiating |  |  |
| Imagining |  |  |
| Controlling |  |  |
| Feeling |  |  |
| Overall ability to  manage dialogue |  |  |
| Listening |  |  |
| Responding |  |  |
| Turn-taking |  |  |
| Leading |  |  |
| Narrative |  |  |
| Overall ability to manage language |  |  |
| Vocal skills & control |  |  |
| Vocabulary |  |  |
| Grammar & syntax |  |  |
| Register |  |  |
| Colour |  |  |
| Public address |  |  |
| Overall ability to manage non-verbals |  |  |
| Paralinguistics |  |  |
| Proxemics |  |  |
| Modulation |  |  |
| Silence |  |  |
| Overall oracy |  |  |