

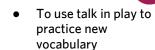
EYFS - Oracy Progression

Key skills to teach:

Physical

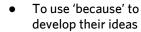
- To speak audibly so they can be heard and understood
- To use gestures to support meaning in play

Linguistic



 To join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Cognitive



- To make relevant contributions and asks questions
- To wonder about ideas
- To describe events that have happened to them in detail

Experiences:



 To look at someone who is speaking to them (knee to knee eye to eye)

Social and emotional

- To take turns to speak with a partner independently
- Organise visits from unfamiliar adults in different job roles - children to ask questions to unfamiliar adults.
- Retell a story
- Perform/ talk in front of an audience (e.g Nativity/ class assembly).

Teaching ideas:

- Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!'
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy or ball of wool, to signify whose turn it is to speak.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'
- Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?

Whole school experiences

- Ask questions to professionals about their job role (careers day)
- Perform to an audience class assemblies /Xmas
 Factor
- To observe a confident and engaging performance by watching a whole school pantomime.
- To rehearse a poem off by heart.



Year 1 - Oracy Progression

Key skills to teach:

Physical



- To experiment with adjusting tone, volume and pace.
- To use body language to show listening

Linguistic



- To use vocabulary appropriate specific to the topic at hand
- To take opportunities to try out new language, even if not always used correctly.
- To use sentence stems to link to other's ideas in group discussion.
 E.g. 'I agree with... because ...'
 'Linking to ...'
- To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.

Cognitive



- To consider the merits of different view points
- To offer reasons for their opinions
- To ask a question when they haven't understood
- To disagree with someone else's opinion politely.
- To explain ideas and events in chronological order.

Experiences



Social and emotional

to others

(repeat

partners

answer)

group

To participate

discussions

of an adult.

independently

Listens carefully

- To speak in front of a larger audience e.g. during an assembly.
- Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.

Whole school experiences

- Ask questions to professionals about their job role (careers day)
- Perform to an audience class assemblies /Xmas Factor
- To observe a confident and engaging performance by watching a whole school pantomime.
- To rehearse a poem off by heart.

Teaching ideas:

- Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.
- Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.
- Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.
- As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'
- Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'



Year 2 - Oracy Progression

Key skills to teach:				Experiences
To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. To speak clearly in a range of context	To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas. To use newly learnt vocabulary in appropriate way	 To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences. 	 To start to develop an awareness of audience e.g. what might interest a certain group. To be aware of others who have not spoken and to invite them into discussion using prompts from the teacher. E.g. tokens to contribute/wool/stop and prompt. Confident delivery of short prepared material. To encourage everyone to contribute - 	Perform a drama production to parents (developing gestures and tone of voice to entertain). Whole school experiences Ask questions to professionals about their job role (careers day) Perform to an audience - class assemblies / Xmas Factor
 Introduce sentence stendingers together for 'link Create different role platalking to sibling, talking Play games which encous Use hot-seating and question, Before students deliver e.g. how can they make 	 To observe a confident and engaging performance by watching a whole school pantomime. To rehearse a poem off by heart 			



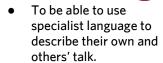
Year 3 - Oracy Progression

Key skills to teach:

Physical

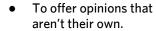
- Deliberately varies tone of voice in order to convey meaning.
 E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.
- Considers position and posture when addressing an audience.

Linguistic



- To begin to use specialist vocabulary.
- To begin to make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.

Cognitive



- To reflect on discussions and identify how to improve.
- To be able to summarise a discussion.
- To reach shared agreement in discussions.

Experiences

To adapt the content of their speech for a specific audience.

Social and emotional

- To speak with confidence in front of an audience.
- Listen actively, questioning and responding to others.

- Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.
- Become a storyteller for an authentic audience.
- Answer questions about a known topic in a formal context
- Instigate conversation with someone they don't know

Whole school experiences

- Ask questions to professionals about their job role (careers day)
- Perform to an audience class assemblies /Xmas Factor
- To observe a confident and engaging performance by watching a whole school pantomime.
- To rehearse a poem off by heart

Teaching ideas:

- Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority.
- Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.
- Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too.
- Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.
- Play 'articulate' with specialist subject vocabulary.



heart

Year 4- Oracy Progression

Moving away from just sharing information and to more specific purposes. A more sophisticated understanding of different contexts which goes beyond 'formal V informal'. Responding to academic questioning using knowledge.

Kev skills to teach: **Experiences** Social and emotional • To use talk for a specific Physical Linguistic Cognitive purpose e.g. to persuade or to entertain. To consider • To be able to give To use more natural and To carefully consider To receive feedback from a movement when supporting subtle prompts for turn the words and phrasing peer or audience member on addressing an evidence e.g. citing taking. they use to express • To develop an awareness of their oracy skills. audience. a text, a previous their ideas and how this Have a phone call To use pauses for supports the purpose of example or a audience. effect in • To consider the impact of conversation talk. historical event. Tell jokes to an audience (as a presentational talk To use specialist To ask probing their words on others when group) e.g. when telling a questions. giving feedback. vocabulary when Teach the teacher anecdote or telling a To reflect on their To develop an awareness of discussing a known ioke. own oracy skills topic. group dynamics and invite Whole school experiences To consider how tone and identify areas those who haven't spoken volume and pace of strength and to contribute - "what ideas influence meaning. areas to improve. Ask questions to professionals do you have?" about their job role (careers day) Teaching ideas: Perform to an audience - class assemblies /Xmas Factor Introduce pupils to sentence stems to cite evidence and ask probing questions. To observe a confident and Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and engaging performance by techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions. watching a whole school Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement. pantomime. Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event. To rehearse a poem off by



heart

When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.

Year 5 - Oracy Progression

Talk at this age is much more reliant on knowledge, not just expert knowledge but knowledge of the world. Increasingly able to participate in high level spontaneous talk - not just subject matter of their own choosing and responding to academic questioning.

Key skills to teach: **Experiences** Cognitive Deliver school report **Physical** Linguistic Social and emotional broadcast Debate a topic of importance To be able to draw upon knowledge of To use an Listening for To project their Take on an expert role - e.g the world to support their own point increasingly extended periods of voice to large museum curator/ compering sophisticated of view and explore different time. audience. a school talent show or range of sentence perspectives. E.g. In a discussion • To speak with flair For body language stems with fluency about vegetarianism, rather than and passion. event. to become saying 'my mum is a vegetarian so Record Sports commentary and accuracy. increasingly eating meat is wrong' to be able to To select specific natural. Whole school experiences vocabularv say 'lots of people don't eat meat because they believe killing animals is appropriate to the Ask questions to topic at hand. cruel'. professionals about their job To identify when a discussion is going role (careers day) off topic and to be able to bring it back on track. Perform to an audience -Teaching ideas: class assemblies /Xmas **Factor** Equip students with the language to describe when a discussion has gone off track and support them to identify when this has To observe a confident and happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track engaging performance by e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'. watching a whole school Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals. pantomime. Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice. To rehearse a poem off by



• Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'

Year 6 - Oracy Progression

To develop their own style as a speaker; to have a sense of their place in discussions, and an increasingly subtle understanding of how to navigate different situations.

Key skills to teach:				Experiences
To speak fluently front of an audience. To have a stage presence. Consciously adapt tone, pace and volume of voice within a single situation.	 To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions. To use sophisticated vocabulary appropriate to the context and purpose of talk. 	 To construct a detailed argument or complex narrative. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To assess different viewpoints and present counter-arguments To acknowledge and explain changes of position 	 To use humour effectively. To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions. To confidently use a wide range of strategies to draw others into conversations 	Give a persuasive speech to an audience of peers and adults. Mentor or teach younger students/ teach something to others Act as a tour guides for prospective parents. Slam poetry Whole school experiences Ask questions to professionals about their job role (careers day) Perform to an audience -
Feaching ideas:				 class assemblies /Xmas Factor To observe a confident and engaging performance by watching a whole school pantomime.
				 To rehearse a poem off by heart.

