

Spoken Language – Oracy Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● To speak audibly so they can be heard and understood ● To use talk in play to practice new vocabulary ● To join phrases with words such as 'if', 'because' 'so' 'could' 'but' ● To use 'because' to develop their ideas ● To make relevant contributions and asks questions ● To describe events that have happened to them in detail To look at someone who is speaking to them ● To take turns to speak when working in a group 	<ul style="list-style-type: none"> ● To use the appropriate tone of voice in the right context ● To speak clearly and confidently in a range of contexts ● 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 ...' ● To offer reasons for their opinions ● To recognise when they haven't understood something and ask a question to help with this. ● To disagree with someone else's opinion politely. ● To explain ideas and events in chronological order. ● Listen to others and be willing to change their mind based on what they have heard 	<ul style="list-style-type: none"> ● To start to use gesture to support the delivery of ideas ● To adapt how they speak in different situations according to audience. ● 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. ● Confident delivery of short pre-prepared material. 	<ul style="list-style-type: none"> ● Deliberately vary tone of voice in order to convey meaning ● To use specialist vocabulary. ● To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'. ● To offer opinions that aren't their own. ● To reflect on discussions and identify how to improve. ● To be able to summarise a discussion. ● To reach shared agreement in discussions. To adapt the content of their speech for a specific audience. ● To speak with confidence in front of an audience. 	<ul style="list-style-type: none"> ● To consider movement when addressing an audience. ● To use pauses for effect in presentational talk ● To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. ● To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. ● To ask probing questions. ● To reflect on their own oracy skills and identify areas of strength and areas to improve. ● To be able to empathise with an audience. ● To consider the impact of their words on others when giving feedback. 	<ul style="list-style-type: none"> ● To project their voice to an audience of increasing size ● To use an Increasingly sophisticated range of sentence stems with fluency and accuracy. ● To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives with growing generalisation and sensitivity to others. ● To identify when a discussion is going off topic and to be able to bring it back on track. Listening for extended periods of time. 	<ul style="list-style-type: none"> ● To vary sentence structures and to speak fluently in front of a large audience. ● To have a stage presence ● Consciously adapt tone, pace and volume of voice within a single situation. ● To construct a detailed argument length for effect when speaking. ● To be comfortable using some idioms and expressions. ● To use humour effectively. ● To spontaneously respond to increasingly complex questions, citing evidence where appropriate. ● To begin 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

Teaching Ideas / experiences to build cultural capital

<p>Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary</p> <p>Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.</p> <p>Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise.</p> <p>Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.</p> <p>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!'</p> <p>To speak to a partner during whole class teaching</p> <p>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.</p>	<p>To take part in small group discussions without an adult.</p> <p>To speak in front of a larger audience e.g. during an assembly.</p> <p>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.</p> <p>Introduce pupils to the roles of the 'builder' and 'challenger'.</p> <p>Equip pupils with sentence stems to fulfil each role.</p> <p>As a teacher, explicitly model your own use of questions to clarify your understanding</p> <p>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?'</p> <p>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.</p>	<p>Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.</p> <p>Create different role play areas and scenarios which enable pupils to practice speaking in different contexts</p> <p>Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.</p> <ul style="list-style-type: none"> ● Use hot-seating and question tennis to develop pupils' questioning skills. ● Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them. ● Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers. 	<p>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..</p> <p>Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.</p> <p>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.</p> <p>Play 'articulate' with specialist subject vocabulary.</p> <p>Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.</p> <p>Present to an audience of older or younger students.</p> <p>Hold a class meeting.</p>	<p>use talk for a specific purpose e.g. to persuade or to entertain.</p> <p>Arrange for children to speak in front of a larger audience of adults</p> <p>Arrange groups so that children collaboratively solve a problem.</p> <p>Arrange for children to speak to adults they do not know (e.g. school visitors) appropriately</p> <p>Allow for children to receive feedback from a peer or audience member on their oracy skills.</p> <p>Create TV or Radio adverts.</p> <p>Mock election (school council) hustings</p> <p>Peer teaching</p> <p>Perform poetry by heart</p> <p>Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Discuss with children why they are a good speaker</p> <ul style="list-style-type: none"> ● Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions. <p>Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.</p> <ul style="list-style-type: none"> ● 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. ● 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. 	<p>Enter a debate competition</p> <ul style="list-style-type: none"> ● BBC school report ● Create a Youtube Channel ● Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. ● Compering a school talent show or event. ● Stand up comedy <p>Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples.</p> <p>Develop sentence stems for students to bring discussions back on track 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'.</p> <ul style="list-style-type: none"> ● Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals. ● 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 ...' 	<p>Give a speech to an audience of peers and adults – e.g leavers' service</p> <p>Lead School Council</p> <p>Mentor or teach younger students</p> <p>Lead an assembly.</p> <p>Act as a tour guides for prospective parents.</p> <p>Record their own sports commentary.</p> <p>Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.</p> <p>Practise 'power poses' to explore physical aspects of speaking</p> <p>Teach structures for building evidence-based arguments</p>
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