The Gates Primary School Westhoughton

Oracy Progression

EYFS - Year 6

EYFS Early Learning Goals:

- Communication and Language: Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Communication and Language: Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Communication and Language: Speaking- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

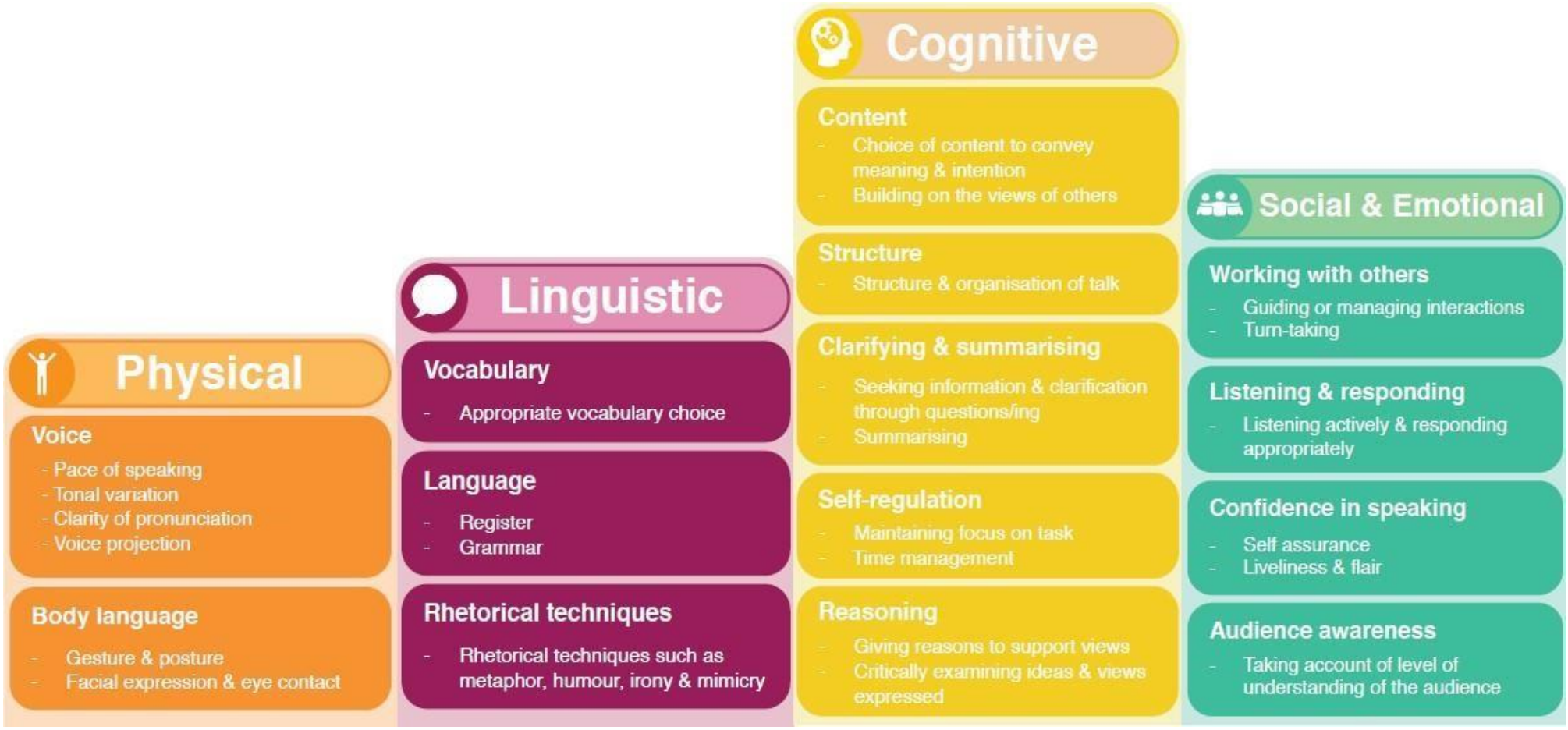
National Curriculum Objectives Spoken Language Year 1-6:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication

Oracy Cambridge
The Hughes Hall Centre for Effective Spoken Communication

voice 21

The Oracy Framework



Progression of skills - EYFS

Physical

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

Linguistic

- To use talk in play to practice new vocabulary
- To join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Cognitive

- To use 'because' to develop their ideas
- To make relevant contributions and asks questions
- To describe events that have happened to them in detail

Social and Emotional

- To look at someone who is speaking to them
- To take turns to speak when working in a group

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!'
- Adults should lead play and model various sentence starters and the correct use of language, e.g., by taking on a specific role during play.
- 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.
- 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 a call and repeat approach, '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?
- Develop turn taking skills by using Kagan structure activities such as Rally Robin or Talk Tokens
- Encourage children to ask questions and model a range of answers with good use of oracy skill e.g., maintaining eye contact
- Ask a range of open and closed questions (who, what, where, when and why)
- Continually model correct use of language and sentence structure back to children

Experiences

- Speaking to a partner during whole-class teaching.
- Taking pupils on a trip to practise speaking to an unfamiliar adult in order to carry out a transaction.
- Providing 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.
- Weekly circle-time sessions
- Daily story sessions where children are encouraged to ask questions and make predictions.
- Termly Blank Level and WellComm assessments for all children to monitor progress and identify individual next steps.
- Interactive games and opportunities to work in small groups.
- Use of Kagan structures in class e.g., Rally Robin and Talk Tokens
- Daily phonics sessions to develop speaking and listening skills.

EYFS Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
I agree with / I disagree	It's the same because	It's the same/different…because	I think it will…
I think….	It's different because	They / we both have…	This will……because
I don't think…..	This is… and that is….	Altogether we / I have	I know that…
It will….because		I know… because	
I like the way….		It looks / smells / feels / tastes / sounds like…	

Progression of skills – Year 1

Physical

- To use the appropriate tone of voice in the right context. E.g., speaking calmly when resolving an issue in the playground.
- To speak clearly and confidently in a range of contexts

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 offer reasons for their opinions
- To recognise when they haven't understood something and asks a question to help with this.
- To disagree with someone else's opinion politely.
- To explain ideas and events in chronological order.

Social and Emotional

- Listens to others and is willing to change their mind based on what they have heard
- To organise group discussions independently of an adult.

Teaching Ideas

- Introduce pupils to different protocols to scaffold turn-taking e.g., hands on their shoulders and talk tokens.
- Use visual aids to support pupils' awareness of talk e.g., talk tokens
- 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?'

Experiences

- To take part in small group discussions with and without an adult.
- To be filmed speaking and use this for reflection
- To speak in front of a larger audience e.g., during an assembly.
- Poetry Recital
- Daily story sessions where children are encouraged to ask questions and make predictions.
- Use of Kagan structures in class e.g., Rally Robin and Talk Tokens
- Daily phonics sessions to develop speaking and listening skills.

Year 1 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
Yes / no because…	They are the same / different because… is …. and …. is ….	I ….because	I think… because
I don't like / do like…because	They are alike because they are both…..	When I ….because	I predict…
I agree / disagree with...		It is …. and….	I think….will happen because
It is right / wrong because…		It is a/an (adjective) (noun)	I know that
I think / don't think that…		After I….	

Progression of skills – Year 2

Physical

- 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.

Linguistic

- 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.

Cognitive

- 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.

Social and Emotional

- 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.
- Confident delivery of short pre-prepared material.

Teaching Ideas

- Introduce pupils to different protocols to scaffold turn-taking e.g., hands on their shoulders, talk tokens
- Use visual aids to support pupils' awareness of talk e.g., talk tokens
- Equip pupils with sentence stems to support sentence building.
- 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?'
- Create different role play scenarios which enable pupils to practice speaking in different contexts e.g., having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage pupils to elaborate on their ideas, e.g., 'tell me more' or 'just a minute'.
- 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.

Experiences

- To speak in front of a larger audience e.g., during an assembly
- To perform in front of an audience for the Christmas Play and Talent Show
- Poetry Recital
- Daily story sessions where children are encouraged to ask questions and make predictions.
- Use of Kagan structures in class e.g., Rally Robin and Talk Tokens

- Participate in a short ‘show and tell’ session.
- To take part in small group discussions without an adult.

Year 2 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
Yes / no because…	They are the same / different because… is …. and …. is ….	I ….because	I think… will happen because
I don't like / do like…because	They are alike because they are both…..	When I ….because	I predict…because
I agree / disagree with...	They are similar because	It is …. and….	I know that
It is right / wrong because…	They are different because	It is (adjective) (noun)	
I think / don't think that…		After **/** Before I…..	
I believe…			
I think that…			
In my opinion…			
However… Also….			

Progression of skills – Year 3

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 be able to use specialist language to describe their own and others' talk.
- To use specialist vocabulary.
- To make precise language choices e.g., instead of describing a cake as 'nice' using 'delectable'.

Cognitive

- 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.

Social and Emotional

- To adapt the content of their speech for a specific audience.
- To speak with confidence in front of an audience.

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.
- 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.
- Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.
- 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

Experiences

- To speak in front of a larger audience e.g., during an assembly
- To perform in front of an audience for the Christmas Play and Talent Show
- Poetry Recital
- Daily story sessions where children are encouraged to ask questions and make predictions.
- Use of Kagan structures in class e.g., Rally Robin and Talk Tokens
- Take on an expert role e.g., to deliver a talk or speech as an astrologist or archaeologist (hot seating).
- Present to an audience of older or younger students (World Book Day and sharing writing).
- School Council elections: perform applications and vote
- Sharing the Reading Scrapbook
- Creating group presentations linked to learning.

Year 3 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
An argument for/against is…	They are the same / different because… is …. and …. is ….	I ….because	I think… will happen because
I don't like / do like…because	They are alike because they are both…..	When I ….because	I predict…because
I agree / disagree with...	They are similar because	It is …. and….	I think….will happen because
It is right / wrong because…	They are different because	It is (adjective) (noun)	This is probable because…
I think / don't think that…		After **/** Before I…..	After…I predict that…
I believe…		I think it looks it looks / feels/smells/sounds like…	This is a result of…
In my opinion… / My view is		It reminds me of…	
I understand but / however…			
I accept your opinion / decision but/however…			
I think that…			
However… Also….			
Building on what you're saying…			

Progression of skills – Year 4

Physical

- To consider movement when addressing an audience.
- To use pauses for effect in presentational talk e.g., when telling an anecdote or telling a joke.

Linguistic

- To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.

Cognitive

- 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.

Social and Emotional

- To use more natural and subtle prompts for turn taking.
- To be able to empathise with an audience.
- To consider the impact of their words on others when giving feedback.

Teaching Ideas

- Introduce pupils to sentence stems to cite evidence and ask probing questions.
- Teach the conventions for different types of talk, e.g., in oral storytelling using similes, metaphors, time connectives, rich description and 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.
- Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.
- 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.

Experiences

- To speak in front of a larger audience e.g., during an assembly
- To perform in front of an audience for the Christmas Play and Talent Show
- Poetry Recital
- Daily story sessions where children are encouraged to ask questions and make predictions.
- Use of Kagan structures in class e.g., Rally Robin and Talk Tokens
- Take on an expert role e.g., to deliver a talk or speech as an astrologist or archaeologist (hot seating).
- Present to an audience of older or younger students (World Book Day and sharing writing).
- School Council elections: perform applications and vote
- Sharing the Reading Scrapbook
- To use talk for a specific purpose e.g., to persuade or to entertain.
- To collaboratively solve a problem.
- To receive feedback from a peer or audience member on their oracy skills.

Year 4 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
An argument for/against is…because…	They are the same / different because…	I ….because	I think… will happen because
I don't like / do like…because	They are alike because they are both…..	When I ….because	I predict…because
I agree / disagree with...	One similarity / difference is…	It is …. and….	This is probable because…
It is right / wrong because…	They are different because	It is (adjective) (noun)	After…I predict that… because
I think / don't think that…	A further similarity / difference is…	After **/** Before I…..	Due to the fact that...
I believe…			As a result of…
In my opinion…		It reminds me of…	The outcome will be…
I understand your point of view however…		As a result…	Based on… I predict that
I appreciate ….'s opinion / decision but/however…		Meanwhile	After hearing all the evidence…
I think that…		Furthermore	
However, I think differently because		Eventually	
I see it differently…		In contrast to…	

Progression of skills – Year 5

Physical

- To project their voice to large audience.
- For gestures to become increasingly natural.

Linguistic

- To use an increasingly sophisticated range of sentence stems with fluency and accuracy.

Cognitive

- To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g., In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'.
- To identify when a discussion is going off topic and to be able to bring it back on track

Social and Emotional

- Listening for extended periods of time.
- To speak with flair and passion.

Teaching Ideas

- Develop a bank of sentence stems to bring discussions back on track e.g., 'That might be true, however what do you think about X?' or 'It feels a bit like we are going off topic here. Let's get back to X'.
- Teach strategies to be able to listen for an extended period of time, e.g., note-taking or drawing visuals/mind-maps
- 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 ...'.
- Model good/bad examples of conversation between staff (could pre-record videos for this) and ask children to identify what went well and what could have been done better.

Experiences

- Enter a debate competition
- Meet professionals e.g., a lawyer, an MP or councillor to ask questions about their job.
- Leading/speaking aloud in an assembly.
- Compering a school talent show or event.
- Poetry performance.
- Record a segment for the school radio.

Year 5 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
An argument for/against is…because…	In some ways…	In conclusion…	I think… will happen because
The two main reasons for believing this…	Another feature they have in common…	To begin with…	I predict…because
My first/second important reason…	Furthermore, they are both...	Because of….x happened	This is probable because…
Perhaps some people would argue…	However, they also differ in some ways…	It seems to be like…	After…I predict that… because
However, I would point out…	A further similarity / difference is…	After / Before I…..	Due to the fact that...
In opinion, it is clear…		It reminds me of…	As a result of…
I understand your point of view however…		As a result…	The outcome will be…
I appreciate ….'s opinion / decision but/however…		Meanwhile	Based on… I predict that
However, I think differently because		Furthermore	After hearing all the evidence…
I see it differently…		Eventually	

Progression of skills – Year 6

Physical

- To speak fluently in front of an audience.
- To have a stage presence.
- Consciously adapt tone, pace and volume of voice within a single situation.

Linguistic

- To vary sentence structures and length for effect when speaking.
- To be comfortable using idiom and expressions.

Cognitive

- To construct a detailed argument or complex narrative.
- To spontaneously respond to increasingly complex questions, citing evidence where appropriate.

Social and Emotional

- 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.

Teaching Ideas

- Play games like 'just a minute' to practise fluency when talking about a given topic e.g., climate change.
- 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'.
- Teach strategies to be able to listen for an extended period of time, e.g., note-taking or drawing visuals/mind maps
- 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 ...'.
- Model good/bad examples of conversation between staff (could pre-record videos for this) and ask children to identify what went well and what could have been done better.

Experiences

- Mentor or teach younger students
- Lead an assembly
- Act as a tour-guides for prospective parents
- Enter a debate competition
- Meet professionals e.g., a lawyer, an MP or councillor to ask questions about their job.
- Leading/speaking aloud in an assembly.
- Compering a school talent show or event.
- Poetry performance.
- Record a segment for the school radio.
- Teach a class during Takeover Day

Year 6 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
I am convinced…	In some ways…	In conclusion…	I think… will happen because
Given that…	Another feature they have in common…	To begin with…	I predict…because
Based on fact…	Furthermore, they are both...	Because of….x happened	This is probable because…
Perhaps some people would argue…	However, they also differ in some ways…	It seems to be like…	After…I predict that… because
However, I would point out…	A further similarity / difference is…	After / Before I…..	Due to the fact that…
Having pondered /analysed…		It reminds me of…	As a result of…
I understand your point of view however…		As a result…	The outcome will be…
I appreciate ….'s opinion / decision but/however…		Meanwhile	Based on… I predict that
However, I think differently because		Furthermore	After hearing all the evidence…
Taking everything into account		Eventually	In light of…