



HOLBROOK C of E PRIMARY

Oracy Progression

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Foundation Stage

Pupils should be taught to:

- To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- To demonstrate understanding when talking with others about what they have read.
- To answer 'how' and 'why' questions about their experiences and in response to stories or events.
- To express themselves effectively, showing awareness of listeners' needs.

Years 1 to 6

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their knowledge and understanding
- 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

	EYFS	YEAR 1	YEAR 2
Progression and Assessment Criteria	<p>Physical</p> <ul style="list-style-type: none"> To speak audibly so they can be heard and understood. To use gestures to support meaning in play. <p>Linguistic</p> <ul style="list-style-type: none"> To use talk in play to practice new vocabulary. To articulate their ideas and thoughts in well-formed sentences. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. <p>Cognitive</p> <ul style="list-style-type: none"> To use 'because' to develop their ideas. To make relevant contributions and asks questions To describe events that have happened to them in detail. <p>Social and Emotional</p> <ul style="list-style-type: none"> To look at someone who is speaking to them. To take turns to speak when working in a group. <p>Communication and Language</p> <ul style="list-style-type: none"> <i>Understand how to listen carefully and why listening is important.</i> Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. <p><i>ELGs: Communication and Language Listening, Attention and Understanding</i></p> <ul style="list-style-type: none"> <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i> <p><i>Speaking</i></p> <ul style="list-style-type: none"> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i> 	<p>Physical</p> <ul style="list-style-type: none"> 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 <p>Linguistic</p> <ul style="list-style-type: none"> 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. <p>Cognitive</p> <ul style="list-style-type: none"> 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. <p>Social and Emotional</p> <ul style="list-style-type: none"> Listens to others and is willing to change their mind based on what they have heard To organise group discussions independently of an adult. 	<p>Physical</p> <ul style="list-style-type: none"> 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. <p>Linguistic</p> <ul style="list-style-type: none"> 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. <p>Cognitive</p> <ul style="list-style-type: none"> 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. <p>Social and Emotional</p> <ul style="list-style-type: none"> 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.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Progression and Assessment Criteria	<p>Physical</p> <ul style="list-style-type: none"> • 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. <p>Linguistic</p> <ul style="list-style-type: none"> • 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'. <p>Cognitive</p> <ul style="list-style-type: none"> • 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. <p>Social and Emotional</p> <ul style="list-style-type: none"> • To adapt the content of their speech for a specific audience. • To speak with confidence in front of an audience. 	<p>Physical</p> <ul style="list-style-type: none"> • 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. <p>Linguistic</p> <ul style="list-style-type: none"> • To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. <p>Cognitive</p> <ul style="list-style-type: none"> • 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. <p>Social and Emotional</p> <ul style="list-style-type: none"> • 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. 	<p>Physical</p> <ul style="list-style-type: none"> • To project their voice to a large audience. • For gestures to become increasingly natural. <p>Linguistic</p> <ul style="list-style-type: none"> • To use an increasingly sophisticated range of sentence stems with fluency and accuracy. <p>Cognitive</p> <ul style="list-style-type: none"> • To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. • To identify when a discussion is going off topic and to be able to bring it back on track.. <p>Social and Emotional</p> <ul style="list-style-type: none"> • Listening for extended periods of time. • To speak with flair and passion. 	<p>Physical</p> <ul style="list-style-type: none"> • 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. <p>Linguistic</p> <ul style="list-style-type: none"> • To vary sentence structures and length for effect when speaking. • To be comfortable using idiom and expressions. <p>Cognitive</p> <ul style="list-style-type: none"> • To construct a detailed argument or complex narrative. • To spontaneously respond to increasingly complex questions, citing evidence where appropriate. <p>Social and Emotional</p> <ul style="list-style-type: none"> • 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.