

Oracy Progression Map

EYFS (4-5 years old)

Key skills to teach				Oracy Outcomes
<p>Physical</p> <p>To speak audibly so they can be heard and understood</p> <p>To use gestures to support meaning in play</p>	<p>Linguistic</p> <p>To use talk in play to practice new vocabulary</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</p> <p>To use past, present and future tense with increasing accuracy</p> <p>To talk in sentences of more than 8 words</p>	<p>Cognitive</p> <p>To use 'because' to develop their ideas</p> <p>To make relevant contributions and asks questions</p> <p>To express an opinion</p> <p>To describe events that have happened to them in detail</p>	<p>Social and Emotional</p> <p>To look at someone who is speaking to them</p> <p>To take turns to speak when working in a group</p> <p>Use social phrases</p> <p>Express their ideas and feelings about experiences.</p> <p>To listen to the opinion of others</p>	<p>Discussion</p> <p>Ongoing: To speak to a partner/in a group during whole class teaching</p> <p>P4C: Little Red Riding Hood- What would be the best item for her to take with her if she were to go on a walk in the forest again? (choice of NF book about wolves, mobile phone etc)</p> <p>PE: Why do we warm up and why? Why do we exercise/be active? Why is it important?</p> <p>Discussing the rules of a game/sport</p> <p>Presentation</p> <p>Treasure Box- 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>Performance</p> <p>To speak in front of a larger audience e.g. during a class assembly, Christmas production, storytelling and learning new oral texts.</p> <p>Role Play/ Improvisation</p> <p>Music: Improvise and refine lyrics based upon a familiar song---Aiken Drum</p> <p>Spring 1 LAND:</p> <p>Rolling shop/snack -Children to make gingerbread men and sell/buy them in a class snack shop to promote role play.</p> <p>Join in whole class storytelling.</p>
Teaching Strategies				
<ul style="list-style-type: none"> 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 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 Use voices in different ways such as speaking, singing and chanting. Listening Larry- whole body listening Helicopter stories- opportunity to perform – physical Kagan – SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share 				

Y1 (5-6 years old)

Key skills to teach				Oracy Outcomes
<p>Physical</p> <p>To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</p> <p>To speak clearly and confidently in a range of contexts</p>	<p>Linguistic</p> <p>To use vocabulary appropriate specific to the topic at hand</p> <p>To take opportunities to try out new language, even if not always used correctly.</p> <p>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</p>	<p>Cognitive</p> <p>To offer reasons for their opinions</p> <p>To recognise when they haven't understood something and asks a question to help with this.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p>	<p>Social and Emotional</p> <p>Listens to others and is willing to change their mind based on what they have heard</p> <p>To organise group discussions independently of an adult.</p>	<p>Discussion</p> <p>Ongoing: To take part in small group discussions without an adult.</p> <p>Music: Describe the mood of a piece of music History /P4C – Amelia Earhart – Gender roles</p> <p>Presentation</p> <p>Science: Children to be filmed presenting a weather forecast. Use recording for reflection</p> <p>DT: Mrs Trotter's house-presenting their house to an estate agent/architect</p> <p>History: Toy museum- presenting toys to family members</p> <p>Debate</p> <p>PE – Debate about what is mean by competition and is it important to win?</p> <p>Performance</p> <p>To speak in front of a larger audience e.g. during a class assembly, Christmas performance, Harvest assembly</p> <p>Poetry- learning and performing poems by heart</p> <p>Role Play/ Improvisation</p> <p>PE – after learning a new skill, working in partners, one acting as a sports coach and then swapping roles to help understand the correct technique.</p> <p>Hot seating – Charlie's superhero underpants</p>
Teaching Strategies				
<ul style="list-style-type: none"> • 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. • 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?' • Kagan – SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share, Numbered Heads Together • Explore vocal sounds---adding sound effects to a story with voices. • Expose children to a variety of good presenters 				

Y2 (6- 7 years old)

Key skills to teach				Oracy Outcomes
<p>Physical</p> <p>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>	<p>Linguistic</p> <p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p>	<p>Cognitive</p> <p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences</p>	<p>Social and Emotional</p> <p>To start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>To be aware of others who have not spoken and to invite them into discussion.</p> <p>Confident delivery of short pre-prepared material.</p>	<p>Discussion</p> <p>Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom; SW museum, Wicken Fenn, Christian visitor to class</p> <p>Art: Artist Study- what we like/dislike Gisela Graham - Mantle of Expert</p> <p>Music: compare and express preferences about two contrasting pieces of music.; A Keelie and Kye kye kule (African trad songs)</p> <p>Geography: Where in the world is home for Denise? Using the resources/clues provided (photos of the physical and human features), what kind of place do you think Denise lives in? Robert Falcon Scott- How should Scott be remembered today?</p> <p>Guided reading- vipers, eg summarise, explain</p> <p>PE: What are tactics? Why would we use them in sport? Group discussions on other ways we can be active that are not just PE lessons.</p> <p>Debate</p> <p>History: Grace Darling – Which images make Grace Darling look the bravest and why? Great Fire of London- What could have been done to stop the great fire? Geography- Our Local Area- Why is Saffron Walden the best town to live in?</p> <p>Art/P4C David Hockney- is it easier to draw on computers/in reality?</p> <p>PE – Are tactics important and why?</p> <p>Presentation</p> <p>DT: Participate in a short 'show and tell' session; presentation of their lighthouse to their table groups; presentation to a partner of launch pretend animal.</p> <p>Performance</p>
Teaching Strategies				
<ul style="list-style-type: none"> • 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. • 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. • 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. • Speaking song lyrics and considering the meaning of the song • Kagan – SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share, Numbered Heads Together 				

To speak in front of a larger audience: e.g.
during Christmas production, Great Fire of
London class assembly, End of KS1 Celebration
Half termly poetry performance
Carol concert

Role Play/ Improvisation

Hot seating characters: Gracie the Lighthouse
Cat; Meerkat Mail-

P.E Penguin Dance Unit

Y3 (7- 8 years old)

Key skills to teach				Oracy Outcomes
<p>Physical</p> <p>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.</p> <p>Considers position and posture when addressing an audience.</p>	<p>Linguistic</p> <p>To be able to use specialist language to describe their own and others' talk.</p> <p>To use specialist vocabulary.</p> <p>To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</p>	<p>Cognitive</p> <p>To offer opinions that aren't their own.</p> <p>To reflect on discussions and identify how to improve.</p> <p>To be able to summarise a discussion.</p> <p>To reach shared agreement in discussions.</p>	<p>Social and Emotional</p> <p>To adapt the content of their speech for a specific audience.</p> <p>To speak with confidence in front of an audience.</p>	<p>Discussion</p> <p>Ongoing: Work in school council whole class meetings, ensuring taking turns in different roles such as scribe, leader, reporter. Within science lessons e.g reporting back from enquiry into sorting and classifying skeletons.</p> <p>PE – working with a partner to discuss and explain our focus sport rule. e.g. How to take a correct throw in in football.</p> <p>Debate</p> <p>P4C-Is it possible that we can we really understand people from the past? How similar to us are they?</p> <p>History Which would be the best lifestyle during the Stone Age – hunter gatherer or farming?</p> <p>Presentation</p> <p>Science: Take on an expert role; teams to build and present a procedural representation e.g. photosynthesis in science</p> <p>SeeSaw homework tasks e.g. present a documentary on plants/ how to build a shelter.</p> <p>Performance</p> <p>Music: suggest improvements to their own work and the work of others (Fanfare for a Roman emperor)</p> <p>Sing accurately, with good diction. Class assembly and other productions</p> <p>Role Play/ Improvisation</p> <p>Science 'Being' the science – e.g one child is the limestone rock, one the non-limestone rock and one the acid, to show the reactions</p> <p>PE – begin to lead smaller groups in a warm-up, using and discussing their knowledge around how to warm up and why?</p>
Teaching Strategies				
<ul style="list-style-type: none"> 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. - Planning in place in English folder. 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. Kagan – SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share, Numbered Heads Together Small group activities using wordless texts to negate reliance on reading as a strategy to enter conversation (less intimidating/less cognitive load) Table prompts for Tier 3 vocabulary for topic/science work (Tolsby Frames) Children encouraged to quiet talk to a finger puppet/hand/their elbow in order to help them form coherent answers / sentences before using out loud – gives opportunity for experimenting in a non-threatening way, whilst still using speech When listening to the answers / statements of others, children who were wanting to add in, to drop hand, thumb, hand in, etc (whichever signalling is used in the activity to show something to share) in order to focus the children on listening rather than holding their response and thus not focussing on answers 				

Y4 (8-9 years old) 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

Key skills to teach				Oracy Outcomes
<p>Physical</p> <p>To consider movement when addressing an audience.</p> <p>To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p>	<p>Linguistic</p> <p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p>	<p>Cognitive</p> <p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>To ask probing questions.</p> <p>To reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	<p>Social and Emotional</p> <p>To use more natural and subtle prompts for turn taking.</p> <p>To be able to empathise with an audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>	<p>Discussion</p> <p>P4C - Should the Rosetta Stone be left in the UK or returned to Egypt?</p> <p>Geography/R.E: To speak with an unknown adult for a specific purpose, e.g Geography opinion poll, RE Christian visitor</p> <p>PE – working with a partner to discuss and explain our focus sport rule. e.g. How to take a correct throw in in football.</p> <p>Debate</p> <p>PE: Why rules in sport are important?</p> <p>Presentation</p> <p>English To use talk for a specific purpose e.g. to persuade or to entertain - advertising a product</p> <p>PE: present your discussion of a sport specific rule to a smaller group.</p> <p>Performance</p> <p>To speak in front of a larger audience of adults e.g. class assembly. productions</p> <p>English- create a TV or Radio adverts- English King Tut’s burial service</p> <p>Poetry: Perform poetry by heart</p> <p>Music: Sing expressively and tunefully, showing greater vocal control (volume, breath, tone, diction)</p>
Teaching Strategies				
<ul style="list-style-type: none"> • 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 • Challenge inappropriate use of language including common grammatical errors, formal/informal register. • Set up discussions where each pupil has key information to bring to the discussion. E.g. Jigsaw, 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. • Peer teaching • To receive feedback from a peer or audience member on their oracy skills • Kagan – SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share, Numbered Heads Together 				

Y5 (9 - 10 years old) 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				Oracy Outcomes
<p>Physical</p> <p>To project their voice to large audience.</p> <p>For gestures to become increasingly natural.</p>	<p>Linguistic</p> <p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy</p>	<p>Cognitive</p> <p>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’.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>Social and Emotional</p> <p>Listening for extended periods of time.</p> <p>To speak with flair and passion.</p>	<p>Discussion</p> <p>Ongoing: class discussions – paired, tables and whole class. All subjects.</p> <p>Music: Choose from a wide range of musical vocabulary to accurately describe and appraise music</p> <p>PE: discuss a wide range of PE vocabulary to help develop an understanding of competitiveness and what is a sporting brain.</p> <p>Debate</p> <p>History: Whole class debate comparing modern democracy with Ancient Greek democracy</p> <p>Presentation</p> <p>Geography: travel vlog on ‘Should we go on a school trip to Heimaey?’ Green screen with Heimaey behind presenters. Paired task.</p> <p>Science/Computing:- in pairs produce a collaborative PowerPoint on a life cycle of a researched animal. Start in class, finish as homework. Present to class.</p> <p>Performance</p> <p>History: Ancient Greek Day performance-songs and plays.</p> <p>Christmas production, class assembly</p> <p>Music: sing expressively, creatively and tunefully, showing greater vocal control (volume, breath, tone and an awareness of style).</p> <p>Role Play/ Improvisation</p> <p>English: 1 session per narrative unit</p> <p>P4C: Ancient Greek democracy lesson followed up with P4C session on democracy.</p>
Teaching Strategies				
<ul style="list-style-type: none"> 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. 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. Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice. 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 ...’ Kagan – SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share, Numbered Heads Together Assign roles to tables before a talking task – summariser, reporter, questioner, note taker, challenger 				

PE: begin to referee or officiate matches/games, using oracy to discuss game decisions with players.

Y6 (10-11 years old)

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				Oracy Outcomes
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.	Discussion P4C – opportunities for discussion of concepts raised in class text in guided reading sessions. E.g. animal rights, medical ethics, war and religion, meaning of friendship. Music: discuss how lyrics often reflect the cultural and historical context of music and have social meaning. Eg gospel music/music of WW2 P4C – at least one enquiry discussed by each class every half-term. In response to a stimulus chosen by the teacher, children will formulate their own questions and discuss these collaboratively. E.g. an extract from the class text <i>Pig-Heart Boy</i> prompted children to ask questions about the relationship between money, privacy and happiness. This led to questions such as <i>Can money buy happiness? Can rich people live normal lives?</i>
Teaching Strategies				Debate Science: link with inheritance debate R.E- concepts in RE unit debated in class. E.g. children would debate both sides of the enquiry question “Does religion bring conflict or peace?” Presentation Give a speech to an audience of peers - delivering a persuasive speech to parliament. History: Children recorded themselves presenting their own documentary about World War 2 in Duxford

French: Record their own weather forecast in French.

Performance

Assemblies delivered by each class to audience of parents and other children.

Leaver's production.

Children do buddy reading 1:1 with EYFS.

Role Play/ Improvisation

History: Children recorded themselves presenting their own documentary about World War 2 in Duxford.

PE – referee or officiate games successfully, discussing decisions made and then reflect on your performance as an official and how could you improve next time/what would you change.

PE – lead younger children in games as a sports leader.