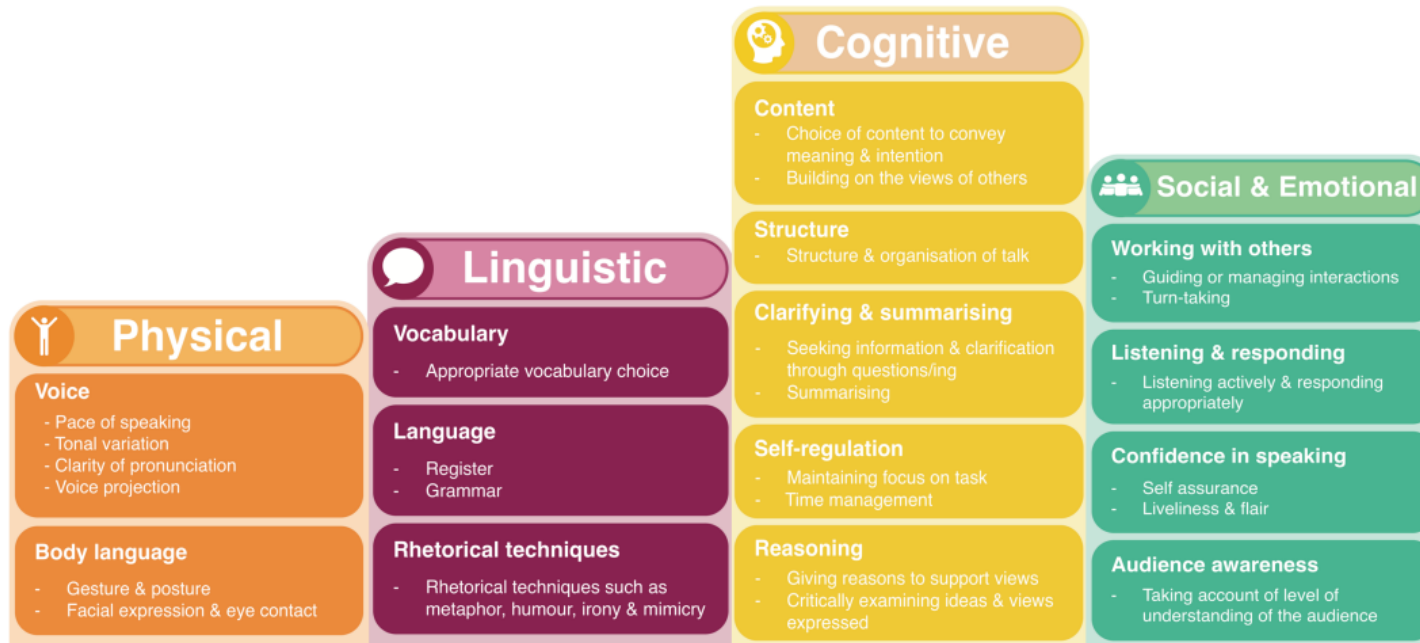




Oracy Progression
EYFS – Year 6

The Oracy Skills Framework and Glossary



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Aspiration - Resilience - Community

EYFS Early Learning Goals	National Curriculum Objectives: Spoken Language Year 1-6
<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • 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

EYFS											
Physical	<ul style="list-style-type: none"> ✓ To speak audibly so that they can be heard and understood ✓ To use gestures to support meaning in play 	Linguistic	<ul style="list-style-type: none"> ✓ To use talk in play to practice new vocabulary ✓ To join phrases with words such as 'if', 'because', 'so', 'could', 'but 								
Cognitive	<ul style="list-style-type: none"> ✓ To use 'because' to develop their ideas ✓ To make relevant contributions and ask questions ✓ To describe events that have happened to them in detail 	Social & Emotional	<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>Opportunities</p> <ul style="list-style-type: none"> ✓ Children are taught active listening strategies, including eye contact, facing the speaker/listener through teacher led discussion ✓ Storytelling sessions where children listen and respond with relevant questions and predictions ✓ Games, e.g. Simon Says. Action rhymes ✓ Adults will explicitly model effective conversation skills ✓ Role Play opportunities ✓ Drawing Club to introduce new vocabulary ✓ Show and Tell used to rehearse and celebrate language ✓ Adults will model correct sentence structure when talking during teaching sessions and play 											
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Year 1											
Physical	<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 	Linguistic	<ul style="list-style-type: none"> ✓ To use specific vocabulary appropriate to the topic at hand ✓ To take opportunities to try new language, even if not always used correctly ✓ To use sentence stems to link to others' ideas in group discussion e.g. 'I agree with.... because....' ✓ To use conjunctions to organise and sequence ideas, e.g. firstly, secondly, finally 								
Cognitive	<ul style="list-style-type: none"> ✓ To offer reasons for their opinions ✓ To recognise when they haven't understood something and ask questions to help with this ✓ To disagree with someone else's opinion politely ✓ To explain ideas and events in chronological order 	Social & Emotional	<ul style="list-style-type: none"> ✓ To listen to others and be willing to change their mind based on what they have heard ✓ To organise group discussions independently of an adult 								
Opportunities <ul style="list-style-type: none"> ✓ Circle time activities ✓ Paired/group discussions – adults modelling good listening, eye contact, positive body language ✓ Children given opportunities to generate question (science, history, literacy) ✓ Children encouraged to use precise technical vocabulary in their talk ✓ Performance poetry ✓ Use of puppets to create dialogue 											
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Year 2											
Physical	<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 	Linguistic	<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 								
Cognitive	<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 	Social & Emotional	<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 invite them into discussion ✓ To confidently deliver pre-prepared material 								
Opportunities <ul style="list-style-type: none"> ✓ Circle time activities ✓ Paired/group discussions – adults modelling good listening, eye contact, positive body language ✓ Children given opportunities to generate question (science, history, literacy) ✓ Children encouraged to use precise technical vocabulary in their talk ✓ Performance poetry ✓ Use of puppets to create dialogue ✓ School Play – acting and narrating 											
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Year 3

Physical	<ul style="list-style-type: none"> ✓ To deliberately vary tone of voice in order to convey meaning, e.g. speaking with authority during an expert talk or speaking with pathos when telling a sad part of a story ✓ To consider position and posture when addressing an audience 	Linguistic	<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'
Cognitive	<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 	Social & Emotional	<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

Opportunities

- ✓ Explicitly taught vocabulary across all subjects
- ✓ Retrieval sessions in non-core subjects with a focus on vocabulary
- ✓ Talk partner work – children taught effective skills
- ✓ Class discussions (science/ history, PHSCE, RE)
- ✓ Role play/freeze frames
- ✓ Children to have active role in collective worship
- ✓ Guided reading

Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation/description	Language of prediction
<ul style="list-style-type: none"> ➤ An argument for/against is..... ➤ I don't like/do like..... because ➤ I agree/disagree with ➤ It is right/wrong because..... I believe ➤ In my opinion...../My view is..... 	<ul style="list-style-type: none"> ➤ They are the same/different because..... is..... and is..... ➤ They are both alike because they are both..... ➤ They are similar because..... ➤ They are different because..... 	<ul style="list-style-type: none"> ➤ I.....because ➤ When I because ➤ It is and ➤ It is a/an (adjective) (noun) ➤ After/before I ➤ I think it looks/feels/smells/sounds like..... 	<ul style="list-style-type: none"> ➤ I think will happen because..... ➤ I predict because ➤ I think..... will happen because ➤ This is probable because..... ➤ After.....I predict that ➤ This is a result of

<ul style="list-style-type: none"> ➤ I understand but/however ➤ I accept your opinion/decision but/however ➤ I think that ➤ Also..... ➤ However..... ➤ Building on what you're saying..... 		<ul style="list-style-type: none"> ➤ It reminds me of..... 	
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Year 4

Physical	<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 a joke 	Linguistic	<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
Cognitive	<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 	Social & Emotional	<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

Opportunities

- ✓ Explicitly taught vocabulary across all subjects
- ✓ Retrieval sessions in non-core subjects with a focus on vocabulary
- ✓ Talk partner work – children taught effective skills
- ✓ Class discussions (science/ history, PHSCE, RE)
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<ul style="list-style-type: none"> ➤ I understand your point of view however.... ➤ I appreciate’s opinion/decision but/however..... ➤ I see it differently..... 		<ul style="list-style-type: none"> ➤ Furthermore..... ➤ Eventually..... ➤ In contrast to..... ➤ Because..... 	
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Year 5											
Physical	<ul style="list-style-type: none"> ✓ To project their voice to a large audience ✓ To use increasingly natural gestures 	Linguistic	<ul style="list-style-type: none"> ✓ To use an increasingly sophisticated range of sentence stems with fluency and accuracy 								
Cognitive	<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 e.g. in a discussion about vegetarianism, rather than saying 'my mum is 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 & Emotional	<ul style="list-style-type: none"> ✓ To listen for extended periods of time ✓ To speak with flair and passion 								
<p>Opportunities</p> <ul style="list-style-type: none"> ✓ Paired/table discussions ✓ Opportunities for children to create and deliver presentations ✓ Explicitly taught vocabulary across all subjects ✓ Retrieval sessions in non-core subjects with a focus on vocabulary ✓ Guided reading ✓ Class debates ✓ Readings in church ✓ End of year play – acting and narrating ✓ Leading collective worship 											
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Year 6											
Physical	<ul style="list-style-type: none"> ✓ To speak fluently in front of an audience ✓ To have a stage presence ✓ To consciously adapt tone, pace and volume of voice within a single situation 	Linguistic	<ul style="list-style-type: none"> ✓ To vary sentence structures and length for effect when speaking ✓ To be comfortable using idioms and expression 								
Cognitive	<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 	Social & Emotional	<ul style="list-style-type: none"> ✓ To use humour effectively ✓ To be able to read a room or 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. 								
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Language for argument and opinion	Language for comparing and contrasting	Language of explanation/description	Language of prediction								
<ul style="list-style-type: none"> ➤ I am convinced..... ➤ Given that..... ➤ Based on fact ➤ Perhaps some people would argue..... ➤ However, I would point out.... ➤ Having pondered/analysed.... 	<ul style="list-style-type: none"> ➤ In some ways.... ➤ Another feature they have in common is..... ➤ Furthermore, they are both.... ➤ However, they also differ in some ways..... ➤ A further similarity/difference is..... 	<ul style="list-style-type: none"> ➤ In conclusion..... ➤ To begin with..... ➤ Because of..... x happened ➤ It seems to be like..... ➤ After/before I..... ➤ It reminds me of..... ➤ As a result..... ➤ Meanwhile..... 	<ul style="list-style-type: none"> ➤ I think will happen because..... ➤ I predict because ➤ This is probable because..... ➤ After.....I predict that ➤ The outcome will be.... ➤ As a result.... ➤ Due to the fact that 								

<ul style="list-style-type: none"> ➤ I understand your point of view, however..... ➤ I appreciate’s opinion/decision but/however.... ➤ However, I think differently because..... ➤ Taking everything into account..... ➤ Most reasonable people would agree that..... ➤ Building on what you’re saying..... 		<ul style="list-style-type: none"> ➤ Furthermore..... ➤ Eventually..... ➤ In contrast to..... ➤ The reasons for..... 	<ul style="list-style-type: none"> ➤ Based on.....I predict that..... ➤ After hearing all the evidence..... ➤ In light of..... ➤ In summary.....

Aspiration - Resilience - Community

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