



Sticklepath Community Primary Academy

Oracy Progression Statements



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1. Background:

These progression statements have been developed across the Trust through dialogue between Heads, Literacy Leads and Teaching Staff. We have used the following as key source materials:

- National Curriculum Programmes of Study
- Voice 21 Oracy Progression Map
- Cambridge Oracy Project School 21/ Sheffield Hallam University EEF Oracy curriculum, culture and assessment toolkit
- Robin Alexander's work on Talk for Learning and Dialogic Discourse
- Progression in Language Structures – Tower Hamlets EMA
- Speaking Frames – Sue Palmer
- National Curriculum Progression – Durham County Council

Purpose:

These progression statements are intended to be used as a wider tool that develops our children across all of our curriculum (and wider curriculum) areas. They provide an assurance of:

- i. Sequential progressive learning within key themes of Active Listening, Speaking and Groupwork.
- ii. Coverage of key oracy skills and knowledge.
- iii. Conceptual Connections especially around the purpose, audience and language of talk, the 'internal' features of active listening and that can be used across other curriculum areas.
- iv. A secure framework from which schools and teachers can plan and create a sequential and connected curriculum mediated to the needs of their children and their context.
- v. A basis for assessment and moderation within and between schools

Learning is not always a linear progression. These statements are therefore a tool for teachers to adapt to the different needs of their cohorts, classes and individual children.

Oracy: The Big Conceptual Picture

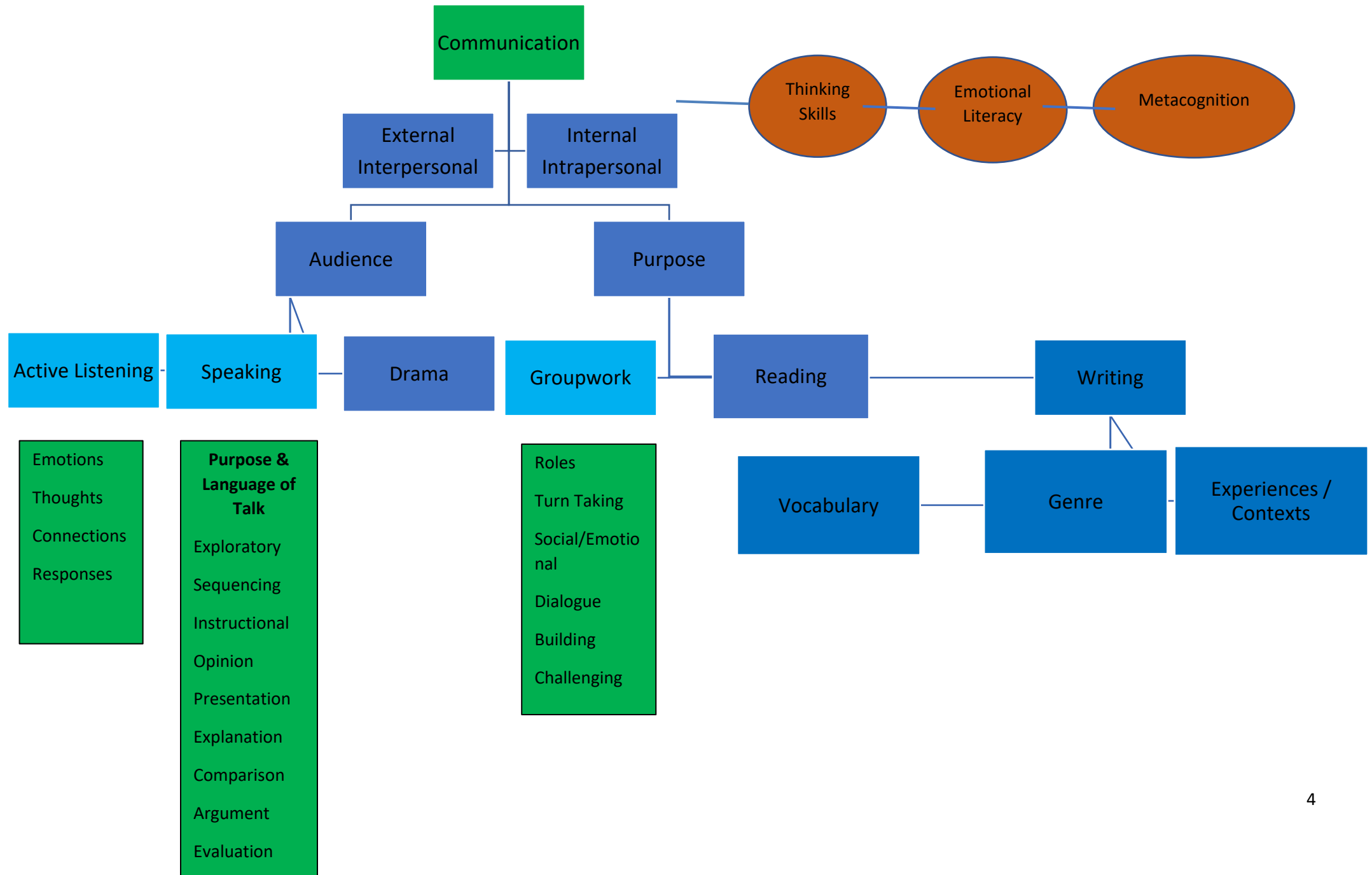
Oracy is fundamental to communication.

A child needs to be able to communicate within themselves – their thoughts, their emotions, their responses. As this is 'unseen' this key concept of intrapersonal communication, especially through active listening needs to be explicitly taught.

A child then needs to be able to articulate their thoughts – to assist their own thinking but also to communicate that thinking and feeling to others. The explicit teaching of the physical, cognitive, language and social/emotional skills needed to be an orator need to be progressively built.

Our disadvantaged children can face particular challenges due to their circumstances and therefore it is particularly important that they have opportunities to actively listen and to be listened to, to be empowered to speak within a range of experiences and to be introduced of a wider vocabulary underpin the curriculum so that they are enabled to progress.

Our desire is that children become active listeners, articulate speakers and confident, empathetic group members ; skills that will benefit them throughout their lives and future.



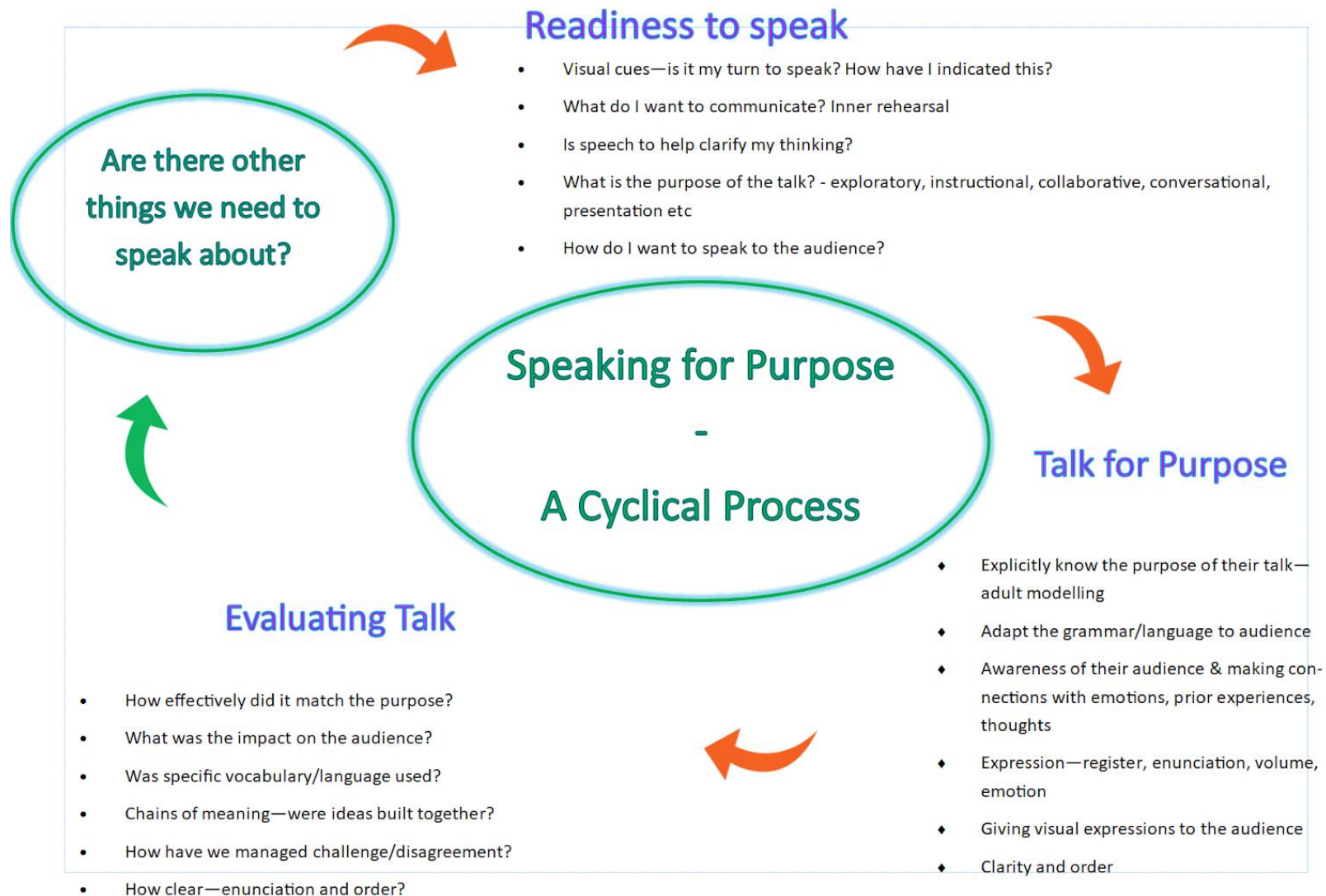
Emotions
Thoughts
Connections
Responses

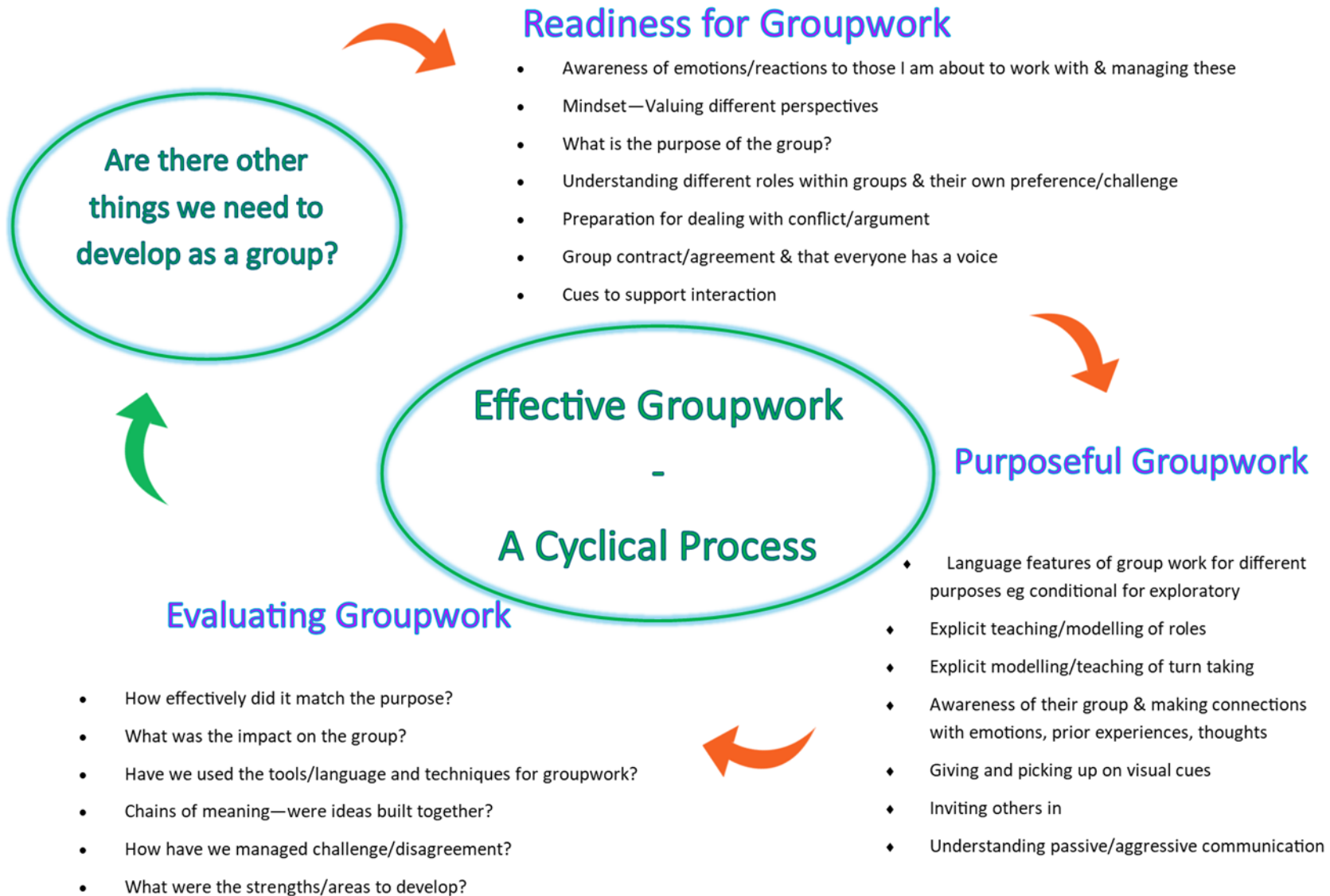
Purpose & Language of Talk
Exploratory
Sequencing
Instructional
Opinion
Presentation
Explanation
Comparison
Argument
Evaluation

Roles
Turn Taking
Social/Emotional
Dialogue
Building
Challenging

5. Development of Oracy Skills:







6. Oracy Knowledge Progression Early Years to Y6

Reception (4-5 years old)Key skills to teach:				Experiences:
Physical <ul style="list-style-type: none">To speak audibly so they can be heard and understoodTo use gestures to support meaning in play	Linguistic <ul style="list-style-type: none">To use talk in play to practise new vocabularyTo join phrases with words such as 'if', 'because' 'so' 'could' 'but'	Cognitive <ul style="list-style-type: none">To use 'because' to develop their ideasTo make relevant contributions and asks questionsTo describe events that have happened to them in detail	Social and emotional <ul style="list-style-type: none">To look at someone who is speaking to themTo take turns to speak when working in a group	<ul style="list-style-type: none">To speak to a partner during whole class teachingTaking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.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.
Teaching ideas: <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'. <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> <ul style="list-style-type: none">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?				

Year 1 (5-6 years old)Key skills to teach:				Experiences
<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.	<ul style="list-style-type: none">● To take part in small group discussions 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.
Teaching ideas:				
<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.● Introduce pupils to the roles of the 'builder' and 'challenger'. 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?'				

Year 2 (6-7 years old)				Experiences
Key skills to teach:				
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 and 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 to invite them into discussion. Confident delivery of short pre-prepared material. 	<ul style="list-style-type: none"> 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. Participate in a short 'show and tell' session.
Teaching ideas:				
<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. 				

Year 3 (7-8 year olds)				Experiences
Key skills to teach:				
Physical <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.	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 and 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.	
Teaching ideas:				
<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.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.



Year 4 (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:				Experiences
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 a anecdote or telling 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 and 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. 	<ul style="list-style-type: none"> To use talk for a specific purpose e.g. to persuade or to entertain. To speak in front of a larger audience of adults e.g. a group of eight. To collaboratively solve a problem. To speak with an unknown adult for a specific purpose, e.g. for market research or making an order. To receive feedback from a peer or audience
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.

member on their oracy skills.

- Create TV or Radio adverts.
- Mock election hustings
- Peer teaching
- Perform poetry by heart

Year 5 (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:				Experiences
Physical <ul style="list-style-type: none"> To project their voice to large audience. For gestures to become increasingly natural. 	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, 	Social and emotional <ul style="list-style-type: none"> Listening for extended periods of time. To speak with flair and passion. 	<ul style="list-style-type: none"> Enter a debate competition BBC school report Create a Youtube Channel Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. Leading a parents'

		<p>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> <ul style="list-style-type: none"> To identify when a discussion is going off topic and to be able to bring it back on track. 		<p>evening.</p> <ul style="list-style-type: none"> Compering a school talent show or event. Slam poetry Stand up comedy
Teaching ideas:				
<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 ...' 				

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.

Year 6 (10-11 Yr old)				Experiences
Key skills to teach:				
Physical <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.	Linguistic <ul style="list-style-type: none">To vary sentence structures and length for effect when speaking.To be comfortable using idiom and expressions.	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 and emotional <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.	
Teaching ideas:				
<ul style="list-style-type: none">Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.Practise 'power poses' to explore physical aspects of speakingTeach structures for building evidence-based arguments				



Progression in Speaking and Listening in Key Stages 1 and 2

Speaking

Listening

Group discussion

Drama

Year 1/2

Year 3/4

Year 5/6

- Can he/she:
- convey simple information showing awareness of what the listener needs to know?
 - use words to sequence and sustain talk?
 - speak clearly and audibly to a large group?
 - vary voice and intonation with purpose?



When explaining his group's game, Matthew conveys detailed information clearly and audibly for the listeners. He uses sequencing language to order his instructions, although more variation in delivery would help to emphasise key points. His teacher helps him explain a difficulty in understanding and assists him in identifying what more he needed to know.

- Can he/she:
- listen with sustained concentration to others in the class and to an adult speaking?
 - ask relevant questions, follow instructions and remember main points?
 - identify points of interest when listening to a story told or broadcast?



Levi listens with sustained concentration to the group discussion about inventing a game. When explaining the instructions to the rest of the class, he remembers the main points and delivers them clearly, using sequencing language to support others' listening. He demonstrates active listening in the detail he provides and in the way he answers relevant questions.

- Can he/she:
- ask and answer relevant questions and suggest ideas to others?
 - take turns as a speaker and listener when working with others?
 - consider alternatives, agree what to do and report this to another group?



Sam and Darcy discuss and reach agreement, taking turns as speakers and listeners. They offer suggestions for their findings and are beginning to build on the contributions of others. When reporting back to the class, Sam and Darcy offer alternative viewpoints and present feedback constructively in the plenary session, the teacher assists Darcy in clarifying misconceptions.

- Can he/she:
- use improvisation and work in role to explore characters and situations?
 - present dramatisations to others in the class, based on work they have done?
 - talk about how some dramatic effects are achieved in live or recorded performances?



Emily uses improvisation to explore the feelings of characters. She devises dialogue and, in her group, presents a dramatisation of the rest of the class. Emily develops a detailed explanation about the motivation of the characters. While she joins in the class discussion on the effectiveness of the performances, she is not yet able to talk about how dramatic effects are achieved.

- Can he/she:
- take a long turn spontaneously?
 - give a clear account/explanation which is sustained and complete?
 - use presentation techniques such as visual aids, gestures?
 - use formal language appropriately?



Lauren is able to offer opinions and reasons for her views in sustained turns. She provides critical feedback constructively using humour. Lauren's feedback includes evaluation of language features and she offers illustrative examples of implicit vocabulary (muddy stuffing/soot). Lauren uses formal language appropriately and understands the importance of giving evidence for her opinions.

- Can he/she:
- listen attentively in discussion by following up points, agreeing or disagreeing with other speakers?
 - use background knowledge about speakers to focus their listening purposefully?
 - identify in broadcasts some of the presentational features used in shaping and organising meanings?



During the group discussion Anahad listens attentively to the points being made. She then suggests effective ways of responding to a speaker to show active listening, which include looking at the person and agreeing or disagreeing with ideas. Anahad demonstrates these points in the group discussion which follows and further demonstrates sustained listening by giving detailed answers to questions.

- Can he/she:
- use talk to plan and organise work in a group?
 - participate in group work where the tasks are both speculative and practical?
 - work in groups of different sizes, taking different roles?
 - sustain group work over time, organising group members and resources?



As chair, Ashley uses talk purposefully to plan and organise the group's practical task. He is alert to reminders from the mentor about what needs to be done or who hasn't spoken. He includes everyone in the group and sums up succinctly. His tendency to dominate the discussion is restrained by having a good understanding of the other roles within the group.

- Can he/she:
- improvise dialogue and events to interpret key ideas and issues?
 - perform plays to engage the interest of an audience in school?
 - compare and comment constructively on the success of different performances?



When the whole class is placed in the role of Roman emissaries, Joshua emphasises with the feelings of others and sees issues from different points of view. In role, he can offer opinions and make sustained contributions on the pros and cons of invading Britain. When giving feedback, he is able to put himself into the Emperor's shoes and relate issues in history to his present experience of religious beliefs.

- Can he/she:
- organise and shape a talk, making connections between ideas and drawing on different points of view?
 - use standard English appropriately?
 - use persuasive techniques deliberately to influence the listener?
 - use spoken language imaginatively, engaging the attention and interest of the listener?



Melica and Samuel combine their language resources to organise and shape an argument using a range of persuasive devices, e.g. gestures, visual aids and varied intonation. They anticipate and make use of counter arguments, demonstrating a command of persuasive language, using standard English appropriately for this formal context. They conclude their talk with a memorable rhetorical flourish.

- Can he/she:
- identify the importance of some key differences between formal and informal spoken language?
 - analyse and evaluate how effectively speakers use language to argue and persuade?
 - sustain listening to different sources, making their own notes?



After listening to presentations, Conrad analyses and evaluates how speakers use language to argue and persuade. He provides cogent and perceptive feedback suggesting, for example, that the role-play interview was a useful technique, but that the views expressed lacked sufficient evidence. Conrad's contributions are built on attentive and sustained listening.

- Can he/she:
- plan and manage work in groups with minimum supervision?
 - understand and make use of a variety of ways to support, challenge and accept criticism?
 - negotiate and make decisions taking account of alternatives and consequences?
 - take different roles effectively, including leading the group?



When working on ideas for their presentation, Alice and Ashley show that they can plan and manage their work with minimum supervision. They offer ideas, take turns and support one another. They negotiate and make decisions about what to include in the talk and which persuasive devices will prove to be most effective.

- Can he/she:
- sustain and reflect on how different techniques for working in role help to explore complex issues?
 - devise and perform a play for a specific audience?
 - evaluate different aspects of a live performance, including characterisation, dramatic effects and suitability for different audiences?



Natalie participates fully in stages of the drama built around the class novel. The characterisation she allows her to enter into the emotional turmoil of the character and she can evaluate the effect of the technique and analyse its impact. Natalie now needs to move on to explain how this work has contributed to her overall interpretation of the characters and their motives, and to reflect on the way working in drama has added to her understanding of the book.