

Oracy Progression of Learning Preschool

 Physical	 Linguistic	 Cognitive	 Social & emotional
To speak audibly to familiar adults	To narrate in familiar play To speak in sentences of 6 words	To begin to question. To be able to express an independent thought.	To learn to listen to others.

Sentence stems



A good listener...



Faces the speaker

Sits calmly

Responds physically –
nods and smiles

Responds verbally –
with a focus to what
has been said

Discussion

I think

I can see

Groupings, rules and opportunities

Groupings

Nest

Roles

My turn, your turn

Opportunities

Back and forth opportunities
with an adult.

Unfamiliar adult visiting the
classroom.

Teaching ideas

Teaching ideas

Images

Artefacts

Role play

Odd one out

Physical object to signify turn to talk

Oracy Progression of Learning Reception

 Physical	 Linguistic	 Cognitive	 Social & emotional
To use gesture to support meaning in play. To speak audibly so they can be heard and understood.	To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail.	To listen to others. To take turns to speak.

Sentence stems  A good listener...  Faces the speaker Sits calmly Responds physically – nods and smiles Responds verbally – with a focus to what has been said	<u>Discussion</u> (I think) (I can see) I agree with...	
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Groupings, rules and opportunities <u>Groupings</u> (Nest) Pair	<u>Roles</u> (My turn, your turn) Speaker, Listener	<u>Opportunities</u> Back and forth opportunities with an adult including greetings Unfamiliar visitors in Trips out Show and tell opportunities Talking tigers
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Teaching Ideas <u>Teaching Ideas</u> Images Role play Odd one out Physical object to signify turn to talk	
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Oracy Progression of Learning Year 1

 Physical	 Linguistic	 Cognitive	 Social & emotional
To use body language to show listening. To experiment with adjusting tone, volume and pace.	To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other's ideas in group discussion.	To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order. To ask a question when they haven't understood.	Listen carefully to others. To participate in group discussions independently of an adult.

Sentence stems

-  **A good listener...** 
- Faces the speaker**
- Sits calmly**
- Responds physically – nods and smiles**
- Responds verbally – with a focus to what has been said**

Discussion
(I think)
(I can see)
(I agree with...)
I agree because
I disagree

Groupings, rules and opportunities

Groupings
(Nest)
(Pair)
Trio

Roles
(My turn, your turn)
(Speaker, Listener)

Opportunities
(Back and forth opportunities with an adult including)
Back and forth with a pair
(Show and tell opportunities)
Jobs around school and greetings
Speaking in front of an audience- class

Teaching ideas

Teaching ideas
Images
Role play
Artefacts
Concept cartoons- simple

Odd one out
Would you rather

Peer feedback

Oracy Progression of Learning Year 2

 Physical	 Linguistic	 Cognitive	 Social & emotional
To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To speak clearly and confidently in a range of contexts.	To adopt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas.	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.	To encourage everyone to contribute. To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre prepared material.

Sentence stems	 A good listener... 	<u>Discussion</u> (I think) (I can see) (I agree with...) (I agree because) (I disagree) I disagree because I feel that	
	Faces the speaker Sits calmly Responds physically – nods and smiles Responds verbally – with a focus to what has been said		

Groupings, rules and opportunities	<u>Groupings</u> (Nest) (Pair) (Trio) Traverse	<u>Roles</u> (My turn, your turn) (Speaker, Listener) Back and forth 2 talk, 1 observe & share	<u>Opportunities</u> (Back and forth opportunities with an adult including) (Back and forth with a pair) (Speaking in front of an audience- class) Speak to unfamiliar adults with purpose- Trips and visitors

Teaching ideas	<u>Teaching ideas</u> Images Artefacts Concept cartoons- 2 concepts Concept maps Big question / Question starters Odd one out Would you rather? Always /sometimes/never	Hot seating Peer feedback Role play

Oracy Progression of Learning Year 3

 Physical	 Linguistic	 Cognitive	 Social & emotional
To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences.	To use specialist vocabulary. To be able to use specialist language to describe their own and others' talk. To make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice')	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.	Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.

Sentence stems



A good listener...



Faces the speaker

Sits calmly

Responds physically – nods and smiles

Responds verbally – with a focus to what has been said

Discussion

(I think)
(I can see)
(I agree with...)
(I agree because)
(I disagree)
(I disagree because)
(I feel that)

Talk Tactics

Instigate

Instigate

Present an idea or opinion to start a discussion

4a I would like to start by saying ...

4b I think ...

4c We haven't yet talked about ...

Summarise

Summarise

Summarise what has been said

4d So far we have talked about ...

4e The main points raised today were ...

4f Our discussion focused on ...

Groupings, rules and opportunities

Groupings

(Nest)
(Pair)
(Triad)
(Traverse)
Fish Bowl
Small group discussions

Roles

(My turn, your turn)
(Speaker, Listener)
(Back and forth)
(2 talk, 1 observe & share)
Class research groups & Feedback

Opportunities

(Back and forth opportunities with an adult including)
(Back and forth with a pair)
Back and forth- rule of 5 (adult facilitator)
Present to an audience of older or younger children

Teaching Ideas

Teaching Ideas

Images
Artefacts
Concept cartoons
Concept maps
Big question / Question starters
Controversial questions
Odd one out
Would you rather?
Always /sometimes/never
Ranking

Hot seating
Peer feedback
Role play
Talk detectives
Articulate- subject specific vocabulary
Continuum of agreement

Oracy Progression of Learning Year 4



Physical	Linguistic	Cognitive	Social & emotional
To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	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 <u>oracy</u> skills and identify areas of strength and areas to improve.	To use more natural and subtle prompts for turn taking. To develop an awareness of audience. To consider the impact of their words on others when giving feedback.

Sentence stems

A good listener...

Faces the speaker

Sits calmly

Responds physically –
nods and smiles

Responds verbally –
with a focus to what
has been said

Discussion

(I think)
(I can see)
(I agree with...)
(I agree because)
(I disagree)
(I disagree because)
(I feel that)

Talk Tactics

(Instigate)
(Summarise)
Probe
Clarify
Build
Challenge

<u>Groupings</u> (Nest) (Pair) (Trio) (Traverse) Fish Bowl (Small group discussions) Circle	<u>Roles</u> (My turn, your turn) (Speaker, Listener) (Back and forth) (2 talk, 1 observe & share) (Class research groups & Feedback) Talk for a specific purpose	<u>Opportunities</u> (Back and forth opportunities with an adult including) (Back and forth with a pair) Back and forth- rule of 5 (Independently) Peer teaching
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Teaching ideas	
<u>Teaching ideas</u>	
Images	Hot seating
Artefacts	Peer feedback
Concept cartoons	Role play
Concept maps	Talk detectives
Big question / Question starters	Articulate- subject specific vocabulary
Controversial questions	Continuum of agreement
Odd one out	Poetry by heart
Would you rather?	Debating
Always /sometimes/never	
Ranking	