



Oracy Progression

‘Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.’ Voice 21

Developing children’s oracy is a key driver within our curriculum. As a school we ensure there are opportunities throughout all aspects of the school day to develop oracy skills. All staff in school are aware of different expectations as children progress through their Old Town journey and provide meaningful opportunities to engage in activities and interactions that aim to enhance children’s ability to communicate effectively.

		Nursery	Reception	Year 1	Year 2
Physical	Body language <ul style="list-style-type: none"> • Gesture and posture • Facial expression and eye contact 	Point towards something that they want or where they want to go. Look in the direction of where someone is speaking to them.	Look at someone who is speaking to them, engaging in eye contact (or look in the direction of the speaker’s face, or an agreed place, if eye contact is uncomfortable). Recognise facial expressions change and use this to identify how someone is feeling (happy/sad)	Recognise facial expressions change and use this to identify how someone is feeling (happy/sad/angry/confused/worried). Maintain eye contact with one person during a conversation (or look in the direction of the speaker’s face, or an agreed place, if eye contact is uncomfortable).	Switch eye contact between multiple people during a conversation (or direct the line of vision towards different speakers if eye contact is uncomfortable).
	Voice <ul style="list-style-type: none"> • Fluency and pace of speech • Tonal variation • Clarity of pronunciation • Voice projection 	Sing a large repertoire of songs including nursery rhymes and number songs.	Speak audibly so they can be heard and understood. Learn and recite poems, rhymes and songs. Use inflections at the end of a question sentence, eg during reading sessions and phonics lessons. Raise the volume and/or tone of voice for an exclamation sentence.	Use the appropriate tone of voice in the right context, including: <ul style="list-style-type: none"> - Speaking calmly when resolving an issue on the playground. - Speaking with enthusiasm when congratulating a friend. - Speaking with assertiveness when communicating that a situation is making them uncomfortable. Speak clearly and confidently in a range of contexts, including: <ul style="list-style-type: none"> - Having a 1:1 conversation - During group discussions - During whole class discussions To take a short pause when encountering a comma.	Adapt how they speak in different contexts, including: <ul style="list-style-type: none"> - During class assemblies - During a performance Change the tone and expression of speech when encountering inverted commas.
Linguistic	Rhetorical techniques <ul style="list-style-type: none"> • Rhetorical techniques such as metaphor, humour, irony and mimicry 	Demonstrate enjoyment from songs/rhymes/stories with a smile or laugh Mimicks ‘silly’ actions and words in a song or story for enjoyment	Understand moments of humour in a simple story and laugh/smile. Repeat an action on purpose to cause others to laugh (identifies humour)	Understand the humour within an ‘idiom’ E.g It is raining cats and dogs	Begin to notice metaphors within a focus text with support from a teacher. Begin to explore the meaning behind rhetorical questions (relate to texts)
	Language <ul style="list-style-type: none"> • Register • Grammar 	Use the present simple tense, e.g.: <i>I write a letter.</i> <i>I walk to school.</i>	Use standard English forms for verb inflections instead of local spoken forms, including: <ul style="list-style-type: none"> - ‘go to the toilet’ rather than ‘go toilet’ - ‘we was’ instead of ‘we were’; - ‘I did’ instead of ‘I done’ Join ideas with conjunctions such as ‘and’ and ‘because’ Use simple sentence structures, including:	Join ideas with conjunctions such as ‘but’, ‘so’, ‘when’ and ‘if’, Join ideas with the conjunction ‘because’ at the start of the sentence, e.g.: Because it is raining, I will get an umbrella. Use adverbials of time to organise and sequence ideas, including: <ul style="list-style-type: none"> - Firstly, ... 	Use the prefixes super-, anti-, auto-, dis- and mis-, including: <ul style="list-style-type: none"> - superhero - superhuman - anticlockwise - antisocial - autograph - automatic - disappear - disappoint

			<ul style="list-style-type: none"> - Subject + Verb, e.g. He runs. - Subject + Verb + Object She reads a book. - Subject + Verb + Adjective She is tall. <p>Use the present simple tense, e.g.: <i>I write a letter.</i> <i>I walk to school.</i></p> <p>To use the past simple tense, e.g.: <i>I wrote a letter</i> <i>I walked to school</i></p> <p>To use the present progressive tense, e.g.: <i>I am writing a letter</i> <i>I am walking to school</i></p> <p>To use the past progressive tense, e.g.: <i>I was writing a letter</i> <i>I was walking to school</i></p>	<ul style="list-style-type: none"> - Secondly, ... - Next, ... - Then, ... - After that, ... - Finally, ... <p>Use simple sentence structures, including:</p> <ul style="list-style-type: none"> - Subject + Verb + Adverb, e.g.: The dog barked loudly. <p>Use suffixes -ful and -ly, including:</p> <ul style="list-style-type: none"> - quickly - slowly - suddenly - beautiful - careful - thankful 	<ul style="list-style-type: none"> - misbehave - misunderstanding <p>Use the correct form 'a' and 'an' according to whether the next word begins with a consonant or vowel sound.</p> <p>Use prepositions, including:</p> <ul style="list-style-type: none"> - before - after - in - on
	<p>Vocabulary</p> <ul style="list-style-type: none"> • Appropriate vocabulary choice 	<p>Use vocabulary linked to concepts;</p> <p>Big/small Heavy/light Tall/short Hot/cold Hard/soft</p>	<p>Use talk in play to practise new vocabulary.</p> <p>Use comparative (-er) and superlative (-est) words, including: big/bigger/biggest small/smaller/smallest tall/taller/tallest short/shorter/shortest</p>	<p>List a series of items or adjectives.</p> <p>Use word banks provided by the teacher to try out new language, even if not always correctly.</p> <p>Use appropriate vocabulary that is specific to the topic at hand.</p>	<p>Use word banks provided by my teacher to try out new language with accuracy.</p>
Cognitive	<p>Reasoning</p> <ul style="list-style-type: none"> • Giving reasons to support views • Critically examining ideas and views expressed 	<p>Identify things they like/dislike and maybe offer a simple reason;</p> <p>I like books I don't like the bike I like painting I do not like playdough. It's sticky.</p>	<p>Offer reasons for their opinions using 'because'.</p>	<p>Notice when they think differently to someone and share this in an open way.</p> <p>Disagree with someone else's opinion politely.</p>	<p>Develop their ideas by offering explanations and evidence.</p>
	<p>Self-regulation</p> <ul style="list-style-type: none"> • Maintaining focus on task • Time management 	<p>Choose a task to engage in.</p> <p>Engage in self-initiated tasks for a short period of time (5 minutes)</p> <p>Engage in small group tasks led by an adult for a short time (5-10 minutes)</p>	<p>Engage in self-initiated tasks for a short period of time (10 minutes)</p> <p>Engage in small group tasks led by an adult (10-15 minutes)</p> <p>Sit in a whole class input for 10 minutes focused on the teaching</p>	<p>Maintain focus on an adult-led task independently for 10-15 minutes.</p> <p>End a task at a given time.</p>	<p>Complete tasks with urgency to ensure they are finished in an agreed time frame.</p>
	<p>Clarifying and summarising</p> <ul style="list-style-type: none"> • Seeking information and clarification 	<p>Ask familiar adult a simple question;</p> <p>Where is the bike? When is it home time? Can I do it?</p>	<p>Make relevant contributions and ask questions.</p> <p>Describe events that have happened to them in detail.</p>	<p>Recognise when they haven't understood something and ask a question to help clarify.</p>	<p>Ask questions to find out more about a subject.</p>

	through questions • Summarising		Communicate multiple ideas on a topic or question using 'and'.	Explain ideas and events in logical or chronological order.	
	Content and structure • Choice of content to convey meaning and intention • Building on the views of others	Share a clear need with a familiar adult. E.g I am hungry. I want to go outside.	Know that others can have a different view or need to their own – demonstrated by listening to someone else's opinion/view during play or adult-led activity	Listen to what others believe and identify if it is similar or different to their own need.	Let what others have said or done influence their own thoughts and views (to be open-minded).
Social and Emotional	Audience awareness • Taking account of level of understanding of the audience	Take on different roles in role-play and begin to adjust their language.	Adjust how they talk to each other during role play; speaking softly to a baby, speaking with authority as a police officer etc.	Start to develop an awareness of audience that includes only a group of peers, e.g. what might interest a certain group.	Start to develop an awareness of audience that includes peers and adults, e.g. what might interest a certain group.
	Confidence in speaking • Self-assurance • Liveliness and flair	Seeks out familiar adults or friends to speak to.	Speak within a small group.	Share own opinions and ideas in response to a question in front of the class.	Confidently deliver a short pre-prepared reading. Speak about something they are interested in with passion and expression.
	Listening and responding • Listening actively and responding appropriately	Wait and listen to a response to something they have said to an adult. Listen to a simple instruction and respond appropriately.	Look at someone who is speaking to them. Take turns to speak when working in a group.	Listen to others and be willing to listen to and understand their opinions. Listen to others and be willing to change their mind based on what they have heard.	Listen to multiple people within a group conversation and respond appropriately. Navigate waiting for a turn in a larger group and also ensure others have time to talk.
	Working with others • Guiding or managing interactions • Turn-taking	Show courtesy, by: - Using 'please' and 'thank you' Greeting with a smile	Start a conversation with an adult or a friend and continue it for many turns.	Show courtesy, by: - Responding to greetings verbally, e.g.: Teacher: Good morning. Child: Good morning. Asking and not telling, e.g. 'Please may I go to the toilet?' instead of 'I need the toilet.'	Show interest in others' feelings and experiences by asking questions, including: - How was your weekend? - How are you today?

Preparation and awareness of transition into year 3;

Strand	Year 3 Progression
Physical	Use gesture to support the delivery of ideas, including: - Gesturing towards someone if referencing their idea. - Counting off ideas on their fingers as they say them.
Linguistic	Use sentence stems to signal when they are building on or challenging others' ideas, including: - I agree with... because... - I do not agree with... because... - While I agree that... I do not agree with... Use fronted adverbials, including: - Later that day, ... - As quick as a flash, ... - In the morning, ...
Cognitive	Build on and challenge others' ideas in discussions.
Social and Emotional	Be aware of others who have not spoken and to invite them into the discussion.



Vocabulary

Vocabulary is an important aspect of our oracy curriculum and we want to ensure children have plenty of opportunities to develop and expand their vocabulary. In order for children to embed key learning they need to understand the words used as well as be able to use these words in context correctly. We are supporting our children's receptive and expressive understanding of vocabulary by ensuring it is central to our curriculum. Teachers ensure key vocabulary is identified, shared and explored in lessons to support children's understanding of the key learning.

Introduction of new vocabulary

- New vocabulary will be introduced at the start of lessons
- There will be a simple definition of the new word (3-5 words)
- The new word will be put in a context of a sentence with visual support (consistent visuals across the whole school)
- New vocabulary will be displayed on relevant working walls
- Children will have a chance to explore new vocabulary in 'trio talk' (further details below)
- In reading lessons, children will be able to play and explore with new words by engaging in vocabulary games

Strategies for oracy and vocabulary rehearsal: our oracy 'toolkit'

- Trio Talk; Children will be encouraged to share ideas in groups of 3 on the carpet. This will give children a chance to use and play with new language. These groups will be called '**trio talk**' and groups will be deliberately planned and mixed to ensure positive talking role models for children with lower levels of language. Adults remain vigilant to ensure all children are involved. For those needing additional support to engage in trio talk or struggling to come up with their own ideas to share, the first stage would be for them to repeat back what their peer has said to them.
- Using different voices (or register) for dictation.
- Serve and Return; a back and forth interaction between child and adult, with a focus on modelling new language and vocabulary and sensitively repeating back sentences in the correct format. Use for modelling/reinforcing words and building on language and also to sensitively correct errors by repeating sentences back with corrections, eg child: 'I gived it to her'. Adult: 'You gave it to her. That was kind, thank you'.
- Modelling – eg language on the door in the mornings, greetings in and around school, body language, smiles and gestures. Use of standard English, appropriate volume, tone and expression.
- Sentence stems – an aid to support the formation of thoughts, ideas and responses. Sentence stems can be offered visually and/or verbally.
- Explicit teaching of vocabulary (as above) – introduced at the start of sessions, clearly and explicitly, usually with the support of visuals, consistent visuals across the school. Vocab is visited and revisited with and without the familiarity of visuals.
- Choral work – the adult models language and the group of learners repeat it together. This can include chants and drills.
- Choral reading, chanting and responding – encouraging children to repeat back in groups or as a class to embed what is heard/modelled. This takes place throughout the curriculum, such as, but not exclusive to:
 - during phonics
 - learning tricky words
 - dictated sentences
 - simple, concise responses to questions
 - learning new vocabulary (a word and a brief, concise definition)
 - key points in shared stories
- Singing – singing happens at various times and in various forms throughout the day/week:
 - Singing assemblies
 - Singing in class
 - Singing prompts
 - Music lessons
 - During certain learning sessions, eg phonics and tricky word songs, songs to support the learning



- Singing greetings and routines
- Questioning – used a tool to support language development, vocabulary and interactive learning. Adults also model how to form questions and answer appropriately.
- Consistent, shared language and expectations. As a staff team we have thought about and considered the shared language and expressions staff will use across the school, for example:
 - Super sitting
 - Marvellous manners
 - Kind hands/kind feet
 - Inside voice/outside voice
 - Wonderful walking
 - Penguins (for standing and lining up)
 - Bear sitting (cross legged, strong core)
 - Looking eyes
 - Listening ears
 - ‘Side by side’ or ‘hand in hand’

Opportunities for speaking, listening and vocabulary development during the school day will include

- **A good start** – children are greeted and welcomed as they enter the classroom with a smile and eye contact from a familiar adult.
- Children are given **time to talk** about themselves, be listened to and asked questions at the start of the school day with a slower start to the morning.
- At the start of each lesson, **key language** is identified and explained to children. This will be 2-3 words that are key to the core learning of that session.
- Subject leaders will ensure **key language is identified** clearly on medium term plans. This key language will be developed over time with subject leaders ensuring there are plenty of opportunities to revisit and use key language in their learning.
- **Daily story time** sessions for all children.
- Regular visits to our school library to **explore books**.
Retelling and **revisiting** familiar stories, songs and rhymes
- ‘Time to Shine’ assemblies; performing to an **audience**
- ‘Show and Tell’ – children are invited on a rotational basis to **share and celebrate** some news or an event from home
- EYFS ‘Share and Shine’ – children are invited to **reflect** on their own choices within their independent learning, given a chance to **speak** in front of their peers and **articulate the learning** from that session

Glossary

Conjunction	A word used to connect clauses or sentences for example ‘and’, ‘but’, ‘if’.	Rhetorical question	A question that is asked without expecting an answer, for example ‘Can we do better next time?’
Fronted adverbial	A word or phrase at the start of a sentence that describes the action that follows, placing the adverb at the start of a sentence. For example ‘Before the sun came up, he ate his breakfast.’	Metaphor	A thing regarded as representative or symbolic of something else.
Inflections	Refers to the pitch and tone patterns in a person’s speech, where the voice rises and falls.	Standard English	The form of English that is widely recognised and accepted as ‘correct’. We refer to this as ‘school talk’, to acknowledge that we encourage this language at school but also respect that some families have diverse backgrounds and dialects.