

Oracy at Danesholme Academies – Progression document

	Physical	Linguistic	Cognitive	Social/ Emotional
EYFS	<ul style="list-style-type: none"> • Speak clearly with appropriate volume. • Look at who is talking and who you are talking to. • Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant 	<ul style="list-style-type: none"> • Use talk in play to practice new vocabulary: e.g. lighter, heavier. • Begin to speak in sentences, joining phrases with words such as “if, because, so, could, but.” 	<ul style="list-style-type: none"> • Use ‘because’ to develop their ideas • Contributions that match what has been asked • Ask simple questions 	<ul style="list-style-type: none"> • Look at someone who is speaking to you. • Wait for a turn – take turns to speak, when working in a group.
<p>Experiences:</p> <ul style="list-style-type: none"> • To speak to a partner during whole class teaching • Provide role play opportunities to practice speaking and applying language in context. • Trips and experiences to develop vocab in real life settings. • 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. E.g family box time 		<p>Teaching ideas:</p> <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? 		
	Physical	Linguistic	Cognitive	Social/ Emotional
Year 1	<ul style="list-style-type: none"> • Look at who is talking to you and you are talking to • Speak clearly and confidently in a range of contexts • Use appropriate tone of voice for context (projecting voice for large audience) • Use hand gestures to support delivery in presentational talk (pointing to something being discussed) 	<ul style="list-style-type: none"> • Speak in sentences using joining phrases to link ideas • Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller • Take opportunities to try out new language, even if it is not always correctly used • Use sentence stems to link to other’s ideas in group discussion e.g. ‘I agree with... because...’ ‘linking to...’ • Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally 	<ul style="list-style-type: none"> • Use ‘because’ to develop their ideas • Make relevant contributions that match what has been asked • Ask simple questions • Describe events that have happened to them in detail 	<ul style="list-style-type: none"> • Listen and respond appropriately to others • Be willing to change their mind based on what they have heard • Begin to organise group discussions independently of an adult
Experiences:		Teaching ideas:		



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<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. 'Show it' pieces of work to focus on oracy skills e.g presenting their learning to another class 		<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?' <p>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?'</p>		
	<p style="text-align: center;">Physical</p>	<p style="text-align: center;">Linguistic</p>	<p style="text-align: center;">Cognitive</p>	<p style="text-align: center;">Social/ Emotional</p>
<p>Year 2</p>	<ul style="list-style-type: none"> Look at who is talking to you and you are talking to. Use body language to show active listening (nodding along, facial expressions) Speak clearly and confidently with appropriate volume and pace. Hand gestures when speaking become increasingly natural (such as pointing at someone when referencing their idea.) 	<ul style="list-style-type: none"> Speaking in sentences using joining phrases to create longer sentences Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom Use sentence stems to signal when they are building or challenging others' ideas in group' 	<ul style="list-style-type: none"> Offer reasons for their opinions Recognise when they haven't understood something and ask a question Disagree with someone else's opinion politely Explain ideas and events in chronological order 	<ul style="list-style-type: none"> Start to develop an awareness of audience e.g. what might interest a certain group Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them Recite/deliver short preprepared material to an audience
<p style="text-align: center;">Experiences:</p> <ul style="list-style-type: none"> Speak to unfamiliar people with real purpose e.g. asking questions to a shopkeeper, having a conversation with a visitor in the classroom. Participate in a short 'show and tell' session. 'Show it' pieces of work to focus on oracy skills e.g presenting their learning to another class or assembly for parents 	<p style="text-align: center;">Teaching ideas:</p> <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 pupils 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. 			
	<p style="text-align: center;">Physical</p>	<p style="text-align: center;">Linguistic</p>	<p style="text-align: center;">Cognitive</p>	<p style="text-align: center;">Social/ Emotional</p>
<p>Year 3</p>	<ul style="list-style-type: none"> Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas. Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk. 	<ul style="list-style-type: none"> Be able to use specialist language to describe their own and others' talk. Use specialist vocabulary e.g. speak like an archaeologist. 	<ul style="list-style-type: none"> Ask questions to find out more about a subject. Build on others' ideas in discussions. 	<ul style="list-style-type: none"> Speak with confidence in front of an audience. Begin to recognise different roles within group talk. Adapt the content of their speech for a specific audience



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	<ul style="list-style-type: none"> Consider position and posture when addressing an audience. Consider movement when addressing an audience. 	<ul style="list-style-type: none"> Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable' 	<ul style="list-style-type: none"> Make connections between what has been said and their own and others' experiences. Offer opinions that aren't their own e.g. taking on a specific role in group work. Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives 	
<p>Experiences:</p> <ul style="list-style-type: none"> Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist. Become a storyteller for an authentic audience. Present to an audience of older or younger students. Chair a discussion. Hold a class meeting. 'Show it' pieces of work to focus on oracy skills e.g. presenting their learning to another class or assembly for parents 		<p>Teaching ideas:</p> <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. 		
	Physical	Linguistic	Cognitive	Social/ Emotional
Year 4	<ul style="list-style-type: none"> Deliberately select movement and gesture when addressing an audience Use pauses for effect in presentational talk. Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground 	<ul style="list-style-type: none"> Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain 	<ul style="list-style-type: none"> Reach shared agreement in discussions Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event Ask probing questions Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets. 	<ul style="list-style-type: none"> Use more natural and subtle prompts for turn taking Start to develop empathy with an audience Consider the impact of their words on others when giving feedback
<p>Experiences:</p> <ul style="list-style-type: none"> To use talk for a specific purpose e.g. to persuade or to entertain. 		<p>Teaching ideas:</p> <ul style="list-style-type: none"> Introduce pupils to sentence stems to cite evidence and ask probing questions. 		



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<ul style="list-style-type: none"> • 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 member on their oracy skills. • Create TV or Radio adverts. • Mock election hustings • Peer teaching • Perform poetry by heart • ‘Show it’ pieces of work to focus on oracy skills e.g. presenting their learning to another class or assembly for parents 	<ul style="list-style-type: none"> • 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. 			
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Year 5	<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] • Project their voice to a large audience • Gestures become increasingly natural • Consciously adapt tone, pace and volume of voice within a single context. 	<ul style="list-style-type: none"> • Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions • Consider the words and phrases used to express their ideas and how this supports the purpose of talk 	<ul style="list-style-type: none"> • Draw upon knowledge of the world to support their own point of view and explore different perspectives • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event • Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...? 	<ul style="list-style-type: none"> • Listen for extended periods of time including notetaking, drawing visual • Adapt the content of their speech for a specific audience e.g. use of humour • Speak with flair and passion
<p style="text-align: center;"><u>Experiences:</u></p> <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’ evening. • Compering a school talent show or event. • Slam poetry • Stand up comedy 		<p style="text-align: center;"><u>Teaching ideas:</u></p> <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 ...’ 		



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<ul style="list-style-type: none"> • 'Show it' pieces of work to focus on oracy skills e.g presenting their learning to another class or assembly for parents 				
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Year 6	<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. • 'Show it' pieces of work to focus on oracy skills e.g presenting their learning to another class or assembly for parents 	<ul style="list-style-type: none"> • To vary sentence structures and length for effect when speaking. • To be comfortable using idiom and expressions. 	<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. 	<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.
<p style="text-align: center;"><u>Experiences:</u></p> <ul style="list-style-type: none"> • Give a speech to an audience of peers and adults. • Lead School Council • Mentor or teach younger students • Lead an assembly. • Act as a tour guides for prospective parents. • Record their own sports commentary. • 'Show it' pieces of work to focus on oracy skills e.g presenting their learning to another class or assembly for parents 		<p style="text-align: center;"><u>Teaching ideas:</u></p> <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 speaking • Teach structures for building evidence-based argument 		