



Totley All Saints – Oracy Progression

At Totley All Saints we are passionate about developing pupils' oracy skills, and recognise this to be a fundamental aspect of our children's spiritual, moral, social and cultural development in order for them to become courageous advocates in a rapidly changing world. Our Oracy strategy enables a focus on high-quality talk that is inclusive for all pupils, especially our most vulnerable pupils and those with SEND and disadvantage.

EYFS Early Learning Goals:	National Curriculum Objectives Spoken Language Year 1-6:
<ul style="list-style-type: none">• <u>Communication and Language: Listening and Attention</u> 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 their attention to what others say and respond appropriately, while engaged in another activity.• <u>Communication and Language: Understanding</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.• <u>Communication and Language: Speaking</u> 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



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Year	Knowledge	Skills	Key Vocabulary	Opportunities
FS2	<ul style="list-style-type: none"> - Understand the importance of speaking clearly and confidently - Know the basic conventions of conversation (e.g. turn-taking, listening attentively, looking, responding & asking questions) 	<ul style="list-style-type: none"> ✓ Speak with a clear voice in exchanges ✓ Look at the person speaking ✓ Listen and respond appropriately in conversations (offer comments/ ideas/explanations) ✓ Ask simple questions to confirm understanding ✓ Use gesture and talk in play ✓ Use past, present and future tenses and link ideas using conjunctions 	<p>speak listen conversation turn-taking questions</p>	<ul style="list-style-type: none"> ✓ Role-play and small world play ✓ Class talk (physical object to signify whose turn to speak) ✓ Small group interactions and partner conversations (supported by eye contact & taking turn rules for back-and-forth exchanges) ✓ Introduction of new vocabulary and stem sentences MTYT (my turn, your turn) ✓ Voice games and modelling (say it in a whiser, say it in a playground voice) ✓ Build confidence & willingness to talk through games such as 'Would you rather...?' ✓ Talk about events from the past, present and future
Year 1	<ul style="list-style-type: none"> - Understand how to adapt speaking style to different contexts (whole class, small group, one-to-one) - Know the importance of using appropriate body language and eye contact when speaking - Understand when they are unclear about the meaning of what has been said 	<ul style="list-style-type: none"> ✓ Speak clearly and confidently in a range of contexts ✓ Listen attentively and respond appropriately, making eye contact and using relevant body language ✓ Ask and answer questions to seek information or clarification ✓ Take turns in discussion/conversation ✓ Organise/explain ideas ✓ Use topic appropriate vocabulary 	<p>audience context body language eye contact explanations discussions</p>	<ul style="list-style-type: none"> ✓ Class turn-taking (e.g. passing talk around a circle, using a talking object or agreed signal) ✓ Talking in plays/assemblies to a larger audience ✓ Group discussions ✓ Talk tokens & webs (passing wool from speaker to speaker to show how contributions in a conversation should link) ✓ Teach children to how to 'build' and 'challenge' ✓ Model asking questions to clarify 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?' ✓ Encourage reflection once others' views have been heard
Year 2	<ul style="list-style-type: none"> - Understand how to use tone, pace & volume to engage listeners - Know key features of different spoken genres (e.g. explanations, instructions, discussions) - Understand how to adapt talk for different purposes and audiences - Understand the importance of hearing others' views and building ideas together 	<ul style="list-style-type: none"> ✓ Use a range of vocal skills to engage listeners ✓ Adapt spoken language to suit different genres, purposes and audience's interests ✓ Make contributions that connect to what others have said ✓ Include others so that all voices are heard 	<p>tone pace volume genre purpose build</p>	<ul style="list-style-type: none"> ✓ Use sentence stems supported by gesture (e.g. linking fingers for ideas that connect and one finger to emphasise their first point) ✓ Role-play scenarios ✓ Games which encourage elaborating on ideas, e.g. 'tell me more' or 'just a minute'. ✓ Hot-seating & question tennis to develop questioning skills. ✓ Praise pupils who invite others into discussions ✓ Create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make 'show and tell' interesting for their peers ✓ Speak to unfamiliar people with real purpose e.g. asking questions to less familiar adults/visitors



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Year 3	<ul style="list-style-type: none"> - Understand how to use spoken language to persuade, argue and negotiate - Know key features of formal and informal spoken language 	<ul style="list-style-type: none"> ✓ Use spoken language to persuade, argue and negotiate effectively ✓ Adapt spoken language and posture to suit formal and informal contexts ✓ Use specialist or precise vocabulary 	<p>persuade argue negotiate formal informal</p>	<ul style="list-style-type: none"> ✓ Observe a range of models for talk, (e.g. expert, online talk, etc). & consider why each speaker is successful (e.g. authority, connection, etc). ✓ Assume different roles (expert, storyteller, etc) ✓ Use shared ground rules as success criteria to support reflection on discussions. ✓ Introduce 'Talk Detectives' to support pupils to reflect on their talk. ✓ Encourage pupils to act as 'chair' and ask probing and clarifying questions ✓ Scaffold pupils' summaries (e.g. one student in a trio assumes role of the 'silent summariser' during a discussion). ✓ Play 'articulate' with specialist subject vocabulary
Year 4	<ul style="list-style-type: none"> - Understand how to use spoken language to analyse, evaluate and reflect Know key features of exploratory talk and how it differs from other spoken genres. - Understand how to adapt gesture and talk to different contexts and audiences. 	<ul style="list-style-type: none"> ✓ Use spoken language to analyse, evaluate and reflect on ideas and experiences Engage in exploratory talk to develop understanding ✓ Use pauses and movement for effect / to enhance meaning 	<p>analyse audience justify evaluate reflect exploratory talk</p>	<ul style="list-style-type: none"> ✓ Introduce sentence stems to cite evidence and ask probing questions. ✓ Teach 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. ✓ Encourage reflection on their own oracy skills (self / peer/ audience feedback). ✓ Discussions where each pupil has key information to bring (e.g. jigsaw game). ✓ In a trio, allocate one member of discussion the role of questioner. ✓ Use talk for a specific purpose e.g. to persuade, collaborate or to entertain (create radio/TV adverts, tell jokes, perform poetry). ✓ Speak in front of a larger audience or to unknown adults for a specific purpose.


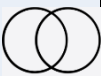
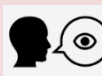



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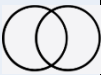
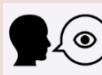

Year	Knowledge	Skills	Key Vocabulary	Opportunities
Year 5	<ul style="list-style-type: none">- Understand how to use spoken language to hypothesise, speculate and problem-solve- Know the key features of effective questioning and how to use it to extend discussions	<ul style="list-style-type: none">✓ Use spoken language to hypothesise, speculate and problem-solve Ask questions to extend and deepen discussions✓ Listen for extended periods and keep discussions to topic	<i>hypothesise speculate problem-solve questioning summarise</i>	<ul style="list-style-type: none">✓ Equip students to identify when discussion has gone off track (e.g. looking at transcripts or video examples). Develop sentence stems 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 breathing exercises to support voice projection.✓ Develop a bank of sentence stems with a similar meaning✓ Enter a debate competition✓ BBC school report✓ Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job✓ Slam poetry, compering or stand-up comedy
Year 6	<ul style="list-style-type: none">- Understand how to use spoken language to synthesise ideas from multiple sources- Know the key features of effective debates and presentations and how to deliver them	<ul style="list-style-type: none">✓ Use spoken language to synthesise ideas from multiple sources✓ Deliver effective presentations to a range of audiences (vary sentence structure, adapt pace and tone, use gesture/movement, speak fluently, use humor/idioms to engage an audience).	<i>synthesise presentation audience pace tone fluently gesture humor idioms</i>	<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 arguments✓ Give a speech to an audience of peers and adults.✓ Lead School Council / Parents' Evening✓ Mentor or teach younger students✓ Lead an assembly✓ Act as a tour guides for prospective parents✓ Record their own sports commentary✓ Interview/ be interviewed

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EYFS Language Stems



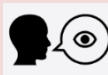

Opinion & Reasoning 	Comparing & Contrasting 	Explaining & Describing 	Theorising 
I agree / disagree	It's the same / different because	They / we both have...	I think it will...
I think / don't think	This is... and that is....	Altogether we / I have	This will.....because
It will....because		I know... because	I know that...
I like the way....		It looks / smells / feels /	

Year 1 Language Stems

Opinion & Reasoning 	Comparing & Contrasting 	Explaining & Describing 	Theorising 
Yes / no because...	They are the same / different because... is and is	Ibecause	I think... because
I do / don't like...because	They are alike because they are both.....	When Ibecause	I predict...
I agree / disagree with...		It is and....	I think....will happen because
It is right / wrong because...		It is a/an (adjective) (noun)	I know that
I think / don't think that...		After I....	





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Year 2 Language Stems

Opinion & Reasoning 	Comparing & Contrasting 	Explaining & Describing 	Theorising 
Yes / no because...	They are the same / different because... is and is	Ibecause	I think... will happen because
I don't / do like...because	They are alike because they are both.....	When Ibecause	I predict...because
I agree / disagree with...	They are similar because	It is and....	I know that
It is right / wrong because...	They are different because	It is (adjective) (noun)	
I think / don't think that...	However... Also....	After / Before I....	
I believe... I think that...			
In my opinion...			


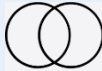


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Year 3 Language Stems

Opinion & Reasoning 	Comparing & Contrasting 	Explaining & Describing 	Theorising 
An argument for/against is...	They are the same / different because... is and is	Ibecause	I think... will happen because
I don't like / do like...because	They are alike because they are both.....	When Ibecause	I predict...because
I agree / disagree with...	They are similar because	It is and....	I think....will happen because
It is right / wrong because...	They are different because	It is (adjective) (noun)	This is probable because...
I think / don't think that... I believe...	However... Also....	After / Before I....	After...I predict that...
In my opinion... / My view is		I think it looks it looks / feels/smells/sounds like...	This is a result of...
I understand but / however...		It reminds me of...	
I accept your opinion / decision but/however...			
Building on what you're saying...			





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Year 4 Language Stems


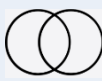
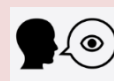

Opinion & Reasoning 	Comparing & Contrasting 	Explaining & Describing 	Theorising 
An argument for/against is...because...	They are the same / different because...	Ibecause	I think... will happen because
I don't like / do like...because	They are alike because they are both....	When Ibecause	I predict...because Based on... I predict that...
I agree / disagree with...	One similarity / difference is...	It is and....	This is probable because...
It is right / wrong because...	They are different because	It is (adjective) (noun)	After...I predict that... because
I think / don't think that... I believe... In my opinion...	A further similarity / difference is...	After / Before I....	Due to the fact that...
I understand/appreciate your point of view/opinion however...	In contrast to...	It reminds me of...	As a result of...
However, I think differently because... I see it differently...		As a result... Eventually...	The outcome will be...
Most people would agree that...		Meanwhile	After hearing all the evidence...
Building on what you're saying...		Furthermore	

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Year 5 Language Stems

Opinion & Reasoning 	Comparing & Contrasting 	Explaining & Describing 	Theorising 
An argument for/against is...because...	In some ways...	In conclusion...	I think... will happen because
The two main reasons for believing this...	Another feature they have in common...	To begin with...	I predict...because
My first/second important reason...	Furthermore they are both..	Because of....x happened	This is probable because...
Perhaps some people would argue...	However, they also differ in some ways...	It seems to be like...	After...I predict that... because
However, I would point out...	A further similarity / difference is...	After / Before I....	Due to the fact that...
In opinion, it is clear...	In contrast to...	It reminds me of...	As a result of...
I understand / appreciate your point of view / opinion however...		As a result... Eventually	The outcome will be...
However, I think/see it differently because		Meanwhile	Based on... I predict that
Most reasonable people would agree that...		Furthermore	After hearing all the evidence...

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Building on what you're saying...		The reasons for...	
Year 6 Language Stems			
Opinion & Reasoning 	Comparing & Contrasting 	Explaining & Describing 	Theorising 
I am convinced...	In some ways...	In conclusion...	I think... will happen because
Given that...	Another feature they have in common...	To begin with...	I predict...because
Based on fact...	Furthermore they are both..	Because of...x happened	This is probable because...
Perhaps some people would argue...	However, they also differ in some ways...	It seems to be like...	After...I predict that... because
However, I would point out...	A further similarity / difference is...	After / Before I....	Due to the fact that...
Having pondered /analysed...		It reminds me of...	As a result of...
I understand/appreciate your point of view/opinion however...		As a result... Eventually	The outcome will be...
However, I think differently because		Meanwhile	Based on... I predict that
Taking everything into account		Furthermore	After hearing all the evidence...
Most reasonable people would agree that...		In comparison to..	In light of...



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Building on what you're saying		The reasons for...	In summary
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