

ACE WHOLE SCHOOL ORACY PROGRESSION DOCUMENT

This document has been written by headteachers and our ACE English leads. Oracy is at the heart of our curriculum and is key to ensuring all our pupils fully develop their character values and their ability to reflect on themselves as learners as they also continue to develop their ability to acquire new knowledge and skills in all subjects . We strongly believe that all pupils can only make good progress through the development of effective listening and speaking skills across all aspects of our curriculum.

We believe it is essential that all our children learn to express themselves clearly through spoken language. This helps them become effective learners and gain the ability to express themselves confidently, accurately and respectfully- giving all children a voice. We use our character gateways to ensure all children are given a wide range of opportunities to expand their vocabularies, develop viewpoints, justify their thinking and engage in opportunities to debate, reason, justify and collaborate.



How we use the gateways to ensure opportunities to develop oracy skills for all

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| <ul style="list-style-type: none"> • Presenting a presentation that affects my community • Presenting a campaign to make a difference • Showing empathy by listening well and disagreeing respectfully • Understanding the impact of my views, my talk on others and adapting my talk for others | <ul style="list-style-type: none"> • Inspire others through my talk and through my persuasive powers • Lead a discussion or debate, knowing when to delegate to others • Be able to stick to my viewpoint and opinions even when others disagree • Know when to change my views having listened to my peers | <ul style="list-style-type: none"> • Express my passions and interests with enthusiasm and clarity • Rise to a challenge when presenting to an audience • Continually improve my ability to listen well and converse well with others | <ul style="list-style-type: none"> • Increasingly develop confidence in my talk • Express my values and justify them to others • Take part in opportunities with an increasingly wider audience • Endeavour to respond with honesty when I talk | <ul style="list-style-type: none"> • Support others as they speak and listen by using my body language, appreciative phrases and encouragement • Take responsibility for rehearsing and planning my talk • Take part in a range of opportunities to express myself so I can flourish |
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How we talk: Gesture, tone and use of voice						
<p>Speak clearly with appropriate volume</p> <p>Look at who is talking and who you are talking to</p> <p>Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing</p>	<p>Speak clearly and confidently in a range of contexts</p> <p>Use appropriate tone of voice in the right context e.g. To project their voice to a large audience.</p> <p>Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing</p>	<p>Speak clearly and confidently with appropriate volume and pace in a range of contexts</p> <p>Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea</p> <p>Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions</p>	<p>Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas</p> <p>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk</p> <p>Consider position and posture when addressing</p>	<p>Deliberately select movement and gesture when addressing an audience</p> <p>To use pauses for effect in presentational talk e.g. when telling an anecdote or joke</p> <p>Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</p>	<p>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</p> <p>Project their voice to a large audience</p> <p>Gestures become increasingly natural</p> <p>Consciously adapt tone, pace and volume of voice within a single context.</p>	<p>Speak fluently in front of an audience.</p> <p>Have a stage Presence</p> <p>Consciously adapt, tone, pace and volume of voice</p>



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The words we use – vocabulary, sentence structure and language choice						
<p>Use talk in play to practice new vocabulary e.g. lighter, heavier</p> <p>Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'</p>	<p>Speak in sentences using joining phrases to link ideas</p> <p>Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller</p> <p>Take opportunities to try out new language, even if it is not always correctly used</p> <p>Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...'</p> <p>Use conjunctions to organise and sequence ideas e.g. firstly,</p>	<p>Speaking in sentences using joining phrases to create longer sentences</p> <p>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</p> <p>Use sentence stems to signal when they are building or challenging others' ideas in group'</p>	<p>Be able to use specialist language to describe their own and others' talk</p> <p>Use specialist vocabulary e.g. speak like an archaeologist</p> <p>Make precise language choices e.g. instead of describing a cake as 'ice' using 'delectable'</p>	<p>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</p>	<p>Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions</p> <p>Consider the words and phrases used to express their ideas and how this supports the purpose of talk</p>	<p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</p> <p>Vary sentence structures and length for effect when speaking</p> <p>Be comfortable using idioms and expressions</p>



	secondly, finally				
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing metacognition through talk						
<p>Use 'because' to develop their ideas</p> <p>Ask simple questions</p> <p>Describe events in detail</p>	<p>Offer reasons for their opinions</p> <p>Recognise when they haven't understood something and ask a question</p> <p>Explain ideas and events in chronological order</p>	<p>Ask questions to find out more about a subject</p> <p>Build on others' ideas in discussions</p> <p>Make connections between what has been said and their own and others' experiences</p>	<p>Offer opinions that aren't their own e.g. speaking on behalf of their group or pair</p> <p>Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve</p> <p>Reach shared agreement in discussions</p>	<p>Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event</p> <p>Ask probing Questions</p> <p>Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets</p>	<p>Draw upon knowledge of the world to support their own point of view and explore different perspectives</p> <p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event</p> <p>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 ...?</p>	<p>Construct a detailed argument or complex narrative</p> <p>Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate</p> <p>Reflect on their own and others' oracy skills and identify how to improve.</p>