

CHARSFIELD C OF E PRIMARY SCHOOL



PROGRESSION OF ORACY SKILLS BY YEAR GROUP

The aim of this document is to show how oracy skills develop year-by-year at Charsfield Primary School.

We believe spoken language to be fundamental to the achievement of our pupils. We aim to build a culture of oracy within our school to support and develop our pupils' confidence, spoken language and written outcomes across and beyond the curriculum. Our aim is to enable the children to improve their levels of oracy so that all pupils are able to communicate effectively and confidently in front of any type of audience. Speaking and listening skills are encouraged in every area of our curriculum and specific oracy opportunities are planned into our long-term programme. Good communication skills can enhance all learning opportunities. The children are encouraged to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments; and talk in full sentences with a clear and confident voice. Some of our pupils start early school life without the oracy skills relevant for their age. We strive to develop spoken language skills through the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school. Respectful and productive relationships between all who form part of the school community are crucial aspects of this ethos. As a staff, we therefore foster good communication amongst ourselves and with our pupils, their parents and carers, and with the wider community. We place a high priority on supporting the development of good speaking and listening skills amongst our pupils.

Our oracy curriculum will enable children to:

- speak with confidence, clarity and fluency;
- recognise the value of listening;
- be confident in the value of their own opinions and to be able to express them to others;
- adapt their use of language for a range of different purposes and audiences, including using Standard English;
- sustain a logical argument and respond to others appropriately;
- concentrate, interpret and respond appropriately to a wide range of listening experiences;
- be open-minded, to value the contribution of others and to take account of their views;
- appreciate the diversity of languages, dialects and accents in the school and value the experience and contributions of children with a wide variety of linguistic backgrounds;
- share their learning in an engaging, informative way through formal presentations.

RECEPTION (4-5 years old)

Key skills to teach:				Experiences:
Physical <ul style="list-style-type: none">• Speak audibly so they can be heard and understood• Use gestures to support meaning in play	Linguistic <ul style="list-style-type: none">• Use talk in play to practice new vocabulary• Joins phrases with words such as 'if', 'because' 'so' 'could' 'but'	Cognitive <ul style="list-style-type: none">• Use 'because' to develop their ideas• Make relevant contributions and asks questions• Describe events that have happened to them in detail	Social and emotional <ul style="list-style-type: none">• Look at someone who is speaking to them• Take turns to speak when working in a group	
Teaching ideas:				
<ul style="list-style-type: none">• Provide learners 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 learners 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 learners' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.• Support learners' 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 learners 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 learners' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?				

YEAR 1 (5-6 years old)

Key skills to teach:				Experiences
Physical <ul style="list-style-type: none">• Use the appropriate tone in context• Speak clearly and confidently in a range of contexts• Manipulate voice for effect	Linguistic <ul style="list-style-type: none">• Use vocabulary appropriate specific to the topic• Take opportunities to try out new language, even if not always used correctly• 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	Cognitive <ul style="list-style-type: none">• Offer reasons for their opinions• Recognise when they haven’t understood something and asks a question to help with this• Disagree with someone else’s opinion politely• Explain ideas and events in chronological order• Explain their reasoning• Ask effective questions• Extend their ideas	Social and emotional <ul style="list-style-type: none">• Listens to others and is willing to change their mind based on what they have heard• Organise group discussions independently of an adult• Build relationships through talk	<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
Teaching ideas:				
<ul style="list-style-type: none">• Introduce learners 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 learners’ 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.• Introduce learners to the roles of the ‘builder’ and ‘challenger’. Equip learners with sentence stems to fulfil each role.• 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?’• Draw learners’ attention to the role that listening has in developing understanding. E.g. ‘Now that we have heard that, has anyone changed their mind?’				

YEAR 2 (6-7 years old)

Key skills to teach:				Experiences
Physical <ul style="list-style-type: none">Start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.Use the appropriate pace, volume, tone of voice in the right context	Linguistic <ul style="list-style-type: none">Adapt how they speak in different situations according to audienceUse specialist talk	Cognitive <ul style="list-style-type: none">Ask questions to find out more about a subject (e.g. asking a planned question, then thinking of another question to build on it)Build and challenge on others' ideas in discussionsMake connections between what has been said and their own and others' experiencesParaphrase what has been saidChoose relevant content for talk	Social and emotional <ul style="list-style-type: none">Start to develop an awareness of audience e.g. what might interest a certain groupBe aware of others who have not spoken and to invite them into discussionConfidently deliver short pre-prepared materialBegin to engage with an audience	<ul style="list-style-type: none">Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.Participate in a short 'show and tell' session.
Teaching ideas: <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 learners 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 learners to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.Use hot-seating and question tennis to develop learners' questioning skills.				

- Praise learners 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 students deliver presentational talk create structured opportunities for learners to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.

YEAR 3 (7-8 years old)

Key skills to teach:				Experiences
Physical <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 storyConsiders position and posture when addressing an audience	Linguistic <ul style="list-style-type: none">Use specialist languageMake precise language choices	Cognitive <ul style="list-style-type: none">Offer opinions that aren't their ownExplain an idea or concept to someone elseReflect on discussions and identify how to improveSummarise a discussionReach shared agreement in discussionsBuild, challenge and develop others' ideas in discussionsChoose appropriate content, relating to the content in hand	Social and emotional <ul style="list-style-type: none">Adapt the content of their speech for a specific audienceSpeak with confidence in front of an audienceManage group discussions with more independence	<ul style="list-style-type: none">Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologistBecome a storyteller for an authentic audiencePresent to an audience of older or younger studentsChair a discussionHold a class meeting
Teaching ideas:				
<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.				

<ul style="list-style-type: none"> • 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 learners to reflect on their discussions. • Introduce ‘Talk Detectives’ to support learners to reflect on their talk and raise learners’ awareness of what makes good discussion. • Spend time teaching learners 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 learners’ 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. 	
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YEAR 4 (8-9 years old)

Moving away from just sharing information and to more specific purposes. A more sophisticated understanding of different contexts which goes beyond ‘formal V informal’.
Responding to academic questioning using knowledge.

Key skills to teach:				Experiences
Physical <ul style="list-style-type: none"> • Use pauses for effect in presentational talk (e.g. give a point, pause and give examples, comic timing) • Consider position, posture and body language when addressing an audience 	Linguistic <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 talk e.g. persuade, inform, entertain 	Cognitive <ul style="list-style-type: none"> • Give supporting evidence e.g. citing a text, 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 • Confidently use all the discussion roles (builder, instigator, challenger, prober, summariser, clarifier) 	Social and emotional <ul style="list-style-type: none"> • Use more natural and subtle prompts for turn taking • Consider the impact of their words on others when giving feedback • Empathise with an audience – hook, emotional response • Speak with passion and confidence 	<ul style="list-style-type: none"> • To use talk for a specific purpose e.g. to persuade or to entertain. • 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.

		<ul style="list-style-type: none"> Draw upon knowledge of the world to support their own viewpoint 		<ul style="list-style-type: none"> Peer teaching Perform poetry by heart
Teaching ideas:				
<ul style="list-style-type: none"> Introduce learners to sentence stems to cite evidence and ask probing questions. 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 learners to reflect on their own oracy skills and those of their peers, and set targets for improvement. Set up discussions where each learner has key information to bring to the discussion. E.g. each learner 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. 				

YEAR 5 (9-10 years old)

Talk at this age is much more reliant on knowledge, not just expert knowledge but knowledge of the world. Increasingly able to participate in high level spontaneous talk - not just subject matter of their own choosing and responding to academic questioning.

Key skills to teach:				Experiences
Physical <ul style="list-style-type: none"> Project their voice to large audience For gestures to become increasingly natural 	Linguistic <ul style="list-style-type: none"> Use an increasingly sophisticated range of sentence stems with fluency and accuracy (when generating new questions based on the answers given) 	Cognitive <ul style="list-style-type: none"> Draw upon knowledge of the world to support their own point of view and explore different perspectives e.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is 	Social and emotional <ul style="list-style-type: none"> Listen with intent Speak with flair and passion Begin to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if 	<ul style="list-style-type: none"> Take a leading role in Collective Worship to parents in class celebration. Take leading roles in the annual performance. Take a Leading role in School Council supporting their Year 6 counterparts. Mentor or teach younger students

	<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 talk e.g scientific report 	<p>wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'</p> <ul style="list-style-type: none"> Identify when a discussion is going off topic and to be able to bring it back on track, using sentence stems 'At feels like we're going a bit off topic here, let's get back to x' Give supporting evidence e.g. citing a text, a previous example or a historical event Ask probing questions and adjust subsequent questions based on the audience Use all the discussion roles (builder, instigator, challenger, prober, summariser, clarifier) appropriately 	<p>people look confused stopping to take questions</p>	
Teaching ideas:				
<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. 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 ...' 				

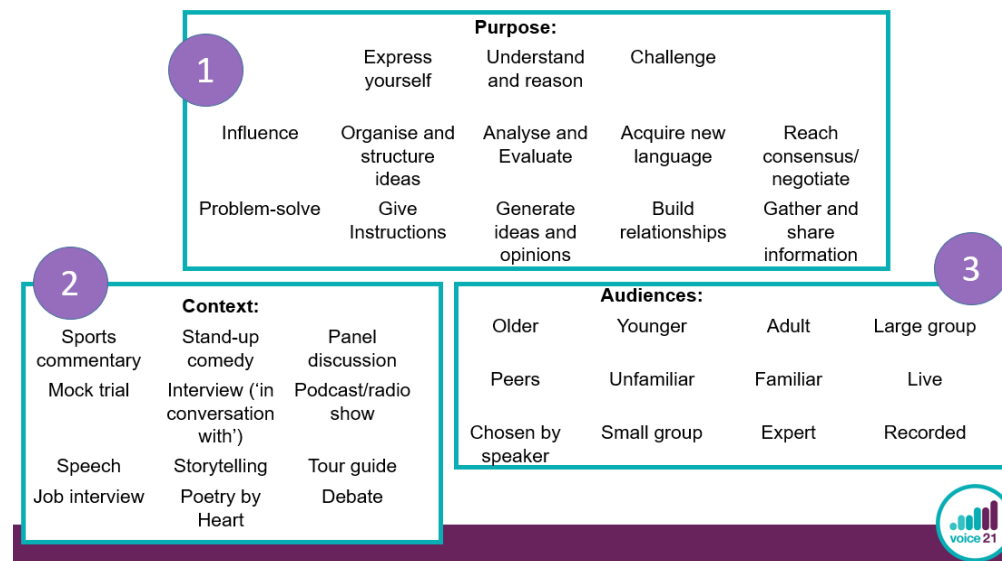
YEAR 6 (10 -11 years old)

To develop their own style as a speaker.

Key skills to teach:				Experiences
Physical <ul style="list-style-type: none">• Speak fluently in front of an audience• Have a stage presence• Consciously adapt tone, pace and volume of voice within a single situation and based on the environment they're in	Linguistic <ul style="list-style-type: none">• Vary sentence structures and length for effect when speaking• Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. precise vocabulary, presentational talk	Cognitive <ul style="list-style-type: none">• Construct a detailed argument or complex narrative• Spontaneously respond and ask increasingly complex questions, citing evidence where appropriate• Use all the discussion roles (builder, instigator, challenger, prober, summariser, clarifier) appropriately and without prompting	Social and emotional <ul style="list-style-type: none">• Use humour effectively• 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• Speak with flair and passion	<ul style="list-style-type: none">• Give a speech to an audience of peers and adults – Collective Worship• Take lead roles in the annual performance• Lead School Council• Mentor or teach younger students• Speaking to Head of Year 7 at High School – “job interview” style.
Teaching ideas:				
<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’ <p>Same as in year 5:</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.• 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 ...’				

Appendix:

a) From Voice 21 – Planning for talk outcomes



b) From Voice 21 – Possible talk outcomes across the curriculum

Formal presentation. Students present an allocated proof (maths)	Creating a documentary about evacuees in WW2 (history)	Reciting a poem by heart (English)	Expert talk on space (science)
Live science experiment demo (science)	Creating a human sat nav using positional language (maths)	Structured discussion: why should we care about poverty? (sociology)	Tour guiding around a local museum (history)
Sports commentary (PE)	Writing and performing a times table rap (maths)	Retelling a Spanish fairy-tale (MFL)	Creation of an 'audio book' guide to local area (geography)
Original performance (science)	Formal debate: is fair trade really fair? (geography)	Formal presentation on Nazi methods of control (history)	Role play – asking for directions in a city (MFL)
Teaching someone how to solve an equation (maths)	Retelling a Greek myth (History)	Conducting market research (geography)	Phone call: enquiring about a hotel booking(MFL)