

## Reception Oracy Progression Map

Key skills to teach:				Experiences:
<p><b>Physical</b> Speak audibly so they can be heard and understood by a talk partner.</p> <p>To maintain eye contact with a partner or familiar adult.</p> <p>Use gestures to support meaning.</p>	<p><b>Cognitive</b> To use 'because' to develop their ideas.</p> <p>To make relevant contributions and ask questions.</p> <p>To describe events that have happened to them in detail.</p>	<p><b>Linguistic</b> Express needs clearly to a familiar adult or peer.</p> <p>To use talk in play to practice new vocabulary.</p> <p>To joins phrases with words such as 'if', 'because' 'so' 'could' 'but'</p>	<p><b>Social and emotional</b> To look at someone who is speaking to them.</p> <p>To take turns to speak when working in a group.</p>	<p>To speak to a partner during whole class teaching and to be able to listen / respond to partner. (Instigate and build).</p> <p>Working with BG students on activity day in January to practice speaking and listening skills with unfamiliar adults.</p> <p>To speak / sing audibly to an audience. Year group Nativity.</p>
Teaching ideas:				
<ul style="list-style-type: none"> <li>• 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!</li> <li>• 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.</li> <li>• Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise.</li> <li>• Introduce new language and sentence frames/stems through call and repeat, 'my turn, your turn'.</li> <li>• 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!'</li> <li>• Build pupils' confidence to speak in class by getting them talking about familiar subjects i.e. What's your favourite food? Who is in your family?</li> </ul>				<p>Jigsaw Jenny PHSE (Circle time) – to be able to listen and share ideas on a given topic i.e. feelings, where I live.</p> <p>In Drawing club – to give meaning to marks I make and share in full sentences what I've drawn.</p> <p>We have a permanent home corner in each classroom to encourage children to engage in familiar conversations and interactional speech.</p> <p>We add different enhancements to our roleplay i.e. Drs, shops, cafes, to support transactional speech</p>
<p>After this high-quality teaching of Oracy, at the end of Reception our children will be able to look at someone who is speaking to them. Children will be able to express needs clearly to a familiar adult or peer. They will use talk in plat to practice new vocabulary. They will take turns speaking when working in a group. Children will be able to speak audibly so they can be heard and understood by a talk partner, maintain eye contact with a partner or familiar adult and use gestures to support meaning. Children will make relevant contributions and begin to ask questions. They will use 'because' to develop their ideas and be able to describe events that have happened to them in detail. They will be able to join phrases orally with words such as 'if', 'because', 'so', 'could', 'but'. They will use sentence frames and sentences stems to develop their ability to communicate these thoughts and ideas well.</p>				

## Year One Oracy Progression Map

Key skills to teach:				Experiences:
<p><b>Physical</b> Speak clearly and confidently in a small group of known peers.</p> <p>Use non-verbal signals to indicate agreement or disagreement.</p> <p>Speak clearly and confidently when explaining displayed learning to an adult in class.</p>	<p><b>Cognitive</b> To offer reasons for their opinions.</p> <p>To recognise when they haven't understood something and asks a question to help with this.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p>	<p><b>Linguistic</b> To use vocabulary appropriate specific to the topic at hand.</p> <p>To use 'if' and 'might' to explain how they could improve their work next time.</p> <p>To take opportunities to try out new language, even if not always used correctly.</p> <p>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p>	<p><b>Social and emotional</b> Listens to others and is willing to change their mind based on what they have heard.</p> <p>Be able to independently take turns and ensure all members contribute.</p> <p>To organise group discussions independently of an adult.</p>	<p>To speak to a partner during whole class teaching and to be able to listen / respond to partner. (Instigate, build and challenge).</p> <p>To take part in small group discussions without an adult.</p> <p>To speak / sing audibly to an audience. Year group Performance to parents.</p> <p>Jigsaw Jack PHSE (Circle time) – to be able to listen and share ideas on a given topic i.e. feelings, where I live.</p> <p>To be filmed speaking and use this for reflection. -Film a video about something we have learnt in class to show parents/carers.</p>
Teaching ideas:				
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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?'</li> <li>● 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?'</li> </ul>				<p>School visitors and school visits where children engage in conversation/ interactions with different people.</p> <p>To speak in front of a larger audience e.g. during an assembly.</p>
<p>After this high-quality teaching of Oracy, at the end of Year 1 our children will be able to independently take turns and ensure all members contribute. They will listen to others and be willing to have their thoughts and ideas challenged and/or change their mind based on what they have heard. They will be able to organize paired/group discussions independently of an adult. Our children will speak clearly and confidently in small groups of known peers. They will be able to use non-verbal signals to indicate agreement or disagreement. Children will speak clearly and confidently when explaining learning to an adult in class. Children will be able to offer reasons for their opinions. They recognise when they haven't understood something and ask questions to help with this. Our children will be able to disagree with someone else's opinion politely. They will explain ideas and events in chronological order. Children will use vocabulary appropriate specific to the topic at hand. Children will use 'if' and 'might' to explain how they could improve their work next time. Our children will take opportunities to try out new language, even if it is not used correctly. Children will use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' and 'Linking to...' Children will use conjunctions to organize and sequence ideas e.g. firstly, secondly, finally.'</p>				

## Year Two Oracy Progression Map

Key skills to teach:				Experiences:
<p><b>Physical</b></p> <p>Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build.</p> <p>Begin to understand the importance of posture when speaking.</p> <p>Moderate tone and volume to match the audience.</p> <p>Maintain suitable posture throughout a spoken contribution.</p> <p>Be aware of where to look or stand to ensure the audience can hear clearly.</p>	<p><b>Cognitive</b></p> <p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p>	<p><b>Linguistic</b></p> <p>Choose the most appropriate stem independently.</p> <p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>Use technical, subject-specific vocabulary when explaining opinions</p>	<p><b>Social and emotional</b></p> <p>To start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>To be aware of others who have not spoken and to invite them into discussion.</p> <p>Be able to change their mind in response to another person's argument.</p>	<p>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.</p> <p>Participate in a short 'show and tell' session.</p> <p>To speak to a partner during whole class teaching and to be able to listen / respond to partner. (Instigate, build and challenge).</p> <p>To take part in small group discussions without an adult.</p> <p>To speak / sing audibly to an audience. Year group Performance to parents.</p> <p>Jigsaw Jo PHSE (Circle time) – to be able to listen and share ideas on a given topic i.e. feelings, where I live.</p> <p>To be filmed speaking and use this for reflection.</p> <p>Film a video about something we have learnt in class to show parents/carers.</p> <p>School visitors and school visits where children engage in conversation/ interactions with different people.</p> <p>To speak in front of a larger audience e.g. during an assembly.</p>
Teaching ideas:				
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.</li> <li>● Use hot seating to develop pupils' questioning skills.</li> <li>● 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.</li> <li>● Before students 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.</li> </ul>				
<p>After this high-quality teaching of Oracy, at the end of Year 2 our children will be able to choose the most appropriate stem independently. They will use sentence stems to signal when they are building on or challenging others' ideas. They will be able to adapt how they speak in different situations according to the audience. have started to develop an awareness of the audience e.g. What might interest a certain group. Our children will use technical, subject-specific vocabulary when explaining opinions. They will be aware of others who have not spoken and invite them into discussion. They will be able to change their mind in response to another person's argument. Our children will ask questions to find out more about a subject. They will build on others' ideas in discussions; make connections between what has been said and their own and others' experiences. They will politely challenge with reasons why. Our children will be able to use non-verbal signals confidently to indicate a contribution they wish to make. Agree, disagree or build. They will begin to understand the importance of posture when speaking. They will moderate tone and volume to match the audience. Our children will maintain suitable posture throughout a spoken contribution. They will be aware of where to look or stand to ensure the audience can hear clearly.</p>				

