



St. Joseph's Catholic Primary
Oracy Progression Document 24/25

Overview

Oracy is the ability to express oneself fluently and grammatically in speech. Oracy can be defined as the range of speaking and listening skills, behaviours and language necessary for communication and collaboration.

The development of Oracy within our curriculum is a key driver of change to improve outcomes for our children.

Our aim in spoken language is to provide a sound foundation for the development of oracy skills.

At the heart of good Oracy is a dialogic classroom. We endeavour to have classrooms rich in talk, from effective questioning to constructive peer discussions and teachers use talk skilfully to develop and encourage critical thinking. The ability to articulate ideas and thoughts, collaborate with peers and have the confidence to express your views are all vital life skills that support success in learning and life in general.

We use the Oracy Framework created by Voice 21 and teach children important life skills, reflected in 4 key oracy strands:

1. **Physical:** *Voice, Body Language*

2. **Linguistic:** *Rhetorical techniques, Language, Vocabulary*

3. **Cognitive:** *Content, Structure, Clarifying & Summarising, Self-Regulation, Reasoning*

4. **Social & Emotional:** *Working with others, Listening & Responding, Confidence, Audience Awareness*

Reception

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 • Look at who is talking and who they are talking to 	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 	<ul style="list-style-type: none"> • To speak to a partner during whole class teaching • Provide learners 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.
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'. • 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. • 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. • 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

Four strands of oracy.				Experiences
Physical <ul style="list-style-type: none"> • Use the appropriate tone in context • Speak clearly and confidently in 	Linguistic <ul style="list-style-type: none"> • Use vocabulary appropriate specific to the topic • Take opportunities to try out new 	Cognitive <ul style="list-style-type: none"> • Offer reasons for their opinions • Recognise when they haven't understood something and asks a 	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 	<ul style="list-style-type: none"> • To take part in small group discussions without an adult • To speak in front of a larger audience e.g. during an assembly.

<p>a range of contexts</p> <ul style="list-style-type: none"> • Manipulate voice for effect • Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing 	<p>language, even if not always used correctly</p> <ul style="list-style-type: none"> • 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 	<p>question to help with this</p> <ul style="list-style-type: none"> • Disagree with someone else's opinion politely • Explain ideas and events in chronological order • Explain their reasoning • Ask effective questions • Extend their ideas 	<ul style="list-style-type: none"> • Organise group discussions independently of an adult • Build relationships through talk 	
<p>Teaching ideas:</p>				
<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. • 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

Four strands of oracy.				Experiences
<p>Physical</p> <ul style="list-style-type: none"> • Speak clearly and confidently with appropriate volume and pace in a range of contexts • Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea • Use body language to show active listening and support 	<p>Linguistic</p> <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. having a conversation with a visitor to the classroom • Use sentence stems to signal 	<p>Cognitive</p> <ul style="list-style-type: none"> • Ask questions to find out more about a subject • Build on others' ideas in discussions • Make connections between what has been said and their own and others' experiences 	<p>Social and emotional</p> <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, turning to them • Recite/deliver short pre-prepared material to an audience 	<ul style="list-style-type: none"> • Speak to unfamiliar people with real purpose e.g. having a conversation with a visitor in the classroom. • Participate in a short 'show and tell' session.

meaning when speaking e.g. nodding along, facial expressions	when they are building or challenging others' ideas in group			
Teaching ideas:				
<ul style="list-style-type: none"> • Introduce sentence stems . • 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

Four strands of oracy.				Experiences
Physical <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 • Consider position and posture when addressing an audience. 	Linguistic <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 • Make precise language choices. 	Cognitive <ul style="list-style-type: none"> • Offer opinions that aren't their own e.g. taking on the role of ... • Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve. • Reach shared agreement in discussions 	Social and emotional <ul style="list-style-type: none"> • Speak with confidence in front of an audience • Begin to recognise different roles within group talk e.g. chairperson • Adapt the content of their speech for a specific audience 	<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 audience • Present to an audience of older or younger students

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. 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. 	

Year 4

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.

Four strands of oracy				Experiences
Physical <ul style="list-style-type: none"> Deliberately select movement and gesture when addressing an audience To use pauses for effect in presentational talk e.g. when telling an anecdote or joke Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground 	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 the talk e.g. to persuade or to entertain 	Cognitive <ul style="list-style-type: none"> 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 	Social and emotional <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 	<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. To receive feedback from a peer or audience member on their oracy skills. 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

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.

Four strands of oracy				Experiences
<p>Physical</p> <ul style="list-style-type: none"> • Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk. • Project their voice to a large audience • Gestures become increasingly natural • Consciously adapt tone, pace and volume of voice within a single context. 	<p>Linguistic</p> <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 	<p>Cognitive</p> <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 (challenger, prober, summariser, clarifier) appropriately 	<p>Social and emotional</p> <ul style="list-style-type: none"> • Listen for extended periods of time • Adapt the content of their speech for a specific audience e.g. use of humour • Speak with flair and passion 	<ul style="list-style-type: none"> • Mentor or teach younger students • Meet a professional e.g. a doctor or MP and ask them questions about their job • Hold an in-class debate • Compere a school event (e.g. a talent show) • Lead an assembly
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. 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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Year 6

To develop their own style as a speaker.

Four strands of oracy				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 	Linguistic <ul style="list-style-type: none"> Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy Vary sentence structures and length for effect when speaking Be comfortable using idioms and expressions 	Cognitive <ul style="list-style-type: none"> Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate Reflect on their own and others' oracy skills and identify how to improve. 	Social and emotional <ul style="list-style-type: none"> Use humour effectively Begin to be able to read a room or a group and act accordingly. 	<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
Teaching ideas:				
Same as in year 5: <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 ...'