



**ST ANNE'S COPP CHURCH OF ENGLAND**



**PRIMARY SCHOOL GREAT ECCLESTON**

**ENGLISH CURRICULUM**



**ORACY PROGRESSION**

*"Let us love, not in word, but in truth and action." (1 John 3:18)*

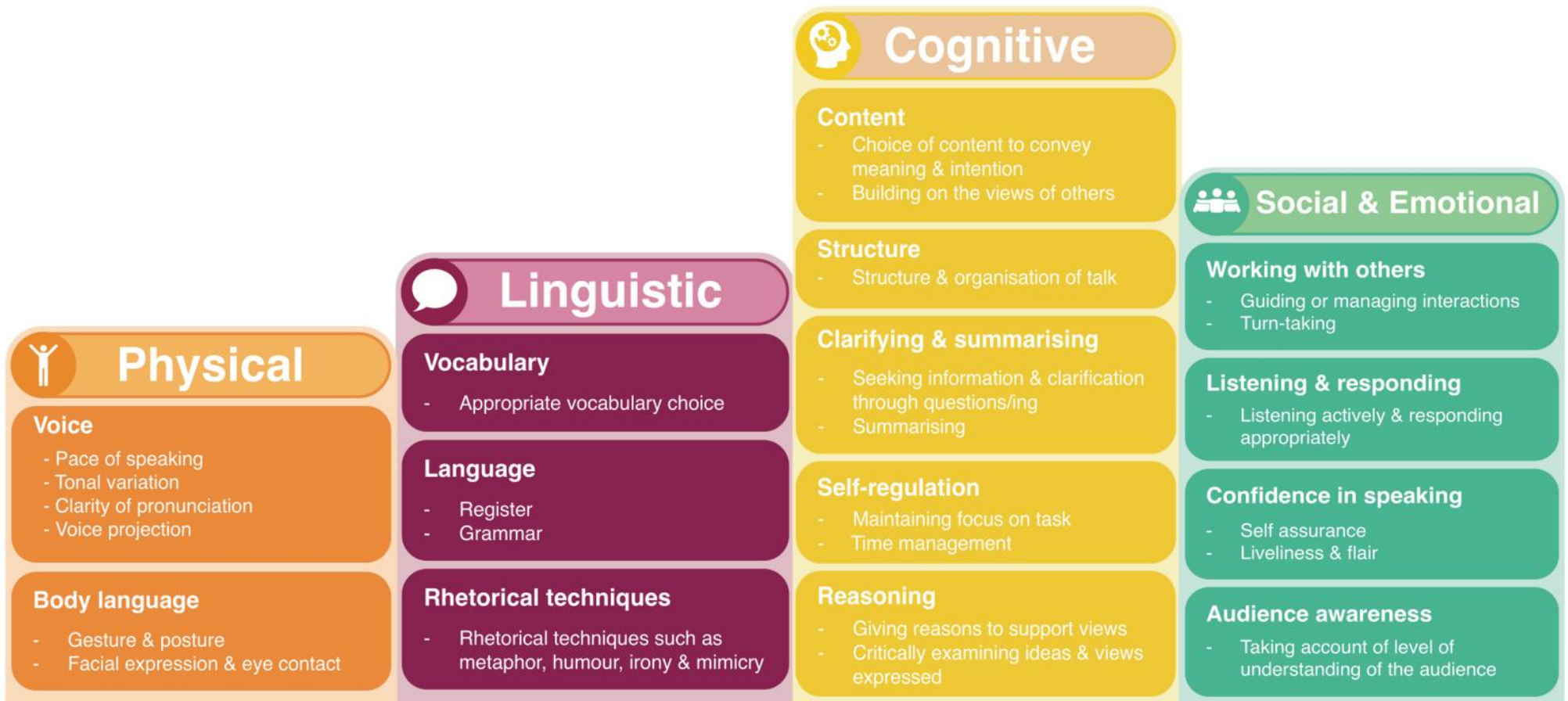
## EYFS:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## National Curriculum Objectives – Spoken Language Years 1-6:





- listen and respond appropriately to adults and 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

## The Oracy Framework



"Let us love, not in word, but in truth and action." (1 John 3:18)





### Progression of skills - EYFS

<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>To speak audibly so they can be heard and understood</li> <li>To use gestures to support meaning in play</li> </ul>		<p><b><u>Linguistic</u></b></p> <ul style="list-style-type: none"> <li>To use talk in play to practise new vocabulary</li> <li>To join phrases with words such as 'if', 'because', 'so', 'could', 'but'</li> </ul>	
<p><b><u>Cognitive</u></b></p> <ul style="list-style-type: none"> <li>To use 'because' to develop their ideas</li> <li>To make relevant contributions and ask questions</li> <li>To describe events that have happened to them in details</li> </ul>		<p><b><u>Social and Emotional</u></b></p> <ul style="list-style-type: none"> <li>To look at someone who is speaking to them</li> <li>To take turns when working in a group</li> </ul>	

### EYFS Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation/description	Language of prediction
I agree with/I disagree...	It's the same because...	It's the same/different...because...	I think it will...
I think...	It's different because...	They/we both have...	This will...because...
I don't think...	This is...and that is...	Altogether we/I have...	I know that...
It will...because		I know... because...	
I like the way...		It looks/smells/feels/tastes/sounds like...	





### Progression of skills – Year 1

<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>To use the appropriate tone of voice in the right context. E.g., speaking calmly when resolving an issue in the playground.</li> <li>To speak clearly and confidently in a range of contexts</li> </ul> 	<p><b><u>Linguistic</u></b></p> <ul style="list-style-type: none"> <li>To use vocabulary appropriate specific to the topic at hand.</li> <li>To take opportunities to try out new language, even if not always used correctly.</li> <li>To use sentence stems to link to other's ideas in group discussion. E.g., 'I agree with... because ...' 'Linking to ...'</li> <li>To use conjunctions to organise and sequence ideas e.g., firstly, secondly, finally.</li> </ul> 
<p><b><u>Cognitive</u></b></p> <ul style="list-style-type: none"> <li>To offer reasons for their opinions.</li> <li>To recognise when they haven't understood something and asks a question to help with this.</li> <li>To disagree with someone else's opinion politely.</li> <li>To explain ideas and events in chronological order.</li> </ul> 	<p><b><u>Social and Emotional</u></b></p> <ul style="list-style-type: none"> <li>Listens to others and is willing to change their mind based on what they have heard.</li> <li>To organise group discussions independently of an adult.</li> </ul> 

### Year 1 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation/description	Language of prediction
Yes/No because...	They are the same/different because...is...and...is...	I...because...	I think...because...
I don't like/do like...because	They are alike because they are both...	When I...because...	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...	





### Progression of skills – Year 2

<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>To 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.</li> </ul>		<p><b><u>Linguistic</u></b></p> <ul style="list-style-type: none"> <li>To adapt how they speak in different situations according to audience.</li> <li>To use sentence stems to signal when they are building on or challenging others' ideas.</li> </ul>	
<p><b><u>Cognitive</u></b></p> <ul style="list-style-type: none"> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To make connections between what has been said and their own and others' experiences.</li> </ul>		<p><b><u>Social and Emotional</u></b></p> <ul style="list-style-type: none"> <li>To start to develop an awareness of audience e.g., what might interest a certain group.</li> <li>To be aware of others who have not spoken and to invite them into discussion.</li> <li>Confident delivery of short pre-prepared material.</li> </ul>	

### Year 2 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation/description	Language of prediction
Yes/No because...	They are the same/different because...is...and...is...	I...because...	I think...will happen because...
I don't like/do like...because	They are alike because they are both...	When I...because...	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 a/an (adjective) (noun).	
I think/don't think that...		After I...	
I believe...		Before I...	
I think that...			
In my opinion...			
However...			
Also...			





### Progression of skills – Year 3

<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Considers position and posture when addressing an audience</li> </ul> 	<p><b><u>Linguistic</u></b></p> <ul style="list-style-type: none"> <li>To be able to use specialist language to describe their own and others' talk.</li> <li>To use specialist vocabulary.</li> <li>To make precise language choices e.g., instead of describing a cake as 'nice' using 'delectable'</li> </ul> 
<p><b><u>Cognitive</u></b></p> <ul style="list-style-type: none"> <li>To offer opinions that aren't their own.</li> <li>To reflect on discussions and identify how to improve.</li> <li>To be able to summarise a discussion.</li> <li>To reach shared agreement in discussions.</li> </ul> 	<p><b><u>Social and Emotional</u></b></p> <ul style="list-style-type: none"> <li>To adapt the content of their speech for a specific audience.</li> <li>To speak with confidence in front of an audience.</li> </ul> 

### Year 3 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation/description	Language of prediction
An argument for/against is...	They are the same/different because...is...and...is...	I...because...	I think...will happen because...
I don't like/do like...because	They are alike because they are both...	When I...because...	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 a/an (adjective) (noun).	This is probable because...
I think/don't think that...		After I...	After...I predict that...
I believe...		Before I...	This is a result of...
In my opinion...		I think it looks/feels/smells/sounds like...	
My view is...		It reminds me of...	
I understand but/however...			
I accept your opinion/decision but/however...			
I think that...			
However...			
Also...			
Building on what you are saying...			





### Progression of skills – Year 4

<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>To consider movement when addressing an audience.</li> <li>To use pauses for effect in presentational talk e.g., when telling an anecdote or telling a joke</li> </ul>		<p><b><u>Linguistic</u></b></p> <ul style="list-style-type: none"> <li>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</li> </ul>	
<p><b><u>Cognitive</u></b></p> <ul style="list-style-type: none"> <li>To be able to give supporting evidence e.g., citing a text, a previous example or a historical event.</li> <li>To ask probing questions.</li> <li>To reflect on their own oracy skills and identify areas of strength and areas to improve.</li> </ul>		<p><b><u>Social and Emotional</u></b></p> <ul style="list-style-type: none"> <li>To use more natural and subtle prompts for turn taking.</li> <li>To be able to empathise with an audience.</li> <li>To consider the impact of their words on others when giving feedback.</li> </ul>	

### Year 4 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation/description	Language of prediction
An argument for/against is...	They are the same/different because	I...because...	I think...will happen because...
I don't like/do like...because	They are alike because they are both...	When I...because...	I predict...because...
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 a/an (adjective) (noun).	After...I predict that...
I think/don't think that...	A further similarity/difference is...	After I...	Due to the fact that...
I believe...		Before I...	As a result of...
In my opinion...		It reminds me of...	The outcome will be...
I understand your point of view, however...		As a result...	Based on...I predict that...
I appreciate...'s opinion/decision but/however...		Meanwhile...	After hearing all the evidence...
I think that...		Furthermore...	
However, I think differently because...		Eventually...	
I see it differently...		In contrast to...	
Building on what you are saying...		Because...	





### Progression of skills – Year 5

<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>To project their voice to large audience.</li> <li>For gestures to become increasingly natural.</li> </ul> 	<p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> </ul> 
<p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>To be able to 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 wrong’ to be able to say ‘lots of people don’t eat meat because they believe killing animals is cruel’.</li> <li>To identify when a discussion is going off topic and to be able to bring it back on track</li> </ul> 	<p><b>Social and Emotional</b></p> <ul style="list-style-type: none"> <li>Listening for extended periods of time.</li> <li>To speak with flair and passion.</li> </ul> 

### Year 5 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation/description	Language of prediction
An argument for/against is...	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...
However, I would point out...	A further similarity/difference is...	After I...	Due to the fact that...
In my opinion, it is clear...		Before I...	As a result of...
I understand your point of view, however...		It reminds me of...	The outcome will be...
I appreciate...’s opinion/decision but/however...		As a result...	Based on...I predict that...
However, I think differently because..		Meanwhile...	After hearing all the evidence...
I see it differently...		Furthermore...	
Building on what you are saying...		Eventually...	
		In contrast to...	
		The reason for...	

### Progression of skills – Year 6

<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>To speak fluently in front of an audience.</li> <li>To have a stage presence.</li> <li>Consciously adapt tone, pace and volume of voice within a single situation.</li> </ul> 	<p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>To vary sentence structures and length for effect when speaking.</li> <li>To be comfortable using idiom and expressions.</li> </ul> 
<p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>To construct a detailed argument or complex narrative.</li> <li>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</li> </ul> 	<p><b>Social and Emotional</b></p> <ul style="list-style-type: none"> <li>To use humour effectively.</li> <li>To be able to 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.</li> </ul> 

### Year 6 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation/description	Language of prediction
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...
However, I would point out...	A further similarity/difference is...	After I...	Due to the fact that...
Having pondered/analysed...		Before I...	As a result of...
I understand your point of view, however...		It reminds me of...	The outcome will be...
I appreciate...’s opinion/decision but/however...		As a result...	Based on...I predict that...
However, I think differently because..		Meanwhile...	After hearing all the evidence...
Taking everything into account...		Furthermore...	In light of...
Building on what you are saying...		Eventually...	In summary...
		In comparison to...	
		The reason for...	