

**NEWTON BLUECOAT CHURCH OF ENGLAND PRIMARY SCHOOL**



*Shine from the inside out*

# **Oracy Progression**

## EYFS Early Learning Goals:

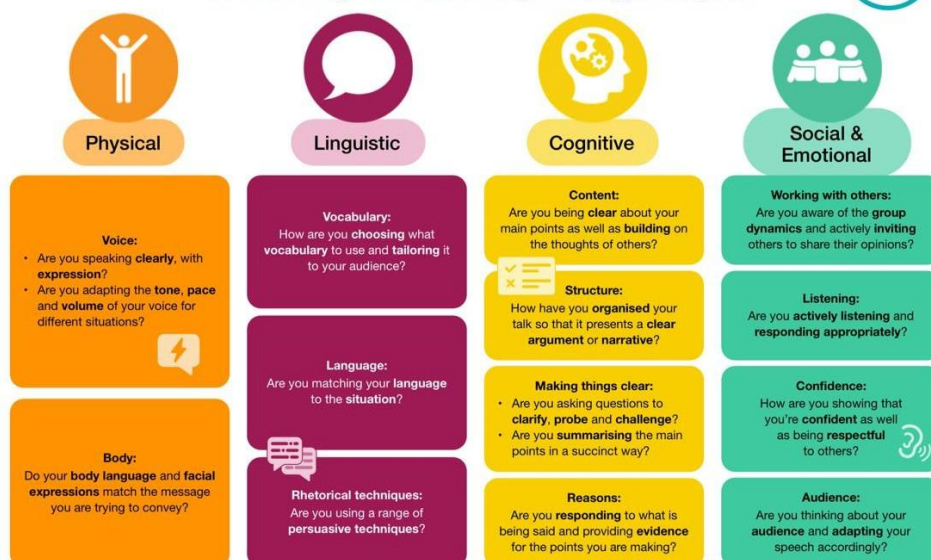
- Communication and Language: Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately while engaged in another activity.
- Communication and Language: Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Communication and Language: Speaking- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## National Curriculum Objectives Spoken Language Year 1-6:

- listen and respond appropriately to adults and their 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 listeners)
- 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

Here are some things to think about when you are using your oracy skills:



## Progression of skills - EYFS

### Physical

- To speak audibly so they can be heard and understood
- To use gestures to support meaning in play

### Linguistic

- To use talk in play to practice new vocabulary
- To join phrases with words such as 'if', 'because', 'so', 'could', 'but'

### Cognitive

- To use 'because' to develop their ideas
- To make relevant contributions and asks questions
- To describe events that have happened in detail.

### Social and Emotional

- To take turns to speak when working in a group.
- To look at someone who is speaking to them.

### Teaching Ideas

- Provide pupils through roleplay opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. shopkeeper, dentist, doctor, builder and florist.
- 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.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. '5, 4, 3, 2, 1. Everybody think and pair share.'
- Introduce new language and concepts through modelling oracy prompts and introduce pupils to the roles of the 'builder' and 'challenger'.
- Pictorial reminders (widges)
- Equip pupils with sentence stems to fulfil each role. E.g. Agree, Build, Challenge, Think-Pair-Share, Say it again, say it better, Whole class response, sentence stems.
- Use choral and echo reading techniques during shared reading activities.
- 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!'
- Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?

### Experiences

- To speak to a partner during whole class teaching
- Provide pupils 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.
- Allow pupils to spend time with their buddy (Year 6 child) and answer questions that they ask.
- Speak, debate, discuss ideas during CP provision – including role - play construction area etc
- Questioning visitors from in our community: e.g. dentists, police officers, family members
- Recite class poetry and perform to the school
- Class DoJo – showing pictures of learning at home – opportunities to talk and relate experiences.
- School councilors
- Homework showcase
- Whole class editing on visualizer
- WELCOMM
- Reading Partners
- Show and tell – other children ask questions
- Mr Tongue interventions

## Progression of skills – Year 1

### Physical

- To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.
- To speak clearly and confidently in a range of contexts.

### Linguistic

- To use vocabulary appropriate specific to the topic at hand.
- To take opportunities to try out new language, even if not always used correctly.
- To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ... Linking to ...
- To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.

### Cognitive

- To offer reasons for their opinions.
- To recognise when they haven't understood something and asks a question to help with this.
- To disagree with someone else's opinion politely.
- To explain ideas and events in chronological order.

### Social and Emotional

- Listens to others and is willing to change their mind based on what they have heard.
- To organise group discussions independently of an adult.

### Teaching Ideas

- Introduce new language and concepts through modelling oracy prompts.
- Equip pupils with sentence stems to fulfil each role. E.g. Agree, Build, Challenge, Think-Pair-Share, Say it again, say it better, Whole class response, sentence stems.
- Use choral and echo reading techniques during shared reading activities.
- Build pupils' confidence to speak in class by getting them to share their work with other pupils and to read aloud in small groups/whole class.
- 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 pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

### Experiences

- To take part in small group discussions without an adult.
- Talk 1 principles text mapping and oral rehearsal .
- Agree, Build Challenge.
- To speak in front of a larger audience e.g. during a class assembly.
- Recite class poetry and perform to the school
- Talent Show
- School councillors and eco ambassadors.
- Homework showcase
- Christmas performance
- Shine worship
- Talk partners
- Whole class marking and editing
- Reading Buddies
- WELLCOMM
- Reading Partners
- Odd one out
- No Pens Day
- Choir Church

## Progression of skills – Year 2

### Physical

- 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.

### Linguistic

- To adapt how they speak in different situations according to audience.
- To use sentence stems to signal when they are building on or challenging others' ideas.

### Cognitive

- To ask questions to find out more about a subject.
- To build on others' ideas in discussions.
- To make connections between what has been said and their own and others' experiences.

### Social and Emotional

- To start to develop an awareness of audience e.g. what might interest a certain group.
- To be aware of others who have not spoken and to invite them into discussion.
- Confident delivery of short pre-prepared material.

### Teaching Ideas

- Introduce new language and concepts through modelling oracy prompts.
- Equip pupils with sentence stems to fulfil each role. E.g. Agree, Build, Challenge, Think-Pair-Share, Say it again, say it better, Whole class response, sentence stems.
- Use choral and echo reading techniques during shared reading activities.
- Use hot-seating to develop pupils' questioning skills which encourage pupils to elaborate on their ideas, e.g. 'tell me more, Say it again. Say it better.'
- Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. asking their peers their thoughts on the discussion question.
- 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

### Experiences

- 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 after Golden Time.
- Christmas nativity
- Class assembly
- Agree, Build, Challenge
- Recite class poetry and perform to the school
- Homework showcase
- School council and Eco Team
- Whole class marking and editing
- Language ambassadors
- Reading buddies
- Reading Partners
- Choir Church

## Progression of skills – Year 3

### Physical

- Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with empathy when telling a sad part of a story.
- Considers position and posture when addressing an audience.

### Linguistic

- To be able to use specialist language to describe their own and others' talk.
- To use specialist vocabulary.
- To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.

### Cognitive

- To offer opinions that aren't their own.
- To reflect on discussions and identify how to improve.
- To be able to summarise a discussion.
- To reach shared agreement in discussions.

### Social and Emotional

- To adapt the content of their speech for a specific audience.
- To speak with confidence in front of an audience.

### Teaching Ideas

- Introduce new language and concepts through modelling oracy prompts.
- Equip pupils with sentence stems to fulfil each role. E.g. Agree, Build, Challenge, Think-Pair-Share, Say it again, say it better, Whole class response, sentence stems.
- Use choral and echo reading techniques during shared reading activities.
- 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.
- Encourage the children to share specialist subject vocabulary within lessons.
- Use hot-seating to develop pupils' questioning skills which encourage pupils to elaborate on their ideas, e.g. 'tell me more, Say it again. Say it better.'
- Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. asking their peers their thoughts on the discussion question.

### Experiences

- Guided reading vocabulary games
- Recite class poetry and perform to the school
- School and Eco councillors
- Language Ambassadors
- Agree, Build, Challenge
- RE – performance / drama
- Class assembly/performances - Christmas
- Geography News Reports (explaining volcano eruption)
- PSHE - presentational about different family types
- RE- role play story
- English concrete alley/ hot seating
- Newton's Got Talent
- Choir church
- Homework show case
- Talk Partners
- Speaking and listening Group
- Social Support group
- Whole class marking / editing
- Shine Worship
- Singing and signing club

## Progression of skills – Year 4

### Physical

- To consider movement when addressing an audience.
- To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.

### Linguistic

- To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.

### Cognitive

- To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.
- To ask probing questions.
- To reflect on their own oracy skills and identify areas of strength and areas to improve.

### Social and Emotional

- To use more natural and subtle prompts for turn taking.
- To be able to empathise with an audience.
- To consider the impact of their words on others when giving feedback.

### Teaching Ideas

- Introduce new language and concepts through modelling oracy prompts.
- Equip pupils with sentence stems to fulfil each role. E.g. Agree, Build, Challenge, Think-Pair-Share, Say it again, say it better, Whole class response, sentence stems.
- Use choral and echo reading techniques during shared reading activities.
- 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 pupils to reflect on their own oracy skills and those of their peers and set targets for improvement.
- Build on teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil 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 a questioner. Their sole responsibility during the trio discussion is to ask questions to the pair.

### Experiences

- To use talk for a specific purpose e.g. to persuade or to entertain. Children to perform their writing to the class.
- To speak in front of a larger audience of adults.
- To collaboratively solve a problem. Real life maths problems.
- To speak with an adult for a specific purpose, e.g. for market research or DT research.
- To receive feedback from a peer or audience member on their oracy skills.
- Peer teaching
- Recite class poetry and perform to the school
- Class assemblies and performances
- School and Eco councillors
- Language Ambassadors
- Agree, Build, Challenge
- The Worst Witch – Drama for speech
- Whole class marking / editing
- Shine Worship
- Singing and signing club
- Class assembly
- Newton Got Talent
- Presenting homework
- Christmas performance
- Editing / marking on a visualizer
- Choir church

## Progression of skills – Year 5

### Physical

- To project their voice to large audience.
- For gestures to become increasingly natural.

### Linguistic

- To use an increasingly sophisticated range of sentence stems with fluency and accuracy.

### Cognitive

- 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'.
- To identify when a discussion is going off topic and to be able to bring it back on track.

### Social and Emotional

- Listening for extended periods of time.
- To speak with flair and passion.

### Teaching Ideas

- Introduce new language and concepts through modelling oracy prompts.
- Equip pupils with sentence stems to fulfil each role. E.g. Agree, Build, Challenge, Think-Pair-Share, Say it again, say it better, Whole class response, sentence stems.
- Use choral and echo reading techniques during shared reading activities.
- Build on strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- Use vocal warmups and diaphragm breathing exercises to support voice projection.
- To practise fluency when talking children present about a given topic e.g. weather report.
- Build on the bank of sentence stems that the children are familiar with throughout school which have a similar meaning to those students are already familiar with. This includes asking children to support their answers with evidence.

### Experiences

- Recite class poetry and perform to the school
- Class assembly/Harvest festival
- Agree, Build and Challenge
  - Reading buddies Y1/ 2
  - School and Eco councillors
  - Language ambassadors
  - Presenting termly projects
- Whole class marking / editing
- Shine Worship
- Singing and signing club
- Class assembly
- Newton Got Talent
- Presenting homework
- Christmas performance
- Editing / marking on a visualizer
  - Choir church
  - Homework showcase
  - Shine worship
  - Marking/ editing using the visualizer
  - No Pens Day

## Progression of skills – Year 6

### Physical

- To speak fluently in front of an audience.
- To have a stage presence.
- Consciously adapt tone, pace and volume of voice within a single situation.

### Linguistic

- To vary sentence structures and length for effect when speaking.
- To be comfortable using idioms and expression

### Cognitive

- To construct a detailed argument or complex narrative.
- To spontaneously respond to increasingly complex questions, citing evidence where appropriate.

### Social and Emotional

- To use humour effectively.
- 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.

### Teaching Ideas

- Introduce new language and concepts through modelling oracy prompts.
- Equip pupils with sentence stems to fulfil each role. E.g. Agree, Build, Challenge, Think-Pair-Share, Say it again, say it better, Whole class response, sentence stems.
- Use choral and echo reading techniques during shared reading activities.
- To practise fluency when talking children present about a given topic e.g. climate change.
- Build on the bank of sentence stems that the children are familiar with throughout school which have a similar meaning to those students are already familiar with. This includes asking children to support their answers with evidence.
- Practise body positioning and actions to explore physical aspects of speaking and listening.
- Construct 'If I could change the world' speeches .
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### Experiences

- Give a speech to an audience of peers and adults (If I could change the world)
- Lead School Council meeting
- Mentor or teach younger students e.g. Buddies or reading to Y3.
- Lead an assembly e.g. reading ambassadors and house captains
- Act as a tour guides for prospective parents e.g. Junior Leadership roles
- Record their own sports commentary e.g. sports day
- Interview/ be interviewed: DT bread making and DT cars
- End of year production
- Leavers assembly
- Agree, Build and Challenge
- Debate – persuasive language
- 'If I could change the world' unit of work.
- Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job e.g. Dr. Knowles
- Recite class poetry and perform to the school
- Assemblies on each of the saints etc throughout the year
- Year 6 show
- Present PPTs
- Year 6 responsibilities
- Newton's Talent show

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**Date: February 2026**