

The Blue School Oracy Progression Map

Impact of our Oracy Curriculum

When children explore learning through various oracy strategies, their learning becomes more ingrained enabling them to know more and remember more. The proof of the oracy learning that has taken place is heard in the voices of the children that we teach. Our children embrace opportunities to speak whether it be in the classroom, in assembly, in front of parents or in front of visitors to our school. It will be heard when listening to them recite a poem, watching them take turns in a group discussion, felt through the profound questions they ask and the attentiveness with which they listen. By teaching our pupils the key skills of oracy we are supporting them in reaching their full potential both in school and in the wider world whilst promoting the development of positive relationships and social skills, enabling them to lead fulfilled lives.

Note: Our progression map highlights particular focus skills for each year group which are built upon throughout each half term and then recapped and extended during every school year.

Objectives for implementation

Progression of skills - EYFS

Speaking and Oracy	Listening and Understanding	Social and Emotional
<ul style="list-style-type: none"> To use 'because' to develop their ideas Use a wider range of vocabulary. To use talk in play to practice new vocabulary To join phrases with words such as 'if', 'because' 'so' 'could' 'but' Learn and use new vocabulary 	<ul style="list-style-type: none"> To describe events that have happened to them in detail To make relevant contributions and ask questions Understand how to listen carefully and why listening is important. Ask questions to find out more and to 	<ul style="list-style-type: none"> To look at someone who is speaking to them To take turns to speak when working in a group To initiate conversation To express ideas and points of view Develop social phrases and show more

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<ul style="list-style-type: none"> • To develop their pronunciation of sounds • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • To speak audibly so they can be heard and understood • To use the correct tense 	<p>check they understand what has been said to them.</p> <ul style="list-style-type: none"> • Use talk to organise thinking and provide an explanation as to how things work and why they might happen • 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. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>confidence in new social situations.</p> <ul style="list-style-type: none"> • Use to talk to extend and elaborate play ideas. • To talk about their feelings • To use gestures to support meaning in play
Progression of skills – Year 1		
Speaking and Oracy	Listening and Understanding	Social and Emotional
<ul style="list-style-type: none"> • To speak clearly and confidently in a range of contexts • To use vocabulary appropriate specific to the topic • To take opportunities to try out new language, even if not always used correctly. • To use sentence stems to link to 	<ul style="list-style-type: none"> • To offer reasons for their opinions • To recognise when they have not understood something and asks a question to help with this • To explain ideas and events in chronological order 	<ul style="list-style-type: none"> • To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. • Listen to others and is willing to change their mind based what they have heard • To disagree with someone else’s opinion politely.

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other's ideas in group discussion, e.g. 'I agree with... because...' <ul style="list-style-type: none"> To use conjunctions to organise and sequence ideas e.g. firstly, next 		<ul style="list-style-type: none"> To organise group discussions independently of an adult.
Progression of skills – Year 2		
Speaking and Oracy	Listening and Understanding	Social and Emotional
<ul style="list-style-type: none"> To use sentence stems to signal when they are building on or challenging others' ideas. To understand appropriate vocabulary and how to use it in different contexts depending on who they are speaking to. To use a wider range of conjunctions to organise and sequence ideas e.g. firstly, secondly, finally Confident delivery of short pre-prepared material. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. To adapt how they speak in different situations according to audience. 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.
Oracy: Progression of skills – Year 3		
Speaking and Oracy	Listening and Understanding	Social and Emotional
<ul style="list-style-type: none"> Deliberately vary 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. To be able to use specialist language 	<ul style="list-style-type: none"> To offer opinions that are not their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions. 	<ul style="list-style-type: none"> Considers position and posture when addressing an audience. To adapt the content on their speech for a specific audience. To speak with confidence in front of an audience.

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<p>to describe their own and others' talk.</p> <ul style="list-style-type: none"> To use specialist vocabulary. 		
Progression of skills – Year 4		
Speaking and Oracy	Listening and Understanding	Social and Emotional
<ul style="list-style-type: none"> To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. To use specialist vocabulary. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To consider movement when addressing an audience. 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
Progression of skills – Year 5		
Speaking and Oracy	Listening and Understanding	Social and Emotional
<ul style="list-style-type: none"> To project their voice to large audience. To use an increasingly sophisticated range of sentence stems and vocabulary with fluency and accuracy To speak with flair and expression. 	<ul style="list-style-type: none"> Listening for extended periods of time. 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 	<ul style="list-style-type: none"> For movement and gestures to become increasingly natural. To be able to confidently change topic / conversation depending on the reactions of others

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	topic and to be able to bring it back on track.	
Progression of skills – Year 6		
Speaking and Oracy	Listening and Understanding	Social and Emotional
<ul style="list-style-type: none"> • To speak fluently in front of an audience. • Consciously adapt tone, pace and volume within a single situation • To vary sentence structures and length for effect when speaking. • To be comfortable using idioms and expressions. 	<ul style="list-style-type: none"> • To construct a detailed argument or complex narrative. • To spontaneously respond to increasingly complex questions, citing evidence where appropriate. 	<ul style="list-style-type: none"> • 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. • To have a stage presence.