

 Tynsel Parkes C.E. Primary Academy	Progression In Oracy at Tynsel Parkes							
	Physical		Cognitive		Linguistic		Social and Emotional	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Reception	<p>Speak audibly so they can be heard and understood by a talk partner.</p> <p>Express needs clearly to a familiar adult or peer.</p>	<p>To maintain eye contact with a partner or familiar adult.</p> <p>Describe an experienced event to a partner including 'and' to elaborate.</p> <p>Know the names of the four strands of the framework.</p>	<p>Speak audibly so they can be heard and understood in a trio.</p> <p>State their point of view simply to a larger group (up to 5). Look at the speaker.</p>	<p>Use gestures to support meaning eg in a presentation.</p> <p>Ask a relevant question about a story.</p> <p>Use the 'word of the day/phonic sound/key vocab accurately in conversation.</p> <p>Take turns in games and speaking</p>	<p>Speak audibly so they can be heard and understood by the class. Eg in a plan, do, review session.</p> <p>Use 'because', 'then' 'but' when explaining their plan and outcomes</p>	<p>To explain how or why something happened using 'because' or 'so'.</p> <p>Retell a simple story</p> <p>To use 'if' and 'might' to explain how they could improve their work next time</p>		
Year 1	<p>Speak clearly and confidently in a small group of known peers.</p> <p>Sequence events using the language of time or number.</p> <p>Begin to use sentence stems for 'what, when why' with some prompting</p>	<p>Use non-verbal signals to indicate agreement or disagreement.</p> <p>Include 'because' in their contribution to justify ideas.</p>	<p>Speak clearly when presenting learning to the class. E.g. recording a presentation for the showcase.</p> <p>Use sentence stems independently even if not always appropriately.</p>	<p>Retell a story to a small group using voices for characters.</p> <p>Recognising when events are out of sequence and self-correcting.</p> <p>Be able to independently take turns and ensure all members contribute.</p>	<p>Speak clearly and confidently when explaining displayed learning to an adult in the showcase.</p> <p>Recognise when the wrong stem has been used and choose a more appropriate one.</p>	<p>Speak clearly and confidently using a script e.g. live presentation in showcase.</p> <p>Request a book from the librarian.</p> <p>Explaining the title or topic and maintaining eye contact.</p>		

<p>Year 2</p>	<p>Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build. Choose the most appropriate stem Independently Use appropriate topic vocab in sentences.</p>	<p>Justify their agree/disagree choice with relevant explanations. Use technical, subject-specific vocabulary when explaining opinions. Choose the right tone of voice for an audience.</p>	<p>Begin to understand the importance of posture when speaking. Use taught vocabulary independently, even if not always accurately</p>	<p>Moderate tone and volume to match the audience. Add voices to characters suitable to the role. Retell an event calmly in logical order e.g. on the playground. Follow three simple instructions in one go</p>	<p>Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Ask relevant questions e.g. How, why? Be able to change their mind in response to another person's argument. E.g. the opinion continuum.</p>	<p>Be aware of where to look or stand to ensure the audience can hear clearly. Take on the instigator role in a trio discussion. Include taught vocabulary appropriately and independently in discussions.</p>
<p>Year 3</p>	<p>Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.</p>	<p>Take on the challenger role in a small discussion. Be able to confidently change their mind e.g. opinion continuum.</p>	<p>Use awareness of audience to support choice of formal/informal language, tone and voice. Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.</p>	<p>Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience .</p>	<p>Explain reasoning in maths or discussions to the class in a logical way. Adapt explanation to suit audience reaction. Be able to explain why they have changed their mind e.g. opinion continuum.</p>	<p>Begin to summarise the opinion of one contributor. Know which strand they are practising and explain why that is important to effective talk.</p>
<p>Year 4</p>	<p>Confidently summarise the contribution of one participant in a logical order.</p>	<p>Pause at appropriate points to allow for an audience's reaction. E.g in the comic poetry competition.</p>	<p>Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when</p>	<p>Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.</p>	<p>Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons.</p>	<p>Write own short contribution to be delivered during the showcase.</p>

			something 'just doesn't sound right.'		Deliver a short teaching session to a small group of younger children.	
--	--	--	---------------------------------------	--	--	--

Suggested ideas:

	Teaching Ideas	Suggested Experiences
Reception	<ul style="list-style-type: none"> • 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!' • 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. 'Perfect partners sit calmly and face each other when they are listening'. • Introduce new language and sentence stems through call and repeat, 'my turn, your turn'. • 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? 	<ul style="list-style-type: none"> • To speak to a partner during whole class teaching • Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction. • 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.
Year 1	<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • To take part in small group discussions without an adult. • To be filmed speaking and use this for reflection • To speak in front of a larger audience e.g. during an assembly.

	<p>speaker to show how contributions in a conversation should link to each other.</p> <ul style="list-style-type: none"> • Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils 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 pupils' 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	<ul style="list-style-type: none"> • 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. • 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. • Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'. • Use hot-seating and question tennis to develop pupils' questioning skills. • 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. • 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. 	<ul style="list-style-type: none"> • 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
Year 3	<p>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.</p> <ul style="list-style-type: none"> • 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 pupils to reflect on their discussions. • Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion. 	<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 authentic audience. • Present to an audience of older or younger students. • Chair a discussion. • Hold a class meeting. <ul style="list-style-type: none"> • Perform poetry by heart in Whole Class Read and beyond

	<ul style="list-style-type: none"> • Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too. • Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion. • Play 'articulate' with specialist subject vocabulary. 	
Year 4	<ul style="list-style-type: none"> • Introduce pupils 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 pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement. • 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 questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group. 	<p>To use talk for a specific purpose e.g. to persuade or to entertain.</p> <ul style="list-style-type: none"> • 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, e.g. for market research or making an order. • To receive feedback from a peer or audience member on their oracy skills. • Create TV or Radio adverts. • Mock election hustings <ul style="list-style-type: none"> • Perform poetry by heart in Whole Class Read and beyond