Rednal Hill Infant and Junior School Oracy Progression Across the Curriculum

EYFS		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Physical	To watch a familiar adults face when they are talking/singing.	To begin to maintain eye contact with a familiar adult. To instigate or participate in a conversation with a familiar adult.	To maintain eye contact when talking about a topic of interest. To speak clearly so they can be heard by peers and familiar adults.	To begin to use gestures and speech to recite familiar stories using the T4W approach.		
	Linguistic	Express needs clearly to a familiar adult through voice or gesture. To speak in a short sentence consisting of up to 3/4words	To express their feelings using words (sad, angry, happy) as well as actions.	To communicate their likes and dislikes in a simple sentence (the start of stating an opinion).		Can start a simple conversation with a familiar adult or friend. To use longer sentences of 4/6 words.	To express a point of view.
	Cognitive				To begin to ask simple questions in order to have their needs met.	To use talk to organise themselves and their play.	To ask simple questions to clarify their understanding.
	Social & Emotional				Take turns in a conversation with a peer.		Can start a conversation with a familiar adult or friend continuing it for many turns.
Reception	Physical	Speak audibly so they can be heard and understood by a talk partner.	To maintain eye contact with a partner or familiar adult.	Speak audibly so they can be heard and understood in a trio.	Use gestures to support meaning eg in a T4W recital.	Speak audibly so they can be heard and understood by the class. Eg in a plan, do, review session.	
	Linguistic	Express needs clearly to a familiar adult or peer.		State their point of view simply to a larger group (up to 5).	Use the 'word of the day' accurately in conversation.	Know the names of the four strands of the framework. Use 'because', 'then' 'but' when explaining their plan and outcomes.	To use 'if' and 'might' to explain how they could improve their work next time.
	Cognitive		Describe an experienced event to a partner including 'and' to elaborate.		Ask a relevant question about a story.		To explain how or why something happened using 'because' or 'so'.
	Social and Emotional			Look at the speaker.	Take turns in games and speaking.		

Instigate- Present an idea or open up a new line of enquiry **Sign**- thumbs up	I think… I know…. I can see… I can hear…	**Builder**- Develops, adds to , or runs with an idea **Sign**- clenched fists on top of each other	Also…. And….	**Summariser** Presents reflections on the discussion. **Sign**- open palm next to each other	My partner said….

KS1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Physical	Speak clearly and confidently in a small group of known peers.	Use non-verbal signals to indicate agreement or disagreement.	Speak clearly when presenting learning to the class. E.g. recording a presentation for the showcase.		Speak clearly and confidently when explaining displayed learning to an adult in the showcase.	Speak clearly and confidently using a script e.g. live presentation in showcase.
	Linguistic	Begin to use sentence stems with some prompting.		Use sentence stems independently even if not always appropriately		Recognise when the wrong stem has been used and choose a more appropriate one.	
	Cognitive	Sequence events using the language of time or number.	Include 'because' in their contribution to justify ideas.		Retell a story to a small group. Recognising when events are out of sequence and self-correcting.		
	Social and Emotional				Be able to independently take turns and ensure all members contribute.		Request a book from the librarian. Explaining the title or topic and maintaining eye contact.
		Instigate- Present an idea or open up a new line of enquiry **Sign**- thumbs up	I think… I know…. I can see… I can hear…	**Builder**- Develops, adds to , or runs with an idea **Sign**- clenched fists on top of each other	Also…. And….	**Challenger**- disagrees with or presents an alternative argument. **Sign**- palms facing down and hands crossed in front of them	I disagree with……. because…….	**Summariser** Presents reflections on the discussion. **Sign**- open palm next to each other	My partner said…. My partner thinks that…
Year 2	Physical	Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build.		Begin to understand the importance of posture when speaking.	Moderate tone and volume to match the audience.	Maintain suitable posture throughout a spoken contribution.	Be aware of where to look or stand to ensure the audience can hear clearly.
	Linguistic	Choose the most appropriate stem independently.	Use technical, subject-specific vocabulary when explaining opinions.	Use taught vocabulary independently, even if not always accurately.			Include taught vocabulary appropriately and independently in discussions.
	Cognitive		Justify their agree/disagree choice with relevant explanations.		Retell an event calmly in logical order e.g. on the playground.	With support, identify a suitable question in response to a stimulus.	Take on the instigator role in a trio discussion.
	Social and Emotional					Be able to change their mind in response to another person's argument.	
		Instigator- Present an idea or open up a new line of enquiry **Sign**- thumbs up	I think…. I believe….	**Builder**- Develops, adds to , or runs with an idea **Sign**- clenched fists on top of each other	Also….. Building on to….	**Challenger**- disagrees with or presents an alternative argument. **Sign**- palms facing down and hands crossed in front of them	I disagree with……. because…….	**Clarifier**- Makes things clearer and simplifies ideas by asking questions **Sign**- 'ok' sign as a magnifying glass.	Can you tell me more about…	**Summariser** Presents reflections on the discussion. **Sign**- open palm next to each other	My partner said…. My partner thinks that… Our Group thinks….

Lower KS2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Physical	Vary tone of voice for humorous or sad parts of a story telling.					
	Linguistic			Use awareness of audience to support choice of formal/informal language.			Know which strand they are practising and explain why that is important to effective talk.
	Cognitive		Take on the challenger role in a small discussion.	Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.	Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience .	Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction	Begin to summarise the opinion of one contributor.
	Social and Emotional	Notice when someone has not contributed and invite them to speak.	Be able to confidently change their mind e.g. opinion continuum.			Be able to explain why they have changed their mind e.g. opinion continuum.	
	Instigator	I think… I believe… Firstly, I think that…	**Builder**	Also… Building onto… Adding to…	**Challenger**	I disagree with……. because…….	**Clarifier**
	Prober	Why do you think that?	**Summariser**	My partner thinks that… Our Group thinks….			
Year 4	Physical		Pause at appropriate points to allow for an audience's reaction. E.g in the comic poetry competition.		Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.		
	Linguistic			Show awareness of taught collocations and recognise when something 'just doesn't sound right.'		Deliver a short teaching session to a small group of younger children.	
	Cognitive	Confidently summarise the contribution of one participant in a logical order.		Take on the summariser role in a trio discussion.		Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons.	Write own short contribution to be delivered during the showcase.
	Social and Emotional						
	Instigator	I believe… Firstly, I think that… I would like to start by saying	**Builder**	Also… Building onto… Adding onto… In addition… furthermore	**Challenger**	Respectfully disagreeing… On the other hand…	**Clarifier**
	Prober	Why do you think that? What evidence have you found?	**Summariser**	Overall, our group thinks… In summary…			

Upper KS2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Physical	Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day.	.				
	Linguistic		Write a coherent discussion text in response to a whole-class stimulus		Use evaluative stems to support the discussion of successes and next steps.		
	Cognitive	Self-assess own delivery of a short recorded presentation. Set targets to work on this year.		Use effective exploratory and evaluative language to clarify thinking during a discussion.	Present learning to parents in pupil-led parent meetings.	Independently discuss a question in a small group, maintaining focus on the question and roles.	Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.
	Social and Emotional		Deliver that argument to a larger audience of their peers. (Yr grp)				
	Instigator	I think the first thing we should consider… I would like to start by saying….	**Builder**	I agree and I'd like to add… Building on your point… Adding to what you said…	**Challenger**	Respectfully disagreeing… That is an interesting point, but have you considered…	**Clarifier**
	Prober	What do you mean when you say…. Can you tell me more about… Does that mean that….	**Prober**	What evidence have you found? How does that support your argument? How did you come to that conclusion?	**Summariser**	In summary… Overall, the main points considered were… To summarise… From today's discussion it is clear that…	
Year 6	Physical		To project voice to the back of the large hall and maintain volume and pitch through several short spoken contributions.			To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition	Speak confidently and naturally to an audience of known and unknown adults during the end of year production.
	Linguistic	Use humour appropriately and effectively to engage an audience.			Structure a persuasive speech effectively using taught language techniques.		
	Cognitive			Use wider world knowledge to support views when participating in debates.	Choose appropriately formal language when participating in debates and formal discussions.	Be able to reply to questions from the audience.	
	Social and Emotional			Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.			
	Instigator	I think the first thing we should consider… I would like to start by saying…. Having considered the evidence… Initially we should discuss…	**Builder**	I agree and I'd like to add… Building on your point… Adding to what you said… Developing your point further	**Challenger**	Respectfully disagreeing… That is an interesting point, but have you considered… You mentioned x but what about… I hear what you're saying but…	**Clarifier**
	Prober	What do you mean when you say…. Can you tell me more about… Does that mean that….	**Prober**	What evidence have you found? How does that support your argument? How did you come to that conclusion? What information guided your thought process?	**Summariser**	In summary… Overall, the main points considered were… To summarise… From today's discussion it is clear that…	