

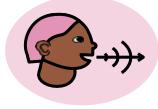


Dovedale Primary School

Oracy Progression Document



Dovedale's Oracy Vision	At Dovedale Primary School we believe that oracy is a fundamental skill that boosts academic success, supports children to be effective communicators, enhances confidence and social skills as well as fostering inclusivity. We want our children to develop their critical thinking and boost their cognitive development. We are working with Voice 21 to support us to embed a whole school culture to talk across the curriculum and strengthen classroom practice. Through purposeful talk in the classroom, we can drive forward learning and enable all learners to develop the skills needed to talk effectively and with confidence. We want every child to find their voice for success in school and develop their communication skills to succeed in later life both personally and professionally. We aim to integrate and embed oracy with carefully framed spoken language activities which have been planned, designed, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively. We will also encourage wider opportunities of presentation talk, through debate, presentations, assemblies, role play and drama.
Early Learning Goal: Speaking	Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
National Curriculum:	Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge

Spoken Language	• 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			
Voice 21 Oracy Framework				
Strands	Physical Strand 	Linguistic Strand 	Cognitive Strand 	Social and Emotional Strand 
	Voice • Pace of speech • Tonal variation • Clarity of pronunciation • Voice projection Body Language • Gesture and Posture • Facial expression and eye contact	Vocabulary • Appropriate vocabular choice Language • Register • Grammar Rhetorical techniques • Rhetorical techniques such as metaphor, humour, irony and mimicry	Content • Choice of content to convey meaning and intention • Building on the views of others Structure • Structure and organisation of talk Clarifying and Summarising	Working with others • Guiding or managing interactions • Turn-taking Listening and Responding • Listening actively and responding appropriately Confidence in speaking • Self-assurance • Liveliness and flair Audience Awareness

			• Seeking information and clarification through questioning • Summarising Self-regulation • Maintaining focus on task • Time management Reasoning • Giving reasons to support views • Critically examining ideas and views expressed	• Taking account of level of understanding of the audience
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Oracy Framework EYFS – Year 6

Key oracy objectives for each year group linked to the Oracy Framework.

EYFS (4-5 years)	Oracy Framework EYFS – Year 6			
	Key oracy objectives for each year group linked to the Oracy Framework.			
	 Physical	 Linguistic	 Cognitive	 Social & Emotional
	To use gesture to support meaning in play. To speak audibly so they can be heard and understood.	To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail.	To listen attentively in a pair or small group. To take turns to speak with a partner independently.

Year 1 (5-6 years)	 Physical To use body language to show listening. To experiment with adjusting tone, volume and pace.	 Linguistic To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...').	 Cognitive To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order. To ask a question when they haven't understood.	 Social & Emotional Listen carefully to others. To participate in group discussions independently of an adult.
Year 2 (6-7 years)	 Physical To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To speak clearly and confidently in a range of contexts.	 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. To use newly learnt vocabulary in an appropriate way.	 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 & Emotional To encourage everyone to contribute. To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre-prepared material.
Year 3 (7-8 years)	 Physical To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences.	 Linguistic To begin to use specialist vocabulary. To be able to use specialist language to describe their own and others' talk. To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').	 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 & Emotional Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.

Year 4 (8-9 years)	 Physical To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.	 Linguistic To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. To use specialist vocabulary when discussing a known topic.	 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 & Emotional To use more natural and subtle prompts for turn taking. To develop an awareness of audience. To consider the impact of their words on others when giving feedback.
Year 5 (9-10 years)	 Physical For body language to become increasingly natural. To project their voice to a large audience.	 Linguistic To use an increasingly sophisticated range of sentence stems with accuracy. To select specific vocabulary appropriate to the topic at hand.	 Cognitive To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track.	 Social & Emotional Listening actively for extended periods of time. To speak with flair and passion.
Year 6 (10-11 years)	 Physical To have a stage presence. To adjust tone, volume and pace for a given purpose and audience.	 Linguistic To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions. To use sophisticated vocabulary appropriate to the context and purpose of talk.	 Cognitive To construct a detailed argument or complex narrative. To assess different viewpoints and present counter-arguments. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To acknowledge and explain changes of position.	 Social & 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. To develop an awareness of group dynamics and invite those who haven't spoken to contribute.

Example Outcomes	
EYFS	• Effective partner talk. • A visit to a local shop/trip out of school to speak to an unfamiliar adult. • 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	• To take part in a small group discussion 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.
Year 2	• 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	• 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.
Year 4	• To use talk for a specific purpose e.g., to persuade or to entertain. • 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., market research or ordering. • To undertake peer teaching. • To perform poetry by heart.
Year 5	• Enter a debate competition. • BBC school report. • Create a Youtube Channel. • Meet professionals e.g., a lawyer, an MP or councillor to ask questions about their job. • Leading a parents' evening. • Compering a school talent show or event.

	• Slam poetry. • Stand-up comedy.
Year 6	• Give a speech to an audience of peers and adults. • Mentor or teach younger students. • Lead an assembly. • Act as a tour guide for prospective parents. • Record their own sports commentary.
Teaching Ideas	
EYFS	• Provide students 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'. Give specific praise when they adopt a role and use language appropriately. • Support students' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. • Support students' 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 students to develop an awareness of the volume of their voice through modelling and chances for them to practise 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.
Year 1	• Introduce students 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 students' awareness of talk e.g., using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other. • 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?'

	• Introduce students to the roles of the 'builder' and 'challenger'. Equip students with sentence stems to fulfil each role. • Draw students' 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	• 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 students to practise speaking in different contexts e.g. having tea with the King, talking to a sibling, talking to a neighbour or a friend on the playground. • Play games which encourage students to elaborate on their ideas, e.g., 'tell me more' or 'just a minute'. • Use hot-seating and question tennis to develop students' questioning skills. • Praise students 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.
Year 3	• 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. • 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 students to reflect on their discussions. • Introduce 'Talk Detectives' to support students to reflect on their talk and raise students' awareness of what makes good discussion. • Scaffold students' 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	• Introduce students 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 students to reflect on their own oracy skills and those of their peers, and set targets for improvement. • Set up discussions where each student has key information to bring to the discussion e.g., each student 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.
Year 5	- Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g., by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'. - Teach strategies to be able to listen for an extended period of time, e.g., note-taking or drawing visuals. - Use vocal warm ups and diaphragm breathing exercises to support voice projection. - Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g., for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'
Year 6	- Practise 'power poses' to explore physical aspects of speaking. - Teach structures for building evidence-based arguments. - Before students deliver presentational talk, create structured opportunities for students to reflect on what will engage their audience and the skills they need to be successful. - Provide structured opportunities for students to summarise from group discussions.
Exploratory Talk Strategies These are strategies we use to support us in enabling all children to participate in discussion and talk within the classroom and around the school.	
Exploratory talk across the whole school	- Classroom discussion guidelines/rules (each September) - Class targets for oracy (at least once a half-term using year group framework objectives) - Concept cartoons - Would you rather....? - If I ruled the world... - Always, sometimes, never - Which one does not belong? - Talking points

	• Consensus Circle • Talk detectives • Sentence stems: 👁️ I see.... 🧠 I think.... 💡 I wonder.... <i>*This will continue to be expanded and developed as we continue to work with Voice 21 in the 25-26 academic year.</i>
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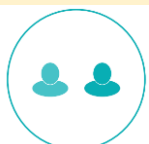
Vocabulary Strategies	• Vocabulary Bulls-eye • Examples and non-examples (pictures or sentences) • Talking points
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Listening Ladder The listening ladder sets out the various listening skills and order them in terms of complexity. It can be used to support students to reflect on their discussion and set targets for which rung they want to reach.	
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EYFS and KS1	7. My idea or your idea. 6. Ask a question. 5. Nod and smile. 4. My turn, your turn. 3. Calm and still. 2. Knee to knee - magnet eyes. 1. Talk to your partner. 7. My idea or your idea 6. Ask a question 5. Nod and smile 4. My turn, your turn 3. Calm and still 2. Knee to knee - magnet eyes 1. Talk to your partner 💡💡 👤👤👤👤👤 👧 👤👤👤👤 🧘🧘 🧘🧘 👤👤
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KS2	8. Summarising the speaker's ideas. 7. Asking questions to dig deeper. 6. Asking questions to clarify understanding. 5. Reacting and refocusing. 4. Offering nods or short words of encouragement. 3. Giving eye contact to the speaker. 2. Being calm and still. 1. Giving 100% of their focus to the person speaking.	<table><tr><td>Summarising the speaker's ideas</td></tr><tr><td>Asking questions that dig deeper</td></tr><tr><td>Asking questions to clarify understanding</td></tr><tr><td>Reacting and refocusing</td></tr><tr><td>Offering nods or short words of encouragement</td></tr><tr><td>Giving eye contact to the speaker</td></tr><tr><td>Being calm and still</td></tr><tr><td>Giving 100% of their focus to the person speaking</td></tr></table>	Summarising the speaker's ideas	Asking questions that dig deeper	Asking questions to clarify understanding	Reacting and refocusing	Offering nods or short words of encouragement	Giving eye contact to the speaker	Being calm and still	Giving 100% of their focus to the person speaking
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Student Talk Tactics			
	EYFS	KS1	KS2
Instigate 	I think...	I think... Let's begin with... I have a great idea, I'll go first...	I think... I would like to start by staying... We haven't yet talked about...
Build 	Yes, and....	Yes, and... X's idea made me think.... I'd like to know more about...	X's idea made me think... Building on X's idea... I agree and would like to add...
Challenge 	I disagree because....	I disagree because.... I don't think....	I disagree because... To challenge you X, I think...

		You said.... but what about....?	I understand your point of view, but have you thought about....?
Probe 		Do you think....? I wonder what would happen if....?	Why do you think....? What evidence do you have to support X idea? Could you provide an example?
Clarify 		Do you mean that...? I think you are saying... So, what you're saying is...	So are you saying...? Does that mean....? Can you clarify what you mean by...?
Summarise 		So far we have talked about....	So far we have talked about.... The main points raised today were... Our discussion focused on....
Groupings			
Pair 	A pair is where two children are talking, often referred to as "talk partners".		
Trio 	A trio is where three children are talking in a group (EYFS/KS1) or can be where two children talk and another child has a different role (KS2). The third role could be a silent summariser, where they critique and/or feedback a summary of the conversation. The third person could also have the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.		
Nest 	Nest is where a child will think about their own thoughts. This could be silent in the head or whispering into their hand. It allows a chance to rehearse before having to speak out loud to a group or the whole class.		

Traverse 	A traverse involves the class being in two lines (opposite each other). The child talks to who they are opposite and can then change partners by moving down the line to talk to others.
Circle 	The circle can be used as a whole class or in groups, allowing time to listen to who is speaking. The speaker could have to stand up, step inside the circle etc. to speak.
Fishbowl 	A fishbowl involves two circles of children. The inner circle speaks while the outer circle observes the conversation. The outer circle could then have roles of feeding back the conversation, summarising the main points, offering advice to the children who have spoken etc.
Presentational Talk Strategies These are strategies we use to support us in enabling all children to communicate effectively and disseminate pre-formulated ideas to an audience (peers, teachers, parents).	
Presentational talk across the whole school	• Class Assemblies/Performance • Debates • Show and Tell • Sharing personal experiences • Presenting research • Providing science experiment explanations • Reading out stories, poetry etc. • Book reviews and summaries • Showcasing completed work and projects • Providing instructions or how-to-guides <i>*This will continue to be expanded and developed as we continue to work with Voice 21 in the 25-26 academic year.</i>