CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

YCAT YORKSHIRE COLLABORATIVE ACADEMY TRUST

Cononley Oracy Progression Document

At Cononley Primary School, we are committed to inspiring and challenging our children to become independent lifelong learners, respectful of themselves and others, and ready to be the best citizens of tomorrow. Our Oracy Curriculum develops pupils' ability to speak, listen, and think with confidence and clarity. By embedding oracy across learning, we equip children to express ideas, value different perspectives, and reach their full potential in school and beyond.

Our Oracy Curriculum is based on the content of Development Matters and the National Curriculum and the Oracy Framework created by Voice 21. Children are taught the key knowledge for:

- voice projection, facial expressions, posture and clarity of pronunciation (physical requirements of oracy)
- vocabulary, sentence structure, grammar, register (linguistic requirements of oracy)
- structuring, clarifying, summarising, justifying and evaluating (cognitive requirements of oracy)
- Working with others, respectful interactions, turn taking and active listening, taking account the level of understanding of the audience (social and emotional requirements of oracy)

Oracy in curriculum subjects

Reading: children learn and perform rhymes and poetry and participate in discussions about books.
Writing: our approach to writing is based on the Writing Framework 2025. This approach focusses on the systematic teaching of transcription skills and sentence structure before constructing paragraphs and longer texts. Ideas for writing are developed through oracy – 'think, say, write, check'. Oracy is also developed through drama techniques such as hot seating and through the performance of poetry.
Maths: our maths scheme is White Rose Maths. In this scheme, there is an emphasis on using language to support understanding and this is achieved by using sentence stem to help children to explain their reasoning.
Science and Foundation Subjects –oracy is used to support and develop ideas using the following strategies: talk partners; sentence stems, hot seating, presenting ideas, questioning, discussion and debate.

Oracy in the Wider Curriculum

Children at Cononley Primary School have many opportunities for performing in front of different audiences, from EYFS to Year 6. These include show and tell, class assemblies, KS1 Nativity, KS2 Performance, presenting in assembly, poetry performances. Children from Y1 to Y6 take part in elections for the school council and sport leaders, with candidates presenting their manifesto to their peers, followed by a vote. As well as taking part in performance, children learn from high quality professional performances, for example, Settle Stories, Lempen Puppets and video links / live visits from authors and poets.

Co-operative Learning

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Co-operative Learning is used throughout Cononley Primary School to support talk in all curriculum subject areas. Co-operative Learning is a system which provides a structure for children to communicate frequently during lessons, improving their communication and language skills. Children are encouraged to work together with a partner and as part of a team using skills such as active listening and explaining their ideas to each other. Through 'Active Listening', learners are taught to turn and face the speaker; place their hands so they don't fiddle and wait until the speaker has finished before they respond. Structures for partner work include 'Tell your Partner/ Think Pair Share' (partner work) and 'Team huddle' (small group work). Children are encouraged to talk about their learning and explain their ideas to others. Co-operative Learning also includes strategies to support friendships through the Getting Along Together programme; pupils are taught strategies for resolving conflicts using 'i-messages'.

Inclusion

All pupils are expected to participate fully in the oracy curriculum. However, we recognise that some pupils, including those with SEND, may need support to access the oracy curriculum. Appropriate adaptations will be made by class teachers to support full participation using the EEF 5-day principles (chunking the learning to avoid cognitive overload, sentence stems, scaffolds, modelling, use of IT) Some pupils with SEND are supported by specific interventions including Narrative Therapy or Socially Speaking. Some pupils are supported by SaLT and use alternative communication methods such as Makaton or pictures / symbols. The individual needs of pupils with specific SaLT involvement, are written on detailed Pupil Overviews of Provision (POPs) and class teachers will refer to these when planning lessons.

Additional adaptations may include fidget toys and movement breaks, and speaking with a partner or small group, rather than alone. Emotional oracy is supported through use of 'Zones of Regulation' which enables pupils to name and describe their emotions.

Component 1: Know the physical requirements for oracy

PHYSICAL	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Speaking Voice: volume, projection, fluency	Speak audibly so that they can be heard and understood by a peer and/or adult	Speak clearly and confidently to a familiar audience: • small groups of peers during group discussions	With adult coaching, begin to speak with appropriate volume and pace (loudly, slowly, clearly) to a school-based audience including:	With adult coaching, speak with appropriate volume and pace (loudly, slowly, clearly) to a school-based audience.	Speak with appropriate volume and pace (loudly, slowly, clearly) to a school-based audience.	Speak in clear, complete sentences with natural pauses between ideas; avoid filler words to maintain a	Project voice from a public stage position and maintain volume, tone and pace through several spoken contributions

		• whole class show and tell	• Nativity performance • Harvest Celebration • Class assemblies	• Harvest Celebration • Class assemblies • Book reviews during Book Club • Poetry performances	• Harvest Celebration • Class assemblies • Book reviews during Book Club • Poetry performances / debates etc Respond to feedback (from peers and/or adults) about volume and pace	steady rhythm for clarity, for eg, in: • Harvest Celebration • Class assemblies • Book reviews during Book Club • Poetry performances / debates etc	• Harvest Celebration • Class assemblies • Book reviews during Book Club • Poetry performances / debates etc • KS2 Performance
Speaking Voice: tone, expression, pauses		Use tone of voice appropriately for different contexts, e.g. • know the difference between an 'inside' and 'outside' voice. • use a friendly, informal tone in the playground or a more polite tone in formal, structured activities within school	Be aware of where and how to stand to ensure an audience can hear clearly • stand in a position where they can be clearly seen • stand tall and face the audience when speaking	Vary tone of voice to convey meaning, e.g. for humorous or sad parts of story-telling or when presenting to an audience. • Harvest Celebration • Class assemblies • Book reviews during Book Club • Poetry performances in English lessons	Use pauses for effect in presentational talk, e.g. wait for audience's reaction during performance	Use facial expressions to reflect enthusiasm or seriousness	(See below)

				Pause at the end of sentences (rather than in the middle of sentences or *not* pausing at the end of sentences) eg • when reading work aloud to a partner, group or whole class.			
Body Language: Gesture and Posture	Use gestures to support delivery of talk e.g. nodding and pointing	Use expression and gestures to show active listening and show meaning when speaking, e.g. • nodding along, • looking at peers during small group discussions, • acting out familiar stories or rhymes	Use gestures to support delivery of ideas in group discussion, e.g. • gesturing towards someone if referencing their ideas • to help tell a story or give an explanation	Begin to know the relationship between physical attributes which support clear speaking in public eg: • relaxing the shoulders • standing with feet a shoulder-width apart • Hands in a relaxed position by sides (not behind back	Know the physical attributes which support voice projection eg: • Posture (relaxed shoulders, legs a shoulder width apart, relaxed hand position) • Breathing (breathing deeply from the diaphragm) • Vocal warm up (exercises to warm up vocal chords and facial muscles for clear articulation)	Use controlled gestures to emphasise main points that are not a distraction for the audience. • Harvest Celebration • Class assemblies • Book reviews during Book Club • Poetry performances / debates etc • KS2 Performance	Use posture, gestures and tone of voice to persuade the audience in: • Harvest Celebration • Class assemblies • Book reviews during Book Club • Poetry performances / debates etc • KS2 Performance •

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Component 2: Know the linguistic requirements for oracy

LINGUISTIC	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Standard English	Speak using Standard English with adult support		Speak using Standard English consistently				
Vocabulary:	Select precise and subject specific words (Tier 2 and Tier 3 vocabulary) in sentence construction (see Curriculum planning for specific subjects.)						
Grammar:	Orally construct accurate and effective sentences (in line with the Writing curriculum progression for grammar and sentence writing).						
Sentence structure	Orally vary and combine sentences for effect (in line with the Writing curriculum progression for grammar and sentence writing).						
Register				Match language used in sentence construction to audience and context (register).			

Component 3: Know the cognitive requirements for oracy

COGNITIVE	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Content and structure	Describe and sequence e.g. events that have happened to them, in appropriate detail.	Orally construct accurate and effective sentences (in line with the Writing curriculum progression for phrases, clauses and adverbials for structure, organisation and content).					

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Clarify and summarise	Ask a relevant question and make a relevant comment about a story • Why, what, when..?	Ask exploratory questions e.g. to find out more about a topic • Why, what how, when, where?	Ask simple open-ended questions to facilitate discussion Why do you think that happened? What would you do differently next time? What did you enjoy...? How can we...? How did you ...?	Summarise the opinion of a talking partner. My partner thinks that ___ because… My partner agrees/disagrees with ___ because… We both think that…	Summarise outcomes of a group. Our group decided that… *Most people in our group thought that…* *Some people in our group felt that…* *We shared different ideas, and then…* *After talking it through, we decided…* Our group came up with these main ideas: … Overall, our group thinks that…
Justifying	Use talk to work out problems and suggest what might happen eg • "because" • "so that"	Justify their ideas (*because*)and explain the consequences (*so*) in group discussions eg: • 'I think that… because…so …' • "I think that houses improved after the Great Fire of London **because** they were built out of stone **so** they didn't burn as easily."	Justify their ideas (*because*)and explain the consequences (*so*) in group discussions and provide a contrasting view (*but*) eg: • 'I think that… because…so …but …' "I think that buildings improved after the Great Fire of London **because** they were built out of stone **so** they didn't burn as easily **but** some	Engage in simple debates (using a talking frame with sentence starters and) by forming an opinion, supporting the opinion with a reason/evidence, presenting an opposing view and giving a rebuttal. I think that… I think this because… Some people might think… They think this because… I disagree because... In conclusion…	Engage in debates (using a talking frame with sentence starters and) by forming an opinion, supporting the opinion with a reason/evidence, presenting an opposing view and giving a rebuttal which includes rhetoric (persuasive language) to influence the audience. I strongly believe that… One key reason is… For example / Evidence shows… On the other hand, some people argue that… While this may be true, I believe… For all these reasons…

			people could not afford to live in the new stone houses."		
Evaluating	Recognise when they do not understand and state aloud	Ask self-reflecting questions when they recognise that they do not understand something, e.g. 'What have I missed from this sentence?'	Recognise when going off on a tangent and refocus talk, eg by using sentence starters and other scaffolds to focus discussion.	Reflect on own age-related oracy skills (identifying strengths and areas to improve)	

Component 4: Know the social and emotional requirements for oracy

SOCIAL AND EMOTIONAL	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Working with others (respectful interactions, turn taking and active listening)	Learn how to be an 'Active Listener': • Look at the speaker • Be quiet • Sit still with hands in lap	Take turns when speaking during small group discussions with some adult support **(Talk partner rules)**	Take turns when speaking during group discussions with little or no adult support	Take turns respectfully, noticing when others have spoken too little and encourage everyone in the group to share their thoughts.	Recognise and adapt when someone may need more or less time to speak	Respectfully challenge ideas and offer alternative perspectives for eg: • disagree using language that values others' views, saying 'I see your point, but have you thought about…?'	

	Take turns when speaking to a peer and/or adult						
Confidence, liveliness and flair		Build confidence to share short phrases or sentences in front of the class e.g. • small groups of peers during group discussions • whole class show and tell	Build confidence to speak to a school-based audience including on their own or in small groups: • Nativity performance • Harvest Celebration • Class assemblies	Speak with confidence to a school-based audience including on their own: • Nativity performance • Harvest Celebration • Class assemblies • Book reviews during Book Club • Poetry performances • KS2 Performances	Experiment with different character voices, expressions and other creative ideas to enhance drama activities and presentations.	Manage nervousness using practised techniques (e.g. deep breathing, focusing on key points).	Critically reflect on personal performance and use insights to grow as a communicator
Audience Awareness: taking account the level of understanding of the audience	Engage in 'back and forth' conversations with key adults, responding appropriately.	Engage in simple conversations, listening and responding to others using basic phrases to express their ideas or thoughts	Contribute to group discussions, taking turns and building on others' ideas.	*Explain a different viewpoint and suggest reasons for that viewpoint.*	*Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e,g scientific report*	Gauge the audience's level of understanding using targeted questions to check understanding, such as 'Do you remember what we learned / What do you already know about…?', and adjust their language and content accordingly. For eg:	Deliver a short teaching session to a younger year group (small group), noticing when the audience needs to be refocused or explanations need to be reworded, for example: • Sports' Leader activity • Buddy activity

						• An explanation in science / foundation subject presented to the class	

Appendix 1: Oracy in Development Matters EYFS

Listening and Attention	Understanding	Speaking
Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times Learn rhymes, poems and songs. Engage in non-fiction books	Listen to and talk about stories to build familiarity and understanding. Use new vocabulary through the day. Listen carefully to rhymes and songs, paying attention to how they sound. Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of conjunctions. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Appendix 2: Oracy in the National Curriculum KS1 and KS2

National Curriculum Objectives: Spoken Language

Pupils should be taught to:

• 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 listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

National Curriculum Reading Objectives: Linked to
Spoken Language

KS1:

- learning to appreciate rhymes and poems, and to recite some by heart
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them
- participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

LKS2

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

UKS2:

- learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- recommending books that they have read to their peers, giving reasons for their choices
- participate in discussions about books, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates

provide reasoned justifications for their views

Appendix 3 Voice 21 Oracy Framework

