

Cononley Primary School Oracy Progression Map – see reference to Development Matters and the National Curriculum at the end of the document.

Components	
Social aspects of oracy- awareness of self and others	<p>Co-operative Learning is used throughout Cononley Primary School in every curriculum subject area. This 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. Cooperative Learning also includes strategies to support friendships through the Getting Along Together programme; pupils are taught strategies for resolving conflicts using ‘i-messages’.</p>
Oracy in the curriculum	<p>Writing -At Cononley Primary School, we use the Jane Considine approach to writing. This approach teaches children how to write effective sentences with an emphasis on the use of rich vocabulary. Ideas are developed through oracy, using techniques called ‘chotting’ (a mixture of chatting and jotting ideas) and ‘kind calling out’ which enables the whole class to share their ideas with the teacher. Oracy is also developed through drama techniques such as hot seating and through the performance of poetry.</p> <p>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.</p> <p>Science and Foundation Subjects –Oracy is used to support and develop ideas using the following strategies: talk partners; sentence stems, hot seating, questioning, discussion and debate.</p>
Oracy in Performance	<p>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. As well as taking part in performance, children learn from high quality professional performances, for example, Settle Stories, Lempen Puppets, performance poetry (John Hegley and Karl Nova)</p>
Oracy and SEND	<p>Pupils with SEND are expected to participate fully in the oracy curriculum; if necessary, 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, scaffolding, modelling, use of IT)</p> <p>Some pupils with SEND are supported by specific interventions including Narrative Therapy, Socially Speaking or NELI. Some pupils are supported by SaLT. Emotional oracy is supported through use of ‘Zones of Regulation’ which enables pupils to name and describe their emotions.</p>

	EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
Social aspects of oracy- awareness of others	<ul style="list-style-type: none"> Look at someone who is speaking to them. Take turns to speak when working in a group. 	<ul style="list-style-type: none"> Learn how to interact with a partner in different situations Responding appropriately to an adult in different contexts 	<ul style="list-style-type: none"> Be aware of others who have not spoken and to invite them into discussion 	<ul style="list-style-type: none"> Recognise and adapt the content of their speech for a specific audience, for example, changing their tone to become more formal as necessary Use more natural and subtle prompts for turn taking, for example, being aware of natural pauses, taking care not to interrupt Consider the impact of their words on others when giving feedback 	<ul style="list-style-type: none"> Speak with flair and passion about a subject which inspires you Begin 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
Experiences	Cooperative Learning strategies; sharing 'treasure boxes'; show and tell	Cooperative Learning strategies; partner reading; answering questions; greeting class teacher; speaking politely to members of staff.	Cooperative Learning strategies; Class assemblies; class discussions;	Cooperative Learning strategies; Class assemblies; class and group discussions; presenting book recommendations in assembly; evaluating work with a partner;	Cooperative Learning strategies; Class assemblies; class and group discussions; presenting book recommendations in assembly; evaluating work with a partner; presenting information to the class or in assembly
Oracy in The Curriculum	<ul style="list-style-type: none"> Retells events simply - <i>first, then, and, when</i> 	<ul style="list-style-type: none"> Listens to another child and asks an appropriate question linked to the topic - <i>Why, what, how,</i> Explain ideas and events in chronological order - <i>First</i> 	Listens to a visiting speaker or 'expert' and asks appropriate questions linked to the topic in order to clarify their understanding <i>which, when, do you..., why did you, what was the reason for..</i>	<ul style="list-style-type: none"> Explain an idea or concept to someone else Make precise language choices use a wider range of conjunctions to sequence ideas Give supporting evidence e.g. citing a text, a previous example or a historical event To collaborate with others (partner, team) to solve a problem, answer a question using appropriate language (see sentence stem suggestions below) 	<ul style="list-style-type: none"> Use an increasingly sophisticated range of sentence stems with fluency and accuracy (when generating new questions based on the answers given) 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' building on their own and others' ideas and challenging views courteously



		<p><i>Next Then, When, Finally</i></p> <ul style="list-style-type: none"> explain their ideas simply using 'because' 	<ul style="list-style-type: none"> explain their reasoning in more detail using 'because' 	<ul style="list-style-type: none"> Stay on topic and initiate and respond to comments Summarise – simple discussion, view of team etc 	<ul style="list-style-type: none"> Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g scientific report Vary sentence structures and length for effect when speaking Construct a detailed argument or complex narrative
Experiences	role play working walls interactions with adults in provision	Show and Tell working walls vocabulary displays	Visiting speakers Visits to museums etc Asks questions during lessons, drama activities such as hot seating, or 20 questions – what am I? working walls – vocabulary displays sentence stems	Oracy in the Curriculum (see above) games such as articulate where the speaker has to describe the word without saying it	Oracy in the curriculum - explain and discuss their understanding of what they have read, including through formal presentations and debates, Provide reasoned justifications for their views Take part in a debate
Oracy in Performance	<ul style="list-style-type: none"> Begin to engage with the audience – look at the audience 	<ul style="list-style-type: none"> Look at the audience; say short phrase or word to the audience, based on what they know Perform refrains and lines from simple poems with the class 	<ul style="list-style-type: none"> Learn simple lines (short phrases or words) and say them slowly and loudly. Perform refrains and lines from simple poems with the class 	<ul style="list-style-type: none"> Prepares and performs poems and playscripts Considers position and posture when addressing an audience Varies tone for the audience 	<ul style="list-style-type: none"> Performs a wider range of poetry by heart Performs playscript from memory Projects their voice to large audience Speaks fluently in front of an audience Has a stage presence Varies intonation, tone and volume so that the meaning is clear to an audience
Experiences	class assemblies show and tell	class assemblies show and tell	class assemblies and KS1 nativity	Class assemblies Book recommendation assemblies Presenting themed assemblies, for example, Fairtrade, Energy Monitors Speaking at School Council and Fairtrade meetings	class assemblies Book recommendation assemblies Presenting themed assemblies, for example, Fairtrade, Reading Leaders, Music Leaders Speaking at School Council and Fairtrade meetings

				Hustings for electing school council members	Hustings for electing school council members/ 6 House Captains/ Year 6 Sports Leaders KS2 Performance
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Examples of sentence stems:

EYFS	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
<p>I like... I don't like One day... Once upon a time First... Then... Next... Finally... Happily ever after In the end... I think... because</p>	<p>I like... because I don't like.. because I think... happened because... I feel that... Next time... First... Next... Later... Finally, I agree/disagree because... Once upon a time</p>	<p>I think... because They are similar/different Because I know this because... I found... Next time I could... It was interesting because... I like the part where... I predict that... Luckily... Fortunately</p>	<p>An argument for/ against is... I understand, however... I enjoyed it because... Maybe next time you could try... My opinion is... Building on ... I remember that... An argument for/against is... I understand. However... It appears to be... I understand that depending on... I understand your point of view however... You could improve this work be... It was successful because... Due to the fact that... Most reasonable people would agree that... Due to... Subsequently...</p>	<p>In my opinion... I have two main reasons for... In some ways... As another feature... However, they also differ... Perhaps some people would argue... Furthermore they... it is clear that... I deduce that... In conclusion... Perhaps the reason... Therefore, in my opinion... On the one hand... I am convinced that... Given that... Another feature they have in common... The similarities/ differences are significant because... Based on... Having considered... This infers... This suggests... Having considered... This is supported by the fact that... Possible improvements may include... Evidently... Owing to... After consideration/reflection... In summary... The consequences of</p>

EYFS

Development matters:

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.

Objectives from the National Curriculum:

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