

Being articulate and engaging with others positively and to learn through spoken language is a key intent of our curriculum. We aim to develop the physical skills of oracy, along with the linguistic skills of vocabulary and grammar. In turn, we also aim to ensure that oracy develops thinking skills so children further their knowledge, understanding and reasoning skills. It is also an aim to develop the social skills of being able to work co-operatively through listening and being respectful and tolerant of each other's opinions.

### Oracy Framework

	<b>Physical</b>	
	Are you speaking <b>loud enough</b> to be heard?	
	<b>Linguistic</b>	
	Are you starting to join ideas together with words like <b>and, because</b> and <b>but</b> ?	
	<b>Cognitive</b>	
	Are you asking <b>questions</b> ?	
	<b>Social &amp; Emotional</b>	
	Are you taking <b>turns to talk and listen</b> ?	

EYFS Oracy Framework

Key Stage 1 Oracy Framework

### The Oracy Framework

Here are some things to think about when you are using your oracy skills:



	<b>Physical</b>		<b>Linguistic</b>		<b>Cognitive</b>		<b>Social &amp; Emotional</b>
	Are you thinking about the <b>speed and volume</b> of your voice?		Are you using <b>sentence stems</b> to link others' ideas?		Is what you want to say <b>clear and organised</b> ?		Are you taking <b>turns to talk and listen</b> and <b>encouraging others</b> to take part?
	Are you using <b>gestures and expression</b> to help make your point?		Are you using <b>new and appropriate vocabulary</b> ?		Are you asking <b>relevant questions and responding to others</b> ?		Are you talking <b>confidently and thinking about your audience</b> ?
	Are you <b>facing</b> who you are speaking or listening to?				Are you giving <b>reasons</b> for what you are saying?		



### The Oracy Framework

Here are some things to think about when you are using your oracy skills:

	<b>Physical</b>		<b>Linguistic</b>		<b>Cognitive</b>		<b>Social &amp; Emotional</b>
	<b>Voice:</b> Are you speaking <b>clearly</b> , with <b>expression</b> ? Are you adapting the <b>tone, pace</b> and <b>volume</b> of your voice for different situations?		<b>Vocabulary:</b> How are you <b>choosing</b> what <b>vocabulary</b> to use and <b>tailoring</b> it to your audience?		<b>Content:</b> Are you being <b>clear</b> about your main points as well as <b>building on</b> the thoughts of others?		<b>Working with others:</b> Are you aware of the <b>group dynamics</b> and actively <b>inviting</b> others to share their opinions?
	<b>Body:</b> Do your <b>body language</b> and <b>facial expressions</b> match the message you are trying to convey?		<b>Language:</b> Are you matching your <b>language</b> to the situation?		<b>Structure:</b> How have you <b>organised</b> your talk so that it presents a <b>clear argument</b> or <b>narrative</b> ?		<b>Listening:</b> Are you <b>actively listening</b> and <b>responding appropriately</b> ?
			<b>Rhetorical techniques:</b> Are you using a range of <b>persuasive techniques</b> ?		<b>Making things clear:</b> Are you asking questions to <b>clarify, probe</b> and <b>challenge</b> ? Are you <b>summarising</b> the main points in a succinct way?		<b>Confidence:</b> How are you showing that you're <b>confident</b> as well as being <b>respectful</b> to others?
					<b>Reasons:</b> Are you <b>responding</b> to what is being said and providing <b>evidence</b> for the points you are making?		<b>Audience:</b> Are you thinking about your <b>audience</b> and <b>adapting</b> your speech accordingly?

Key Stage 2 Oracy Framework

Progression in Oracy								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Physical</p> 	<p>To turn your body towards the speaker for an appropriate amount of time.</p> <p>To speak to be heard clearly by others.</p>	<p>To use gesture to support meaning in play.</p> <p>To speak audibly so they can be heard and understood.</p>	<p>To use body language to show listening.</p> <p>To experiment with adjusting tone, volume and pace.</p>	<p>To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</p> <p>To speak clearly and confidently in a range of contexts.</p>	<p>To consider position and posture when addressing an audience.</p> <p>To experiment with adjusting tone, volume and pace for different audiences.</p>	<p>To consider movement when addressing an audience.</p> <p>To consider how tone, volume and pace influence meaning.</p>	<p>For body language to become increasingly natural.</p> <p>To project their voice to a large audience.</p>	<p>To have a stage presence.</p> <p>To adjust tone, volume and pace for a given purpose and audience.</p>
<p>Linguistic</p> 	<p>To use talk in play to practise new vocabulary.</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p>	<p>To use talk in play to practise new vocabulary.</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p>	<p>To use vocabulary specific to the topic at hand.</p> <p>To take opportunities to try out new language.</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p> <p>To use sentence stems to link to</p>	<p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>To use newly learnt vocabulary in an appropriate way.</p>	<p>To begin to use specialist vocabulary.</p> <p>To be able to use specialist language to describe their own and others' talk.</p> <p>To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>To use specialist vocabulary when discussing a known topic.</p>	<p>To use an increasingly sophisticated range of sentence stems with accuracy.</p> <p>To select specific vocabulary appropriate to the topic at hand.</p>	<p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions.</p> <p>To use sophisticated vocabulary appropriate to the context and purpose of talk.</p>

			other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...')					
<p style="text-align: center;"><b>Cognitive</b></p> 	<p>To begin to understand how and why questions.</p> <p>To use 'and' to link their ideas.</p> <p>To describe events currently happening and what might happen next.</p>	<p>To ask questions.</p> <p>To wonder about ideas.</p> <p>To use 'because' to develop their ideas.</p> <p>To describe events that have happened to them in detail.</p>	<p>To consider the merits of different viewpoints.</p> <p>To offer reasons for opinions.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p>	<p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p>	<p>To offer opinions that aren't their own.</p> <p>To reflect on discussions and identify how to improve.</p> <p>To be able to summarise a discussion.</p> <p>To reach shared agreement in discussions.</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>To ask probing questions.</p> <p>To reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>To construct a detailed argument or complex narrative.</p> <p>To assess different viewpoints and present counterarguments.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>To acknowledge and explain changes of position.</p>
<p style="text-align: center;"><b>Social and Emotional</b></p> 	<p>To listen to others.</p> <p>To take turns to speak with the support of an adult.</p>	<p>To listen attentively in a pair or small group.</p> <p>To take turns to speak with a</p>	<p>Listen carefully to others.</p> <p>To participate in group discussions independently of an adult.</p>	<p>To encourage everyone to contribute.</p> <p>To develop an awareness of audience, e.g. what might</p>	<p>Listen actively, questioning and responding to others.</p> <p>To adapt the content of their</p>	<p>To use more natural and subtle prompts for turn taking.</p> <p>To develop an awareness of audience.</p>	<p>Listening actively for extended periods of time.</p> <p>To speak with flair and passion.</p>	<p>To use humour effectively.</p> <p>To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged,</p>

		partner independently.		interest a certain group. Confident delivery of short pre-prepared material.	speech for a specific audience. To speak with confidence in front of an audience.	To consider the impact of their words on others when giving feedback.		moving on, 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.
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