

Progression in Oracy

At Woodfield we teach our children to become expert orators by developing the four strands set out in The Oracy Framework: Physical, Linguistic, Cognitive, and Social emotional. Exploratory talk is built into daily classroom practice across school and includes investigating and solving problems, reflecting and working out meaning in texts, rehearsing and engaging in dialogue with peers. This becomes progressively more difficult as children progress through school from EYFS to Y6 as they learn how to reflect and build on what others have said, clarify, challenge and summarise (see strand development below). Presentational talk is also built into learning across the curriculum and demonstrates children's developing oracy knowledge and skills year on year; however, there are planned opportunities for presentational talk to ensure breadth and progression of knowledge.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Oracy Framework	Physical	Turning to face the person who they are speaking to Speaking in an audible indoor voice	Adjusting volume for paired work compared to whole class feedback Speaking at an appropriate pace to be understood Beginning to echo teacher's pace and intonation	Continuing to speak at an appropriate volume and pace Echoing teacher' tonal variation and phrasing with increased confidence	Considering their own use of pace and tonal variation for when reading/speaking aloud Developing clarity of pronunciation Introducing body movement and gesture as part of play acting	Developing voice projection for public speaking Speaking with consistently clear pronunciation Beginning to use appropriate body language for public speaking (posture, gesture, facial expression and eye contact)	Adapting volume, pace, tone and body language according to content and in response to audience Moving confidently around the stage whilst orating clearly	Adapting pace of speech and tonal variation for effect Able to project voice as necessary Consciously controlling volume, pace, tone and body language to achieve desired impact on the audience (including using gesture effectively)
	Linguistic	Spoken language is generally coherent but may be expressed in singular ideas that are unconnected at this point (stream of consciousness)	Beginning to articulate a series of connected ideas coherently with support (<i>say it better</i>) May rely heavily on modelled language and scaffolds	Spoken language links clearly to previous ideas and is becoming more succinct (appropriate detail included according to context) Draws on modelled language and scaffolds and begins to innovate	Speaking succinctly and purposefully Beginning to choose appropriate vocabulary for purpose and impact Able to draw on a wider range of models of language and scaffolds when rehearsing and presenting	Beginning to use appropriate rhetorical techniques in speech making such as humour, questions and metaphor Appropriate use of subject-specific/technical language to convince the reader	Consciously using informal/formal language depending on context and audience Playing with dialect and slang in drama and noticing the impact Clever unpicking of language use when challenging others Deliberate use of technical language / more formal register at times to convey expertise	Using rhetorical techniques with increased sophistication, including irony and mimicry Able to sustain appropriate formal register for public speaking whilst engaging and convincing their audience
	Cognitive	Content is relevant to the topic	Maintaining focus on task Expressing own opinions <u>linked to what been said</u>	<u>Building</u> on the views of others Seeking information and <u>clarification</u> through questioning	Continuing to 'build' and 'clarify' and beginning to ' <u>probe</u> ' by asking questions that dig deeper Giving reasons to support views	Taking on different roles in group discussions: <u>instigator</u> , prober, challenger, clarifier and <u>summariser</u> Choosing content to convey meaning and intention with support i.e. what to include/omit to convince your audience	Structuring and organising talk effectively in group discussion with confidence Choosing content to convey meaning and intention with greater independence	Critically examining ideas and views expressed Effectively acknowledging and debunking opposing views Time management
	Social & Emotional	Turn taking Focusing on the person speaking	Being calm to listen to others and acknowledging what they say	Listening actively and responding appropriately	Reacting to what others say and refocusing	Begin to guide or manage interactions in group discussions Developing confidence in public speaking	Guiding and managing interactions in group discussions with greater confidence Considering level of understanding of the audience	Public speaking with self-assurance, liveliness and flair Continuing to consider the audience's understanding and interests to maintain engagement
Planned opportunities for presentational talk		Roleplay and oral story telling (including rhyming stories and repeated refrains) Circle time – my news	<i>Giving explanations</i> <i>Retelling real events</i> Oral story telling - beginning to use 'story language' and telling stories with a clear beginning, middle and end <i>Giving instructions</i> Performance poetry – senses poetry	<i>Story telling (beginning, middle and end, use of story language and use of appropriate intonation)</i> Performance poetry – Limericks and cautionary tales Weather report presentation	Introduction to interviewing for news reports (seeking information and clarifying through questioning) Performing playscripts Performance poetry – Wordplay and introduction to narrative poems	Introduction to persuasive speech – linked to environmental awareness Introduction to debating (visit to local council chambers) Performance poetry – Narrative poems	Revisit and extend interviewing for news reports (clarifying and challenging through questioning) Performance poetry – Free verse Drama workshop culminating in performance for parents	Revisit and extend persuasive speech – linked to social justice (possible link to didactic poems) Revisit debating (interschool competition with final held at council chambers) Performance poetry – didactic poems