

Oracy Progression Year 1 in English

National Curriculum objectives: In this unit, children will be taught to: Children to use Builder and Challenger Roles		
Ks1 + KS2 Spoken Language <ul style="list-style-type: none"> 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 	Physical <ul style="list-style-type: none"> Using the 'right' voice e.g. classroom, playground Use voice to show expression when reading 	Autumn 1 Oracy Outcome Dogger – TV Report ready to write Newspaper
		Autumn 2 Oracy Outcome On the way home – Act out (Orally rehearse)
	Linguistic <ul style="list-style-type: none"> To take opportunities to try out new language, even if not use correctly To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with...because...' 	Spring 1 Oracy Outcome News reporter – recorded on a ipad
		Spring 2 Oracy Outcome Act out Story

<ul style="list-style-type: none"> ▪ select and use appropriate registers for effective communication. 	Cognitive <ul style="list-style-type: none"> • Offer reasons for opinions • Recognise when they haven't understood something and ask a question to clarify • To disagree with someone else's opinion politely 	Summer 1 Oracy Outcome Cat Whisper – Act out (Orally rehearse)
	Social and Emotional <ul style="list-style-type: none"> • Take turns in a group discussion with peer(s) • Listens to others and is willing to change their mind based on what they have heard 	Summer 2 Oracy Outcome Record advert for seaside

Oracy Progression Year 2 in English

National Curriculum objectives: In this unit, children will be taught to: Children to use Builder, Challenger and Summariser Roles		
Ks1 + KS2 Spoken Language <ul style="list-style-type: none"> 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. 	Physical <ul style="list-style-type: none"> To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. To project voice in a larger space e.g. in an assembly 	Autumn 1 Oracy Outcome Debate Style Discussion
		Autumn 2 Oracy Outcome Debate Style Discussion
	Linguistic <ul style="list-style-type: none"> Use of sentence stems for building and challenging (agreeing, disagreeing) Use of technical, subject specific vocabulary 	Spring 1 Oracy Outcome Paper Bag Princess Voice Note
		Spring 2 Oracy Outcome Great Fire of London Newspaper Report
	Cognitive <ul style="list-style-type: none"> To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences. 	Summer 1 Oracy Outcome Class Discussion – Can we keep Noi Safe?

	<p>Social and Emotional</p> <ul style="list-style-type: none"> ▪ To be aware of others who have not spoken and to invite them into discussion. ▪ Confident delivery of short pre-prepared material. ▪ To have the confidence to have a different opinion from their peers/teacher 	<p>Summer 2 Oracy Outcome</p> <p>London Reporter</p>
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Oracy Progression Year 3 in English

National Curriculum objectives: In this unit, children will be taught to: Children to use Builder, Challenger and Summariser Roles		
Ks1 + KS2 Spoken Language <ul style="list-style-type: none"> 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. 	Physical <ul style="list-style-type: none"> Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. Considers position and posture when addressing an audience. 	Autumn 1 Oracy Outcome Class Debate
		Autumn 2 Oracy Outcome Video explaining how bees make honey. Class Debate – Leicester is the best
	Linguistic <ul style="list-style-type: none"> To make precise language choices e.g. instead of describing a cake as ‘nice’ using ‘delectable’. To be able to use specialist language to describe their own and others’ talk. 	Spring 1 Oracy Outcome Retell Romulus and Remus story Roman Army Debate
		Spring 2 Oracy Outcome TV News report
	Cognitive <ul style="list-style-type: none"> To offer opinions that aren’t their own. To be able to summarise a discussion. To reach shared agreement in discussions. 	Summer 1 Oracy Outcome Role Play Speech

	Social and Emotional <ul style="list-style-type: none"> To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience. 	Summer 2 Oracy Outcome Class Debate – I would like to live near a volcano
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Oracy Progression Year 4 in English

National Curriculum objectives: In this unit, children will be taught to: Children to use Builder, Challenger, Instigator and Summariser Roles		
Ks1 + KS2 Spoken Language <ul style="list-style-type: none"> 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 	Physical <ul style="list-style-type: none"> To consider movement when addressing an audience. To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke. 	Autumn 1 Oracy Outcome
		Autumn 2 Oracy Outcome Debate
	Linguistic <ul style="list-style-type: none"> To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. 	Spring 1 Oracy Outcome Retell Story
		Spring 2 Oracy Outcome Interview

<ul style="list-style-type: none"> ▪ 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. 	Cognitive <ul style="list-style-type: none"> ▪ 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. 	Summer 1 Oracy Outcome News Bulletin
	Social and Emotional <ul style="list-style-type: none"> ▪ To use more natural and subtle prompts for turn taking. ▪ To be able to empathise with an audience. ▪ To consider the impact of their words on others when giving feedback. 	Summer 2 Oracy Outcome Performance

Oracy Progression of skills Year 5

National Curriculum objectives: In this unit, children will be taught to: Children to use Builder, Challenger, Instigator, Prober, Clarifier and Summariser Roles		
Ks1 + KS2 Spoken Language <ul style="list-style-type: none"> 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. 	Physical <ul style="list-style-type: none"> To project their voice to large audience. To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. 	Autumn 1 Oracy Outcome Re-enact Richard 111
		Autumn 2 Oracy Outcome Just So Stories
	Linguistic <ul style="list-style-type: none"> To use an increasingly sophisticated range of sentence stems with fluency and accuracy. To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.. 	Spring 1 Oracy Outcome
		Spring 2 Oracy Outcome Debate
	Cognitive <ul style="list-style-type: none"> To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. To ask probing questions. To identify when a discussion is going off topic and to be able to bring it back on track. 	Summer 1 Oracy Outcome Class Discussion – Can we keep Noi Safe?

	<p>Social and Emotional</p> <ul style="list-style-type: none">▪ To use more natural and subtle prompts for turn taking.▪ To speak with flair and passion.	<p>Summer 2 Oracy Outcome</p> <p>London Reporter</p>
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Oracy Progression Year 6 In English

National Curriculum objectives: In this unit, children will be taught to: Children to use Builder, Challenger, Instigator, Prober, Clarifier and Summariser Roles		
Ks1 + KS2 Spoken Language <ul style="list-style-type: none"> 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. 	Physical <ul style="list-style-type: none"> Consciously adapt tone, pace and volume of voice within a single situation. 	Autumn 1 Oracy Outcome Conscience Alley – Friend Or foe Autumn 2 Oracy Outcome Holocaust NewsReport
	Linguistic <ul style="list-style-type: none"> To vary sentence structures and length for effect when speaking. 	Spring 1 Oracy Outcome Retell the story – Theseus and the Minotaur Spring 2 Oracy Outcome Debate – Sparta vs Arthens
	Cognitive <ul style="list-style-type: none"> To construct a detailed argument or complex narrative. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. 	Summer 1 Oracy Outcome Flotsam – Predictions and Summaries
	Social and Emotional <ul style="list-style-type: none"> Listening for extended periods of time and be able to respond and link back to prior points raised. 	Summer 2 Oracy Outcome