

**Y3 Oracy progression of skills**

Y3 pupil must be introduced explicitly to the strands of the framework and what they mean.

Teachers will explicitly tell pupils the skills they are learning and the strands of the framework they relate to.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Physical</b>	<p>To use and describe appropriate tone when speaking in different contexts.</p> <p>To choose an appropriate volume to speak in different contexts (e.g. to a partner compared to in front of the class)</p>	<p>To deliberately vary tone of voice to convey meaning.</p> <p>To utilise gestures effectively to support the understanding of the listener.</p>	<p>To consider position and posture when addressing an audience.</p>
<b>Linguistic</b>	<p>To use sentence stems to link to other's ideas in group discussion.</p> <p>To use conjunctions to organise and sequence ideas</p>	<p>To use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>To utilise topic specific vocabulary appropriately in context.</p>	<p>To be able to use specialist language to describe their own and others' talk.</p> <p>To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</p>
<b>Cognitive</b>	<p>To describe the different types of talk they may engage in and name the type of talk they have utilised in different activities.</p> <p>To ask questions to find out more about a subject.</p> <p>To offer opinions which differ from their own.</p>	<p>To build on others' ideas in discussions.</p> <p>To understand the 'talk roles' (Instigator, prober, challenger, clarifier, summariser, builder) and explore in their talk.</p>	<p>To reflect on discussions and identify how to improve.</p> <p>To reach shared agreement in discussions.</p>
<b>Social Emotional</b>	<p>To show an understanding of the 'listening ladder' and demonstrate basic listening behaviours.</p> <p>To organise group discussions independently of an adult.</p>	<p>To be aware of others who have not spoken and to invite them into discussion.</p> <p>To speak with confidence in front of an audience.</p>	<p>To plan content of speech based on an understanding of the audience.</p> <p>To be able to confidently deliver a short pre-prepared presentation.</p>

#### **Y4 Oracy progression of skills**

In Y4 pupils will begin to move away from using talk to share information and to utilising talk for more specific purposes. A more sophisticated understanding of different contexts which goes beyond 'formal V informal'. Pupils will develop their ability to respond. to academic questioning using knowledge.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Physical</b>	To consider movement when addressing an audience.  To be able to project voice appropriately in different places (e.g. classroom, hall, playground) without shouting.	To pause at appropriate times to allow for audience reaction.	To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke
<b>Linguistic</b>	To use explicitly taught vocabulary appropriately and independently in discussions.	To use awareness of audience to support choice of formal/informal language.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.
<b>Cognitive</b>	Take on the summariser role in a trio discussion.  Confidently summarise the contribution of one participant in a logical order.	To be able to cite evidence from a text, video, photo or linked wider experiences when participating in teacher facilitated discussions.  To reflect on their own oracy skills and identify areas of strength and areas to improve in relation to the framework.	To ask appropriate probing questions which develop a discussion.  To write a short speech about a given topic which includes subject specific language.
<b>Social Emotional</b>	To utilise the listening ladder and ask questions when listening to peers. To listen to others and be willing to change their mind based on what they have heard	To recognise and use natural and subtle prompts for turn taking.	To be able to empathise with an audience.

**Y5 Oracy progression of skills**

In Y5, talk becomes much more reliant on knowledge, not just expert knowledge but knowledge of the world. We aim to ensure that Y5 pupils are increasingly able to participate in high level spontaneous talk - not just subject matter of their own choosing and responding to academic questioning, utilising both tier 2 (vocabulary ninja) and tier 3 (subject specific) vocabulary which has been specifically taught.

	Autumn	Spring	Summer
Physical	To use gestures effectively for purpose such as to engage and persuade an audience.	To be able to vary voice naturally depending on the context, including projecting voice appropriately in larger spaces.	To demonstrate appropriate posture and presence when speaking to an audience.
Linguistic	To use an increasingly sophisticated range of sentence stems with fluency and accuracy.		
Cognitive	To be able to 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'.	To identify when a discussion is going off topic and to be able to bring it back on track. Use effective exploratory and evaluative language to clarify thinking during a discussion.	Independently discuss a given question in a small group, maintaining focus on the question and roles. To be able to feedback to the class about the content of the discussion and how opinions varied and developed throughout.
Social Emotional	To listen to a variety of speakers for an extended period, demonstrating skills from the listening ladder.	To speak with flair and passion about a topic of personal choice.	Deliver a short teaching session peer group, noticing when the audience needs to be refocused or explanations need to be reworded.

**Y6 Oracy progression of skills**

To continue to develop and utilise the skills they have learnt in Y3, 4, and 5 effectively in order to develop their own style as a speaker.

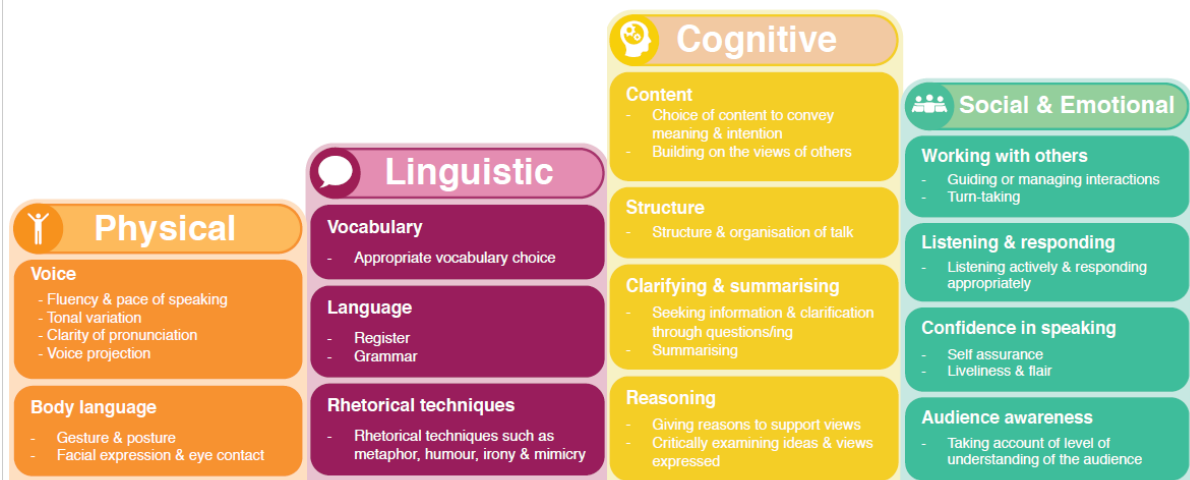
	Autumn	Spring	Summer
Physical	To speak fluently in front of an audience that is unfamiliar.	Consciously adapt tone, pace and volume of voice within a single situation.	To have a stage presence.
Linguistic	To vary sentence structures and length for effect when speaking.	To be comfortable using idiom and expressions.	To discuss linguistic choices made and the impact they had on their audience/listener.

Cognitive	To construct a detailed argument in relation to a given stimulus.	To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	To engage in high quality dialogue with peers which discusses a given topic and develops the understanding and opinions of all involved.
Social Emotional	To be able 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.	To use humour effectively.	Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.

Resources mentioned above:

## Oracy: The Four Strands

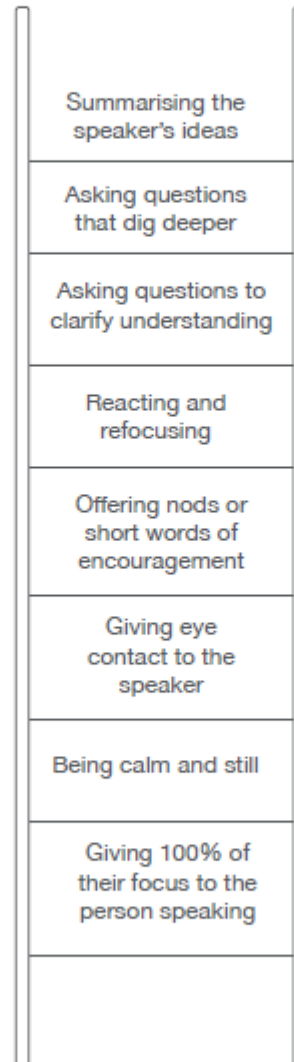
Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.





## Listening Ladder

The Listening Ladder sets out the various listening skills and orders them in terms of complexity. It can be used to support students to reflect on their discussion and to set targets for which rung they have and want to reach.



## Discussion Roles

Discussion roles help students to manage talk and encourage the development of certain speaking and listening skills.



### Instigator

Starts the discussion or opens up a new topic for discussion

**Will say:**

I would like to start by saying ...  
I think we should consider ...  
We haven't yet talked about ...  
Let's also think about ...

### Prober

Digs deeper into the argument, asks for evidence or justification of ideas

**Will say:**

What do you think would be the effect of ...?  
Why do you think ...?  
Can you provide an example to support what you are saying?

### Challenger

Gives reasons to disagree or presents an alternative argument

**Will say:**

I disagree with you because ...  
You mentioned X but what about ...  
To challenge you X, I think ...  
I understand your point of view, but have you thought about ...?

### Clarifier

Simplifies and makes things clearer by asking questions

**Will say:**

What do you mean when you say ...?  
Can you explain a bit more about ...?  
Does that mean ...?  
Please can you clarify what you meant by ...?

### Summariser

Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.

**Will say:**

Overall, the main points were ...  
The main ideas raised today were ...  
Our discussion focused on ...  
The three main things we talked about were ...

### Builder

Develops, adds to or runs with an idea

**Will say:**

I agree, and would like to add...  
Building on that idea, I think ...  
Linking to what X said, I think...

# DISCUSSION GUIDELINES

WE GIVE PROOF OF LISTENING



WE RESPECT OTHERS' IDEAS

WE BUILD, CHALLENGE, SUMMARISE,  
CLARIFY, AND PROBE EACH OTHER'S IDEAS



WE ARE PREPARED TO CHANGE OUR MIND



WE INVITE OTHERS INTO OUR DISCUSSION



WE TRY TO REACH A SHARED AGREEMENT

