



Oracy at
Occold Primary
School

Progression of skills document



How do we promote oracy at Occold Primary School?



Book Mastermind competition



Drama opportunities across the curriculum



Listening and talking to storytellers, poets, authors and illustrators



Poetry by Heart competition



Summer & Christmas productions



Moots to discuss issues in school



Trips and visits to talk to people of different ages, backgrounds and with different life experiences



Inviting visitors into school to speak to the children



Opportunities for role play



Shared reading across the school



Opportunities for debates and speeches



Talk through group and team work



Reading Aloud competition



Storytelling



Talk through play



Forming connections with children from other schools

We have based our Oracy Progression Document on the Voice 21 Oracy Framework Progression Tool.

This document outlines our expectations for oracy in the classroom; it informs our curriculum planning across the school and ensures our children are developing skills as they move through the year groups. This framework outlines the **physical, linguistic, cognitive** and **social and emotional** skills that enable effective discussion, speech and communication.



Physical skills

Voice:

Pace, tone & clarity

Body language:

Gestures, postures, facial expressions & eye contact.

Cognitive skills

Content:

Choice of content to convey meaning & interaction, building on the views of others.

Structure:

Structure & organisation of talk

Clarifying & summarising:

Seeking information and clarification through questioning, summarising.

Self-regulation:

Maintaining focus on a task & time management.

Reasoning:

Giving reasons to support views, critically examining ideas & views expressed.

Linguistic skills

Vocabulary:

Appropriate & ambitious.

Language:

Register & grammar

Rhetorical techniques:

Metaphors, humour, irony & mimicry

Social & Emotional skills

Working with others:

Guiding or managing interactions & turn taking.

Listening & responding:

Listening actively & responding appropriately.

Confidence in speaking:

Self-assurance & liveliness, flair.

Audience awareness:

Taking into account the level of understanding of the audience.

	Physical	Linguistic	Cognitive	Social/Emotional
Reception	<p>To use <i>gesture</i> to support meaning in play.</p> <p>To speak <i>audibly</i> so you can be heard and understood.</p>	<p>To use <i>talk in play</i> to practise new vocabulary.</p> <p>To join phrases with <i>conjunctions</i> such as "if", "because", "so" "but" etc.</p>	<p>To <i>ask</i> questions.</p> <p>To <i>wonder</i> about ideas.</p> <p>To use '<i>because</i>' to develop your ideas.</p> <p>To <i>describe</i> events that have happened to them in detail.</p>	<p>To <i>listen attentively</i> in a pair or small group.</p> <p>To <i>take turns</i> to speak with a partner independently.</p>
Year One	<p>To use <i>body language</i> and <i>eye contact</i> to show listening.</p> <p>To experiment with adjusting <i>tone</i>, <i>volume</i> and <i>pace</i>.</p>	<p>To use <i>topic specific</i> vocabulary.</p> <p>To take opportunities to try <i>new language</i>.</p> <p>To use <i>conjunctions</i> to <i>organise</i> and <i>sequence</i> ideas such as "firstly", "secondly", "finally" etc.</p> <p>To use <i>sentence stems</i> to link others' ideas in <i>group discussions</i> such as "I agree with...because.."</p>	<p>To consider the merits of <i>different viewpoints</i>.</p> <p>To offer <i>reasons</i> for opinions.</p> <p>To <i>disagree</i> with someone else's opinion politely.</p> <p>To <i>explain</i> ideas and events in chronological order.</p>	<p><i>Listen carefully</i> to others.</p> <p>To <i>participate</i> in group discussions independently of an adult.</p>
Year Two	<p>To use <i>gesture</i> to support the delivery of ideas.</p> <p>To speak <i>clearly</i> and <i>confidently</i> in a range of contexts.</p>	<p>To <i>adapt</i> how you speak in <i>different situations</i> according to the <i>audience</i>.</p> <p>To use <i>sentence stems</i> to signal when you are <i>building</i> on or <i>challenging</i> others' ideas.</p> <p>To use <i>newly learnt</i> vocabulary in an <i>appropriate</i> way.</p>	<p>To <i>ask</i> questions to find out more about a subject.</p> <p>To <i>build on others' ideas</i> in discussions.</p> <p>To <i>make connections</i> between what has been said and your own and others' experiences.</p>	<p>To <i>encourage everyone</i> to contribute.</p> <p>To <i>develop an awareness of audience</i>, such as what might interest a certain group</p> <p><i>Deliver</i> short, pre-prepared material confidently.</p>

<p>Year Three</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 begin to use specialist vocabulary.</p> <p>To be able to use specialist language to describe your own and others' talk.</p> <p>To begin to make precise language choices.</p>	<p>To offer opinions that aren't your 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 a shared agreement in discussions.</p>	<p>Listen attentively, questioning and responding to others.</p> <p>To adapt the content of your speech for a specific audience.</p> <p>To speak with confidence in front of an audience.</p>
<p>Year Four</p>	<p>To consider movement when addressing an audience.</p> <p>To consider how tone, volume and pace influence meaning.</p>	<p>To carefully consider the words and phrasing you use to express your ideas.</p> <p>To use specialist vocabulary when discussing a known topic.</p>	<p>To be able to give supporting evidence and justify what views.</p> <p>To ask probing questions.</p> <p>To reflect on your own oracy skills and identify areas of strength and areas to improve.</p>	<p>To use more natural and subtle prompts for turn taking.</p> <p>To develop an awareness of audience.</p> <p>To consider the impact of your words on others when giving feedback.</p>
<p>Year Five</p>	<p>For body language to become increasingly natural.</p> <p>To project your voice to a large audience.</p>	<p>To use an increasingly sophisticated range of sentence stems with accuracy.</p> <p>To select specific vocabulary appropriate to the topic.</p>	<p>To be able to draw upon knowledge of the world to support your 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 listen actively for extended periods of time.</p> <p>To speak with flair and passion.</p>
<p>Year Six</p>	<p>To have a stage presence.</p> <p>To adjust tone, volume and pace for a given purpose and audience.</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>	<p>To construct a detailed argument or complex narrative.</p> <p>To assess different viewpoints and present counter-arguments.</p> <p>To spontaneously respond to increasingly complex questions, using evidence to justify your views when appropriate.</p> <p>To acknowledge and explain changes of position.</p>	<p>To use humour effectively.</p> <p>To be able to read a room or a group and take action accordingly.</p> <p>To develop an awareness of group dynamics and invite those who haven't spoken to contribute.</p>

<u>Shows & Performances</u> <i>Each year, all children in our school perform on stage in our Christmas and Summer Show.</i>	<u>Competitions</u> <i>We host a variety of competitions throughout the year.</i>
<u>In the classroom</u>	<u>Trips & enrichment opportunities</u>

Children at Occold Primary School have a wide variety of opportunities

