

Sale and Davys– Oracy

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Be competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Foundation Stage

Pupils should be taught to:

- To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- To demonstrate understanding when talking with others about what they have read.
- To answer 'how' and 'why' questions about their experiences and in response to stories or events.
- To express themselves effectively, showing awareness of listeners' needs.

Years 1 to 6

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their knowledge and understanding.
- 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.

Oracy Skills

Physical - This skill requires the speaker to think about their body language and the speed, the tone, the volume and pronunciation of their words.

Linguistic - This skill requires the speaker to think about who their audience is and how best to engage with them. They must also think about the vocabulary and grammar they use.

Cognitive - This skill requires the speaker to think carefully about what they will say and questions they will ask to gain information needed.

Social and Emotional - This skill requires the speaker to understand that there are other people to be aware of. Therefore the need to listen attentively and respond accordingly is important.



Sale and Davys– Oracy

	Reception Orator	Year 1 Orator	Year 2 Orator
Progression and Assessment Criteria	<p>Physical</p> <ul style="list-style-type: none"> To speak audibly so they can be heard and understood To use gestures to support meaning in play To begin to make eye-contact with the person/s they are communicating with Begin to use gestures to support delivery meaning e.g., pointing at something they are discussing <p>Linguistic</p> <ul style="list-style-type: none"> To use talk in play to practice new vocabulary To join phrases with words such as 'if', 'because' 'so' 'could' 'but' <p>Cognitive</p> <ul style="list-style-type: none"> To use 'because' to develop their ideas To make relevant contributions and asks questions To describe events that have happened to them in detail <p>Social and Emotional</p> <ul style="list-style-type: none"> To take turns to speak when working in a group <p>Examples of Oracy across the curriculum</p> <ul style="list-style-type: none"> Interactions during continuous provision Class discussions Scavenger hunts with a focus on vocabulary Topic vocabulary word banks Guided reading interactions Talking about models or art they have made 	<p>Physical</p> <ul style="list-style-type: none"> Think about the volume of their voice. To make eye-contact for a longer period of time with the person/s they are communicating with Continue to use gestures to support delivery e.g., pointing at something they are discussing <p>Linguistic</p> <ul style="list-style-type: none"> To use subject specific vocabulary. To take opportunities to try out new language, even if not always used correctly. To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. <p>Cognitive</p> <ul style="list-style-type: none"> To explain their thoughts. To recognise when they haven't understood something and asks a question to help with this. To explain ideas and events clearly in chronological order. <p>Social and Emotional</p> <ul style="list-style-type: none"> Listens to others and is willing to change their mind based on what they have heard To take turns when talking. <p>Examples of Oracy across the curriculum</p> <ul style="list-style-type: none"> Show and tell sessions Talking about artefacts in history Reading and presenting in church Presenting prayers in collective worship Class discussions Explaining methods of working in maths 	<p>Physical</p> <ul style="list-style-type: none"> To sustain eye-contact with the person/s they are communicating with Use body language to show active listening and support meaning when listening, e.g., nodding along, facial expressions To adapt speed and volume of voice when talking. <p>Linguistic</p> <ul style="list-style-type: none"> To use sentence stems to signal when they are building on or challenging others' ideas. Use new and appropriate vocabulary. <p>Cognitive</p> <ul style="list-style-type: none"> To provide reasons for their opinions. To ask questions to find out more about a subject. To build on others' ideas in discussions. <p>Social and Emotional</p> <ul style="list-style-type: none"> To start to develop an awareness of audience e.g. what might interest a certain group. To be aware of others who have not spoken and to invite them into discussion. Confident delivery of short pre-prepared material to increase confidence when speaking. <p>Examples of Oracy across the curriculum</p> <ul style="list-style-type: none"> Narration of the Christmas production Answering whole school questions in collective worship Talking about hobbies and interests in collective worship Using new vocabulary in history, geography and science lessons during discussions and recaps. To present to a range of audiences- church services, whole class, small groups.

Sale and Davys– Oracy

	Year 3 Orator	Year 4 Orator	Year 5 Orator	Year 6 Orator
Progression and Assessment Criteria	<p>Physical</p> <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. To begin to make eye-contact with a larger audience To deliberately 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. <p>Linguistic</p> <ul style="list-style-type: none"> To be able to use specialist language and vocabulary to describe their own and others' talk. To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'. To use language suitable for the audience. <p>Cognitive</p> <ul style="list-style-type: none"> To offer opinions. To be able to summarise a discussion. To reach shared agreement in discussions. To seek information and clarification through questioning. <p>Social and Emotional</p> <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. <p>Examples of Oracy across the curriculum</p> <ul style="list-style-type: none"> Eye contact during registration/ speaking to other people. Orally articulating methods used in maths. Giving reasons in geography, history science. Having regard for the audience- reading slowly in church, Using intonation Children address the class when giving recaps. 	<p>Physical</p> <ul style="list-style-type: none"> To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke. To make eye-contact for a longer period of time with a larger audience To deliberately use movement and gesture when addressing an audience <p>Linguistic</p> <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. <p>Cognitive</p> <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 summarise the main points in a few words. <p>Social and Emotional</p> <ul style="list-style-type: none"> To use more natural and subtle prompts for turn taking. To be able to engage with an audience. To consider the impact of their words on others when giving feedback. <p>Examples of Oracy across the curriculum</p> <ul style="list-style-type: none"> Writing their own poem and then annotating with a mind on performance. Orally articulating methods used in maths Explaining existing knowledge to the year 3 children. Discussing scenarios in PSHE and presenting to the rest of the class. Writing a script and then presenting this. 	<p>Physical</p> <ul style="list-style-type: none"> To project their voice to a large audience. To make gestures become increasingly natural. To sustain eye-contact with a larger audience To speak clearly with confidence and expression. <p>Linguistic</p> <ul style="list-style-type: none"> To use an increasingly sophisticated range of sentence stems with fluency and accuracy. <p>Cognitive</p> <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 questions to clarify, probe and challenge. To explain points clearly and build on the thoughts of others. <p>Social and Emotional</p> <ul style="list-style-type: none"> To listen for extended periods of time. To speak with flair and passion. <p>Examples of Oracy across the curriculum</p> <ul style="list-style-type: none"> Performance poetry in English Reading aloud their own work in class and in front of the school. Present In many lessons, children present their point of view using subject specific vocabulary. E.g- in history debate the severity of punishments in the past. Performing/presenting in the church services. Taking part in oracy based competitions. 	<p>Physical</p> <ul style="list-style-type: none"> To speak fluently in front of an audience. To have a stage presence. Consciously adapt tone, pace and volume of voice within a single situation. <p>Linguistic</p> <ul style="list-style-type: none"> To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions. <p>Cognitive</p> <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. <p>Social and Emotional</p> <ul style="list-style-type: none"> To use humour effectively. 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. Actively listen and respond appropriately with respect. <p>Examples of Oracy across the curriculum</p> <ul style="list-style-type: none"> Ambassadors of the school during Open Days and Open Evenings Plan, present and lead collective worship and church services. Take part in an end of year production – adapting to levels of formality within a performance.