

**ACE WHOLE SCHOOL ORACY PROGRESSION DOCUMENT**

This document has been written by headteachers and our ACE English leads. Oracy is at the heart of our curriculum and is key to ensuring all our pupils fully develop their character values and their ability to reflect on themselves as learners as they also continue to develop their ability to acquire new knowledge and skills in all subjects . We strongly believe that all pupils can only make good progress through the development of effective listening and speaking skills across all aspects of our curriculum.

We believe it is essential that all our children learn to express themselves clearly through spoken language. This helps them become effective learners and gain the ability to express themselves confidently, accurately and respectfully- giving all children a voice. We use our character gateways to ensure all children are given a wide range of opportunities to expand their vocabularies, develop viewpoints, justify their thinking and engage in opportunities to debate, reason, justify and collaborate. **,**

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| **How we use the gateways to ensure opportunities to develop oracy skills for all** |
| * Presenting a presentation that affects my community
* Presenting a campaign to make a difference
* Showing empathy by listening well and disagreeing respectfully
* Understanding the impact of my views, my talk on others and adapting my talk for others
 | * Inspire others through my talk and though my persuasive powers
* Lead a discussion or debate, knowing when to delegate to others
* Be able to stick to my viewpoint and opinions even when others disagree
* Know when to change my views having listened to my team
 | * Express my passions and interests with enthusiasm and clarity
* Rise to a challenge when presenting to an audience
* Continually improve my ability to listen well and converse well with others
 | * Increasingly develop confidence in my talk
* Express my values and justify them to others
* Take part in opportunities with an increasingly wider audience
* Endeavour to respond with honesty when I talk
 | * Support others as they speak and listen by using my body language, appreciative phrases and encouragement
* Take responsibility for rehearsing and planning my talk
* Take part in a range of opportunities to express myself so I can flourish
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| EYFSACE Oracy Progression 2023-24  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| How we talk: Gesture, tone and use of voice |
| Speak clearly with appropriate volume Look at who is talking and who you are talking to Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing | Speak clearly and confidently in a range of contexts Use appropriate tone of voice in the right context e.g. To project their voice to a large audience. Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing | Speak clearlyand confidentlywithappropriatevolume andpace in arange ofcontextsGestures start tobecomeincreasinglynatural tosupport speeche.g. gesturingtowardssomeone ifreferencingtheir ideaUse bodylanguage toshow activelistening andsupportmeaning whenspeaking e.g.nodding along,facialexpressions | Deliberatelyselects gesturesthat support thedelivery of idease.g. gesturingtowardssomeone ifreferencing theirideasDeliberatelyvaries tone ofvoice in order toconveymeaning e.g.speakingauthoritativelyduring an experttalkConsider positionand posturewhen addressing | Deliberatelyselect movementand gesturewhen addressingan audienceTo use pauses foreffect inpresentationaltalk e.g. whentelling ananecdote or jokeUse theappropriate toneof voice in theright context e.g.speaking calmlywhen resolvingan issue in theplayground | Deliberatelyvaries tone ofvoice in orderto conveymeaning e.g.speakingauthoritativelyduring anexpert talk, orspeaking withpathos whentelling a sadpart of a storyProject theirvoice to a largeaudienceGesturesbecomeincreasinglynaturalConsciouslyadapt tone,pace andvolume ofvoice within asingle context. | Speak fluently infront of anaudience.Have a stagePresenceConsciouslyadapt, tone,pace andvolume of voice |

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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| The words we use – vocabulary, sentence structure and language choice |
| Use talk in playto practice newvocabulary e.g.lighter, heavierBegin to speakin sentencesjoining phraseswith words suchas ‘if, because,so, could, but’ | Speak insentences usingjoining phrasesto link ideasUsingvocabularyappropriatelyspecific to thetopic in hande.g.lighter/heavierrather thanbigger andsmallerTakeopportunities totry out newlanguage, evenif it is not alwayscorrectly usedUse sentencestems to link toother’s ideas ingroupdiscussion e.g. ‘Iagree with…because...’‘linking to…’Useconjunctions toorganise andsequence idease.g. firstly,secondly, finally | Speaking insentences usingjoining phrasesto createlongersentencesAdapt how tospeak indifferentsituationsaccording tothe audiencee.g. askingquestions of amuseumcurator orhaving aconversationwith a visitor tothe classroomUse sentencestems to signalwhen they arebuilding orchallengingothers’ ideas ingroup’ | Be able to usespecialistlanguage todescribe theirown andothers’ talkUse specialistvocabulary e.g.speak like anarchaeologistMake preciselanguagechoices e.g.instead ofdescribing acake as ‘ice’using‘delectable’ | Carefullyconsider thewords andphrasing they useto express theirideas and howthis supports thepurpose of thetalk e.g. topersuade or toentertain | Use anincreasinglysophisticatedrange ofsentence stemswith fluencyand accuracyto citeevidence andask probingquestionsConsider thewords andphrases used toexpress theirideas and howthis supports thepurpose of talk | Use and innovatean increasinglysophisticatedrange ofsentence stemswith fluency andaccuracyVary sentencestructures andlength for effectwhen speakingBe comfortableusing idioms andexpressions |

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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Developing metacognition through talk |
| Use ‘because’to develop theirideasAsk simplequestionsDescribe eventsin detail | Offer reasonsfor theiropinionsRecognisewhen theyhaven’tunderstoodsomething andask a questionExplain ideasand events inchronologicalorder | Ask questions tofind out moreabout a subjectBuild on others’ideas indiscussionsMakeconnectionsbetween whathas been saidand their ownand others’experiences | Offer opinionsthat aren’t theirown e.g. speaking on behalf of their group or pairBegin to reflecton discussionsand their ownoracy skills andidentify areas ofstrength andareas toimproveReach sharedagreement indiscussions | Give supportingevidence e.g.citing a text(using sentencestems) a previousexample or ahistorical eventAsk probingQuestionsReflect on theirown oracy skillsand identifyareas of strengthand areas toimprove andbegin to set owntargets | Draw uponknowledge ofthe world tosupport theirown point ofview andexploredifferentperspectivesTo be able togive supportingevidence e.g.citing a text, apreviousexample or ahistorical eventIdentify when adiscussion isgoing off topicand be able tobring it back ontrack withsupport anduse of sentencestems e.g. Thatmight be true,however whatdo you thinkabout …? | Construct adetailedargument orcomplexnarrativeSpontaneouslyrespond to andoffer increasinglycomplexquestions, citingevidence whereappropriateReflect on theirown and others’oracy skills andidentify how toimprove. |