



## **Oracy Progression**

**EYFS - Year 6**

Draft copy May 25



### Purpose of the policy

This policy reflects the aims and values of St. Boniface RC Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals. The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum. Provide Ofsted inspectors with evidence of curriculum planning and implementation

### Subject vision

In Oracy, we aim for all of our children to see themselves as Orators. We endeavour to inspire a sense of curiosity in our children and develop their enthusiasm for Oracy- speaking and listening confidently, recognising that the skills and knowledge they learn through Oracy can be used to have a positive impact on their learning and the world around them.

### Intent: Aims and outcomes

To be able to be an Orator, children will need to build up the skills, knowledge and understanding of Oracy. They will need to understand and use the language of Oracy and apply these speaking and listening skills and knowledge across the curriculum, making connections both within Oracy and across other curriculum areas too.

To be an Orator, children need to hear and use a variety of language in order to develop their vocabulary, grammar and understanding. This will support their development in reading and writing. Children will have opportunities to develop their confidence and competence in spoken language and listening skills. Children will be able to explain their understanding of books and other reading, and will have the opportunities to prepare their ideas before they write. They will be able to make their thinking clear to themselves and others, and they will be able to discuss ideas while answering enquiry questions and take part in debates. Children will participate in and gain knowledge, skills and understanding associated with drama. Children will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They will have opportunities to give and hear instructions and present their ideas confidently to one another and a range of audiences.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the National Curriculum which are reflected and contextualised across each subject in the National Curriculum.

### **Implementation: Teaching and learning**

St Boniface's Oracy curriculum aligns with the National Curriculum's composite outcomes by ensuring that each component contributes to the holistic development of students' oracy skills. By addressing the progression of skills across all key stages, it guarantees a clear year-on-year development that is not only focused on the ultimate outcomes but also on the journey towards achieving them. This structured approach to oracy education ensures that students are not only able to meet but exceed the National Curriculum's expectations, preparing them for a successful future in both their personal and academic lives. As Oracy is a non-statutory subject, there are no discrete objectives for Oracy within the National Curriculum. Oracy is one of the vehicles used throughout the St Boniface wider curriculum to develop the whole child and therefore Oracy knowledge, skills and understanding is taught across the curriculum. In most lessons, there will be an opportunity for children to develop their Oracy skills, as starters, plenaries and tackling misconceptions. Where appropriate, teachers will plan for the main activity or task in a lesson to be Oracy based. Through these activities, children have opportunities to develop many Oracy skills such as explaining; discussing; describing; questioning; taking and giving instructions; persuading; reasoning, negotiation, and disagreeing, as well as learning and using new vocabulary. Teachers plan lessons according to the needs of their class and teach specific Oracy skills. For example, children are taught how to debate politely before a debating activity can be planned into a lesson. All classes create their own 'Rules for Talk' at the beginning of the year. These are Oracy rules decided on by the children themselves, which they agree to follow throughout the year. The rules set an expectation of high quality Oracy in the classroom and demonstrate the teacher's high standards

The St Boniface's Curriculum has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within Oracy and across other subjects too.

For Oracy, activities and opportunities are weaved throughout all lessons across the curriculum from EYFS to year 6. Vocabulary is displayed in all classrooms for a range of subjects. Children are taught new vocabulary regularly and are given opportunities to use their new vocabulary in written work and conversations. Children revisit and build upon vocabulary learned in previous years as learning and topics build upon each other throughout the school.

We recognise that foundations for becoming an Orator are laid in the Early Years Foundation Stage through all seven strands of the Early Years Framework, especially Communication and Language, and to be ready for the next stage in their education, the starting point that we strive for every child to have upon entry to Y1 and working towards the aims of the National Curriculum is:

To have back and forth interactions

To hold quality conversations with adults and peers To be exposed to and build new vocabulary

To have opportunities to use and embed new words in a range of contexts To engage in stories, non-fiction, rhymes and poems

To share ideas through conversation, story-telling and role play To answer questions and elaborate on thoughts and ideas

Once children enter Y1, they work progressively towards the aims of the National Curriculum. To ensure progression, the progression of skills and vocabulary required at each stage of learning to prepare children for the next stage in their learning has been identified. Meaningful opportunities for implementing oracy skills have been identified across each year group's curriculum with one writing outcome being presented as a spoken outcome.

### **EYFS Early Learning Goals:**

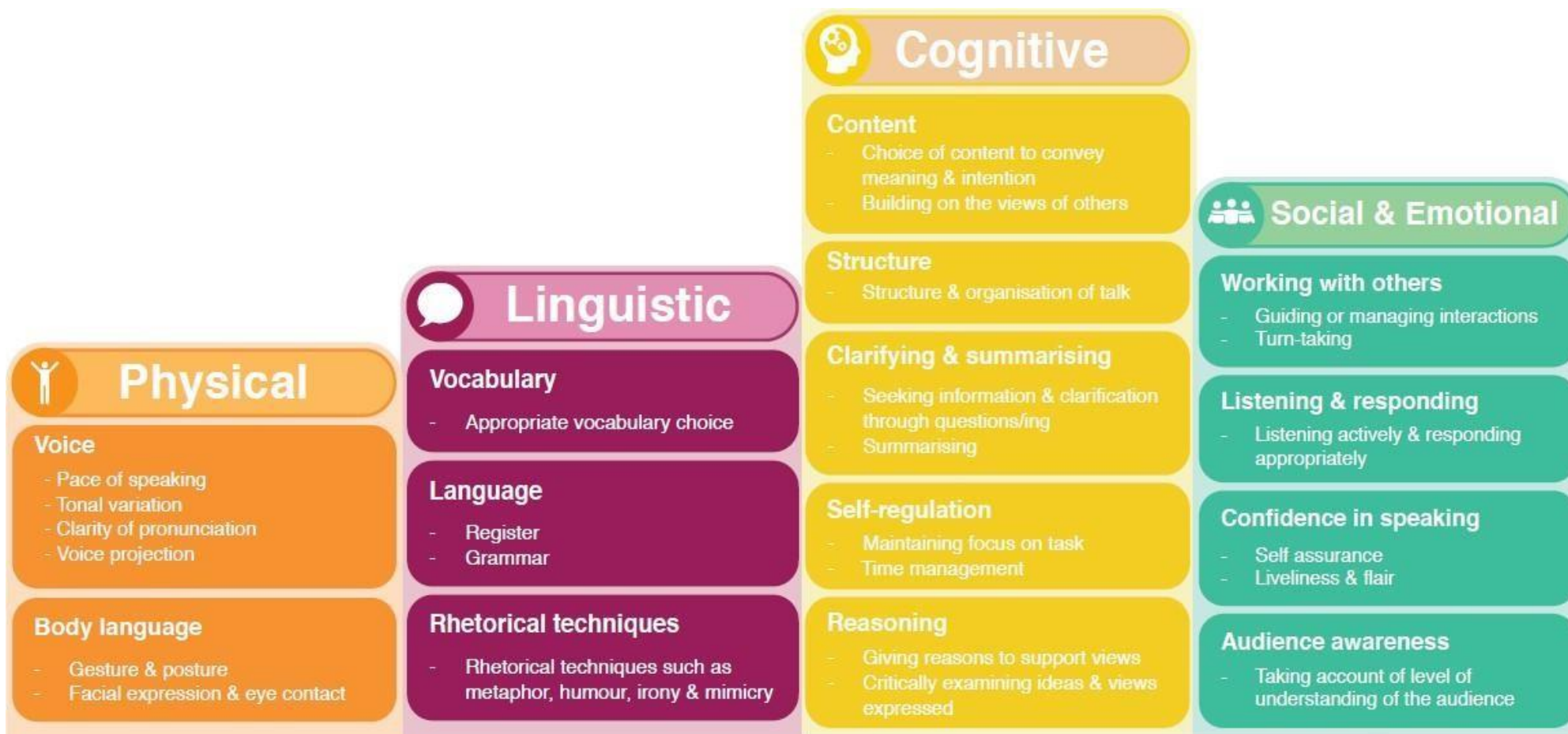
- Communication and Language: Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Communication and Language: Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Communication and Language: Speaking- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **National Curriculum Objectives Spoken Language Year 1-6:**

- 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

# The Oracy Framework

Voice 21



### Spoken skills components:

Generic Talk - Focusing on everyday communication, this component encourages students to develop their conversational skills, adapt their speech for different purposes and audiences, and use appropriate registers. It supports the acquisition of skills necessary for effective interpersonal interactions and collaborative work.

Narrative Talk - Here, the emphasis is on storytelling and narrative construction, helping students to develop their ability to structure stories, use descriptive language, and convey emotions through speech. This component fosters creativity and imagination, essential for engaging storytelling and understanding narrative structures.

Persuasion - Students learn to construct arguments, persuade others, and critically evaluate persuasive speech. This component is crucial for developing critical thinking skills and the ability to engage in constructive debate, reflecting the curriculum's aim to produce articulate and reasoned individuals.

Taking and Giving Instructions - This practical component teaches students how to give clear instructions and follow them accurately, an essential skill in both academic and real-world scenarios. It underscores the importance of clarity, sequence, and precision in oral communication.

Discussion - Encouraging students to participate in discussions, debates, and deliberations, this component is aimed at enhancing students' ability to consider different viewpoints, formulate and express their opinions, and engage in democratic decision-making processes.

Explanation - This component focuses on explaining concepts and processes clearly and coherently, supporting students in developing the ability to convey complex information in an accessible manner.

Reasoning - Students are taught to use logical reasoning to support their arguments, make decisions, and solve problems, highlighting the role of critical thinking in effective communication. Negotiation - Focusing on conflict resolution and cooperative problem-solving, this component equips students with the skills to negotiate and find mutually beneficial solutions, reflecting the social and cooperative aims of the curriculum.

### The planning process:

1. Identify the outcome/oral opportunity
  2. Establish the key skills to be developed
  3. Decide/identify what the children need to say/what stem sentences they need in order to learn, explore, explain and define the new skill or learning. What have they used previously that they can apply to this?
  4. Clarify what the teacher needs to model
  5. Provide opportunities for the children to use the new language
- Practical teaching and learning strategies to support language acquisition

- Visuals – display sentence structures enabling children to use them as a point of reference during talk based tasks.
- Modelling – deciding which sentence structure to use based on the context, then speak the sentence, 'thinking aloud'
- Improving the quality of talk – encourage responses that build on those of others, e.g. 'I agree with .... because ....'
- Partner and group talk – expect children to use sentence structures from previous lessons together with the given sentence structures, encourage them to question each other and develop each other's responses.
- Oral rehearsal – practice orally using 'writer's talk', in pairs or individually.
- Recording children's talk – encourage children to listen to their own talk so as to develop and improve on it.

## Progression of skills - EYFS

### Physical



- To speak audibly so they can be heard and understood
- To use gestures to support meaning in play

### Linguistic



- To use talk in play to practice new vocabulary
- To join phrases with words such as 'if', 'because' 'so' 'could' 'but'

### Cognitive



- To use 'because' to develop their ideas
- To make relevant contributions and asks questions
- To describe events that have happened to them in detail

### Social and Emotional



- To look at someone who is speaking to them
- To take turns to speak when working in a group

### Teaching Ideas

- Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully.  
E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!'
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'
- Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?

### Experiences

- To speak to a partner during whole class teaching
- Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.
- Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.

## EYFS Language Stems

| <b>Language for argument and opinion</b> | <b>Language for comparing and contrasting</b> | <b>Language of explanation / description</b>        | <b>Language of prediction</b> |
|--|---|---|-------------------------------|
| I agree with / I disagree                | It's the same because                         | It's the same/different...because                   | I think it will...            |
| I think....                              | It's different because                        | They / we both have...                              | This will.....because         |
| I don't think.....                       | This is... and that is....                    | Altogether we / I have                              | I know that...                |
| It will....because                       |   | I know... because                                   |                               |
| I like the way....                       |   | It looks / smells / feels / tastes / sounds like... |                               |

## Progression of skills – Year 1

### Physical



- To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.
- To speak clearly and confidently in a range of contexts

### Linguistic



- To use vocabulary appropriate specific to the topic at hand
- 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.

### Cognitive



- To offer reasons for their opinions
- To recognise when they haven't understood something and asks a question to help with this.
- To disagree with someone else's opinion politely.
- To explain ideas and events in chronological order.

### Social and Emotional



- Listens to others and is willing to change their mind based on what they have heard
- To organise group discussions independently of an adult.

### Teaching Ideas

- Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.
- Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.
- Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.
- As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'
- Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

### Experiences

- To take part in small group discussions without an adult.
- To be filmed speaking and use this for reflection
- To speak in front of a larger audience e.g. during an assembly.

## Year 1 Language Stems

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| <p>The Language of Narrative talk<br/>- Predicting/- Events and<br/>sorytelling/sequencing The<br/>Language of Sequencing</p>              | <p>I think.....because (prior knowledge)<br/>I predict.....will happen.<br/>They are the same because (comparing)<br/>My partner said.....<br/>Retelling stories – Once upon a time.....; One<br/>day... ..... ; Long<br/>ago.....<br/>,</p> | <p><i>What happened next?'</i><br/>First I<br/>will.....<br/>..... Next I<br/>would.....<br/>..... Then<br/>I.....<br/>.....<br/>After that<br/>I.....<br/>Finally<br/>I.....</p>                        |
| <p>The Language of Persuasion</p>  | <p>I think that...<br/>You said..., but I feel...</p>  | <p>I found out...<br/>This is true because...</p>  |
| <p>The Language of taking and giving<br/>instructions</p>  | <p>Can we try doing it this<br/>way...? Let's all start<br/>by...<br/>First, we need<br/>to... Remember<br/>to...</p>  | <p>Make sure<br/>to... It's<br/>important<br/>to...<br/>Please be careful<br/>when... Once<br/>you've finished</p>   |
| <p>The Language of Discussion</p>  | <p>I think.....<br/>I think.....because.....<br/>I like.....best.....because.....</p>  | <p>My partner<br/>thinks.....<br/>... I agree<br/>because.....<br/>.....<br/>I disagree because.....</p>   |
| <p>The Language of<br/>Explanation How ?<br/>Why? Where? When?<br/>a suggestion that tries to explain<br/>something, based on evidence</p> | <p>It<br/>is.....and.....<br/>.....<br/>The.....is.....<br/>...and..... They<br/>are.....because...<br/>.....<br/>It is a (adjective) / (noun) it<br/>.....has/have..... I</p>   | <p>I know.....because.....<br/>.....is in-between/after/before<br/>because..... I feel proud of<br/>this part because....<br/>My favourite part<br/>was... So<br/>then.....<br/>.....<br/>The answer</p> |

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|  | <p>.....<br/> because.....<br/> When<br/> I.....because.....<br/> ..... After<br/> I.....<br/> .....</p>  | <p>is.....because.....<br/> ..... Next time I will....</p>   |
| <p>The Language of Reasoning<br/> Comparing and<br/> contrasting/Making an assumption<br/> based on prior knowledge<br/> Evaluative Talk</p> | <p>They are the same because.....<br/> They are different<br/> because.....is.....and.....is...<br/> ..... They are alike because they are<br/> both.....<br/> I think that<br/> .....because.....<br/> ..... It<br/> is.....because.....<br/> .....<br/> .....happened<br/> because.....</p> | <p>I found.....hard/easy<br/> because..... I like /<br/> dislike<br/> because.....<br/> .....<br/> I feel that.....next time.<br/> I<br/> could.....<br/> ...<br/> In my<br/> opinion.....because.....<br/> <i>What do you think happened?</i></p> |
| <p>The Language of<br/> Negotiation<br/> Agreement and<br/> Disagreement</p>   | <p>Yes<br/> because.....<br/> ..... No<br/> because.....<br/> .....<br/> I like..... Because..... And.....<br/> I don't like.....<br/> Because..... And..... I<br/> agree with.....<br/> Because..... It is<br/> right.....<br/> It is wrong.....</p>   |  |

## Progression of skills – Year 2

### Physical



- 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.

### Linguistic



- To adapt how they speak in different situations according to audience.
- To use sentence stems to signal when they are building on or challenging others' ideas.

### Cognitive



- To ask questions to find out more about a subject.
- To build on others' ideas in discussions.
- To make connections between what has been said and their own and others' experiences.

### Social and Emotional



- 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.

### Teaching Ideas

- Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.
- Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
- Use hot-seating and question tennis to develop pupils' questioning skills.
- Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.
- Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.

### Experiences

- Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.
- Participate in a short 'show and tell' session.

## Year 2 Language Stems

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| <p>The Language of Narrative talk<br/>- Predicting/– Events<br/>and<br/>storytelling/sequencin<br/>g<br/>The Language of Sequencing</p> | <p>Say how the characters feel<br/>and explain why. I think<br/>that.....because...<br/>.....<br/>This<br/>happened.....be<br/>cause..... I know<br/>this.....<br/><i>What do you think<br/>happened? How do<br/>you know that...</i><br/>.....<br/>?<br/>It / This<br/>is.....and.....<br/>This has .....<br/>and .....<br/>The.....is.....<br/>...and..... They<br/>are.....and.....<br/>.....<br/>I feel.....because This is a big, round, red,<br/>beach ball<br/>I think my..... /book<br/>is.....because.....<br/>.....same.....<br/>.....similar.....<br/>.....different.....</p> | <p>I think.....because.....<br/>I predict that.....because.....<br/>I think they will be alike because they are<br/>both..... My partner<br/>said.....<br/>First, Next, Then, After that,<br/>Finally... At last ....<br/>Suddenly ....<br/>'What happened next?'<br/>'What did...?' First...<br/>..... (First put the<br/>hat on)<br/>Next.....<br/>After that..... Finally..... Last of<br/>all.....</p> |
| <p>The Language of Persuasion</p>   | <p>I noticed...<br/>After you talked, I<br/>thought... It's not<br/>just me, look at...<br/>We should all talk about...</p>  | <p>I listened, and<br/>now... I feel<br/>like...<br/>The book says...<br/>We know it's important because...</p>  |
| <p>The Language of taking and<br/>giving instructions</p>   | <p>Will you please follow the<br/>steps for...? It's your turn<br/>to...<br/>I would like you to...<br/>Could everyone please...?</p>  | <p>I'm going to show you<br/>how to... After<br/>completing...<br/>To ensure everyone understands...<br/>Does anyone need me to repeat...?</p>   |

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| <p>The Language of Discussion</p>  | <p>I think.....<br/> because..... I<br/> prefer.....because<br/> .....<br/> My partner thinks.....<br/> I agree/disagree because.....</p>   |   |
| <p>The Language of Explanation How ? Why? Where? When? a suggestion that tries to explain something, based on evidence</p> | <p>I.....because...<br/> ..... When I<br/> .....because.....<br/> ..... After<br/> I.....<br/> .....<br/> The.....becau<br/> se.....<br/> We/They.....becau<br/> se.....<br/> How.....Why.....Where.....Wh<br/> en.....<br/> I started at 5 because the.....<br/> .....and.....are<br/> both.....</p>   | <p>I jumped on/up in .....because.....<br/> .....and.....are<br/> different in that.....<br/> This<br/> makes.....so I<br/> ..... So then<br/> I.....because<br/> ..... I<br/> know.....becaus<br/> e.....<br/> I think<br/> this.....because.....<br/> ..... I know this, so I<br/> think .....<br/> This will happen because.....</p> |
| <p>The Language of Reasoning Comparing and contrasting/Making an assumption based on prior knowledge Evaluative Talk</p>   | <p>They are the same<br/> because..... They<br/> are similar<br/> because.....<br/> They are different because.....<br/> is.....and.....is..... They are<br/> alike because they are<br/> both.....<br/> It feels different because this one.....<br/> and that one..... I think<br/> my..... /book<br/> is.....because.....<br/> Next time I<br/> could.....</p> | <p>I found.....hard/easy<br/> because..... I like /<br/> dislike.....because<br/> .....<br/> It was interesting because.....I like<br/> this because..... I like the part<br/> where.....because<br/> .....<br/> What I found hard about this<br/> work was..... I found this<br/> piece of work hard/easy<br/> because</p>             |
| <p>The Language of Negotiation Agreement and Disagreement</p>  | <p>No<br/> because.....<br/> ..... Yes<br/> because.....<br/> .....<br/> I agree / disagree because.....</p>  | <p>think..... because.... and<br/> also because.....<br/> However.....<br/> Also.....</p>   |

## Progression of skills – Year 3

### Physical

- 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.

### Linguistic

- To be able to use specialist language to describe their own and others' talk.
- To use specialist vocabulary.
- To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.

### Cognitive

- To offer opinions that aren't their own.
- To reflect on discussions and identify how to improve.
- To be able to summarise a discussion.
- To reach shared agreement in discussions.

### Social and Emotional

- To adapt the content of their speech for a specific audience.
- To speak with confidence in front of an audience.

### Teaching Ideas

- Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority.
- Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions.
- Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.
- Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too.
- Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.
- Play 'articulate' with specialist subject vocabulary

### Experiences

- Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.
- Become a storyteller for an authentic audience.
- Present to an audience of older or younger students.
- Chair a discussion.
- Hold a class meeting.

## Year 3 Language Stems

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| <p>The Language of Narrative talk<br/>- Predicting/- Events and<br/>storytelling/sequencing<br/>The Language of Sequencing</p> | <p>It looks/feels/sounds/smells like..... It appears to be.....because.....<br/>It seems to be.....as.....<br/>..... I think it looks like.....due to.....<br/>It reminds me of.....because / therefore / meanwhile..... Why? How/? What? Tell Me About...<br/>I predict that.....because.....however/meanwhile/therefore/also..... I predict that.....as a result of.....<br/>This is probable because.....<br/>.....and.....are different in that.....therefore as a resultt.....<br/>After.....I predict that.....<br/>The outcome will be.....because.....<br/>What do you think?</p> | <p>Unfortunately.....<br/>..... Luckily.....<br/>During..... Lastly.....<br/>In the end..... Once upon a time..... Once there was.....<br/>As a result of..... Meanwhile.....<br/>I remember that..... Then this happened.....<br/>First.....because.....<br/>Next.....however.....<br/>Then.....therefore.....<br/>.....and.....are alike in that.....<br/>.....and.....are similar because.....<br/>.....and.....are different in that..... How did you come to that prediction<br/>Later on..... Eventually .....</p> |
| <p>The Language of Persuasion</p>  | <p>Targeting my argument to..., I argue... Discussing..., I use terms like...<br/>Hearing your point, I counter with...<br/>Appreciating your view, yet I disagree because...</p>   | <p>The best reason I have is...<br/>An exaggeration might illustrate, such as... To underscore my point, I will...<br/>Solid evidence for my argument is...</p>  |
| <p>The Language of taking and giving instructions</p>  | <p>The next step involves... It's crucial that we...<br/>As a group, we will...<br/>This part requires us to...</p>   | <p>Pay close attention as I... To make this work...<br/>We're going to evaluate how...<br/>By working together, we can...</p>  |

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| <p>The Language of Discussion</p>   | <p>I agree/disagree because.....<br/> I appreciate/understand's opinion because/as/due to.....<br/> However I feel.....because/as/due to.....</p>  | <p>My opinion/view is.....because/as/due to..... I believe.....because.....<br/> .....<br/> What is your opinion.....How do you feel.....Why do you feel.....</p>  |
| <p>The Language of Explanation How? Why? Where? When? a suggestion that tries to explain something, based on evidence</p> | <p>Because I know that.....I know that..... Due to this.....I know that.....<br/> How.....<br/> Why.....<br/> Where.....<br/> When.....<br/> What.....<br/> After.....<br/> Then / As a result of / Later / because.....</p>   | <p>If you.....then.....<br/> ..... First..... After that..... I know.....becaus e.....<br/> .....and..... are alike in that..... / .....and.....are similar because.....<br/> .....is.....but.....is..... / .....is.....while.....is.....<br/> When....., ..... / If....., .....<br/> ....., So .....</p>  |
| <p>The Language of Reasoning Comparing and contrasting/Making an assumption based on prior knowledge Evaluative Talk</p>  | <p>I conclude that.....because...<br/> ..... I found that.....because<br/> ..... As a result of.....I conclude that.....<br/> After looking at the data/information/results I conclude that.....<br/> On observing I found thatI conclude that.....because..... I found that.....because.....<br/> As a result of.....I conclude that.....</p> | <p>After looking at the data/information/results I conclude that..... On observing I found that<br/> I found this work.....because.....<br/> ..... Next time I could/would.....<br/> .<br/> Maybe you could try..... / I feel that..... I enjoyed it because.....<br/> .....was successful / ambitious because.....<br/> You could improve this work by.....</p> |
| <p>The Language of Negotiation Agreement and</p>  | <p>An argument for is.....<br/> Because..... An argument against is.....because.....</p>   |  |

|              |   |  |
|--------------|---|--|
| Disagreement | I understand however / due to / but / therefore .....<br>I accept your decision however I feel / believe.....<br>Because / as / due / to..... |  |
|--------------|---|--|

## Progression of skills – Year 4

### Physical



- 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.

### Linguistic



- To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.

### Cognitive



- 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.

### Social and Emotional



- 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.

### Teaching Ideas

- Introduce pupils to sentence stems to cite evidence and ask probing questions.
- Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions.
- Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.
- Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.
- When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.

### Experiences

- To use talk for a specific purpose e.g. to persuade or to entertain.
- To speak in front of a larger audience of adults e.g. a group of eight.
- To collaboratively solve a problem.
- To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.
- To receive feedback from a peer or audience member on their oracy skills.
- Create TV or Radio adverts.
- Peer teaching
- Perform poetry by heart

## Year 4 Language Stems

|   |  |   |
|---|--|---|
| <p>The Language of Narrative talk<br/>- Predicting/- Events and sorytelling/sequencing<br/>The Language of Sequencing</p> | <p>It looks / tastes / feels / sounds / smells like ..... It appears to be.....because.....<br/>.....<br/>It seems to be like.....because.....<br/>..... I think it looks like.....because.....<br/>.....<br/>It reminds me of.....because.....<br/>... I predict that.....because.....howeve r..... Due to the fact that... .. (extension of because)<br/>As a result of.....this will happen because..... All events lead on to.....because.....<br/>Because.....and.....are similar, I predict that... .. will happen.<br/>The outcome will be.....due to.....<br/>Based on.....I predict that.....<br/>After hearing all the evidence, I think that... will happen</p> | <p>In the beginning.....<br/>Subsequently..... (time connectives)<br/>On the other side of the forest..... Back at home<br/>.....<br/>I remember that..... With hindsight.....<br/>Reflecting upon..... In the event that..... Lastly..... In the end.....<br/>To conclude / In conclusion / To sum up.....<br/>Firstly.....because/however/therefore/after a while/meanwhile/ in addition..... Next.....<br/>Then..... Finally/Eventually/Lastly.....<br/>In conclusion.....<br/><i>Why? How? What? Tell Me About...</i></p> |
| <p>The Language of Persuasion</p>   | <p>My aim is to provoke thought by saying... Resources have led me to conclude...<br/>My argument, supported by..., shows...<br/>From our discussions, it's apparent...</p>  | <p>My reasoning is backed by evidence like... I've found facts that illustrate...<br/>Our presentation involves images and words that...<br/>Considering all viewpoints, I determine...</p>   |
| <p>The Language of taking and giving instructions</p>   | <p>Ensuring accuracy, we must... Speaking clearly...<br/>When giving instructions...<br/>As we proceed...</p>  | <p>Adapting our instructions for...<br/>It's imperative that we start with... Focusing on the task at hand...<br/>Sequencing our points, firstly...</p>   |
| <p>The Language of Discussion</p>   | <p>I agree/I disagree because.....<br/>I appreciate ....'s opinion because..... Due to.....<br/>However I think differently because.....</p>   | <p>Most reasonable people would agree that.....because.....<br/><i>What is your opinion on the issue of bullying?<br/>How would you feel if you were being bullied/in that situation?</i></p>   |

|  |   |  |
|--|---|--|
| <p>The Language of Explanation<br/>How? Why? Where? When? a suggestion that tries to explain something, based on evidence</p>    | <p>How.....<br/>Why.....<br/>Where.....<br/>When.....<br/>What.....<br/>After.....<br/>Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to /because<br/>Because I know that ice melts, I know that.....</p>   | <p>We know that.....so/because..... / It can't be.....so/because..... So it must be.....so/because..... / I agree/disagree with you because..... A major difference between.....and.....is that.....<br/>Some ways in which.....and.....differ are....., So..... / As a result, ...<br/>Maybe it's because .....<br/>Due to the fact that.....I know that... will happen</p> |
| <p>The Language of Reasoning<br/>Comparing and contrasting/Making an assumption based on prior knowledge<br/>Evaluative Talk</p> | <p>.....and.....are both.....<br/>.....and.....are alike in that.....<br/>.....and.....are similar because.....<br/>.....and.....have the following points in common: ..... One similarity between.....and.....is that.....<br/>Another is.....<br/>..... A further.....<br/>.....<br/>One difference is.....<br/>A further difference.....</p> | <p>In conclusion, I would say that.....due to the fact that..... My results make me think that.....because.....<br/>Having analysed the data, I conclude that.....<br/>I enjoyed.....because.....<br/>.....was successful / ambitious because.....<br/>You could improve this work by.....Maybe you could try.....<br/>Next time I / you could / would.....</p>              |
| <p>The Language of Negotiation<br/>Agreement and Disagreement</p>  | <p>An argument for ...is....<br/>because.... and.... An argument against....<br/>Is....because....and....<br/>I understand.... That....depending on the content but</p>   | <p>would argue....<br/>I understand your point of view, however I disagree because.....</p>  |

## Progression of skills – Year 5

### Physical



- To project their voice to large audience.
- For gestures to become increasingly natural.

### 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

### Social and Emotional



- Listening for extended periods of time.
- To speak with flair and passion.

### Teaching Ideas

- Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.
- Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.
- Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'

### Experiences

- Enter a debate competition
- BBC school report
- Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.
- Compering a school talent show or event.
- Slam poetry

## Year 5 Language Stems

|  |   |  |
|--|---|--|
| <p>The Language of Narrative talk<br/>- Predicting/- Events and sorytelling/sequenci ng<br/>The Language of Sequencing</p>     | <p>It looks / tastes / feels / sounds / smells like ... It appears to be ..... because.....<br/>It seems to be like.....because.....<br/>I think it looks like.....because.....<br/>..... It reminds me of...<br/>.....because</p>  | <p>I predict that.....<br/>I believe / I think.....might / or..... If.....<br/>then.....<br/>X has happened, therefore I think..... First, Next, Then, After that, Finally....<br/>'What happened next?'<br/>'What did....?'<br/>Meanwhile.....<br/>.....<br/>Following this / that.....<br/>.<br/>In the beginning.....</p> |
| <p>The Language of Persuasion</p>  | <p>Including visuals, my argument presents... To clarify my stance, I use...<br/>Summarising, my main argument is... The crux of the issue, from my view, is...</p>   | <p>Examining both sides, such as..., shows... Exploring differing views, I conclude...<br/>Explaining in depth, I'd like to add...<br/>Listening to your points, my evidence suggests...</p>   |
| <p>The Language of taking and giving instructions</p>  | <p>To improve our approach, we'll test and adjust our instructions by... When facing more intricate tasks, it's essential to...<br/>For clarity's sake, let's reassess our instructions to ensure they... Following these instructions as a trial, we should observe whether...</p> | <p>Organising our instructions, we aim for them to be... To refine our instructions, feedback is sought to...<br/>Consulting with others, we aim to verify if our instructions are...<br/>Collective efforts enhance the effectiveness of our instructions, especially when...</p>   |
| <p>The Language of Discussion</p>  | <p>Therefore / In my opinion / I believe</p>  | <p>He considers...<br/>It is my opinion that.....however others may/might believe.....</p>   |
| <p>The Language of Explanation How ? Why? Where? When?<br/>a suggestion that tries to explain something, based on evidence</p> | <p>Because of..... x happened<br/>For example.....<br/>..... In conclusion.....<br/>..... To begin with.....<br/>..... As a result of.....</p>  | <p>I think the question means.....so the answer would be..... I know that.....therefore I would try out.....<br/>If the.....add up to.....then the total number must be..... Knowing this means we can work out what's missing!<br/>.....as a result ... / .....therefore.....<br/>The reason..... is</p>                    |

|  |   |   |
|--|---|---|
|  | <p>..... The reason(s)<br/>for.....<br/>... It is true<br/>that.....<br/>....<br/>I would like to prove / disprove.....<br/>Perhaps the reason is .....</p>   | <p>that..... / .....is due to.....<br/>Can we prove that.....<br/>In conclusion.....</p>  |
| <p>The Language of Reasoning<br/>Comparing and contrasting/Making an assumption based on prior knowledge<br/>Evaluative Talk</p> | <p>In some ways....and ..... are alike. For instance they both.....<br/>Another feature they have in common is that..... Furthermore they are both.....<br/>However they also differ in some ways. For example.....while.....<br/>Another difference is.....<br/>The fact is.....<br/>In effect.....<br/>Given that.....then.....</p> | <p>I deduce/deduct.....<br/>..... I have worked out.....<br/>In conclusion.....<br/>.....<br/>I conclude.....<br/>My view is that.....because.....<br/>..... This is supported by the fact that.....<br/>In my opinion.....furthermore.....<br/>However..... Possible improvements may include.....</p> |
| <p>The Language of Negotiation<br/>Agreement and Disagreement</p>  | <p>In my opinion Should be banned.<br/>I have two main reasons for believing this. First of all, as I'm sure you'll agree.....<br/>My second important reason for wanting to ban ..... is that.....</p>   | <p>Perhaps some people would argue that.....<br/>However, I would point out that.....<br/>It is clear that a ban on ..... would be a great step forward!</p>  |

## Progression of skills – Year 6

### Physical



- 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.

### Linguistic



- To vary sentence structures and length for effect when speaking.
- To be comfortable using idiom and expressions.

### Cognitive



- To construct a detailed argument or complex narrative.
- To spontaneously respond to increasingly complex questions, citing evidence where appropriate.

### Social and Emotional



- 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.

### Teaching Ideas

- Play games like 'just a minute' to practice fluency when talking about a given topic e.g. climate change.
- Practice 'power poses' to explore physical aspects of speaking
- Teach structures for building evidence-based arguments

### Experiences

- Give a speech to an audience of peers and adults.
- Lead School Council
- Mentor or teach younger students
- Lead an assembly
- Act as a tour guides for prospective parents
- Record their own sports commentary
- Interview/ be interviewed

## Year 6 Language Stems

|   |   |   |
|---|---|---|
| <p>The Language of Narrative talk<br/>- Predicting/- Events<br/>and<br/>storytelling/sequencing</p> <p>The Language of Sequencing</p> | <p>In light of.....I predict.....<br/>There is a high / low probability.....<br/>The chances of/The likelihood of/Due to the fact<br/>that/Upon consideration of the relevant factors<br/>First, Next, Then, After that,<br/>Finally.... 'What<br/>happened next?' 'What<br/>did....?' In<br/>summary.....<br/>The consequence of.....<br/>Whilst X was..... Y was ..... During X – Y happened.<br/>Initially the..... were.....<br/>However.....</p> | <p>In comparison to.....<br/><i>Idioms e.g. Peas in a pod</i><br/><i>Develop / Introduce metaphors and similes.</i><br/>Varying the pace<br/>allows me to... To build<br/>suspense, I'll change...<br/>A character's accent or slang, like<br/>(example), shows... Moving away from<br/>Standard English can highlight...<br/>Capturing the audience involves<br/>(technique)...<br/>The mood of my story shifts when...<br/>(Adjective/verb) adds depth to (character/setting)<br/>by...<br/>Manipulating narrative elements like pace and<br/>setting allows me to...</p> |
| <p>The Language of Persuasion</p>   | <p>Considering the debate, I find... more<br/>convincing because... Building my<br/>argument, I start with...<br/>To support my stance, consider...<br/>In this formal debate, my position is...</p>  | <p>To interject, through the<br/>Chair, I say... Delving<br/>deeper, my analysis<br/>reveals...<br/>After evaluating arguments, my conclusion is...<br/>Given the evidence, I firmly believe...</p>   |
| <p>The Language of taking and<br/>giving instructions</p>   | <p>To successfully complete our tasks,<br/>it's vital that we... In striving for our<br/>common goal, we must...<br/>Addressing the task's complexity requires us to...<br/>The reliability of each task depends on our ability to...</p>   | <p>Choosing the appropriate style and tone, we aim to...<br/>Our discussions and planning sessions emphasise<br/>the importance of... For our project to succeed,<br/>every team member must...<br/>Given the complexity of our task, we'll break it down<br/>by...</p>   |
| <p>The Language of Discussion</p>   | <p>Consequently / Based on fact / Because of<br/>my beliefs..... To hold the view /<br/>After consideration<br/>After / On reflection</p>   | <p>It is my understanding that.....<br/>The facts lead me to the conclusion<br/>that.....</p>   |

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|---|---|---|
| <p>The Language of Explanation<br/>How? Why? Where? When?<br/>a suggestion that tries to explain something, based on evidence</p> | <p>.....Such as<br/>..... Due<br/>to.....x has / is..... In<br/>summary.....<br/>..... Owing<br/>to.....x has / is..... This has<br/>altered.....<br/>.....<br/>Evidently.....<br/>.....<br/>Based on the evidence I have been presented with, I can conclude..... Taking everything into account.....<br/>Having analysed.....</p>   | <p>Having pondered.....<br/>If we accept this hypothesis, what else will be true? Given this, it is likely that ..... First<br/>I..... Then..... Next..... Finally.....<br/>I approached it methodically (by)..... I was systematic ..... (when/because)<br/>I looked at the whole problem and broke it down into steps..... We could possibly..... Or.....<br/>So far I have discovered/worked out that.....</p> |
| <p>The Language of Reasoning<br/>Comparing and contrasting/Making an assumption based on prior knowledge<br/>Evaluative Talk</p>  | <p>In some ways.....and.....are alike. For instance they both..... Another feature they have in common is that.....<br/>Furthermore they are both.....<br/>However they also differ in some ways. For example.....while..... Another difference is<br/>that.....whereas.....<br/>Finally.....but.....<br/>The similarities/differences seem more significant than the similarities/differences because.....<br/>My view is that.....<br/>In my opinion.....</p> | <p>This is supported by the fact that.....<br/>Furthermore.....however.....<br/>.....<br/>Possible improvements may include.....<br/>Or alternatively..... The facts lead to.....<br/>Based on.....<br/>Been lead to the conclusion that..... The evidence leads to.....<br/>Having considered.....<br/>.....<br/>This infers that.....</p>   |
| <p>The Language of Negotiation<br/>Agreement and Disagreement</p>   | <p>On the one hand.....<br/>But.....<br/>Convince me<br/>that.....<br/>..... I am<br/>convinced.....<br/>..... Given</p>  | <p>Consequently / Based on fact / Because of my beliefs..... To hold the view /<br/>After consideration<br/>After / On reflection<br/>It is my understanding that.....<br/>The facts lead me to the conclusion that.....</p>  |

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|--|--------------------|--|
|  | that.....<br>..... |  |
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## Progression of Spoken skills components:

|                |  |  |  |
|----------------|--|--|--|
| Narrative Talk | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>  |
|                | <ul style="list-style-type: none"> <li>Experiment with familiar phrases associated with well-known stories in their own stories</li> <li>Listen to a story and join in with actions</li> <li>Use conventions such as 'In the beginning...' and 'Once upon a time'</li> <li>Use different voice for different characters</li> <li>Repeat chunks of a story they know well using story language</li> </ul>   | <ul style="list-style-type: none"> <li>Tell the listener where and when the story is set</li> <li>Use terms like yesterday, last week, today, tomorrow</li> <li>Use specific names of places, including towns</li> <li>Use appropriate tenses to show if the story is set in the present, past or future</li> <li>Use terms like 'a long time ago' or 'recently' to help the listener get a sense of how long ago the story was set</li> </ul>   | <ul style="list-style-type: none"> <li>Vary voice and language to express feelings at key moments in the story</li> <li>Show good expression by using their voice louder and softer as required</li> <li>Show understanding as to how characters relate to one another</li> </ul>  |
|                | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
|                | <ul style="list-style-type: none"> <li>Speak with good diction so that the audience can hear what is said</li> <li>Show awareness of their potential impact on a group that is listening to them</li> <li>Use correct Standard English</li> <li>Use powerful verbs and adjectives</li> <li>Talk about their personal feelings in relation to the way a story starts and ends</li> <li>Identify language used within a story that is different from everyday use</li> </ul> | <ul style="list-style-type: none"> <li>Recognise how precise use of language helps the listener understand more about a specific character or setting</li> <li>Ensure that listeners are left in no doubt about certain characteristics, such as appearance and personality</li> <li>Recognise how important it is to know the place and time they are talking about so that a story holds its authenticity</li> <li>Use strong adjectives and verbs to help create a scenario that draws in the listener</li> <li>Add a little exaggeration to capture the audience's interest</li> </ul> | <ul style="list-style-type: none"> <li>Recognise the need to use strong verbs and adjectives to make a point about a character in their talk</li> <li>Know when to bring in additional features such as strong verbs and adjectives to ensure that the audience identifies with the characters in the story</li> <li>Recognise the need to manipulate narrative pace and setting to reflect mood</li> <li>Capture the audience by varying pace, changing the mood and adding suspense</li> <li>Make appropriate choices between Standard English, colloquialism or dialect according to need</li> <li>Move away from Standard English</li> </ul> |

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|  |  |  | to capture a character's specific features - for example, accent or slang |
|--|--|--|---|

|                   |   |  |   |
|-------------------|---|--|---|
| <b>PERSUASION</b> | <b>Year 1</b>   | <b>Year 2</b>  | <b>Year 3</b>   |
|                   | <ul style="list-style-type: none"> <li>Express feelings and ideas when speaking about matters of immediate interest</li> </ul> <p>Listen to what others in group suggest and then say what they do and do not agree with</p> <p>Respond to what has been heard, making comments and asking questions</p> <ul style="list-style-type: none"> <li>Show awareness of the needs of the listener, gaining the listener's attention before commencing</li> </ul> <p>Wait until someone has finished speaking before offering their own opinion</p>  | <ul style="list-style-type: none"> <li>Recognise the need to take equal turns in a group situation</li> <li>Show patience when others have not had a turn to talk</li> </ul> <p>Use non-fiction books to find the answer to a simple question that concerns them</p> <ul style="list-style-type: none"> <li>Begin to distinguish between fact and opinion</li> <li>Know how to change voice when presenting something to the whole class</li> </ul>  | <ul style="list-style-type: none"> <li>Organise persuasive language with a clear view as to who they are pitching it at</li> </ul> <p>Use technical words linked to the topic being discussed</p> <p>Listens carefully and then makes relevant comments associated with what has been said</p> <ul style="list-style-type: none"> <li>During a discussion, makes it clear that they appreciate the point made by someone else although they disagree with it</li> <li>Know when to vary voice and language to express feelings at key moment</li> <li>Exaggerate to help make a point</li> <li>Knows the impact that heightening their voice has to end a debate</li> </ul> |
|                   | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>   |
|                   | <ul style="list-style-type: none"> <li>Ensure that persuasive talk provokes a strong response</li> </ul> <p>Make thoughtful use of the resources available, especially non-fiction books and the internet, to develop and illustrate ideas in discussion</p> <p>Use a range of resources to help create and sustain their argument</p> <p>Make use of what they have learnt from a discussion, presentation or television programme</p> <p>Give listeners/partners clear reasons/evidence for their views</p> <ul style="list-style-type: none"> <li>Provide factual information</li> </ul> | <ul style="list-style-type: none"> <li>Ensure persuasive language has the right balance of image, words, phrases and sound</li> </ul> <p>A good range of resources are used to help the listener make sense of an argument being presented</p> <p>Summarise the main points of an argument or discussion</p> <p>Make up their own mind about what the important points are</p> <p>Provide key points for and against so that the listener can make up their own mind</p> <p>Present conflicting views of an argument and reach a considered conclusion</p> <ul style="list-style-type: none"> <li>Talk in extended turns to express straightforward</li> </ul> | <ul style="list-style-type: none"> <li>Listen to a debate with an open mind, recalling the main arguments and deciding, for clear reasons, which one was most convincing</li> </ul> <p>Present a spoken argument that develops coherently and logically</p> <p>Present a spoken argument that supports its points with evidence and persuasive language</p> <p>Present strong argument in a formal debate on an issue, using the language and procedures of debating</p> <p>Show that they are aware of going through the Chair if they need to make a point or add to what is being presented</p>  |



ideas and feelings

- Give others plenty of time to make their point before providing contradicting evidence

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| <b>GIVING AND RECEIVING INSTRUCTIONS</b> | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>  |
|  | <ul style="list-style-type: none"> <li>Contribute to class composition of instructions with teacher scribing</li> <li>Think out and give clear single oral instructions</li> <li>Give instructions with authority and confidence</li> <li>Listen carefully when instructions are given</li> <li>Listen patiently to an adult and know exactly what they have to do as a result</li> <li>Follow a two- or three-part instruction appropriately</li> <li>Know the difference between an instruction and a sentence</li> <li>Know that most instructions start with a word or phrase, e.g., "Will you...", "Go and..."</li> </ul> | <ul style="list-style-type: none"> <li>Ask for clarification if they are unsure when receiving instructions</li> <li>Focus on the person/people they are giving instructions to</li> <li>Make eye contact with the person being addressed</li> <li>Use appropriate intonation when giving instructions</li> <li>Convey instructions clearly but in a pleasant and positive way</li> <li>Use appropriate words associated with instructions, e.g., "Will you follow the..."</li> <li>Know that imperative verbs are frequently used when giving instructions</li> <li>Ensure instructions follow one another in sequence</li> </ul>   | <ul style="list-style-type: none"> <li>With others, evaluate effectiveness of the instructions they have given</li> <li>Prepare a set of oral descriptions related to a game</li> <li>Develop a sequence of instructions in chronological order</li> <li>Give a listener enough detail so that instructions can be clearly understood</li> <li>Give clear oral instructions to members of a group</li> </ul>                           |
|  | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
|  | <ul style="list-style-type: none"> <li>Ensure the language and structure used in their instructions are appropriate for the task</li> <li>Be consistent in use of tenses</li> <li>Ensure that sequenced points start with an imperative verb</li> <li>Give instruction with clear diction so that everything can be heard and understood</li> <li>Speak clearly and slowly</li> <li>Use correct, grammatical features at all times</li> <li>Adapt instructions to suit different audiences, e.g., adults or younger children</li> </ul>  | <ul style="list-style-type: none"> <li>Devise a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again</li> <li>Get others to check whether their instructions are accurate enough</li> <li>Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g., some recipes)</li> <li>Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation, clarity and usefulness</li> <li>Give clear oral instructions to achieve the completion of a common task</li> <li>Follow oral instructions of increased complexity</li> </ul> | <ul style="list-style-type: none"> <li>Use the language conventions and grammatical features of the different types of speech as appropriate</li> <li>Move from first, second and third person, as appropriate</li> <li>Choose the appropriate form of speech and style to suit a specific purpose and audience</li> <li>Draw on knowledge of different non-fiction text types including non-fiction books and the internet</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Pupils take on different tasks - they agree on what they will do and rely upon each other to complete each task</li></ul> |  |
|--|---|--|

| Year 1  | Year 2   | Year 3  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Talk about how different characters might think, feel and react differently from themselves and from each other</li> <li>• Through talk and role play, explore how others might think, feel and react differently from themselves and from each other</li> <li>• Show through role play that a familiar story might have a different ending</li> </ul>   | <ul style="list-style-type: none"> <li>• Through discussion, be prepared to explore different views and viewpoints</li> <li>• Know that views and responses will vary greatly according to whose point of view is being looked at</li> <li>• Through discussion and in life situations, recognise that different people (and characters) have different thoughts/feelings</li> <li>• Discuss that in certain circumstances it may be alright to do something that may at first seem wrong</li> </ul>   | <ul style="list-style-type: none"> <li>• Through role play and drama explore how different views might be expressed/explained/justified e.g., the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario</li> <li>• Through discussion explore how different views might be expressed/explained/justified e.g., the different view of characters in a particular book, the different view of people writing to a newspaper</li> <li>• Participate in 'Conscience Alley' activities to express thoughts and feelings</li> </ul>   |
| Year 4  | Year 5   | Year 6  |
| <ul style="list-style-type: none"> <li>• Continue to explore the expression of different views through discussion, role play and drama</li> <li>• In exploring persuasive texts, and those presenting a particular argument, discuss which present a single (biased) viewpoint and which try to be more objective and balanced</li> <li>• Use persuasive language appropriately in a discussion</li> <li>• Listen to a range of views, some which match their own and others that do not</li> <li>• Recognise if anyone is too biased and is arguing from a point of view that may be unfair</li> </ul> | <ul style="list-style-type: none"> <li>• Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and drama</li> <li>• Open a discussion with a presentation on the main issue that provides enough balance for others to follow up</li> <li>• In exploring persuasive texts, and those presenting a particular argument distinguish and discuss any texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue</li> <li>• Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the language, grammar, organisational and stylistic features of balanced discussions which: <ul style="list-style-type: none"> <li>▪ Draw reasoned conclusions based on available evidence</li> <li>▪ Signal a personal opinion clearly</li> <li>▪ Clarify the strengths and weaknesses of different position</li> <li>▪ Summarise different sides of an argument</li> </ul> </li> <li>• Provide a well-reasoned argument that could persuade others to think again <ul style="list-style-type: none"> <li>• As a member of a group, quickly defend someone's right to have a point of view even if it did not match the majority, or their own, view</li> <li>• At the end of a discussion, give reasons for and against and present it in such a way that give people enough scope</li> </ul> </li> </ul> |

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| <b>DISCUSSION</b> | <b>Year 1</b>   | <b>Year 2</b>  | <b>Year 3</b>  |
|                   | <ul style="list-style-type: none"> <li>• Talk about how different characters might think, feel and react differently from themselves and from each other</li> <li>• Through talk and role play, explore how others might think, feel and react differently from themselves and from each other</li> <li>• Show through role play that a familiar story might have a different ending</li> </ul>   | <ul style="list-style-type: none"> <li>• Through discussion, be prepared to explore different views and viewpoints</li> <li>• Know that views and responses will vary greatly according to whose point of view is being looked at</li> <li>• Through discussion and in life situations, recognise that different people (and characters) have different thoughts/feelings</li> <li>• Discuss that in certain circumstances it may be alright to do something that may at first seem wrong</li> </ul>   | <ul style="list-style-type: none"> <li>• Through role play and drama explore how different views might be expressed/explained/justified e.g., the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario</li> <li>• Through discussion explore how different views might be expressed/explained/justified e.g., the different view of characters in a particular book, the different view of people writing to a newspaper</li> <li>• Participate in 'Conscience Alley' activities to express thoughts and feelings</li> </ul>  |
|                   | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>  |
|                   | <ul style="list-style-type: none"> <li>• Continue to explore the expression of different views through discussion, role play and drama</li> <li>• In exploring persuasive texts, and those presenting a particular argument, discuss which present a single (biased) viewpoint and which try to be more objective and balanced</li> <li>• Use persuasive language appropriately in a discussion</li> <li>• Listen to a range of views, some which match their own and others that do not</li> <li>• Recognise if anyone is too biased and is arguing from a point of view that may be unfair</li> </ul> | <ul style="list-style-type: none"> <li>• Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and drama</li> <li>• Open a discussion with a presentation on the main issue that provides enough balance for others to follow up</li> <li>• In exploring persuasive texts, and those presenting a particular argument distinguish and discuss any texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue</li> <li>• Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the language, grammar, organisational and stylistic features of balanced discussions which: <ul style="list-style-type: none"> <li>▪ Draw reasoned conclusions based on available evidence</li> <li>▪ Signal a personal opinion clearly</li> <li>▪ Clarify the strengths and weaknesses of different position</li> <li>▪ Summarise different sides of an argument</li> </ul> </li> <li>• Provide a well-reasoned argument that could persuade others to think again</li> <li>• As a member of a group, quickly defend someone's right to have a point of view even if it did not match the majority, or their own, view</li> <li>• At the end of a discussion, give reasons for and against and present it in</li> </ul> |

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|  |  |  | such a way that give people enough scope to make up their own mind |
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| <b>EXPLANATION</b> | <b>Year 1</b>   | <b>Year 2</b>  | <b>Year 3</b>  |
|                    | <ul style="list-style-type: none"> <li>• Explain their own or another's motives, for example why and how they made a model</li> <li>• Provide a plausible explanation</li> </ul>  | <ul style="list-style-type: none"> <li>• Make specific vocabulary choices and use non-verbal features to engage listener</li> <li>• Use body language to add to their expressions</li> <li>• Recount experiences giving some detail and use descriptive language</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop ideas and feelings through sustained talk</li> <li>• Develop ideas as they are explaining thoughts</li> <li>• Recognise how powerful pauses can be when presenting something</li> <li>• Use long pauses to allow the listeners to capture the atmosphere</li> </ul> |
|                    | <b>• Year 4</b>   | <b>• Year 5</b>  | <b>• Year 6</b>  |
|                    | <ul style="list-style-type: none"> <li>• Give listeners enough detail to communicate meaning</li> <li>• Ensure that key words describing a process are emphasised</li> <li>• Speak with good diction so that the audience can hear what is said</li> <li>• Speak with clarity and confidence</li> </ul> | <ul style="list-style-type: none"> <li>• Use complex sentences</li> <li>• Use the passive voice</li> <li>• Use technical vocabulary</li> <li>• Use words/phrases to make sequential connections</li> <li>• Use words/phrases to make causal connections</li> <li>• Use words/phrases to make logical connections</li> <li>• Give detailed explanations - varying vocabulary</li> <li>• Be aware of possible confusions when explaining something unfamiliar to a listener</li> </ul> | <ul style="list-style-type: none"> <li>• Shape talk very deliberately for effect and clarity</li> <li>• Vary vocabulary, grammar and non-verbal features to suit the audience</li> <li>• Be aware of features that a listener may be unfamiliar with and adapt vocabulary and pace accordingly</li> </ul>            |

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| <b>REASONING</b> | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>   |
|                  | <ul style="list-style-type: none"> <li>• Talk about own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'</li> <li>• Listen to other's recounts and ask relevant questions</li> <li>• Correct others when their sequence is not correct</li> </ul>                  | <ul style="list-style-type: none"> <li>• During personal recounts begin to recognise generic structure, e.g., ordered sequence of events, use of words: first, next, after, when, finally</li> <li>• Try to hear and consider the different preferences and interests in the group</li> <li>• Hear the different points of view of others in the group with respect to their preferences</li> <li>• Make a helpful contribution when speaking in turn</li> <li>• Wait patiently for a turn to speak</li> <li>• Start to show ability to build on what a previous speaker has said</li> </ul> | <ul style="list-style-type: none"> <li>• Summarise the main issues associated with a talk or presentation they have listened to</li> <li>• Easily comes with different ideas associated with a specific problem</li> <li>• Agree what is the most difficult task and how to tackle it</li> <li>• Happy to give an input into a group discussion about the order they should tackle a problem</li> </ul> |
|                  | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>   |
|                  | <ul style="list-style-type: none"> <li>• Discuss ways of using what they have learnt from a discussion or broadcast</li> <li>• Make use of resources to develop and illustrate ideas in discussion</li> <li>• Explain how the group arrived at an agreed view in relation to the main aim of the task</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to others responsively in discussion and link ideas clearly to others' views - even if they are different</li> <li>• Take turns to express ideas and feelings</li> <li>• Shows patience in waiting their turn</li> <li>• Shows emotion when expressing their views</li> </ul>  | <ul style="list-style-type: none"> <li>• Comfortable in developing others' ideas in different ways</li> <li>• Happy to take an initial idea from someone else and then improve on it</li> <li>• Recognise significant detail and implicit meaning in others' contributions</li> <li>• Quick to recognise a good idea that was suggested by someone else in their group related to their work</li> </ul> |

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| <b>NEGOTIATION</b> | <b>Year 1</b>   | <b>Year 2</b>  | <b>Year 3</b>   |
|                    | <ul style="list-style-type: none"> <li>• Expect to be listened to when they have something to say</li> <li>• When explaining, quick to stop when a few are not paying attention and then continue again later</li> <li>• Know to listen when someone else is saying something</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen to and build on the previous speaker's contribution</li> <li>• Know how to vary talk to hold a listener's attention</li> <li>• Make helpful contribution when speaking in turn</li> <li>• Contribute if they feel this is helpful in moving on the debate</li> </ul> | <ul style="list-style-type: none"> <li>• Listen carefully and then make relevant comments associated with what has been said</li> <li>• Accept that their contribution will be valued if they in turn show respect to others' contributions</li> <li>• Show good awareness of the listener and organises what is said accordingly</li> <li>• Quickly assesses if what they are saying is not being fully understood or followed by others</li> </ul>  |
|                    | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>   |
|                    | <ul style="list-style-type: none"> <li>• Add or expand on points or evidence</li> <li>• Recognise when they need to expand on what they have said or add more information</li> <li>• Give the listener clear reasons or evidence for their views</li> <li>• Realises when the information provided is not good enough to help others understand and adds further information</li> </ul> | <ul style="list-style-type: none"> <li>• Show good understanding of what has been said and introduce new ideas that are valid</li> <li>• Present conflicting views of an argument and reach a considered conclusion</li> <li>• Provide a sound and balanced response</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Listen to a debate with an open mind, recalling the main arguments and decide for clear reasons which one was the most convincing</li> <li>• Provide reasons for and against the point before coming to their own conclusion</li> <li>• Work together as a group to prepare an argument for or against the motion of a debate</li> <li>• Acts as a Chair or a Secretary when working as part of a group to consider an argument put forward</li> <li>• Show a growing ability to shape the direction of the talk</li> <li>• Present a strong argument in a formal debate on an issue, using the language and procedures of debating</li> <li>• Uses words like 'motion' and 'with due respect' and knows how to go through the Chair when conducting a debate</li> </ul> |