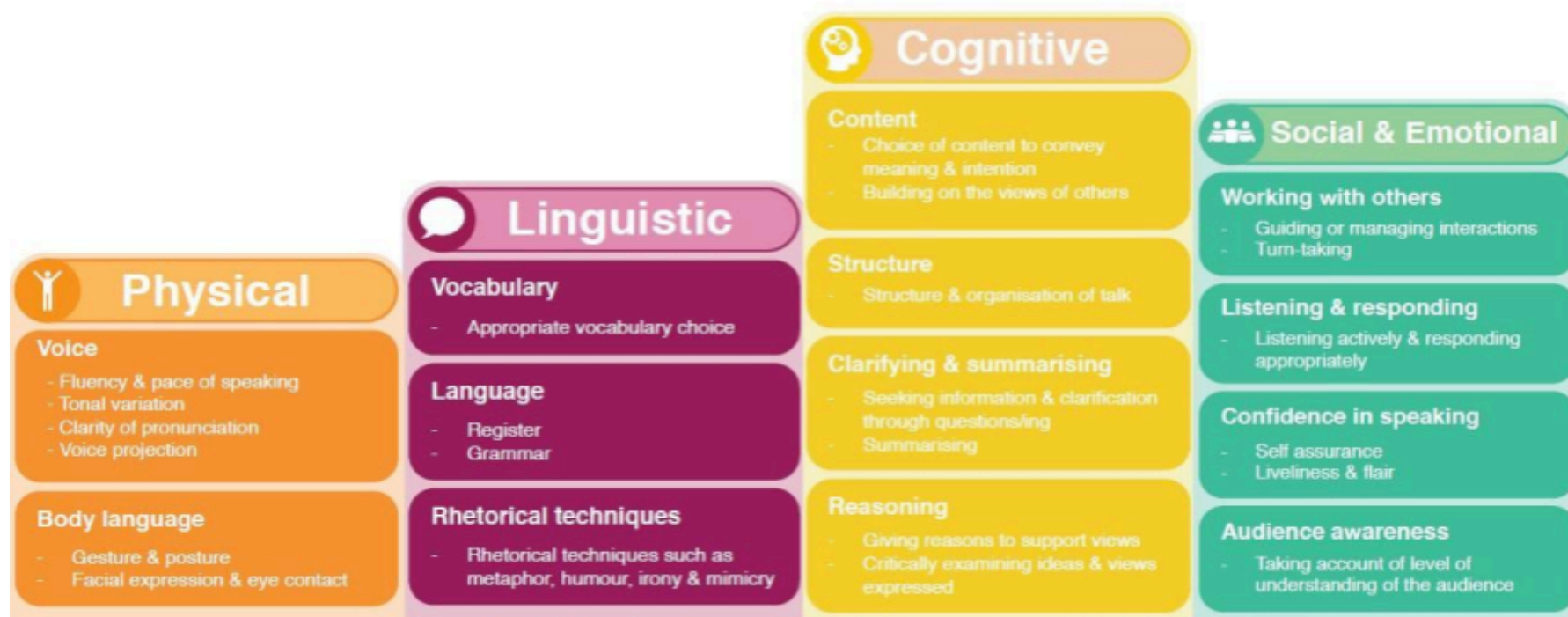


Monkleigh Primary Speaking and Listening Progression Document



Oracy: The Four Strands

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



Birth - Three N1

| Key skills to teach: | | | | Experiences |
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| Physical <ul style="list-style-type: none"> • Can turn towards familiar sounds. • To accurately locate the source of a familiar person's voice - such as their parent or key person. • Watch someone's face as they talk. • Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Make sounds to get attention in different ways. • Use gestures like waving and pointing to communicate. | Linguistic <ul style="list-style-type: none"> • Understand single words in context 'cup' 'milk' • Understand frequently used words - 'all gone', 'no' 'bye' • Recognise and point to objects if asked about them. • Start to say how they are feeling, using words as well as actions. • Develop pretend play - putting the baby to sleep. • Identify familiar objects and properties when they are described for example Katie's coat. • I can use up to 300 different words now. | Cognitive | Social & Emotional <ul style="list-style-type: none"> • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Listen to other people's talk. • Start to develop conversation often jumping from topic to topic. • Understand and act on longer sentences like 'find your cat' | <ul style="list-style-type: none"> • Adults show a genuine interest in them and what they are doing. • Using exaggerated intonation and a sing-song voice helps babies and toddlers to tune into language. • Minimise background noise. • Tune into the messages toddlers are giving. • Use gestures when using objects - e.g. point to the cup. • Use gestures and facial expressions when talking. |

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| <ul style="list-style-type: none"> • Copy gestures and words. • Use intonation, pitch and changing volume when 'talking' • Use the speech sounds p b m w, stull learning to pronounce l, r, w, y, f, th, s, sh, ch, dz, j • Say multisyllabic words such as banana or computer. | | | <ul style="list-style-type: none"> • Understand simple questions about 'who' 'what' 'where' | <ul style="list-style-type: none"> • Encourage children to talk. |
| Teaching Ideas: | | | | Stem Sentences |
| <ul style="list-style-type: none"> • Regularly use toddler's names helps them to pay attention to what the practitioner is saying - e.g. 'Chloe, have some milk' • Singing and music - sing a range of songs and play a wide range of different types of music. Move with babies to music. • Action games and rhymes like Peepo. Encourage the children to join in with words and actions. Allow children to anticipate words and actions in favourite songs. • When toddlers are playing with objects, say what they are doing - you've got the ball. • Chat with toddlers all of the time. Allow them to take the lead and then respond to their communication. Enable children to lead the conversation - e.g. 'bottle, milk bottle' add a word to create noun phrases and expanded noun phrases. • Play with groups of objects - name the objects while playing and talk about what you are doing. | | | | I feel |

- Help children express and use words to describe the emotions they are feeling.

3 & 4 year olds N2

| Key skills to teach: | | | | Experiences |
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| Physical | Linguistic <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books and be able to tell a long story. • Learn new vocabulary. • I am beginning to understand words that show things have happened in the past. • I can understand lots of describing words relating to size, texture, position and order - e.g. big soft dry in front beside and next | Cognitive <ul style="list-style-type: none"> • Use longer sentences of four to six words. • I can match things and sort things into groups. • I can answer questions about stories I have heard. • I am beginning to understand sequence words like first next last. | Social & Emotional <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand a question or instruction that has two parts 'get your coat and wait at the door' • Understand 'why' questions like 'why do you think the caterpillar got so fat?' • I can understand what where and who questions confidently. • Be able to express a point of view and to debate when they disagree with an adult or friend | <ul style="list-style-type: none"> • At least a daily story time - normally 3 stories per day. • Extend children's vocabulary explaining unfamiliar words and concepts making sure that they have understood what they mean through stories and other activities. • Rich language environment by sharing books and activities. • Shared book reading in the provision. • Daily singing session and songs of the week. • Small world play and outdoor |

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| | <ul style="list-style-type: none"> I can use lots of describing words like big sticky round and wet | | <p>using words as well as actions.</p> <ul style="list-style-type: none"> Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play. Understand how to listen carefully and why listening is important. I can use sentences of 4-6 words in length I can recognise how other people feel and can do something about it. | <p>adventures based on books - e.g. Bear Hunt in the school grounds.</p> |
| Teaching Ideas: | | | | Stem Sentences |

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| <ul style="list-style-type: none"> • Teach children how to switch their attention - give them a clear prompt - say the child's name and then 'please stop and listen' • Use scientific vocabulary when talking about the parts of an insect/flower. Gather vocabulary from stories - e.g. The Gruffalo - stroll roasted knobbly wart and feast. • Expand on children's phrases 'going out shop' 'yes Jason is going to the shop' • Model language that promotes thinking and challenges children. • Open ended questions like ' I wonder what would happen if?' • Sustained shared thinking. • Help children to elaborate on how they are feeling - 'you look sad, are you upset because Jasmin doesn't want to do the same thing as you' • Identify new vocabulary before planning activities. • Bring in objects, pictures and photographs to talk about. • Discuss which category a word is in. • Use picture cue cards to talk about an object. | <p>I think</p> <p>I see</p> <p>I notice</p> <p>I enjoy</p> <p>I like</p> <p>I feel</p> |
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Reception

| Key skills to teach: | | | | Experiences |
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| Physical <ul style="list-style-type: none"> • To speak audibly so they can be heard and understood • To use gestures to support meaning in play | Linguistic <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' | Cognitive <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 | Social & Emotional <ul style="list-style-type: none"> • To look at someone who is speaking to them • To take turns to speak when working in a group • Listen to and talk to stories to build | <ul style="list-style-type: none"> • To speak to a partner during whole class teaching • Taking pupils to various places in the local community, such the library, art |

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| | <ul style="list-style-type: none"> • Develop social phrases. • Use new vocabulary in different contexts. | <p>happened to them in detail.</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well formed sentences. • Use talk to help them work out problems and organise thinking and activities and explain how things work and why they might happen. • Engage in non fiction books. | <p>familiarity and understanding.</p> <ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | <p>gallery and local villages.</p> <ul style="list-style-type: none"> • Provide pupils with opportunities to speak for an amount of time about something they are interested in, for example a favourite toy or what they did at the weekend. |
| Teaching Ideas: | | | | Stem Sentences |
| <ul style="list-style-type: none"> • 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 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'. | | | | <p>I think that...</p> <p>What do you think?</p> <p>I likebecause.....</p> <p>I agree with.....</p> <p>I disagree with....</p> <p>I notice</p> |

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| <ul style="list-style-type: none"> 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? Link to Thinking Circle activities | |
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KS1

| Key skills to teach: | | | | Experiences |
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| Physical <u>Year 1</u> <ul style="list-style-type: none"> 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 <u>Year 2</u> <ul style="list-style-type: none"> To start to use gesture to support the delivery of ideas | Linguistic <u>Year 1</u> <ul style="list-style-type: none"> 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 | Cognitive <u>Year 1</u> <ul style="list-style-type: none"> 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. <u>Year 2</u> | Social & Emotional <u>Year 1</u> <ul style="list-style-type: none"> Listens to others and is willing to change their mind based on what they have heard To organise group discussions independently of an adult. <u>Year 2</u> <ul style="list-style-type: none"> To start to develop an awareness of audience e.g. what might interest a certain group. | <ul style="list-style-type: none"> To take part in small group discussions without an adult. To speak in front of a larger audience e.g. during an assembly. Speak to unfamiliar people with real purpose having a conversation with a visitor in the classroom or |

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| e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. | <p>organise and sequence ideas e.g. firstly, secondly, finally.</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> ● <u> </u> To adapt how they speak in different situations according to audience. ● <u> </u> To use sentence stems to signal when they are building on or challenging others' ideas. | <ul style="list-style-type: none"> ● <u> </u> To ask questions to find out more about a subject. ● <u> </u> To build on others' ideas in discussions. ● <u> </u> To make connections between what has been said and their own and others' experiences. | <ul style="list-style-type: none"> ● <u> </u> To be aware of others who have not spoken and to invite them into discussion. ● <u> </u> Confident delivery of short pre-prepared material. | <p>asking questions on visits.</p> <ul style="list-style-type: none"> ● Participate in a short 'show and tell' session. |
| Teaching Ideas: | | | | Stem Sentences |
| <ul style="list-style-type: none"> ● Introduce pupils to different protocols to scaffold turn-taking e.g. building fists, challenge arms, etc. ● Use visual aids to support pupils' awareness of talk 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?' | | | | <p>I think that...</p> <p>What do you think?</p> <p>I likebecause.....</p> <p>I agree with.....</p> <p>I disagree with....</p> <p>I think ...because... I agree/ disagree with... because.....</p> |

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| <ul style="list-style-type: none"> • Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. building and challenging • Encourage pupils to elaborate on their ideas, 'tell me more' - reasoning. • Use hot-seating 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. | |
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LKS2

Year 4 - Moving away from just sharing information and to more specific purposes. A more sophisticated understanding of different contexts which goes beyond 'formal V informal'. Responding to academic questioning using knowledge.

| Key skills to teach: | | | | Experiences |
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| Physical <u>Year 3</u> <ul style="list-style-type: none"> • Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively | Linguistic <u>Year 3</u> <ul style="list-style-type: none"> • <u> </u> To be able to use specialist language to describe their own and others' talk. | Cognitive <u>Year 3</u> <ul style="list-style-type: none"> • <u> </u> To offer opinions that aren't their own. • <u> </u> To reflect on discussions and | Social & Emotional <u>Year 3</u> <ul style="list-style-type: none"> • <u> </u> To adapt the content of their speech for a specific audience. • <u> </u> To speak with confidence in | <ul style="list-style-type: none"> • Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist. • Become a storyteller for an |

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| <p>during an expert talk or speaking with pathos when telling a sad part of a story.</p> <ul style="list-style-type: none"> • Considers position and posture when addressing an audience. <p><u>Year 4</u></p> <ul style="list-style-type: none"> • To consider movement when addressing an audience. • To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. | <ul style="list-style-type: none"> • To use specialist vocabulary. • To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'. <p><u>Year 4</u></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>identify how to improve.</p> <ul style="list-style-type: none"> • To be able to summarise a discussion. • To reach shared agreement in discussions. <p><u>Year 4</u></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 reflect on their own oracy skills and identify areas of strength and areas to improve. | <p>front of an audience.</p> <p><u>Year 4</u></p> <ul style="list-style-type: none"> • 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. | <p>authentic audience.</p> <ul style="list-style-type: none"> • Present to an audience of older or younger students. • To use talk for a specific purpose e.g. to persuade or to entertain. • To speak in front of a larger audience of adults • To collaboratively solve a problem. • To speak with an unknown adult for a specific purpose, e.g. interviews • To receive feedback from Teaching ideas: a peer or audience member on their oracy skills. |
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| | | | | <ul style="list-style-type: none"> • Peer teaching • Perform poetry by heart |
| Teaching Ideas: | | | | Stem Sentences |
| <ul style="list-style-type: none"> • 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. • 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. | | | | <p>On the other hand....</p> <p>My opinion is... because.....</p> <p>Can you explain further why you think.....</p> <p>I would like to suggest..</p> <p>In my opinion..</p> <p>I respectfully agree/disagree with...</p> <p>I would like to add..</p> <p>Can you tell me why you think?</p> <p>In contrast I think..</p> <p>I firmly believe that...</p> <p>My reasons for supporting this are...</p> |

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| <ul style="list-style-type: none"> • 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. | |
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UKS2

Year 5 - Talk at this age is much more reliant on knowledge, not just expert knowledge but knowledge of the world. Increasingly able to participate in high level spontaneous talk - not just subject matter of their own choosing and responding to academic questioning.

Year 6 - To develop their own style as a speaker; to have a sense of their place in discussions, and an increasingly subtle understanding of how to navigate different situations.

| Key skills to teach: | | | | Experiences |
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| Physical <u>Year 5</u> <ul style="list-style-type: none"> • To project their voice to a large audience. • For gestures to become increasingly natural. <u>Year 6</u> | Linguistic <u>Year 5</u> <ul style="list-style-type: none"> • To use an increasingly sophisticated range of sentence stems with fluency and accuracy. <u>Year 6</u> <ul style="list-style-type: none"> • To vary sentence structures and | Cognitive <u>Year 5</u> <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. E.g. In a discussion about vegetarianism, | Social & Emotional <u>Year 5</u> <ul style="list-style-type: none"> • Listening for extended periods of time. • To speak with flair and passion. <u>Year 6</u> <ul style="list-style-type: none"> • To use humour effectively. • To be able to read a room or a group | <ul style="list-style-type: none"> • Enter a debate competition - in class • Create an advert • Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. • Compering a school talent show or event. |

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| <ul style="list-style-type: none"> • <u> </u> To speak fluently in front of an audience. • <u> </u> To have a stage presence. • <u> </u> Consciously adapt tone, pace and volume of voice within a single situation. | <p>length for effect when speaking.</p> <ul style="list-style-type: none"> • <u> </u> To be comfortable using idiom and expressions. | <p>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'.</p> <ul style="list-style-type: none"> • To identify when a discussion is going off topic and to be able to bring it back on track. <p><u>Year 6</u></p> <ul style="list-style-type: none"> • <u> </u> To construct a detailed argument or complex narrative. • <u> </u> To spontaneously respond to increasingly complex questions, citing evidence where appropriate. | <p>and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</p> | <ul style="list-style-type: none"> • Stand up comedy • 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. |
| Teaching Ideas: | | | | Stem Sentences |

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| <ul style="list-style-type: none"> • 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. • 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 ...' • Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change. • Practise 'power poses' to explore physical aspects of speaking • Teach structures for building evidence-based arguments | <p>In addition.... Could it also be that Can you explain further? May I point out... I would like to add... To support my opinion.....</p> <p>I have a different idea, I think.... I have the same opinion as... I would like to go back to... and add.. Let me add to what we have been discussing.. In argument against that point..</p> |
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