



Spoken Language Progression

EYFS - Year 6

Contents

How to use this document	1
The National Curriculum	2
Progression in Spoken Language from Year 1- Year 6	4
Year Group Statements	16

How to use this document

The Spoken Language Progression EYFS-Y6 document has been developed to support schools in understanding the expectations in all year groups and to provide a clear, whole school progression.

Each of the spoken language objectives from the National Curriculum have been broken down from Y1-6 and include expectations, what the learning opportunities might look like, sentence stems (where appropriate) and learning objectives for each year group. This helps teachers to make sense of the statements and understanding what the development of each statement might look like in their year groups as well as supporting them in the effective planning and teaching of spoken language.

The progression is presented by statement and then by individual year groups. At the back of each year group page, the statutory and non-statutory guidance on oracy for reading and oracy for writing has been included. This is to ensure that teachers are planning meaningful opportunities for speaking and listening to have a direct impact on the quality of reading and writing.

The EYFS element of the document is split into Listening, Attention & Understanding and Speaking for children aged 3-4 and those in Reception. The Early Learning Goals are also mapped out.

The National Curriculum: Spoken Language Years 1-6

Spoken Language Statutory Requirements

Pupils should be taught to:

- 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.

Notes and Guidance (Non-Statutory)

These statements apply to all years

The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing English – key stages 1 and 2 their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

The National Curriculum in England Key Stages 1 and 2 Framework Documents 2013




Oracy Progression


1. Listen and respond appropriately to adults and their peers

	Y 1	Y2	Y3	Y4	Y5	Y6
<i>Year Group Expectations</i>	<ul style="list-style-type: none"> -Sometimes demonstrates active listening when responding to others -Listens to and understands 2 to 3 part instructions in familiar contexts 	<ul style="list-style-type: none"> -Listens carefully and responds with increasing appropriateness to what has been said -Fully understands instructions with more than 2 points in many situations 	<ul style="list-style-type: none"> -Listens carefully in a range of different contexts and usually responds appropriately -Listens to key information and makes relevant, related comments -Follows longer instructions that are not always familiar 	<ul style="list-style-type: none"> -Sustains listening to a variety of sources, making notes if required -Responds politely to a speaker's main ideas, developing them through comments and suggestions -Follows multi-step instructions 	<ul style="list-style-type: none"> -Listens carefully, making timely contributions in group situations -Asks questions that are responsive to others' ideas and views and widen the discussion -Follows multi-step instructions without the need for repetition 	<ul style="list-style-type: none"> -Demonstrates attentive and sustained listening by justifying ideas or expanding on the ideas of a number of speakers -Understands the meaning of some phrases beyond the literal interpretation -Follows multi-step instructions without the need for repetition
<i>What it Looks Like</i>	<ul style="list-style-type: none"> -Sits facing the speaker -Responds with simple comments or suggestions -Follows instructions with 2 parts or more e.g. 'First hang up your coat, then come and sit down.' 	<ul style="list-style-type: none"> -Sits facing the speaker -Makes helpful contributions when speaking in turns in pairs and in small groups -Identifies the main points in the conversation 	<ul style="list-style-type: none"> -Maintains eye contact -In paired or group work, follows the main points of discussion -Makes responses which show understanding 	<ul style="list-style-type: none"> -Maintains eye contact throughout an activity -Works in a variety of group situations, to make relevant contributions that follow on from what others have said -Comments are often based on their own experience / understanding 	<ul style="list-style-type: none"> -Uses a range of non-verbal responses, e.g. nodding, facial expression -Participates in collaborative projects where they listen to the ideas of others and adapt these to meet the needs of the group 	<ul style="list-style-type: none"> -Uses a range of non-verbal responses, e.g. nodding, facial expression -Articulates and develops a speaker's ideas in different ways -Recognises and explains some idioms, e.g. over the moon -Asks questions to explore and develop ideas
<i>Sentence Stems</i>	I think...	I also think... I agree... I disagree...	I would also like to add... Another point I would like to make...	This has also made me think of What about...? It reminds me of...	In addition... Could it also be that... Why do you think that?	I would like to go back to.. and add.. This is an interesting point because...
<i>Objective</i>	<ul style="list-style-type: none"> -Can I listen to others when they are talking to me? -Can I follow instructions in the right order? 	<ul style="list-style-type: none"> -Can I listen to others and put forward my own point? -Can I follow instructions in the right order? 	<ul style="list-style-type: none"> -Can I listen carefully and say something that is relevant? -Can I follow a set of instructions in the right order? 	<ul style="list-style-type: none"> -Can I listen carefully and give an idea in response to the speaker? -Can I follow a set of instructions in the right order? 	<ul style="list-style-type: none"> -Can I add my own thoughts after listening to others? -Can I ask questions in response to others? -Can I follow a complex set of instructions? 	<ul style="list-style-type: none"> -Can I expand on the ideas of other people? -Can I recognise when someone does not say exactly what they mean -Can I follow a complex set of instructions?


2. Ask relevant questions to extend their understanding and knowledge

 Y 1	Y2	Y3	Y4	Y5	Y6	
<i>Year Group Expectations</i>	-Sometimes asks questions that are linked to the topic being discussed -Asks for help in understanding when a message is not clear	-Asks some questions that link clearly to the topic being discussed -Asks and answers questions that develop understanding	-Asks questions in response to what has been heard or what was presented to them -Asks and responds to questions that extend understanding	-Generates relevant questions to ask a specific speaker / audience in response to what has been said to further understanding -Asks for specific additional information to clarify	-Uses questioning to encourage the speaker to elaborate on ideas, in order to develop understanding and knowledge	-Regularly asks relevant questions which develop the conversation and extends their understanding and knowledge
<i>What it Looks Like</i>	-With support, asks questions that are relevant to the content of the topic -Makes comments about what they have heard and asks questions to clarify their understanding	-Raises and answers questions about things they are learning about and interested in -Asks and answers 'how' and 'why' questions -Says when they don't understand something and that they require further information	-Asks a range of questions in a lesson to find out specific information -Seeks clarification if unsure of information presented	-Asks questions of a specific speaker in response to a talk -During problem solving activities, poses questions to help make sense of the problem -Sometimes uses modal verbs and adverbs to indicate degrees of possibility, e.g. could you	-Asks follow-up questions linked to the answers that have just been given -In group situations, supports others in deepening their understanding by questioning the given information	-Questions may introduce new ideas or materials to extend knowledge -Understands which questions will develop their learning and understanding -Uses a range of types of questions, e.g. open, rhetorical etc.
<i>Sentence Stems</i>	How does...? Why did...?	How does...? Who was...? Why did...? When was...? Where were...?	How does...? Who was...? Why did...? When was...? Where were...? Do you mean...?	How does...? Why did...? When was...? Where were...? Should I...? Could you...? Do you mean...?	Can you tell me...? Do you have a reason...? Which of these...? Have you thought about...? Tell me more about... Is there anything you haven't mentioned that you think is important?	I wonder whether...? Have you considered...? Which is the most important information here?
<i>How</i>	-Can I ask questions to help me find out more?	-Can I ask questions to help me understand?	-Can I ask questions in response to what I have heard to help me understand?	-Can I ask questions that directly relate to what I have heard to further my understanding?	-Can I ask questions that extend the speaker's ideas, so that I understand better?	-Can I think of appropriate questions to extend my knowledge and understanding in all areas of learning?


3. Use relevant strategies to build their vocabulary

	Y 1	Y2	Y3	Y4	Y5	Y6
<i>Year Group Expectations</i>	<ul style="list-style-type: none"> -Increases vocabulary using words provided by adults, discussions, and within the environment -Think of synonyms for simple vocabulary choices 	<ul style="list-style-type: none"> -Listens to and uses some new vocabulary to explain, describe and add details -Discusses and explains word meanings, including favourite words and phrases 	<ul style="list-style-type: none"> -Uses new vocabulary to discuss topics that are unfamiliar to their own experience -Recognises effective vocabulary in stories / texts and begins to use these in their own talk 	<ul style="list-style-type: none"> -Uses an increasing range of vocabulary mostly appropriately in different contexts -Asks relevant questions to clarify understanding of vocabulary -Uses effective vocabulary from texts in their own talk and writing 	<ul style="list-style-type: none"> -Uses adventurous vocabulary appropriately and for effect -Uses appropriate terminology linked to other curriculum subjects -Explains the meanings of words, and offers alternatives 	<ul style="list-style-type: none"> -Communicates detailed information clearly, using precise vocabulary -Talks about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions -Uses adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose
<i>What it Looks Like</i>	<ul style="list-style-type: none"> -With support, uses newly introduced vocabulary when speaking that is appropriate to the context -Refers to scaffolds and prompts around the classroom -Generates simple synonyms and draws on this bank of new vocabulary during spoken activities 	<ul style="list-style-type: none"> -Starts to use subject-specific vocabulary accurately in other curriculum areas -Uses comparative language to describe changes, patterns and relationships -Develops vocabulary from the environment, including what they hear and read 	<ul style="list-style-type: none"> -Will often test out an expanding range of vocabulary in different contexts, sometimes successfully -Uses interesting adjectives, adverbs and noun phrases in discussion -Begins to use dictionaries and thesauruses as well as class word collections 	<ul style="list-style-type: none"> -Uses dictionaries, thesauruses and class word collections mostly accurately in a range of curriculum contexts -Is able to discuss a wider range of topics with increasingly precise word choices -Regularly uses interesting adjectives, adverbial phrases and expanded noun phrases 	<ul style="list-style-type: none"> -Listens to and evaluates vocabulary from texts listened to and read, and uses appropriately in their own words and sometimes in writing -Uses a range of sources to support vocabulary development, including effective use of dictionaries, thesauruses and online resources 	<ul style="list-style-type: none"> -Draws upon reading to effectively use a wide range of vocabulary in their spoken (and some) written communication -Knows how to use relevant strategies to build and evaluate their vocabulary
<i>Sentence Stems</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>How</i>	<ul style="list-style-type: none"> -Can I listen to and use some of our new words correctly? -Can I think of other words that have the same meaning? 	<ul style="list-style-type: none"> -Can I use some of our new words to explain, describe or add details? -Can I talk about words to understand what they mean? 	<ul style="list-style-type: none"> -Can I use some new vocabulary when talking in my lessons about what I am learning? -Can I find words and phrases in my reading that I would like to use? 	<ul style="list-style-type: none"> Can I use some of our new vocabulary correctly when talking about a subject or topic? -Can I find a way to understand new words if I don't know what they mean? 	<ul style="list-style-type: none"> -Can I use adventurous vocabulary correctly for effect? -Can I explain the meaning of new vocabulary and offer alternatives? 	<ul style="list-style-type: none"> -Can I use vocabulary to communicate my ideas clearly? -Can I use adventurous and ambitious vocabulary, appropriate to the topic and audience?


4. Articulate and justify answers, arguments and opinions

 Y 1	Y2	Y3	Y4	Y5	Y6	
<i>Year Group Expectations</i>	<ul style="list-style-type: none"> -Answers simple questions on a wider range of topics -Begins to express a view / opinion 	<ul style="list-style-type: none"> -Answers questions using clear sentences -Listens to others and puts forward their own points 	<ul style="list-style-type: none"> -Demonstrates increased clarity and precision of ideas -Begins to use reasonable justification for their answers, views and opinions 	<ul style="list-style-type: none"> -Makes their opinions on topics clear and supports them with explanation -Regularly offers answers, views and opinions that are supported with some justifiable reasoning 	<ul style="list-style-type: none"> -Understands how to answer questions that require more detail and justification -Can justify their own ideas and opinions using vocabulary relevant to the topic 	<ul style="list-style-type: none"> -Can offer ideas and opinions in a developed way across the curriculum -Confidently articulates and justifies answers, arguments and opinions in a range of situations
<i>What it Looks Like</i>	<ul style="list-style-type: none"> -Uses 'because' to justify answers, arguments and opinions -Draws on observations and ideas to suggest answers, when prompted -With support, expresses their ideas and feelings simply 	<ul style="list-style-type: none"> -Uses 'because, when, so' to make simple justifications and extend ideas -Justifications use evidence from the context 	<ul style="list-style-type: none"> -Explains opinions and arguments in a way that is clear to the listener -Gives answers to questions that are supported with justifiable reasons 	<ul style="list-style-type: none"> -When offering opinions and arguments, can provide relevant reasons for their views or choices -Adds detail or leaves out information according to how much is already known by the listener -May adapt their ideas in response to new information 	<ul style="list-style-type: none"> -Builds on their own ideas when explaining arguments and opinions, for example, through the use of relative clauses 'which means...' -When answering, refers back to and rephrases evidence from the context 	<ul style="list-style-type: none"> -When answering questions, refers to evidence and communicates with precision and clarity for a given audience -Justifies ideas by making links to broader / general knowledge -Makes reference back to their original thoughts when their opinions have changed and gives reasons for their change -Sequences points logically, defending their views with evidence and making use of persuasive language
<i>Sentence Stems</i>	<p>I think...</p> <p>I think... because...</p> <p>I like... best... because...</p>	<p>I think...because...</p> <p>I prefer...because...</p>	<p>I feel.... because / as / due to...</p> <p>My opinion / view is... because / as / due to I believe... because...</p>	<p>Most people would agree that...because...</p> <p>An argument for/against ...is...because...and...</p>	<p>Therefore / In my opinion / I believe...</p> <p>He considers...</p> <p>It is clear that...</p> <p>I have two main reasons for believing this. First of all...</p> <p>My second important reason is...</p>	<p>I am convinced that...</p> <p>Given that...</p> <p>On the one hand...but...</p>
<i>How</i>	-Can I say what I like and dislike about a topic?	-Can I answer a question in a full sentence?	-Can I say what I think and sometimes give reasons?	-Can I give clear reasons for my views or choices?	-Can I express my views clearly and precisely?	-Can I refer to evidence and communicate ideas precisely and clearly?


5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

 Y 1	Y2	Y3	Y4	Y5	Y6	
<i>Year Group Expectations</i>	<ul style="list-style-type: none"> -Retells simple recounts aloud -Retells familiar stories in order, using story language -Uses language to explain how simple things work 	<ul style="list-style-type: none"> -Recounts personal experiences with some detail -Retells a range of stories that have a setting, plot and a sequence of events -Talks about what they have found out and how they have found it 	<ul style="list-style-type: none"> -Organises what they want to say so that it is clear to the listener -Begins to give descriptions, recounts and narrative retellings with added details to engage listeners -Explains a clearly sequenced process 	<ul style="list-style-type: none"> -Plans their talk, taking account of audience and purpose -Regularly includes specific details in recounts, descriptions and narrative retellings, to engage listeners -Explains a clearly sequenced process, using appropriate language 	<ul style="list-style-type: none"> -Plans and presents information clearly with ambitious added detail and description to engage the listener -Talks about feelings, thoughts and ideas with some detail to make meaning explicit 	<ul style="list-style-type: none"> -Gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<i>What it Looks Like</i>	<ul style="list-style-type: none"> -Expresses feelings simply, e.g. happy / sad -Uses drawings or writing to support -Uses the language of sequencing, e.g. first, next -Uses story boards to organise sequence before retelling -Uses the language of retelling, e.g. Once upon a time -Talks whilst planning and taking part in a practical activity 	<ul style="list-style-type: none"> -Generally sequences talk to help the listener -Extends ideas using some conjunctions and adverbs, e.g. because, then, next -uses scaffolds to organise their thoughts before speaking, e.g. a planning frame -Uses a greater range of feelings words, e.g. worried, unsure, delighted 	<ul style="list-style-type: none"> -Begins to develop ideas and feelings through sustained talk -Uses a talk frame, with support, to organise their ideas, before speaking -May report on findings from investigations, e.g. maths or science 	<ul style="list-style-type: none"> -Regularly develops ideas and feelings through sustained talk -Explains and develops ideas across the curriculum -Reflects on the effectiveness of the explanation 	<ul style="list-style-type: none"> -Explains a project or concept to a group of peers -Jots down ideas on a 'talk plan' before giving a talk -Considers words and phrases that support the structures and flow of the talk, e.g. 'first, eventually' etc. 	<ul style="list-style-type: none"> -Presents findings from enquiries, including conclusions, causal relationships and results -Uses language techniques, e.g. story language for narratives, chronological order for explanations etc.
<i>Sentence Stems (for explanation)</i>	<p>I...because... When I...because... After I... How/why/where/when...</p>	<p>I...because... When I...because... After I... The...because... How/why/where/when...</p>	<p>How/why/where/when... What/after... Then / As a result of / Later...because...</p>	<p>How/why/where/when... What/after... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to...because...</p>	<p>Because of...x happened For example... In conclusion... To begin with... As a result of... The reason(s) for...</p>	<p>...such as... Due to...x has / is... In summary... Owing to...x has / is... This has altered... Evidently...</p>
<i>How</i>	<ul style="list-style-type: none"> -Can I use my plan to retell stories or recounts? -Can I talk about how something works? 	<ul style="list-style-type: none"> -Can I explain what I have found out? -Can I retell stories and recounts in order? 	<ul style="list-style-type: none"> -Can I organise my talk before I speak? -Can I add details to interest the listener? 	<ul style="list-style-type: none"> -Can I plan my talk, thinking about the purpose and audience? -Can I add specific details to interest the listener? 	<ul style="list-style-type: none"> -Can I plan and present my talk clearly for a range of purposes and audiences? -Can I add ambitious detail to engage the listener 	<ul style="list-style-type: none"> -Can I structure my talk well for a range of purposes and audiences? -Can I use language techniques effectively?


6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

 Y 1	Y2	Y3	Y4	Y5	Y6	
<i>Year Group Expectations</i>	<ul style="list-style-type: none"> -Usually keeps to a topic and can be easily prompted to move on when required -Listens to a partner 	<ul style="list-style-type: none"> -Listens to others and puts forward their own points -Allows others to talk without interruption and takes turns 	<ul style="list-style-type: none"> -Shows, through contributions made and questions asked, that they have followed the main points of a conversation 	<ul style="list-style-type: none"> -Makes relevant contributions that follow on from what others have said 	<ul style="list-style-type: none"> -Summarises another person's contribution to a discussion, adding their own interpretation / opinion based on what has been heard 	<ul style="list-style-type: none"> -Maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence
<i>What it Looks Like</i>	<ul style="list-style-type: none"> -Starts to join in with conversations through offering ideas -Maintains attention in small groups when there is minimal distraction -Attention in larger group activities is sustained for most of the time 	<ul style="list-style-type: none"> -Listens to others both actively and patiently -Remains focused on a conversation when not directly involved -Can recall the main points of a conversation -May comment when the detail is unclear 	<ul style="list-style-type: none"> -Takes turns during conversations, listening respectfully to others -Responses are usually relevant and pertinent to the conversation -Is able to 'tune out' distractions -Makes comments when meaning is unclear 	<ul style="list-style-type: none"> -May ask questions of the speaker for further clarification -Uses appropriate vocabulary / topic content when responding 	<ul style="list-style-type: none"> -Comments often help to widen the conversation -Works together with others in the conversation to agree an idea -May encourage others to contribute or expand on their contributions -Maintains interest even when ideas are complex or challenging 	<ul style="list-style-type: none"> -May negotiate differing ideas to seek agreement -Builds on the ideas of others towards new thinking -Welcomes a range of contributions -Sustained contributions draw ideas together and promote effective discussion
<i>Sentence Stems</i>	<p>I think that... What do you think?</p>	<p>I agree with... I think that... I disagree with...</p>	<p>On the other hand... My opinion is... because... I think that...</p>	<p>I would like to add... Can you tell me why you think that...? In contrast, I think...</p>	<p>In addition... Could it also be that...? Can you explain further...?</p>	<p>I have a different idea. I think... I have the same opinion as ... I would like to go back to... and add...</p>
<i>How</i>	<ul style="list-style-type: none"> -Can I listen when someone else speaks? -Can I add one point that is important? 	<ul style="list-style-type: none"> -Can I listen to someone else before saying my point? -Can I wait my turn to speak? 	<ul style="list-style-type: none"> -Can I ask questions to help me follow what others say? -Can I make a point about the topic being discussed? 	<ul style="list-style-type: none"> -Can I think about what others have said before making my point? 	<ul style="list-style-type: none"> -Can I summarise what someone else has said? -Can I make a point that adds to the conversation? 	<ul style="list-style-type: none"> -Can I listen and respond to what others think when I make my contributions?


7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

 Y 1	Y2	Y3	Y4	Y5	Y6	
<i>Year Group Expectations</i>	-Offers ideas based on what has been heard	-Offers ideas or suggestions based on what has been heard or in response to reading	-Develops ideas and expands on these, building on what others say	-Adapts their ideas in light of new information	-Offers ideas and supports these with reasoning, being prepared to change this as new information comes to light -Refers back to original thoughts, providing either further evidence to support ideas or reasons for the change of focus	-Uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<i>What it Looks Like</i>	-Class / groups work out a story together then retell it -Uses language to talk self through steps required in simple problem solving -When prompted, poses, 'What if...' questions	-Draws on experience of stories, images and memories -Makes predictions about what will happen next in a class story -Suggests what has happened after watching an experiment -Asks and answers questions related to problem solving	-Adds to a group activity when planning, for example, the holiday of a lifetime -Builds their own understanding and response -May introduce some new material or ideas -Makes generally relevant points which add to ideas	-Active participant in a group activity, e.g. discussing what it might be like to visit the moon -Makes generally relevant points which add to ideas or suggests alternatives -May ask and answer questions to extend understanding – how and why?	-Participates in a discussion about a whole school project, e.g. what would be the best way to redesign the playground? -Demonstrates connections with other ideas and draws on different points of view when responding -Suggests solutions to potential problems	-Partakes in a group discussion focusing on collaborative enquiry and problem solving -Negotiates and makes decisions taking account of alternatives and consequences -Asks probing questions
<i>Sentence Stems</i>	I think/don't think... because... and... ... will happen because... I think...because... I predict... will happen What if...? Could I...we...?	I think...because... I predict that...because... I think they will be alike because they are both... I like that idea because... How about this...	I predict that...because...however /therefore /also... This is probable because... The outcome will be... because I think that might work but what about if... I've been wondering whether...	Due to the fact that... As a result of...this will happen because... Because...and...are similar, I predict that... The outcome will be...due to... Based on...I predict that... I've got an idea. Why don't we try...? Perhaps this might work...	I predict that... I believe / I think...might / or... If...then... X has happened, therefore I think... What would happen if...? It might be better to... On the other hand... I suggest we do...first, then...	In light of...I predict... There is a high / low probability... The chances of / The likelihood of / Upon consideration of the relevant factors... I think this could be a better way... So, do we all agree that...
<i>How</i>	-I can listen to others then say my idea	-I can give an idea based on the ideas of others and my reading	-I can give an idea that builds on what others have said	-I can listen to new information and change my ideas if needed	-I can adapt my ideas throughout a group activity, after input from others	-I can take part in sustained collaborative activities, continually shaping my ideas


8. Speak audibly and fluently with an increasing command of standard English

 Y1	Y2	Y3	Y4	Y5	Y6	
<i>Year Group Expectations</i>	-Speak clearly with occasional errors	-Speak confidently within a group of peers, usually using grammatically correct sentences	-Speaks audibly in a range of situations with growing confidence, using grammatically correct sentences	-Speaks audibly and fluently in a range of contexts, using some features of standard English	-Speaks audibly, fluently and with an increasing command of standard English in a range of situations	-Speaks audibly, fluently and with a full command of standard English in most situations
<i>What it Looks Like</i>	-Uses simple past and present tense and word order when speaking -Reading aloud is audible to the listener -Rehearses speaking in full sentences	-Changes volume depending on group size or occasion -Speaks with clarity and uses intonation when reading and reciting texts and when reading own writing aloud -Uses verb tenses/forms increasingly accurately -Speaks in grammatically correct sentences	-Varies voice and intonation in a group presentation to a familiar audience -Ensures appropriate determiner is used, e.g. a or an before a noun	-Uses a quieter voice in small group situations, louder voice for class assembly -Uses standard English when speaking in sentences -Adapts speaking style to suit the audience -Includes subject verb agreement in talk	-Starts to project voice so that everyone can hear it -Knows and uses language that is acceptable in formal and informal situations with increasing confidence	-Develops presence using voice -Adopts a formal / informal tone as appropriate to the situation Articulates thoughts clearly when presenting to a range of audiences
<i>Sentence Stems</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>How</i>	-I can speak clearly after practising my sentence	-I can speak confidently in full sentences	-I can speak confidently in full sentences so that others can hear me	-I can speak fluently using some features of Standard English	-I can speak fluently in a range of situation, using Standard English	-I can speak audibly and fluently using Standard English


9. Participate in discussions, presentations, performances, role play, improvisations and debates

 Y 1	Y2	Y3	Y4	Y5	Y6	
<i>Year Group Expectations</i>	<ul style="list-style-type: none"> -Knows when it is their turn to speak in simple presentations / discussions -Takes on the role of someone else -Takes part in a performance of a poem / story from literacy 	<ul style="list-style-type: none"> -Takes turns to talk, listen and respond, in paired and group discussions -Takes on the role of someone else and interacts with others in role 	<ul style="list-style-type: none"> -Engages in discussions and debates, making relevant points or asking relevant questions -Maintains a role by showing understanding of it by responding appropriately to others 	<ul style="list-style-type: none"> -Discusses and debates issues, making their opinions on topics clear and asking for specific additional information, when needed -Participates in drama, improvisation and role play activities, adding their own ideas to develop the character 	<ul style="list-style-type: none"> -Participates in longer and sustained discussions and debates about a range of topics -Performs to wider audiences combining words, gestures and movement 	<ul style="list-style-type: none"> -Fully participates in discussions, presentations, performances, role play, improvisations and debates
<i>What it Looks Like</i>	<ul style="list-style-type: none"> -Uses props etc. from role play to take on simple roles -Uses puppets to retell a story -Joins in with a teacher-led discussion 	<ul style="list-style-type: none"> -Remains focused on a discussion when not entirely involved and able to recall main points when prompted -Steps into an illustration and improvise the conversation between the characters 	<ul style="list-style-type: none"> -Two characters with clear facial expressions, improvise the conversation 	<ul style="list-style-type: none"> -Participates in drama, improvisation and role play activities, showing an understanding of character by choice of vocabulary to indicate feelings and emotions 	<ul style="list-style-type: none"> -Watches a video clip with the sound off and children are assigned roles and act out what they think is taking place between the characters -Children participate in conscience alley, adjusting their responses throughout the activity 	<ul style="list-style-type: none"> -Adapts to different and evolving situations to suit each outcome, e.g. informal language structures for role play -Uses a prop to spark a conversation or a narrative, e.g. an evacuee finds a mysterious object in a case
<i>SPaG Link</i>	<ul style="list-style-type: none"> -Past and present tense -Says sentence with single adjective -Asks questions Uses exclamations -Conjunctions: and, but, or, because 	<ul style="list-style-type: none"> -Past and present tense -Says sentence with an expanded noun phrase -Uses exclamations, question command and statement sentences -Conjunctions: Y1 plus when, if, that, until, since, so 	<ul style="list-style-type: none"> -Past and present tense -Uses adverbs, conjunctions and prepositions to add detail -Conjunctions: Y2 plus after, although, as, wherever, whilst, where, how, in order, though, unless, for, yet 	<ul style="list-style-type: none"> -Past and present tense -Use of adverbs and adverbials to add detail: when, why, where -Uses expanded noun phrases to add detail -figurative language: similes, metaphors, personification, alliteration -Conjunctions: Y2 plus after, although, as, wherever, whilst, where, how, in order, though, unless, for, yet 	<ul style="list-style-type: none"> -Past and present tense -Use of relative clauses and parenthesis to add detail -Use of adverbs and adverbials to add detail: when, why, where, what, how -figurative language: similes, metaphors, personification, alliteration, onomatopoeia -Conjunctions: Y2 plus whenever, whether, in case, even if, even though, ever since, nor 	<ul style="list-style-type: none"> -Past and present -Use of adverbs and adverbials to add detail: when, why, where, what, how -Noun phrases for precision -figurative language: similes, metaphors, personification, alliteration, onomatopoeia -Conjunctions: Y2 plus whenever, whether, in case, even if, even though, ever since, nor
<i>How</i>	-I can take part in roles and discussions	-I can take turns in role plays and discussions	-I can make meaningful contributions to role plays and discussions	-I can add my own ideas to roleplays and discussions	-I can contribute to a broad range of performances and discussions	-I can fully participate in a broad range of performances and discussions


10. Gain, Maintain and monitor the interest of the listener(s)

 Y 1	Y2	Y3	Y4	Y5	Y6	
<i>Year Group Expectations</i>	-Looks at the listener and includes details of interest	-Speaks clearly so that the listener can hear what is said -Organises thoughts into sentences before expressing them -Chooses words to interest the listener	-Plans talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener	-Adapts language, tone and style to maintain interest	-Is aware of the listener and adapts talk to maintain interest -Expresses and explains relevant ideas with some elaboration to make meaning clear	-Gains, maintains and monitors the interest of the listener
<i>What it Looks Like</i>	-Thinks about / rehearses what they are going to say first, e.g. questions for a visitor or when speaking to a group -Maintains eye contact and chooses words to interest the listener -May demonstrate some interaction with the listener, e.g. asks a question / uses body language	-Practices and rehearses reading sentences and stories aloud	-Rehearses reading sentences and stories aloud, taking note of feedback from teachers and peers	-Plans talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener -Practices and rehearses sentences and stories, gaining feedback from teachers and peers -Understands that body language may influence the listener	-Uses feedback from peers and teachers (and from observing other speakers) to make improvements -May include questions, stressed words etc. to maintain interest or emphasise key information -Notes when listener's attention is waning and adjusts accordingly -Uses intonation, tone and action when speaking to maintain the interest of the listener(s)	-Incorporates a variety of sentence and clause structures to gain and maintain the interest of the listener(s) -Uses questioning skilfully to ensure the listener(s) full attention and understanding -Maintains control and effectively organises the talk to guide the listener -Uses a range of non-verbal methods to maintain interest -adapts vocabulary, grammar and non-verbal features to maintain listener's interest
<i>Sentence Stems</i>	N/A	N/A	N/A	N/A	N/A	
<i>How</i>	-I can look at the listener when I am talking -I can use some interesting words	-I can speak so that I am heard -I can practice my sentences before speaking -I can use some words for interest and detail	-I can plan my talk with my listener in mind	-I can adapt the words I use and how I speak to keep the listener interested	-I can adapt my talk to maintain interest -I can use relevant ideas and detail to maintain interest	-I can monitor the interest of the listener and adapt my talk accordingly

11. Consider and evaluate different viewpoints, attending to and building on the contributions of others

 Y 1	Y2	Y3	Y4	Y5	Y6	
<i>Year Group Expectations</i>	-Begins to understand that different people have different ideas / responses	-Knows that different people have different ideas / responses and recognises that these are as valuable as their own	-Begins to take account of the viewpoints of others when building own arguments and offering responses	-Takes account of the viewpoints of others when building own arguments and offering responses	-Refers to the viewpoints of others, providing supporting evidence or counterbalancing these with their own opinions	-Considers and evaluates different viewpoints, adding their own and building on the contributions of others
<i>What it Looks Like</i>	-Listens to the views and opinions of others. Understands the differences in opinion, with support -Simple agreement or disagreement with points made	-Thinks about the ideas and viewpoints of others -Recognises that others may not agree with us and vice versa -Simple agreements or disagreements with points made, using appropriate justification	-Respectfully responds (agreeing or disagreeing) to the viewpoints of others -Explores different ideas to seek common ground	-Builds on the ideas of others to include them -Challenges ideas respectfully -May change one's mind following the contributions of others	-Negotiates different ideas to seek agreement -Discusses different viewpoints and evaluates them -May probe someone to find out more about their alternative viewpoint	-Evaluates the range of contributions before choosing a course of action -Acknowledges and explains changes in position -Links ideas to synthesise them -Builds on the ideas of others towards new thinking
<i>Sentence Stems</i>	My partner thinks... I agree because... I disagree because It is right... It is wrong...	My partner thinks... I agree / disagree because... No because... Yes because... I think...when / so... Also...	I agree / disagree because... I appreciate / understand ...'s opinion because / as / due to... However, I feel... because... What is your opinion? How do you feel? Why do you feel...?	I understand...that... but would argue... I appreciate / understand...s opinion because / as... However, I think differently because...	It is my opinion that...however, others may / might believe... Perhaps some would argue that... However, I would point out that...	Consequently / based on fact / because of my beliefs... To hold the view / after consideration... After / On reflection... It is my understanding that... The facts lead me to the conclusion that...
<i>How</i>	-Can I listen to what others have to say?	-Can I listen to others then say what I think?	-Can I respond respectfully to others?	-Can I respectfully build on the opinions of others?	-Can I consider different viewpoints when responding?	-Can I demonstrate connections with other ideas and draw on different points of view?


12. Select and use appropriate registers for effective communication

	Y 1	Y2	Y3	Y4	Y5	Y6
						
<i>Year Group Expectations</i>	-With support, notices how different speakers talk and considers why this might be the case	-Experiments with a variety of levels of formality when talking to different people	-Adapts speaking style to suit the audience	-Regularly purposely adapts register in response to changing context and audience	-Knows and uses language that is acceptable in formal and informal situations with increasing confidence	-Deliberately shapes talk for the listener, with variation in vocabulary and / or formality, for clarity and effect
<i>What it Looks Like</i>	-Uses different language in different situations, e.g. less formal in role play -Shows they can use language to reason and persuade, e.g. Can I go outside because it has stopped raining? -occasional changes to language according to speaking partner, e.g. family and friends, teachers, others	-Uses different words when talking to the teacher than when talking to friends	-Switches between talk to friends and more formal situations, e.g. a school visitor / class visit by the head teacher	-Uses informal language and colloquial phrases in appropriate contexts, e.g. peer group improvisation -Uses formal language when appropriate in some familiar situations, e.g. showing a visitor around school	-Knows and uses appropriate levels of formality when responding to a talk by a school visitor -Uses formal talk to plan out a way to respectfully address a local MP	-Uses different registers with confidence in a range of formal and informal situations -Manipulates vocabulary and sentence structure to achieve formality -Adopts a formal or informal tone as appropriate to the situation
<i>Sentence Stems</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>How</i>	-Can I use the right types of words for this situation?	-Can I choose the right types of words for different situations?	-Can I think about what I can do to help a listener understand me?	-Can I change how I speak depending on my listener?	-Can I use the appropriate level of formality for different situations?	-Can I vary my vocabulary and formality according to the situation?

Oracy Progression

Development Matters and The Early Years Foundation Stage (EYFS) Statutory Framework




	EYFS		
<i>Listening, Attention and Understanding</i>	Three and Four Year Olds	Reception Children	Early Learning Goals
	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Pay attention to more than one thing at a time, which can be difficult • Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door” • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Learn new vocabulary • Ask questions to find out more and to check they understand what has been said to them • Listen to and talk about stories to build familiarity and understanding • Listen carefully to rhymes and songs paying attention to how they sound • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Engage in non-fiction books 	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversations when engaged in back-and-forth exchanges with their teacher and peers • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
<i>Speaking</i>	Three and Four Year Olds	Reception Children	Early Learning Goals
	<ul style="list-style-type: none"> • Use a wide 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 • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ • Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> ○ some sounds: r, j, th, ch, and sh 	<ul style="list-style-type: none"> • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives • Describe some events in detail • Use talk to help work out problems and organise thinking and activities, and how 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,

	<ul style="list-style-type: none"> ○ multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words and well as actions • Start a conversation with an adult or a friend and continue it for many turns • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be they driver" 	<p>to explain how things work and why they might happen</p> <ul style="list-style-type: none"> • Develop social phrases • Engage in story times • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words • Use new vocabulary in different contexts • Learn rhymes, poems and songs • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<p>with modelling and support from their teacher</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly • Talk about the lives of the people around them and their roles in society • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate- maps • Sing a range of well-known nursery rhymes and songs
--	--	--	--

Oracy Progression




		Year 1			
National Curriculum Statement		Expectations	What this looks like	Sentence Stems	How
1	<i>Listen and respond appropriately to adults and their peers.</i>	-Sometimes demonstrates active listening when responding to others -Listens to and understands 2 to 3 part instructions in familiar contexts	-Sits facing the speaker -Responds with simple comments or suggestions -Follows instructions with 2 parts or more e.g. 'First hang up your coat, then come and sit down'	I think...	-Can I listen to others when they are talking to me? -Can I follow instructions in the right order?
2	<i>Ask relevant questions to extend their understanding and knowledge</i>	-Sometimes asks questions that are linked to the topic being discussed -Asks for help in understanding when a message is not clear	-With support, asks questions that are relevant to the content of the topic -Makes comments about what they have heard and asks questions to clarify their understanding	How does...? Why did...?	-Can I ask questions to help me find out more?
3	<i>Use relevant strategies to build their vocabulary</i>	-Increases vocabulary using words provided by adults, discussions and within the environment -Thinks of synonyms for simple vocabulary choices	-With support, uses newly introduced vocabulary when speaking that is appropriate to the context -Refers to scaffolds and prompts around the classroom -Generates simple synonyms and draws on this bank of new vocabulary during spoken activities	N/A	-Can I listen to and use some of our new words correctly? -Can I think of other words that have the same meaning?
4	<i>Articulate and justify answers, arguments and opinions</i>	-Answers simple questions on a wider range of topics -Begins to express a view / opinion	-Uses 'because' to justify answers, arguments and opinions -Draws on observations and ideas to suggest answers, when prompted -With support, expresses their ideas and feelings simply	I think... I think... because... I like... best... because...	-Can I say what I like and dislike about a topic?
5	<i>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i>	-Retells simple recounts aloud -Retells familiar stories in order, using story language -Uses language to explain how simple things work	-Expresses feelings simply, e.g. happy / sad -Uses drawings or writing to support -Uses the language of sequencing, e.g. first, next -Uses story boards to organise sequence before retelling -Uses the language of retelling, e.g. Once upon a time -Talks whilst planning and taking part in a practical activity	Explanation: I...because... When I...because... After I... How/why/where/when...	-Can I use my plan to retell stories or recounts? -Can I talk about how something works?

6	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	-Usually keeps to a topic and can be easily prompted to move on when required -Listens to a partner	-Starts to join in with conversations through offering ideas -Maintains attention in small groups when there is minimal distraction -Attention in larger group activities is sustained for most of the time	I think that... What do you think?	-Can I listen when someone else speaks? -Can I add one point that is important?
7	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	-Offers ideas based on what has been heard	-Class / groups work out a story together then retell it -Uses language to talk self through steps required in simple problem solving -When prompted, poses, 'What if...?' questions	I think/don't think... because... and... ... will happen because... I think...because... I predict... will happen What if...? Could I...we...?	-I can listen to others then say my idea
8	Speak audibly and fluently with an increasing command of Standard English	-Speaks clearly with occasional errors	-Uses simple past and present tense and word order when speaking -Reading aloud is audible to the listener -Rehearses speaking in full sentences	N/A	-I can speak clearly after practising my sentence
9	Participate in discussions, presentations, performances, role play, improvisations and debates	-Knows when it is their turn to speak in a simple presentations / discussions -Takes on the role of someone else -Takes part in a performance of a poem / story from literacy	-Uses props etc from role play to take on simple roles -Uses puppets to retell a story -Joins in with a teacher-led discussion	-Past and present tense -Say sentence with single adjective -Ask questions Use exclamations -Conjunctions: and, but, or, because	-I can take part in roles and discussions
10	Gain, maintain and monitor the interest of the listener(s)	-Looks at the listener and includes details of interest	-Thinks about / rehearses what they are going to say first, e.g. questions for a visitor or when speaking to a group -Maintains eye contact and chooses words to interest the listener -May demonstrate some interaction with the listener, e.g. asks a question / uses body language	N/A	-I can look at the listener when I am talking -I can use some interesting words

11	<i>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</i>	-Begins to understand that different people have different ideas / responses	- <i>Listen to the views and opinions of others. Understand the differences in opinion, with support</i> - <i>Simple agreement or disagreement with points made</i>	My partner thinks... I agree because... I disagree because It is right... It is wrong...	-Can I listen to what others have to say?
12	<i>Select and use appropriate registers for effective communication</i>	-With support, notices how different speakers talk and considers why this might be the case	- <i>Uses different language in different situations, e.g. less formal in role play</i> - <i>Shows they can use language to reason and persuade, e.g. Can I go outside because it has stopped raining?</i> - <i>occasional changes to language according to speaking partner, e.g. family and friends, teachers, others</i>	N/A	-Can I use the right types of words for this situation?

Oracy Progression: Reading

	National Curriculum Statement	Non-Statutory Guidance
<p><i>Hear, listen to and discuss stories and what is read to them</i></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -understanding both the books they can already read accurately and fluently and those they listen to by: -discussing the significance of the title and events participate in discussion about what is read to them, taking turns and listening to what others say -explaining clearly their understand of what is read to them 	<ul style="list-style-type: none"> -[Pupils] will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. -Pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. -Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. -By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. -Listening to and discussing information books and other nonfiction establishes the foundations for their learning in other subjects
<p><i>Develop oral vocabulary and grammatical structures</i></p>	<ul style="list-style-type: none"> -Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard -Through listening, pupils also start to learn how language sounds, and increase their vocabulary and awareness of grammatical structures 	<ul style="list-style-type: none"> -Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.
<p><i>Retelling stories (becoming very familiar with)</i></p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics [N.b. this could include acting them out as the Y2 overview refers to Y1 having done this] -recognising and joining in with predictable phrases 	
<p><i>Reciting by heart</i></p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -learning to appreciate rhymes and poems, and to recite some by heart 	
<p><i>Discuss word meanings (and language)</i></p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -discussing word meanings 	<p>Once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference</p>
<p><i>Role Play</i></p>		<p>Role-play can help pupils to identify with and explore characters and to try out the language they have listened to</p>

Oracy Progression: Writing

	National Curriculum Statement	Non-Statutory Guidance
<i>Oral rehearsal for composition</i>		<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it <p>Discuss what they have written with the teacher or other pupils</p>
<i>Oral reading for awareness of audience needs (See also reciting)</i>	Read aloud their writing clearly enough to be heard by their peers and the teacher	

Oracy Progression




National Curriculum Statement		Expectations	What this looks like	Sentence Stems	How
1	<i>Listen and respond appropriately to adults and their peers.</i>	-Listens carefully and responds with increasing appropriateness to what has been said -Fully understands instructions with more than 2 points in many situations	-Sits facing the speaker -Makes helpful contributions when speaking in turns in pairs and in small groups -Identifies the main points in the conversation	I also think... I agree... I disagree...	-Can I listen to others and put forward my own point? -Can I follow instructions in the right order?
2	<i>Ask relevant questions to extend their understanding and knowledge</i>	-Asks some questions that link clearly to the topic being discussed -Asks and answers questions that develop understanding	-Raises and answers questions about things they are learning about and interested in -Asks and answers 'how' and 'why' questions -Says when they don't understand something and that they require further information	How does...? Who was...? Why did...? When was...? Where were...?	-Can I ask questions to help me understand?
3	<i>Use relevant strategies to build their vocabulary</i>	-Listens to and uses some new vocabulary to explain, describe and add details -Discusses and explains word meanings, including favourite words and phrases	-Starts to use subject-specific vocabulary accurately in other curriculum areas -Uses comparative language to describe changes, patterns and relationships -Develops vocabulary from the environment, including what they hear and read	N/A	-Can I use some of our new words to explain, describe or add
4	<i>Articulate and justify answers, arguments and opinions</i>	-Answers questions using clear sentences -Listens to others and puts forward their own points	-Uses 'because, when, so' to make simple justifications and extend ideas -Justifications use evidence from the context	I think...because... I prefer...because...	-Can I answer a question in a full sentence?
5	<i>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i>	-Recounts personal experiences with some detail -Retells a range of stories that have a setting, plot and a sequence of events -Talks about what they have found out and how they have found it	-Generally sequences talk to help the listener -Extends ideas using some conjunctions and adverbs, e.g. because, then, next -uses scaffolds to organise their thoughts before speaking, e.g. a planning frame -Uses a greater range of feelings words, e.g. worried, unsure, delighted	Explanation: I...because... When I...because... After I... The...because... How/why/where/when...	-Can I explain what I have found out? -Can I retell stories and recounts in order?


6	<i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i>	<ul style="list-style-type: none"> -Listens to others and puts forward their own points -Allows others to talk without interruption and takes turns 	<ul style="list-style-type: none"> -<i>Listens to others both actively and patiently</i> -<i>Remains focused on a conversation when not directly involved</i> -<i>Can recall the main points of a conversation</i> -<i>May comment when the detail is unclear</i> 	<p>I agree with...</p> <p>I Think that...</p> <p>I disagree with...</p>	<ul style="list-style-type: none"> -Can I listen to someone else before saying my point? -Can I wait my turn to speak?
7	<i>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i>	<ul style="list-style-type: none"> -Offers ideas or suggestions based on what has been heard or in response to reading 	<ul style="list-style-type: none"> -<i>Draws on experience of stories, images and memories</i> -<i>Makes predictions about what will happen next in a class story</i> -<i>Suggests what has happened after watching an experiment</i> -<i>Asks and answers questions related to problem solving</i> 	<p>I think...because...</p> <p>I predict that...because...</p> <p>I think they will be alike because they are both...</p> <p>I like that idea because...</p> <p>How about this...</p>	<ul style="list-style-type: none"> -I can give an idea based on the ideas of others and my reading
8	<i>Speak audibly and fluently with an increasing command of Standard English</i>	<ul style="list-style-type: none"> -Speaks confidently within a group of peers, usually using grammatically correct sentences 	<ul style="list-style-type: none"> -<i>Changes volume depending on group size or occasion</i> -<i>Speaks with clarity and uses intonation when reading and reciting texts and when reading own writing aloud</i> -<i>Uses verb tenses/forms increasingly accurately</i> -<i>Speaks in grammatically correct sentences</i> 	N/A	<ul style="list-style-type: none"> -I can speak confidently in full sentences
9	<i>Participate in discussions, presentations, performances, role play, improvisations and debates</i>	<ul style="list-style-type: none"> -Takes turns to talk, listen and respond, in paired and group discussions -Takes on the role of someone else and interacts with others in role 	<ul style="list-style-type: none"> -<i>Remains focused on a discussion when not entirely involved and able to recall main points when prompted</i> -<i>Steps into an illustration and improvises the conversation between the characters</i> 	<ul style="list-style-type: none"> -Past and present tense -Say sentence with an expanded noun phrase -Use exclamations, question command and statement sentences -Conjunctions: Y1 plus when, if, that, until, since, so 	<ul style="list-style-type: none"> -I can take turns in role plays and discussions
10	<i>Gain, maintain and monitor the interest of the listener(s)</i>	<ul style="list-style-type: none"> -Speaks clearly so that the listener can hear what is said -Organises thoughts into sentences before expressing them -Chooses words to interest the listener 	<ul style="list-style-type: none"> -<i>Practises and rehearses reading sentences and stories aloud</i> 	N/A	<ul style="list-style-type: none"> -I can speak so that I am heard -I can practice my sentences before speaking -I can use some words for interest and detail

11	<i>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</i>	-Knows that different people have different ideas / responses and recognises that these are as valuable as their own	- <i>Thinks about the ideas and viewpoints of others</i> - <i>Recognises that others may not agree with us and vice versa</i> - <i>Simple agreements or disagreements with points made, using appropriate justification</i>	My partner thinks... I agree / disagree because... No because... Yes because... I think...when / so... Also...	-Can I listen to others then say what I think?
12	<i>Select and use appropriate registers for effective communication</i>	-Experiments with a variety of levels of formality when talking to different people	- <i>Uses different words when talking to the teacher than when talking to friends</i>	N/A	-Can I choose the right types of words for different situations?

Oracy Progression: Reading

 Literacy Counts	National Curriculum Statement	Non-Statutory Guidance
<i>Hear, listen to and discuss stories and what is read to them</i>	<ul style="list-style-type: none"> -Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related -Understand both the books that they can already read accurately and fluently and those that they listen to -Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> -Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of stories, poems, plays and information books; this should include whole books -[All] pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class -Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently
<i>Develop oral vocabulary and grammatical structures</i>	<ul style="list-style-type: none"> -Discussing their favourite words and phrases 	<ul style="list-style-type: none"> -Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language -Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences
<i>Retelling stories (becoming very familiar with)</i>	<ul style="list-style-type: none"> -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> -Pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1
<i>Reciting by heart</i>	<ul style="list-style-type: none"> -Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	
<i>Discuss word meanings (and language)</i>	<ul style="list-style-type: none"> -Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> -Once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference
<i>Rules for Effective Discussion</i>		<ul style="list-style-type: none"> -Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others
<i>Role Play</i>		<ul style="list-style-type: none"> -Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to -Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings

Oracy Progression: Writing

 Literacy Counts	National Curriculum Statement	Non-Statutory Guidance
<i>Oral rehearsal for composition</i>	-Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about	-Year 2 should be able to compose individual sentences orally and then write them down.
<i>Oral reading for awareness of audience needs (See also reciting)</i>	-Read aloud what they have written with appropriate intonation to make the meaning clear	
<i>Reading and listening to increase vocabulary and grammar of Standard English</i>		-Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English
<i>Discuss their own writing using metalanguage</i>	-The terms for discussing language should be embedded for pupils in the course of discussing their writing with them Their attention should be drawn to the technical terms they need to learn	


Oracy Progression

		Year 3			
National Curriculum Statement	Expectations	What this looks like	Sentence Stems	How	
1 <i>Listen and respond appropriately to adults and their peers.</i>	<ul style="list-style-type: none"> -Listens carefully in a range of different contexts and usually responds appropriately -Listens to key information and makes relevant, related comments -Follows longer instructions that are not always familiar 	<ul style="list-style-type: none"> -Maintains eye contact -In paired or group work, follows the main points of discussion -Makes responses which show understanding 	<p>I would also like to add... Another point I would like to make...</p>	<ul style="list-style-type: none"> -Can I listen carefully and say something that is relevant? -Can I follow a set of instructions in the right order? 	
2 <i>Ask relevant questions to extend their understanding and knowledge</i>	<ul style="list-style-type: none"> -Asks questions in response to what has been heard or what was presented to them -Asks and responds to questions that extend understanding 	<ul style="list-style-type: none"> -Asks a range of questions in a lesson to find out specific information -Seeks clarification if unsure of information presented 	<p>How does...? Who was...? Why did...? When was...? Where were...? Do you mean...?</p>	<ul style="list-style-type: none"> -Can I ask questions in response to what I have heard to help me understand? 	
3 <i>Use relevant strategies to build their vocabulary</i>	<ul style="list-style-type: none"> -Uses new vocabulary to discuss topics that are unfamiliar to their own experience -Recognises effective vocabulary in stories / texts and begins to use these in their own talk 	<ul style="list-style-type: none"> -Will often test out an expanding range of vocabulary in different contexts, sometimes successfully -Uses interesting adjectives, adverbs and noun phrases in discussion -Begins to use dictionaries and thesauruses as well as class word collections 	N/A	<ul style="list-style-type: none"> -Can I use some new vocabulary when talking in my lessons about what I am learning? -Can I find words and phrases in my reading that I would like to use? 	
4 <i>Articulate and justify answers, arguments and opinions</i>	<ul style="list-style-type: none"> -Demonstrates increased clarity and precision of ideas -Begins to use reasonable justification for their answers, views and opinions 	<ul style="list-style-type: none"> -Explains opinions and arguments in a way that is clear to the listener -Gives answers to questions that are supported with justifiable reasons 	<p>I feel.... because / as / due to... My opinion / view is... because / as / due to I believe... because...</p>	<ul style="list-style-type: none"> -Can I say what I think and sometimes give reasons? 	


5	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	<ul style="list-style-type: none"> -Organises what they want to say so that it is clear to the listener -Begins to give descriptions, recounts and narrative retellings with added details to engage listeners -Explains a clearly sequenced process 	<ul style="list-style-type: none"> -Begins to develop ideas and feelings through sustained talk -Uses a talk frame, with support, to organise their ideas, before speaking -May report on findings from investigations, e.g. maths or science 	How/why/where/when... What/after... Then / As a result of / Later...because...	<ul style="list-style-type: none"> -Can I organise my talk before I speak? -Can I add details to interest the listener?
6	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	<ul style="list-style-type: none"> -Shows, through contributions made and questions asked, that they have followed the main points of a conversation 	<ul style="list-style-type: none"> -Takes turns during conversations, listening respectfully to others -Responses are usually relevant and pertinent to the conversation -Is able to 'tune out' distractions -Makes comments when meaning is unclear 	On the other hand... My opinion is... because... I think that...	<ul style="list-style-type: none"> -Can I ask questions to help me follow what others say? -Can I make a point about the topic being discussed?
7	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	<ul style="list-style-type: none"> -Develops ideas and expands on these, building on what others say 	<ul style="list-style-type: none"> -Adds to a group activity when planning, for example, the holiday of a lifetime -Builds their own understanding and response -May introduce some new material or ideas -Makes generally relevant points which add to ideas 	<p>I predict that...because...however /therefore /also... This is probable because... The outcome will be... because</p> <p>I think that might work but what about if... I've been wondering whether...</p>	<ul style="list-style-type: none"> -I can give an idea that builds on what others have said
8	Speak audibly and fluently with an increasing command of Standard English	<ul style="list-style-type: none"> -Speaks audibly in a range of situations with growing confidence, using grammatically correct sentences 	<ul style="list-style-type: none"> -Varies voice and intonation in a group presentation to a familiar audience -Ensures appropriate determiner is used, e.g. a or an before a noun 	N/A	<ul style="list-style-type: none"> -I can speak confidently in full sentences so that others can hear me
9	Participate in discussions, presentations, performances, role play, improvisations and debates	<ul style="list-style-type: none"> -Engages in discussions and debates, making relevant points or asking relevant questions -Maintains a role by showing understanding of it by responding appropriately to others 	<ul style="list-style-type: none"> -Two characters with clear facial expressions, improvise the conversation 	<ul style="list-style-type: none"> -Past and present tense -Use adverbs, conjunctions and prepositions to add detail -Conjunctions: Y2 plus after, although, as, wherever, whilst, where, how, in order, though, unless, for, yet 	<ul style="list-style-type: none"> -I can make meaningful contributions to role plays and discussions

10	<i>Gain, maintain and monitor the interest of the listener(s)</i>	-Plans talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener	<i>-Rehearses reading sentences and stories aloud, taking note of feedback from teachers and peers</i>	N/A	-I can plan my talk with my listener in mind
11	<i>Consider and evaluate different viewpoints, attending to and building on the contributions of others</i>	-Begins to take account of the viewpoints of others when building own arguments and offering responses	<i>-Respectfully responds (agreeing or disagreeing) to the viewpoints of others -Explores different ideas to seek common ground</i>	I agree / disagree because... I appreciate / understand ...'s opinion because / as / due to... However, I feel... because... What is your opinion? How do you feel? Why do you feel...?	-Can I respond respectfully to others?
12	<i>Select and use appropriate registers for effective communication</i>	-Adapts speaking style to suit the audience	<i>-Switches between talk to friends and more formal situations, e.g. a school visitor / class visit by the head teacher</i>	N/A	-Can I think about what I can do to help a listener understand me?

Y3 and 4 Oracy Progression: Reading

	National Curriculum Statement	Non-Statutory Guidance
<i>Hear, listen to and discuss stories and what is read to them</i>	Develops positive attitudes to reading and understanding of what they read by: -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Participates in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	-[All] pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these
<i>Retelling stories (becoming very familiar with)</i>	-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	
<i>Reciting by heart</i>	-Develops positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	-Reading, re-reading, and rehearsing poems and plays for presentation and performance gives pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words
<i>Discuss word meanings (and language)</i>	-Develops positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination -Understands what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	
<i>Rules for Effective Discussion</i>		-Pupils should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part

Year 3 and 4 Oracy Progression: Writing

 National Curriculum Statement	Non-Statutory Guidance
<p><i>Oral rehearsal for composition</i></p>	<p>Pupils should understand, through being shown these, the skills and processes that are essential for writing:</p> <ul style="list-style-type: none"> -thinking aloud to explore and collect ideas -drafting -rereading to check their meaning is clear- including doing so as the writing develops
<p><i>Reading and listening to increase vocabulary and grammar of Standard English</i></p>	<p>-Pupils should be beginning to understand how writing can be different from speech</p>
<p><i>Discuss their own writing using metalanguage</i></p>	
<p><i>Drama, formal presentations, discussion & debate and performance</i></p>	<ul style="list-style-type: none"> - The specific requirements for pupils to discuss what they are learning, and to develop their wider skills in spoken language, form part of this programme of study -In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate


Oracy Progression

National Curriculum Statement		Expectations	What this looks like	Sentence Stems	How
1	<i>Listen and respond appropriately to adults and their peers.</i>	<ul style="list-style-type: none"> -Sustains listening to a variety of sources, making notes if required -Responds politely to a speaker's main ideas, developing them through comments and suggestions -Follows multi-step instructions 	<ul style="list-style-type: none"> -<i>Maintains eye contact throughout an activity</i> -<i>Works in a variety of group situations, to make relevant contributions that follow on from what others have said</i> -<i>Comments are often based on their own experience / understanding</i> 	<p>This has also made me think of...</p> <p>What about...?</p> <p>It reminds me of...</p>	<ul style="list-style-type: none"> -Can I listen carefully and give an idea in response to the speaker? -Can I follow a set of instructions in the right order?
2	<i>Ask relevant questions to extend their understanding and knowledge</i>	<ul style="list-style-type: none"> -Generates relevant questions to ask a specific speaker / audience, in response to what has been said, to aid further understanding -Asks for specific additional information to clarify 	<ul style="list-style-type: none"> -<i>Asks questions of a specific speaker in response to a talk</i> -<i>During problem solving activities, poses questions to help make sense of the problem</i> -<i>Sometimes uses modal verbs and adverbs to indicate degrees of possibility, e.g. could you</i> 	<p>How does...?</p> <p>Why did...?</p> <p>When was...? Where were...?</p> <p>Should I...?</p> <p>Could you...?</p> <p>Do you mean...?</p>	<ul style="list-style-type: none"> -Can I ask questions that directly relate to what I have heard to further my understanding?
3	<i>Use relevant strategies to build their vocabulary</i>	<ul style="list-style-type: none"> -Uses an increasing range of vocabulary mostly appropriately in different contexts -Asks relevant questions to clarify understanding of vocabulary -Uses effective vocabulary from texts in their own talk and writing 	<ul style="list-style-type: none"> -<i>Uses dictionaries, thesauruses and class word collections mostly accurately in a range of curriculum contexts</i> -<i>Is able to discuss a wider range of topics with increasingly precise word choices</i> -<i>Regularly uses interesting adjectives, adverbial phrases and expanded noun phrases</i> 	N/A	<ul style="list-style-type: none"> -Can I use some of our new vocabulary correctly when talking about a subject or topic? -Can I find a way to understand new words if I don't know what they mean?
4	<i>Articulate and justify answers, arguments and opinions</i>	<ul style="list-style-type: none"> -Makes their opinions on topics clear and supports them with explanation -Regularly offers answers, views and opinions that are supported with some justifiable reasoning 	<ul style="list-style-type: none"> -<i>When offering opinions and arguments, can provide relevant reasons for their views or choices</i> -<i>Adds detail or leaves out information according to how much is already known by the listener</i> -<i>May adapt their ideas in response to new information</i> 	<p>Most people would agree that...because...</p> <p>An argument for/against ...is...because...and...</p>	<ul style="list-style-type: none"> -Can I give clear reasons for my views or choices?


5	<i>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i>	<ul style="list-style-type: none"> -Plans their talk, taking account of audience and purpose -Regularly includes specific details in recounts, descriptions and narrative retellings, to engage listeners -Explains a clearly sequenced process, using appropriate language 	<ul style="list-style-type: none"> -Regularly develops ideas and feelings through sustained talk -Explains and develops ideas across the curriculum -Reflects on the effectiveness of the explanation 	<p>How/why/where/when... What/after... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to...because...</p>	<ul style="list-style-type: none"> -Can I plan my talk, thinking about the purpose and audience? -Can I add specific details to interest the listener?
6	<i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i>	<ul style="list-style-type: none"> -Makes relevant contributions that follow on from what others have said 	<ul style="list-style-type: none"> -May ask questions of the speaker for further clarification -Uses appropriate vocabulary / topic content when responding 	<p>I would like to add... Can you tell me why you think that...? In contrast, I think...</p>	<ul style="list-style-type: none"> -Can I think about what others have said before making my point?
7	<i>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i>	<ul style="list-style-type: none"> -Adapts their ideas in light of new information 	<ul style="list-style-type: none"> -Active participant in a group activity, e.g. discussing what it might be like to visit the moon -Makes generally relevant points which add to ideas or suggests alternatives -May ask and answer questions to extend understanding – how and why? 	<p>Due to the fact that... As a result of...this will happen because... Because...and...are similar, I predict that... The outcome will be...due to... Based on...I predict that...</p> <p>I've got an idea. Why don't we try...? Perhaps this might work...</p>	<ul style="list-style-type: none"> -I can listen to new information and change my ideas if needed
8	<i>Speak audibly and fluently with an increasing command of Standard English</i>	<ul style="list-style-type: none"> -Speaks audibly and fluently in a range of contexts, using some features of Standard English 	<ul style="list-style-type: none"> -Uses a quieter voice in small group situations, louder voice for class assembly -Uses Standard English when speaking in sentences -Adapts speaking style to suit the audience -Includes subject verb agreement in talk 	N/A	<ul style="list-style-type: none"> -I can speak fluently using some features of Standard English

9	<i>Participate in discussions, presentations, performances, role play, improvisations and debates</i>	<ul style="list-style-type: none"> -Discusses and debates issues, making their opinions on topics clear and asking for specific additional information, when needed -Participates in drama, improvisation and role play activities, adding their own ideas to develop the character 	<ul style="list-style-type: none"> -Participates in drama, improvisation and role play activities, showing an understanding of character by choice of vocabulary to indicate feelings and emotions 	<ul style="list-style-type: none"> -Past and present tense -use of adverbs and adverbials to add detail: when, why, where -Use of expanded noun phrases to add detail -figurative language: similes, metaphors, personification, alliteration -Conjunctions: Y2 plus after, although, as, wherever, whilst, where, how, in order, though, unless, for, yet 	-I can add my own ideas to roleplays and discussions
10	<i>Gain, maintain and monitor the interest of the listener(s)</i>	-Adapts language, tone and style to maintain interest	<ul style="list-style-type: none"> -Plans talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener -Practices and rehearses sentences and stories, gaining feedback from teachers and peers -Understands that body language may influence the listener 	N/A	-I can adapt the words I use and how I speak to keep the listener interested
11	<i>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</i>	-Takes account of the viewpoints of others when building own arguments and offering responses	<ul style="list-style-type: none"> -Builds on the ideas of others to include them -Challenges ideas respectfully -May change one's mind following the contributions of others 	<p>I understand...that... but would argue...</p> <p>I appreciate / understand...’s opinion because / as...</p> <p>However, I think differently because...</p>	-Can I respectfully build on the opinions of others?
12	<i>Select and use appropriate registers for effective communication</i>	-Regularly purposely adapts register in response to changing context and audience	<ul style="list-style-type: none"> -Uses informal language and colloquial phrases in appropriate contexts, e.g. peer group improvisation -Uses formal language when appropriate in some familiar situations, e.g. showing a visitor around school 	N/A	-Can I change how I speak depending on my listener?

Y3 and 4 Oracy Progression: Reading

 Literacy Counts	National Curriculum Statement	Non-Statutory Guidance
<i>Hear, listen to and discuss stories and what is read to them</i>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	-[All] pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these
<i>Retelling stories (becoming very familiar with)</i>	-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	
<i>Reciting by heart</i>	-Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	-Reading, re-reading, and rehearsing poems and plays for presentation and performance gives pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words
<i>Discuss word meanings (and language)</i>	<ul style="list-style-type: none"> -Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination -Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	
<i>Rules for Effective Discussion</i>		-Pupils should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part

Year 3 and 4 Oracy Progression: Writing

 National Curriculum Statement	Non-Statutory Guidance
<p><i>Oral rehearsal for composition</i></p>	<p>-Pupils should be taught to plan their writing by discussing and recording ideas -Pupils should draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>
<p><i>Reading and listening to increase vocabulary and grammar of Standard English</i></p>	<p>Pupils should understand, through being shown, the skills and processes that are essential for writing: -thinking aloud to explore and collect ideas -drafting -rereading to check their meaning is clear- including doing so as the writing develops</p>
<p><i>Discuss their own writing using metalanguage</i></p>	<p>-Pupils should be beginning to understand how writing can be different from speech</p>
<p><i>Drama, formal presentations, discussion & debate and performance</i></p>	<p>-Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
<p>-Encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension</p>	<p>-Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study -In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate</p>


Oracy Progression

		Year 5			
National Curriculum Statement		Expectations	What this looks like	Sentence Stems	How
1	<i>Listen and respond appropriately to adults and their peers.</i>	<ul style="list-style-type: none"> -Listens carefully, making timely contributions in group situations -Asks questions that are responsive to others' ideas and views and widen the discussion -Follows multi-step instructions without the need for repetition 	<ul style="list-style-type: none"> -Uses a range of non-verbal responses, e.g. nodding, facial expression -Participates in collaborative projects where they listen to the ideas of others and adapt these to meet the needs of the group 	<ul style="list-style-type: none"> In addition... Could it also be that... Why do you think that? 	<ul style="list-style-type: none"> -Can I add my own thoughts after listening to others? -Can I ask questions in response to others? -Can I follow a complex set of instructions?
2	<i>Ask relevant questions to extend their understanding and knowledge</i>	<ul style="list-style-type: none"> -Uses questioning to encourage the speaker to elaborate on ideas, in order to develop understanding and knowledge 	<ul style="list-style-type: none"> -Asks follow-up questions linked to the answers that have just been given -In group situations, supports others in deepening their understanding by questioning the given information 	<ul style="list-style-type: none"> Can you tell me...? Do you have a reason...? Which of these...? Have you thought about...? Tell me more about... Is there anything you haven't mentioned that you think is important? 	<ul style="list-style-type: none"> -Can I ask questions that extend the speaker's ideas, so that I understand better?
3	<i>Use relevant strategies to build their vocabulary</i>	<ul style="list-style-type: none"> -Uses adventurous vocabulary appropriately and for effect -Uses appropriate terminology linked to other curriculum subjects -Explains the meanings of words, and offers alternatives 	<ul style="list-style-type: none"> -Listens to and evaluates vocabulary from texts listened to and read, and uses appropriately in their own words and sometimes in writing -uses a range of sources to support vocabulary development, including effective use of dictionaries, thesauruses and online resources 	N/A	<ul style="list-style-type: none"> -Can I use adventurous vocabulary correctly for effect? -Can I explain the meaning of new vocabulary and offer alternatives?
4	<i>Articulate and justify answers, arguments and opinions</i>	<ul style="list-style-type: none"> -Understands how to answer questions that require more detail and justification -Can justify their own ideas and opinions using vocabulary relevant to the topic 	<ul style="list-style-type: none"> -Builds on their own ideas when explaining arguments and opinions, for example, through the use of relative clauses 'which means...' -When answering, refers back to and rephrases evidence from the context 	<ul style="list-style-type: none"> Therefore / In my opinion / I believe... He considers... It is clear that... I have two main reasons for believing this. First of all... My second important reason is... 	<ul style="list-style-type: none"> -Can I express my views clearly and precisely?


5	<i>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i>	-Plans and presents information clearly with ambitious added detail and description to engage the listener -Talks about feelings, thoughts and ideas with some detail to make meaning explicit	<i>-Explains a project or concept to a group of peers -Jots down ideas on a 'talk plan' before giving talk -Considers words and phrases that support the structures and flow of the talk, e.g. 'first, eventually' etc.</i>	Because of...x happened For example... In conclusion... To begin with... As a result of... The reason(s) for...	-Can I plan and present my talk clearly for a range of purposes and audiences? -Can I add ambitious detail to engage the listener
6	<i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i>	-Summarises another person's contribution to a discussion, adding their own interpretation / opinion based on what has been heard	<i>-Comments often help to widen the conversation -Works together with others in the conversation to agree an idea -May encourage others to contribute or expand on their contributions -Maintains interest even when ideas are complex or challenging</i>	In addition... Could it also be that...? Can you explain further...?	-Can I summarise what someone else has said? -Can I make a point that adds to the conversation?
7	<i>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i>	-Offers ideas and supports these with reasoning, being prepared to change this as new information comes to light -Refers back to original thoughts, providing either further evidence to support ideas or reasons for the change of focus	<i>-Participates in a discussion about a whole school project, e.g. what would be the best way to redesign the playground? -Demonstrates connections with other ideas and draws on different points of view when responding -Suggests solutions to potential problems</i>	I predict that... I believe / I think...might / or... If...then... X has happened, therefore I think... What would happen if...? It might be better to... On the other hand... I suggest we do...first, then...	-I can adapt my ideas throughout a group activity, after input from others
8	<i>Speak audibly and fluently with an increasing command of Standard English</i>	-Speaks audibly, fluently and with an increasing command of standard English in a range of situations	<i>-Starts to project voice so that everyone can hear it -Knows and uses language that is acceptable in formal and informal situations with increasing confidence</i>	N/A	-I can speak fluently in a range of situation, using Standard English
9	<i>Participate in discussions, presentations, performances, role play, improvisations and debates</i>	-Participates in longer and sustained discussions and debates about a range of topics -Performs to wider audiences combining words, gestures and movement	<i>-Watches a video clip with the sound off, children assigned roles and then act out what they think is taking place between the characters -Children participate in conscience alley, adjusting their responses throughout the activity</i>	-Past and present tense -Use of relative clauses and parenthesis to add detail -Use of adverbs and adverbials to add detail: when, why, where, what, how	-I can contribute to a broad range of performances and discussions

				-figurative language: similes, metaphors, personification, alliteration, onomatopoeia -Conjunctions: Y2 plus whenever, whether, in case, even if, even though, ever since, nor	
10	<i>Gain, maintain and monitor the interest of the listener(s)</i>	-Is aware of the listener and adapts talk to maintain interest -Expresses and explains relevant ideas with some elaboration to make meaning clear	<i>-Uses feedback from peers and teachers (and from observing other speakers) to make improvements -May include questions, stressed words etc. to maintain interest or emphasise key information -Notes when listener's attention is waning and adjusts accordingly -Uses intonation, tone and action when speaking to maintain the interest of the listener(s)</i>	N/A	-I can adapt my talk to maintain interest -I can use relevant ideas and detail to maintain interest
11	<i>Consider and evaluate different viewpoints, attending to and building on the contributions of others</i>	-Refers to the viewpoints of others, providing supporting evidence or counterbalancing these with their own opinions	<i>-Negotiates different ideas to seek agreement -Discusses different viewpoints and evaluates them -May probe someone to find out more about their alternative viewpoint</i>	It is my opinion that...however, others may / might believe... Perhaps some would argue that... However, I would point out that...	-Can I consider different viewpoints when responding?
12	<i>Select and use appropriate registers for effective communication</i>	-Knows and uses language that is acceptable in formal and informal situations with increasing confidence	<i>-Knows and uses appropriate levels of formality when responding to a talk by a school visitor -Uses formal talk to plan out a way to respectfully address a local MP</i>	N/A	-Can I use the appropriate level of formality for different situations?

Y5 and 6 Oracy Progression: Reading

 Literacy Counts	National Curriculum Statement	Non-Statutory Guidance
<i>Hear, listen to and discuss stories and what is read to them</i>	<ul style="list-style-type: none"> -Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> -Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves
<i>Develop oral vocabulary and grammatical structures</i>		<ul style="list-style-type: none"> -Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading -Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect
<i>Reciting by heart</i>	<ul style="list-style-type: none"> -Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart 	
<i>Discuss word meanings (and language)</i>	<ul style="list-style-type: none"> -Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> -Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language
<i>Rules for Effective Discussion</i>		<ul style="list-style-type: none"> -Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions

Year 5 and 6 Oracy Progression: Writing

	National Curriculum Statement	Non-Statutory Guidance
<i>Oral rehearsal for composition</i>		Pupils should understand, through being shown, the skills and processes essential for writing: that is -thinking aloud to generate ideas -drafting -re-reading to check that the meaning is clear
<i>Oral reading for awareness of audience needs</i>	-Pupils should be able to prepare readings, with appropriate intonation to show their understanding. -Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	-Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
<i>Drama, formal presentations, discussion & debate and performance</i>	-Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -Provide reasoned justifications	-Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study -In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate


Oracy Progression

		Year 6			
National Curriculum Statement		Expectations	What this looks like	Sentence Stems	How
1	<i>Listen and respond appropriately to adults and their peers.</i>	<ul style="list-style-type: none"> -Demonstrates attentive and sustained listening by justifying ideas or expanding on the ideas of a number of speakers -Understands the meaning of some phrases beyond the literal interpretation -Follows multi-step instructions without the need for repetition 	<ul style="list-style-type: none"> -Uses a range of non-verbal responses, e.g. nodding, facial expression -Articulates and develops a speaker's ideas in different ways -Recognises and explains some idioms, e.g. over the moon -Asks questions to explore and develop ideas 	<p>I would like to go back to... and add...</p> <p>This is an interesting point because...</p>	<ul style="list-style-type: none"> -Can I expand on the ideas of other people? -Can I recognise when someone does not say exactly what they mean -Can I follow a complex set of instructions?
2	<i>Ask relevant questions to extend their understanding and knowledge</i>	<ul style="list-style-type: none"> -Regularly ask relevant questions which develop the conversation and extend their understanding and knowledge 	<ul style="list-style-type: none"> -Questions may introduce new ideas or materials to extend knowledge -Understands which questions will develop their learning and understanding -Uses a range of types of questions, e.g. open, rhetorical etc. 	<p>I wonder whether...?</p> <p>Have you considered...?</p> <p>Which is the most important information here?</p>	<ul style="list-style-type: none"> -Can I think of appropriate questions to extend my knowledge and understanding in all areas of learning?
3	<i>Use relevant strategies to build their vocabulary</i>	<ul style="list-style-type: none"> -Communicates detailed information clearly, using precise vocabulary -Talks about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions -Uses adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose 	<ul style="list-style-type: none"> -Draws upon reading to effectively use a wide range of vocabulary in their spoken (and some) written communication -Knows how to use relevant strategies to build and evaluate their vocabulary 	N/A	<ul style="list-style-type: none"> -Can I use vocabulary to communicate my ideas clearly? -Can I use adventurous and ambitious vocabulary, appropriate to the topic and audience?
4	<i>Articulate and justify answers, arguments and opinions</i>	<ul style="list-style-type: none"> -Can offer ideas and opinions in a developed way across the curriculum 	<ul style="list-style-type: none"> -When answering questions, refers to evidence and communicates with precision and clarity for a given audience -Justifies ideas by making links to broader / general knowledge 	<p>I am convinced that...</p> <p>Given that...</p> <p>On the one hand...but...</p>	<ul style="list-style-type: none"> -Can I refer to evidence and communicate ideas precisely and clearly?


		-Confidently articulates and justifies answers, arguments and opinions in a range of situations	- <i>Makes reference back to their original thoughts when their opinions have changed and gives reasons for their change</i> - <i>sequences points logically, defending their views with evidence and making use of persuasive language</i>		
5	<i>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i>	-Gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	- <i>Presents findings from enquiries, including conclusions, causal relationships and results</i> - <i>Uses language techniques, e.g. story language for narratives, chronological order for explanations etc.</i>	...such as... Due to...x has / is... In summary... Owing to...x has / is... This has altered... Evidently...	-Can I structure my talk well for a range of purposes and audiences? -Can I use language techniques effectively?
6	<i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i>	-Maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence	- <i>May negotiate differing ideas to seek agreement</i> - <i>Builds on the ideas of others towards new thinking</i> - <i>Welcomes a range of contributions</i> - <i>Sustained contributions draw ideas together and promote effective discussion</i>	I have a different idea. I think... I have the same opinion as ... I would like to go back to... and add...	-Can I listen and respond to what others think when I make my contributions?
7	<i>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i>	-Uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	- <i>Partakes in a group discussion focusing on collaborative enquiry and problem solving</i> - <i>Negotiates and makes decisions taking account of alternatives and consequences</i> - <i>Asks probing questions</i>	In light of...I predict... There is a high / low probability... The chances of / The likelihood of / Upon consideration of the relevant factors... I think this could be a better way... So, do we all agree that...	-I can take part in sustained collaborative activities, continually shaping my ideas
8	<i>Speak audibly and fluently with an increasing command of Standard English</i>	-Speaks audibly, fluently and with a full command of standard English in most situations	- <i>Develops presence using voice</i> - <i>Adopts a formal / informal tone as appropriate to the situation</i> <i>Articulates thoughts clearly when presenting to a range of audiences</i>	N/A	-I can speak audibly and fluently using Standard English

9	Participate in discussions, presentations, performances, role play, improvisations and debates	-Fully participates in discussions, presentations, performances, role play, improvisations and debates	-Adapts to different and evolving situations to suit each outcome, e.g. informal language structures for role play -Uses a prop to spark a conversation or a narrative, e.g. an evacuee finds a mysterious object in a case	-Past and present -Use of adverbs and adverbials to add detail: when, why, where, what, how -Noun phrases for precision -figurative language: similes, metaphors, personification, alliteration, onomatopoeia -Conjunctions: Y2 plus whenever, whether, in case, even if, even though, ever since, nor	-I can fully participate in a broad range of performances and discussions
10	Gain, maintain and monitor the interest of the listener(s)	-Gains, maintains and monitors the interest of the listener	-Incorporates a variety of sentence and clause structures to gain and maintain the interest of the listener(s) -Uses questioning skilfully to ensure the listener(s) full attention and understanding -Maintains control and effectively organises the talk to guide the listener -Uses a range of non-verbal methods to maintain interest -adapts vocabulary, grammar and non-verbal features to maintain listener's interest	N/A	-I can monitor the interest of the listener and adapt my talk accordingly
11	Consider and evaluate different viewpoints, attending to and building on the contributions of others.	-Considers and evaluates different viewpoints, adding their own and building on the contributions of others	-Evaluates the range of contributions before choosing a course of action -Acknowledges and explains changes in position -Links ideas to synthesise them -Builds on the ideas of others towards new thinking	Consequently / based on fact / because of my beliefs... To hold the view / after consideration... After / On reflection... It is my understanding that... The facts lead me to the conclusion that...	-Can I demonstrate connections with other ideas and draw on different points of view?
12	Select and use appropriate registers for effective communication	-Deliberately shapes talk for the listener, with variation in vocabulary and / or formality, for clarity and effect	-Uses different registers with confidence in a range of formal and informal situations -Manipulates vocabulary and sentence structure to achieve formality -Adopts a formal or informal tone as appropriate to the situation	N/A	-Can I vary my vocabulary and formality according to the situation?

Y5 and 6 Oracy Progression: Reading

 Literacy Counts	National Curriculum Statement	Non-Statutory Guidance
<i>Hear, listen to and discuss stories and what is read to them</i>	<ul style="list-style-type: none"> -Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> -Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves
<i>Develop oral vocabulary and grammatical structures</i>		<ul style="list-style-type: none"> -Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading -Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect
<i>Reciting by heart</i>	<ul style="list-style-type: none"> -Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart 	
<i>Discuss word meanings (and language)</i>	<ul style="list-style-type: none"> -Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> -Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language
<i>Rules for Effective Discussion</i>		<ul style="list-style-type: none"> -Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions

Year 5 and 6 Oracy Progression: Writing

	National Curriculum Statement	Non-Statutory Guidance
<i>Oral rehearsal for composition</i>		Pupils should understand, through being shown, the skills and processes essential for writing: that is -thinking aloud to generate ideas -drafting -re-reading to check that the meaning is clear
<i>Oral reading for awareness of audience needs</i>	-Pupils should be able to prepare readings, with appropriate intonation to show their understanding. -Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	-Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
<i>Drama, formal presentations, discussion & debate and performance</i>	-Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -Provide reasoned justifications	-Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study -In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate