

## ST ANNE'S C OF E ORACY PROGRESSION DOCUMENT

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|--|
| <b>RECEPTION:</b> Teaching ideas   |
| <ul style="list-style-type: none"> <li>➤ Provide learners with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that learners are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!'</li> <li>➤ Support learners' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.</li> <li>➤ Support learners' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.</li> <li>➤ Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.</li> <li>➤ Support learners to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'</li> <li>➤ Build learners' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?</li> </ul> |

| SKILLS  |  |   |  |
|---|--|---|--|
| Linguistic  | Physical   | Cognitive   | Social and emotional   |
| To use talk in play to practice new vocabulary<br>To join phrases with words such as 'if', 'because' 'so' 'could' 'but' | To speak audibly so they can be heard and understood<br>To use gestures to support meaning in play | To use 'because' to develop their ideas<br>To make relevant contributions and asks questions.<br>To describe events that have happened to them in detail. | To look at someone who is speaking to them.<br>To take turns to speak when working in a group. |

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

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

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|  |  |   |  |
|--|--|---|--|
|  |  | It looks / smells / feels / tastes / sounds like... |  |
|--|--|---|--|

### Year 1: Teaching ideas

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

### SKILLS

| Linguistic   | Physical  | Cognitive  | Social and emotional  |
|--|---|--|---|
| <p>To use vocabulary appropriate specific to the topic.</p> <p>To take opportunities to try out new language, even if not always used correctly.</p> <p>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p> | <p>To use the appropriate tone in context</p> <p>To speak clearly and confidently in a range of contexts.</p> <p>To manipulate voice for effect</p> | <p>To offer reasons for their opinions.</p> <p>To recognise when they haven't understood something and asks a question to help with this.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p> <p>To explain their reasoning.</p> <p>To ask effective questions.</p> <p>To extend their ideas .</p> | <p>To listen to others and is willing to change their mind based on what they have heard.</p> <p>To organise group discussions independently of an adult.</p> <p>To build relationships through talk.</p> |

### Experiences/ WAGOLLS

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

| Language for argument and opinion                                | Language for comparing and contrasting  | Language of explanation / description          | Language of prediction                       |
|--|---|--|--|
| <p>Yes/ no because...</p> <p>I don't like/ do like...because</p> | <p>They are the same/different because...is...and...is</p> <p>They are alike because they are both...</p> | <p>I...because</p> <p>When I ...because...</p> | <p>I think...because</p> <p>I predict...</p> |

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|                               |  |                               |                               |
|-------------------------------|--|-------------------------------|-------------------------------|
| I agree/ disagree with...     |  | It is...and...                | I think...will happen because |
| It is right/ wrong because... |  | It is a/an (adjective) (noun) | I know that..                 |
| I think/ don't think that...  |  | After I...                    |                               |

### YEAR 2: Teaching ideas

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

### SKILLS

| Linguistic  | Physical   | Cognitive  | Social and emotional   |
|---|--|--|--|
| To adapt how they speak in different situations according to audience.<br>To use specialist talk. | To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.<br>To use the appropriate pace, volume, tone of voice in the right context | To ask questions to find out more about a subject (e.g. asking a planned question, then thinking of another question to build on it).<br>To build and challenge on others' ideas in discussions.<br>To make connections between what has been said and their own and others' experiences.<br>To paraphrase what has been said<br>To choose relevant content for talk | To start to develop an awareness of audience e.g. what might interest a certain group.<br>To be aware of others who have not spoken and to invite them into discussion.<br>To confidently deliver short pre-prepared material.<br>To begin to engage with an audience. |

### Experiences/ WAGOLLS

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

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| Language for argument and opinion  | Language for comparing and contrasting   | Language of explanation / description   | Language of prediction   |
|--|--|---|--|
| Yes/ no because...<br>I don't like/ do like...because<br>I agree/ disagree with...<br>It is right/ wrong because...<br>I think/ don't think that...<br>I believe...<br>In my opinion...<br>However...<br>Also... | They are the same/different because...is...and...is<br>They are alike because they are both...<br>They are similar because<br>They are different because | I...because<br>When I ...because...<br>It is...and....<br>It is (adjective) (noun)<br>After/ before I | I predict...<br>I think...will happen because<br>I know that.. |

### YEAR 3: Teaching ideas

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

### SKILLS

|            |          |           |                      |
|------------|----------|-----------|----------------------|
| Linguistic | Physical | Cognitive | Social and emotional |
|------------|----------|-----------|----------------------|

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|  |  |  |  |
|--|--|--|--|
| <p>To use specialist language<br/>To make precise language choices</p>   | <p>To deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.<br/>To consider position and posture when addressing an audience.</p> | <p>To offer opinions that aren't their own.<br/>To explain an idea or concept to someone else.<br/>To reflect on discussions and identify how to improve.<br/>To summarise a discussion.<br/>To reach shared agreement in discussions.<br/>To build, challenge and develop others' ideas in discussions.<br/>To choose appropriate content, relating to the content in hand.</p> | <p>To adapt the content of their speech for a specific audience.<br/>To speak with confidence in front of an audience.<br/>To manage group discussions with more independence.</p> |
| <p>Experiences/ WAGOLLS</p>  |  |  |  |
| <p>Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.<br/>Become a storyteller for an authentic audience.<br/>Present to an audience of older or younger students.<br/>Chair a discussion.<br/>Hold a class meeting</p> |  |  |  |

| Language for argument and opinion   | Language for comparing and contrasting  | Language of explanation / description   | Language of prediction  |
|---|---|---|---|
| <p>An argument for/against is...<br/>I don't like/ do like...because<br/>I agree/ disagree with...<br/>It is right/ wrong because...<br/>I think/ don't think that...<br/>I believe...<br/>In my opinion.../my view is...</p> | <p>They are the same/different because...is...and...is<br/><br/>They are alike because they are both...<br/><br/>They are similar because<br/><br/>They are different because</p> | <p>I...because<br/><br/>When I ...because...<br/><br/>It is...and...<br/><br/>It is (adjective) (noun)<br/><br/>After/ before I<br/><br/>I think it looks/feel/smells like<br/><br/>It reminds me of...</p> | <p>I predict...<br/><br/>I think...will happen because<br/><br/>I predict... because...<br/><br/>This is probable because...<br/><br/>After...I predict that...<br/><br/>This is a result of...</p> |

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|  |  |  |  |
|--|--|--|--|
| I accept your opinion or decision...however... |  |  |  |
| However...                                     |  |  |  |
| Also...  |  |  |  |
| Building on what you are saying...             |  |  |  |

### YEAR 4: Teaching ideas

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

### SKILLS

| Linguistic   | Physical  | Cognitive   | Social and emotional   |
|--|---|---|--|
| To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. persuade, inform, entertain. | To use pauses for effect in presentational talk (e.g. give a point, pause and give examples, comic timing).<br>To consider position, posture and body language when addressing an audience. | To give supporting evidence e.g. citing a text, a previous example or a historical event.<br>To ask probing questions.<br>To reflect on their own oracy skills and identify areas of strength and areas to improve.<br>To confidently use all the discussion roles (builder, instigator, challenger, prober, summariser, clarifier).<br>To draw upon knowledge of the world to support their own viewpoint. | To use more natural and subtle prompts for turn taking.<br>To consider the impact of their words on others when giving feedback.<br>To empathise with an audience – hook, emotional response.<br>To speak with passion and confidence. |

### Experiences/ WAGOLLS

- To use talk for a specific purpose e.g. to persuade or to entertain.
- To speak in front of a larger audience of adults e.g. a group of eight.

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To collaboratively solve a problem.  
 To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.  
 To receive feedback from a peer or audience member on their oracy skills.  
 Create TV or Radio adverts.  
 Mock election hustings  
 Peer teaching.  
 Perform poetry by heart

| Language for argument and opinion                   | Language for comparing and contrasting              | Language of explanation / description | Language of prediction            |
|---|---|---------------------------------------|-----------------------------------|
| An argument for/against is...                       | They are the same/different because...is...and...is | I...because                           | I predict...                      |
| I don't like/ do like...because                     | They are alike because they are both...             | When I ...because...                  | I think...will happen because     |
| I agree/ disagree with...                           | They are similar because                            | It is...and....                       | I predict.... because...          |
| It is right/ wrong because...                       | They are different because                          | It is (adjective) (noun)              | This is probable because...       |
| I think/ don't think that...                        | A further similarity/ difference is...              | After/ before I                       | After...I predict that....        |
| I believe...  |   | I think it looks/feel/smells like     | This is a result of...            |
| In my opinion.../my view is...                      |   | It reminds me of...                   | The outcome will be...            |
| I appreciate your opinion or decision...however.... |   | Meanwhile                             | After hearing all the evidence... |
| However I think differently because...              |   | Furthermore                           |                                   |
| Also...   |   | In contrast to...                     |                                   |
| I see differently,                                  |   |                                       |                                   |
| Building on what you are saying...                  |   |                                       |                                   |

## ST ANNE'S C OF E ORACY PROGRESSION DOCUMENT

### YEAR 5: Teaching ideas

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

### SKILLS

| Linguistic  | Physical  | Cognitive  | Social and emotional   |
|---|---|--|--|
| <p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy (when generating new questions based on the answers given).<br/>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g scientific report.</p> | <p>To project their voice to large audience.<br/>For gestures to become increasingly natural.</p> | <p>To draw upon knowledge of the world to support their own point of view and explore different perspectives e.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'.<br/>To identify when a discussion is going off topic and to be able to bring it back on track, using sentence stems 'At feels like we're going a bit off topic here, let's get back to x'.<br/>To give supporting evidence e.g. citing a text, a previous example or a historical event.<br/>To ask probing questions and adjust subsequent questions based on the audience.<br/>To use all the discussion roles (builder, instigator, challenger, prober, summariser, clarifier) appropriately.</p> | <p>To listen with intent.<br/>To speak with flair and passion.<br/>To begin to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</p> |

### Experiences/ WAGOLLS

Enter a debate competition  
BBC school report  
Create a Youtube Channel

## ST ANNE'S C OF E ORACY PROGRESSION DOCUMENT

Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.  
 Leading a parents' evening.  
 Compering a school talent show or event.  
 Slam poetry.  
 Stand up comedy.

| Language for argument and opinion                   | Language for comparing and contrasting    | Language of explanation / description | Language of prediction            |
|---|---|---------------------------------------|-----------------------------------|
| An argument for/against is...                       | In some ways...                           | In conclusion                         | I predict...                      |
| The two main reasons for believing this...          | Another feature they have in common...    | To begin with...                      | I think...will happen because     |
| Perhaps some people would argue...                  | Furthermore they are both...              | It seems to be like...                | I predict... because...           |
| In my opinion.../my view is...                      | However, they also differ in some ways... | Meanwhile...                          | This is probable because...       |
| I appreciate your opinion or decision...however.... | A further similarity/ difference is...    | As a result...                        | After...I predict that....        |
| However I think differently because...              |   | In contrast to...                     | This is a result of...            |
| I understand your point of view however...          |   | Eventually...                         | The outcome will be...            |
| I see differently,                                  |   |                                       | After hearing all the evidence... |
| Building on what you are saying...                  |   |                                       | Due to the fact...                |

### YEAR 6: Teaching ideas

- Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.
- Practise 'power poses'

#### Same as in year 5:

- Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.

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- Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- Use vocal warm ups and diaphragm breathing exercises to support voice projection.
- Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...'  
'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'

### SKILLS

| Linguistic   | Physical   | Cognitive  | Social and emotional   |
|--|--|--|--|
| To vary sentence structures and length for effect when speaking.<br>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. precise vocabulary, presentational talk. | To speak fluently in front of an audience.<br>Have a stage presence.<br>To consciously adapt tone, pace and volume of voice within a single situation and based on the environment they're in. | To construct a detailed argument or complex narrative.<br>To spontaneously respond and ask increasingly complex questions, citing evidence where appropriate.<br>To use all the discussion roles (builder, instigator, challenger, prober, summariser, clarifier) appropriately and without prompting. | To use humour effectively.<br>To read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.<br>To speak with flair and passion. |

### Experiences/ WAGOLLS

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

| Language for argument and opinion                  | Language for comparing and contrasting    | Language of explanation / description | Language of prediction        |
|--|---|---------------------------------------|-------------------------------|
| An argument for/against is...                      | In some ways...                           | In conclusion                         | I predict...                  |
| The two main reasons for believing this...         | Another feature they have in common...    | To begin with...                      | I think...will happen because |
| Perhaps some people would argue...                 | Furthermore they are both...              | It seems to be like...                | I predict.... because...      |
| In my opinion.../my view is...                     | However, they also differ in some ways... | Meanwhile...                          | This is probable because...   |
| I appreciate your opinion or decision...however... | A further similarity/ difference is...    | As a result...                        | After...I predict that....    |

## ST ANNE'S C OF E ORACY PROGRESSION DOCUMENT

|   |  |   |   |
|---|--|---|---|
| <p>However I think differently because...</p> <p>I understand your point of view however...</p> <p>I see differently,</p> <p>Building on what you are saying...</p> |  | <p>In contrast to...</p> <p>Eventually...</p> | <p>This is a result of...</p> <p>The outcome will be...</p> <p>After hearing all the evidence...</p> <p>Due to the fact...</p> <p>In summary...</p> <p>In light of...</p> |
|---|--|---|---|