

Elizabeth Woodville Primary School Oracy Progression Map

The Role of the Teacher:

- Model speaking and listening in all areas of the curriculum
- Makes objectives explicit along with clear instructions
- Listens carefully and responsively and respects the children's ideas
- Creates time and opportunities for children to talk effectively in all areas of the curriculum
- Asks questions that are open and require the children to think deeper

- Gives visual
- Allows children to express and discuss
- Thinks about how to praise
- Allows an opportunity
- Reflect on the

Oracy Skills:	EYFS	Year 1	Year 2	Year 3	Year 4
Physical	<p>Beginning to make eye contact when talking to adults and peers</p> <p>Interact with others, organising plans and activities in role play areas</p> <p>Learning to take turns to have a conversation</p>	<p>Select and use appropriate registers for effective communication.</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Learn how to change tone for different conversations and situations</p> <p>Use hand gestures when retelling a story or their own recount</p> <p>Begin making eye contact when conversing with adults and peers</p>	<p>Select and use appropriate registers for effective communication.</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Understand that eye contact should be made when conversing with someone</p> <p>Use gestures to support their conversations</p> <p>Understand that you can change the tone of your voice in different conversations and situations</p>	<p>Select and use appropriate registers for effective communication.</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Vary speed, tone and value of their voice for different audiences and performances</p> <p>Articulate their ideas clearly</p> <p>Project their voices clearly and loudly</p>	<p>Select and use appropriate registers for effective communication.</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Make eye contact during conversations with pairs, small groups and large groups</p> <p>Turn to those who are talking to them</p> <p>Beginning to nod when listening to a speaker</p>
Listening	<p>Understand how to listen carefully and understand why listening is important</p> <p>Listen to and engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary</p> <p>Listen to stories to build familiarity and understanding.</p> <p>Listen to peers and teachers when giving simple instructions</p> <p>Listen to stories with curiosity</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Listen to peers and teachers with increasing interest</p> <p>Listen to stories with interest and curiosity</p> <p>Beginning to look attentively when someone is conversing with them</p> <p>Engage in discussions during shared reading time</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Listen well to those who are engaging in a conversation with them</p> <p>Understands that listening requires focus and responses</p> <p>Be aware that a good listening looks at the person who is speaking to them</p> <p>When listening to a whole class book, take part in deep discussions</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Beginning to listen with intent to their peers inside and outside of the classroom</p> <p>Listen with intent when given instructions</p> <p>Listen to their peers when working in a group or pairs</p> <p>Listen carefully to stories</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Sustain interest when listening to their peers inside and outside of the classroom</p> <p>Listen carefully to stories</p> <p>Listen well when working in pairs and groups</p>
Linguistic	<p>Learn and use new vocabulary through each day and use in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Ask questions to find out more to check they understand what has been said to them</p> <p>Talk about stories to build familiarity and understanding. Re-tell the story once they have developed a deep familiarity with</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>

Linguistic cont...	<p>the text, some as exact repetition and some in their own words</p> <p>Engage in story times and learn rhymes, poems and songs, paying attention to how they sound.</p> <p>Use language to imagine and recreate roles and experiences</p> <p>Beginning to start sentences to express their ideas with 'I think that...' or 'I like this...'</p>	<p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Beginning to choose specific vocabulary</p> <p>Beginning to ask peers for their ideas using cue cards 'Why do you think that?'</p> <p>Beginning to expand on what they think and know using 'because' in maths and English lessons</p> <p>Make a helpful contribution by sharing ideas in pair or small talk</p> <p>Beginning to think about keeping the listener's engagement / interest</p>	<p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Beginning to choose specific vocabulary in some detail</p> <p>Learn to ask peers for their ideas and opinions with cue cards</p> <p>Learn to expand on what they have learnt using the conjunction 'because' in all areas of the curriculum where appropriate</p> <p>Contribute during classroom discussions with confidence and ease</p> <p>Choose relevant details to engage a listener</p>	<p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Begin using the correct terminology that has been learnt from peers and the class teacher for particular topics / projects</p> <p>Develop and extend their use of emotion or descriptive language</p> <p>To read their work aloud to their peers with confidence and ease</p> <p>To be able to retell stories that they have listened to</p>	<p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Use tentative/exploratory language when thinking about something</p> <p>Formulate and express opinions</p> <p>Adapt vocabulary and structure of speech in formal and formal situations</p> <p>Beginning to use subject specific language that is taught during all areas of the subject</p>
Cognitive	<p>Develop social phrases</p> <p>Connect one idea or action to another using a range of conjunctions and describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Ask questions to find out more to check they understand what has been said to them</p> <p>Begin to express their feelings, ideas and opinions in one to one conversations</p> <p>Begin to understand that you need to take turns in talk</p> <p>Ask questions about why things happen and how they work</p>	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Answer questions about stories</p> <p>Ask relevant question during carpet time</p> <p>Know how and when to take turns</p> <p>Express their feelings, opinions and ideas with their peers</p>	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Beginning to think before they speak to ensure their words are articulate and thought out</p> <p>Understand that you can choose specific conversations for different audiences</p> <p>Be able to share what they've been discussing in pairs or small groups</p> <p>Be able to practise recall and retrieval from previous lessons</p>	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Thinking carefully about how they speak</p> <p>To become more articulate by thinking before they speak</p> <p>Allow others to take turns without interrupting</p> <p>To learn to use cue cards to ensure their talk is effective</p> <p>Learn to invite others to make contributions in group or paired talk</p> <p>Give more than one reason to support an idea or opinion</p>	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Ask relevant questions</p> <p>Think and rehearse what to say and how to present to specific audiences</p>