

## Booker Avenue Infant School Oracy Progression Map

### EYFS (4-5 years old)

Key skills to teach:				Experiences:
<b>Physical</b> <ul style="list-style-type: none"> <li>• Speak audibly so they can be heard and understood</li> <li>• Use gestures to support meaning in play</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>• Use talk in play to practice new vocabulary</li> <li>• Joins phrases with words such as 'if', 'because' 'so' 'could' 'but'</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>• Use 'because' to develop their ideas</li> <li>• Make relevant contributions and asks questions</li> <li>• Describe events that have happened to them in detail</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>• Look at someone who is speaking to them</li> <li>• Take turns to speak when working in a group</li> </ul>	<ul style="list-style-type: none"> <li>• Use talking partners to share ideas and develop shared thinking.</li> <li>• Encourage children to carry out tasks that involve them communicating with unfamiliar adults.</li> <li>• Provide children 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.</li> <li>• Use role play and small world areas for children to adopt roles and act out narratives.</li> <li>• Daily poetry and rhyme sessions.</li> <li>• Talk critically about a finished piece</li> <li>• Peer Performance.</li> <li>• Bucket therapy.</li> </ul>
<b>Teaching ideas:</b>				
<ul style="list-style-type: none"> <li>• Provide children 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 children are given specific praise when they adopt a role and use language appropriately.</li> <li>• Support children's 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 children's 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 children to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. Whisper/ Playground voice.</li> <li>• Build children's confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?</li> <li>• Model and introduce new vocabulary through interacting alongside the children in the role play and small world areas.</li> <li>• Encourage children to reflect on their work and talk about it critically.</li> </ul>				

### Year 1 (5-6 years old)

Key skills to teach:				Experiences
<b>Physical</b> <ul style="list-style-type: none"> <li>Use the appropriate tone in context</li> <li>Speak clearly and confidently in a range of contexts</li> <li>Manipulate voice for effect</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>Use vocabulary appropriate specific to the topic</li> <li>Take opportunities to try out new language, even if not always used correctly</li> <li>Use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</li> <li>Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>Offer reasons for their opinions</li> <li>Recognise when they haven't understood something and asks a question to help with this</li> <li>Disagree with someone else's opinion politely</li> <li>Explain ideas and events in chronological order</li> <li>Explain their reasoning</li> <li>Ask effective questions</li> <li>Extend their ideas</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>Listens to others and is willing to change their mind based on what they have heard</li> <li>Organise group discussions independently of an adult</li> <li>Build relationships through talk</li> </ul>	<ul style="list-style-type: none"> <li>Take part in small group discussions without an adult</li> <li>Speak in front of a larger audience e.g. during an assembly/ performance</li> <li>Daily poetry and rhyme sessions</li> <li>Take part in cross curricular discussions</li> <li>Oral editing of work</li> <li>Talk for writing</li> <li>Ginger Bear</li> <li>Peer Performance</li> <li>Read work aloud to class</li> <li>Talk critically about a finished piece</li> </ul>
<b>Teaching ideas:</b> <ul style="list-style-type: none"> <li>Introduce children to different protocols to scaffold turn-taking e.g. putting a thumb up when they want to speak, or taking turns passing talk around a circle.</li> <li>Use visual aids to support children's 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.</li> <li>Introduce children to the roles of the 'builder' and 'challenger'. Equip learners with sentence stems to fulfil each role.</li> <li>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?'</li> <li>Draw children's attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'</li> <li>Introduce new vocabulary at a rapid pace encourage children to use language in their play.</li> <li>Use cue cards and talking points related to the children's world e.g. should pineapple be allowed on pizza</li> </ul>				

**Year 2 (6-7 years old)**

Key skills to teach:				Experiences
<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Use the appropriate pace, volume, tone of voice in the right context</li> </ul>	<p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>Adapt how they speak in different situations according to audience</li> <li>Use specialist talk</li> </ul>	<p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>Ask questions to find out more about a subject (e.g. asking a planned question, then thinking of another question to build on it)</li> <li>Build and challenge on others' ideas in discussions</li> <li>Make connections between what has been said and their own and others' experiences <ul style="list-style-type: none"> <li>Paraphrase what has been said</li> </ul> </li> <li>Choose relevant content for talk</li> </ul>	<p><b>Social and emotional</b></p> <ul style="list-style-type: none"> <li>Start to develop an awareness of audience e.g. what might interest a certain group</li> <li>Be aware of others who have not spoken and to invite them into discussion</li> <li>Confidently deliver short pre-prepared material</li> <li>Begin to engage with an audience</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Participate in a short 'show and tell' session.</li> <li>Become a storyteller for an audience.</li> <li>Hold a class meeting</li> <li>School Council</li> <li>Lego Therapy</li> <li>Introduce and begin to engage in debating</li> </ul>
<p><b>Teaching ideas:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Create different role play scenarios which enable children 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.</li> <li>Play games which encourage learners to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.</li> <li>Use hot-seating and question tennis to develop children's questioning skills.</li> <li>Praise children 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.</li> <li>Before children deliver presentational talk, create structured opportunities for them to reflect on what will engage their audience.</li> <li>Use debating cards to stimulate conversations, encouraging children to have an opinion and support this with correct language use.</li> <li>Introduce new vocabulary at a rapid pace encourage children to use language in their play.</li> <li>Use cue cards and talking points related to the children's world e.g. should pineapple be allowed on pizza.</li> </ul>				

**Possible Oracy outcomes across the curriculum**

Music: Listen to and talk about a piece of music.	History: Use props and small world to re-enact a historical event.	Geography: Create an 'audio book' of the local area	Presentation: Cross curricular
Science: Predictions and discussions.	English: Recite a poem	Hot seating: Cross curricular	ICT: Record
Maths: Stem sentences	English- Oral retell of a story	Maths: Peer support- How to solve calculations	Geography: Gathering feedback for research purposes. (Peer)
Music: Performing for an audience	Debating- Cross Curricular	R.E- Class discussion	Art and DT: Talk about and view work critically.
History: Retelling a historical event.	Maths- Create a timetable rap	PSHE- Circle time/ games	English- Oral editing