



Oracy (Speaking and Listening) progression of skills/checkpoints

At North Clifton primary, we believe spoken language to be fundamental to the achievement of our pupils. We understand that communication and language are the roots underpinning success in reading and writing and that good communication skills can enhance every type of learning. This is why we ensure that all our children have many opportunities to fully explore their communication and language skills.

Oracy underpins our work across the curriculum as pupils develop the skills to reason, discuss, debate and present their learning in a variety of contexts with increasing skill and confidence. Our pupils are encouraged to explore ideas through discussion, to format their own reasoned arguments, to challenge each other's opinions, to develop critical thinking skills as well as talk in full sentences with a clear and confident voice. It is our intention to provide an environment that is rich in talk and ensure that, by the time they leave North Clifton Primary, all our pupils are able to communicate effectively and confidently in a range of different situations, for a variety of different audiences.

When teaching oracy at North Clifton Primary, teachers address the four key strands of the oracy skills framework:

- **Physical aspects** – how we use our voice and body to communicate.
- **Linguistic aspects** – how we structure what we say and choose appropriate vocabulary.
- **Cognitive aspects** – staying focused whilst speaking and when listening to others, asking appropriate questions and explaining opinions using reasons.
- **Social & emotional aspects** – working with others, listening and responding and increasing confidence.

Teachers plan for talk across the curriculum and to elevate speaking beyond the classroom. Pupils have a range of planned oracy experiences across all curriculum areas, which include drama and role play opportunities, presentation of learning, talk partners, paired/collaborative work, giving and receiving instructions, asking and responding to questions, listening to stories and visiting speakers, sharing experiences and ideas, explaining their reasoning, and experimenting with words and vocabulary. Not only do we strive to develop spoken language skills through the taught curriculum, but there are many opportunities for children to develop their oracy skills outside of the curriculum, including class and whole school assemblies, pupil leadership meetings (school council, playground leaders, arts council) and other pupil voice activities, playtimes, lunchtimes, school productions and extra-curricular activities.

Our oracy curriculum enables children to speak with confidence, clarity and fluency, while adapting their use of language for a range of different purposes and audiences, including the use of Standard English. It emphasises the value of listening and the ability to concentrate on, interpret and respond appropriately to a wide range of listening experiences. Our curriculum teaches children to value their own opinions and be able to express them to others, sustaining a logical argument, while also being open minded and taking account of the views of other, valuing their contributions and respond to them appropriately. It develops in children the necessary skills to present their ideas and share their learning in an engaging, informative way through formal presentations.

Our Oracy Framework:

EYFS For our EYFS Oracy Framework we have introduced the four strands – physical, linguistic, cognitive and social & emotional –and set one core oracy objective for each that gets to the root of each Framework strand. At this stage we have put the emphasis on students’ fundamental oracy skills such as speaking loud enough to be heard, beginning to join ideas together, asking questions and taking turns.	Key Stage 1 For our Key Stage 1 Oracy Framework we have built on the ideas introduced in EYFS and generated two or three interlinked objectives for each strand. Each objective is slightly more complex than the previous key stage and introduces more sophisticated vocabulary. At this stage we have put the emphasis on beginning to have more self and audience awareness, considering which language is appropriate and thinking about speech being structured and purposeful.	Key Stage 2 For our Key Stage 2 Oracy Framework we have built on the ideas introduced in Key Stage 1 and generated three or four interlinked objectives, each under the relevant subheadings for that strand. Each objective is more complex than the previous key stage and introduces more sophisticated vocabulary as well as demanding a little more thought to its application. At this stage we have put the emphasis on adapting to different situations and audiences, tailoring speech to a particular audience and being more aware of group dynamics and how to influence these.
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‘I can...’ statements:

EYFS	Physical I can speak loud enough to be heard	Linguistic I can use joining words together like and, because and but	Cognitive I can ask questions	Social and emotional I can taking turns to talk and listen
KS1	Physical I can think about the speed and volume of my voice I can use gestures and expression to help make my point I can face who I am speaking or listening to	Linguistics I can use sentence stems to link other’s ideas I can use new and appropriate vocabulary’ idea	Cognitive I can speak in a clear and organised way I can ask relevant questions and respond to others I can give reasons for what I am saying	Social and emotional I can take turns to talk and listen and encouraging others to take part I can talk confidently and think about my audience
KS2	Physical Voice: I can speak clearly with expression I can adapt the tone, pace and volume of my voice for different situations Body: I can use body language and facial expressions to match the message I am trying to convey	Linguistic I can choose what vocabulary to use and tailor it to my audience I can match my language to the situation I can use a range of persuasive techniques	Cognitive I can be clear about my main points as well as building on the thoughts od others I can organise my talk so that it presents a clear argument or narrative I can ask questions to clarify, probe and challenge. I can summarise the main points in a succinct way. I can respond to what is being said and provide evidence for the points that I am making.	Social and emotional Working with others: I am aware of group dynamics and actively invite others to share their opinions Listening I can listen actively and respond appropriately Confidence I can show confidence as well as being respectful towards others Audience I can think about my audience and adapt my speech accordingly

Checkpoints:

NC 2014 Objective	By 5 Years Old	By 7 Years Old	By 9 Years Old	By 11 Years Old
Listen and respond appropriately to adults and their peers.	<ul style="list-style-type: none">Understand they need to look at who’s talking to them and think about what they’re sayingListen to and understand instructions about what they’re doing, whilst busy with another taskUnderstand longer 2 to 3 part spoken instructions <i>E.g. “Get changed into your PE kit, then choose a partner and line up by the door”</i>Understand ‘how’ or ‘why’ questions<i>E.g. “How did the family escape from the bear in the story?”</i>	<ul style="list-style-type: none">Know the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important informationUnderstands complex 2 to 3 part instructions	<ul style="list-style-type: none">Listen to information, work out which elements are key and make relevant, related comments	<ul style="list-style-type: none">Begin to appreciate sarcasm when it’s obvious <i>E.g. “My best vase, broken, now that was really clever”</i>Understand different question types:<ul style="list-style-type: none">Open questions – <i>“Can you tell me all about your visit to the museum?”</i>Closed questions – <i>“Did you enjoy your trip to the museum?”</i>Rhetorical questions – <i>“Wasn’t that a lovely trip to the museum?”</i>Understand and enjoy simple jokes and recognise simple idioms, but can’t really explain why they’re funny or what they mean <i>E.g. ‘slowly slowly catchy monkey’</i>
Ask relevant questions to extend their understanding and knowledge.	<ul style="list-style-type: none">Ask and answer ‘what’, ‘where’, ‘when’, and ‘what could we do next’ questions	<ul style="list-style-type: none">Be aware of when a message is not clear and ask for an explanationAsk lots of questions to find out specific information including ‘how’ and ‘why’	<ul style="list-style-type: none">Identify clearly when they haven’t understood and be specific about what additional information they need <i>E.g. “So what do we use to measure liquid again? Is it millimetres or millilitres?”</i>	<ul style="list-style-type: none">Use questions to help conversations flow
Use relevant strategies to build their vocabulary .	<ul style="list-style-type: none">Understand that words can be put into groups or categories, and give examples from each categoryUnderstand a range of words to describe the idea of time, shape, texture, size and know in which context to use them	<ul style="list-style-type: none">Compare words - the way they look, sound or mean <i>E.g. “It’s weird, bare and bear sound the same, but you spell them different and they mean different things</i>‘Guess the word’ when provided with clues using shape, size and functionUse newly learnt words in a specific and appropriate way <i>E.g. “Do you know what symmetry means?”</i>	<ul style="list-style-type: none">Use a range of words related to time and Measurement <i>E.g. “Next Friday we’re going on our school trip. Mrs Malaki says we’ll be about an hour on the coach – that’s not too bad is it mum?”</i>Use a wide range of verbs to express their thoughts, or about cause and effectJoin in discussions about a visit or activity using<ul style="list-style-type: none">topic vocabularyUse a whole range of regular and unusual word endings, with few errors being made <i>E.g. Fought, fell, brought, geese, fish</i>	<ul style="list-style-type: none">Use sophisticated words but meaning might not always be accurate <i>E.g. “I had to co-operate really hard to get the work done”</i>Know that words can have two meanings, uses them appropriately but can’t always explain how they’re connected <i>E.g. ‘Watch’ (the TV and on your wrist) or ‘bark’ (like a dog and on a tree)</i>
Articulate and justify answers, arguments and opinions.	<ul style="list-style-type: none">Show that they can use language to reason and persuade <i>E.g. “Can I go outside because it’s stopped raining?”</i>	<ul style="list-style-type: none">Use more complicated grammar and different ways to join phrases to help explain or justify an event	<ul style="list-style-type: none">Use complex grammar and sentences effectively to communicate in different ways to clarify, summarise, explain choices and plan	<ul style="list-style-type: none">Use long and complex sentence structures and more complex joining words to make language flowNegotiate an agreement explaining other options and possible outcomes
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .	<ul style="list-style-type: none">Name objects, characters and animals from a descriptionUse words more specifically to make meaning clear <i>E.g. “I didn’t want my yellow gloves, I wanted the spotty ones that match my hat”</i>Use well-formed sentences, longer sentences and sentences with more details <i>E.g. “I made a big round pizza with tomato, cheese and</i>	<ul style="list-style-type: none">Use an imaginative range of descriptive words in sentences(N) Describe their own experiences in detail and in the right order(N) Tell a story with important key components in place – so they set the scene, have a basic story plot and the sequence of events are generally in the right order	<ul style="list-style-type: none">Use complex grammar and sentences effectively to communicate in different ways to clarify, summarise, explain choices and planAdd detail or leave information out according to how much is already known by the listener	<ul style="list-style-type: none">Use long and complex sentence structures and more complex joining words to make language flow<i>E.g. ‘Meanwhile’, ‘therefore’ or ‘yet’</i>Use everyday language that is detailed and about<ul style="list-style-type: none">experiences that may have happened some time ago or are planned for the future

NC 2014 Objective	By 5 Years Old	By 7 Years Old	By 9 Years Old	By 11 Years Old
	<p><i>ham on top”</i></p> <ul style="list-style-type: none"> Join phrases with words such as ‘if’, because’, ‘so’, ‘could’ <i>E.g. “I can have a biscuit if I eat all my dinner”</i> (N) List events with some detail (N) Describe events. These may not always be joined together or in the right order (N) Use longer and more complicated sentences within their stories 			<ul style="list-style-type: none"> (N) Incorporate a subplot in telling stories and recalling events, before resolving the main storyline
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .	<ul style="list-style-type: none"> Start conversations with other people and join in with group conversations 	<ul style="list-style-type: none"> Take turns to talk, listen, and respond in two way conversations and groups 	<ul style="list-style-type: none"> Keep conversations going with a range of people in different situations, by making relevant comments or by asking questions 	<ul style="list-style-type: none"> Use questions to help conversations flow Manage and organise collaborative tasks with little adult supervision Enjoy organising group games and explain the rules effectively
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<ul style="list-style-type: none"> Use language to do a wider range of things – such as ask, negotiate, give opinions and discuss ideas and feelings Give details that they know are important and will influence the listener (N) Begin to add something that’s gone wrong in their own stories 	<ul style="list-style-type: none"> (N) Tell a story with important key components in place – so they set the scene, have a basic story plot and the sequence of events are generally in the right order (N) Accurately predict what will happen in a story 	<ul style="list-style-type: none"> Infer meanings, reasons and make predictions 	<ul style="list-style-type: none"> (N) Tell elaborate entertaining stories which are full of detailed descriptions (N) Incorporate a subplot in telling stories and recalling events, before resolving the main storyline
Speak audibly and fluently with an increasing command of Standard English.	<ul style="list-style-type: none"> Produce speech that is clear and easy to understand, though may still have some immaturities Develop good knowledge and understanding of sounds and words, which are important for reading and spelling Break words up into syllables Recognise words that rhyme or sound similar Work out what sound comes at the beginning of a word 	<ul style="list-style-type: none"> Use speech that is consistently clear and easy to understand Show good knowledge and understanding of sounds and words, which are important for reading and spelling Spot more complex rhymes Split up short words into sounds <i>D-i-nn-er</i> Count syllables in words 	<ul style="list-style-type: none"> Uses intonation linked to grammar to help make sense of information 	<ul style="list-style-type: none"> Explain some rules of grammar and know when a sentence is not grammatically correct
Participate in discussions, presentations, performances, role play, improvisations and debates.	<ul style="list-style-type: none"> Join in and organise role play with friends Play co-operatively and pretend to be someone else talking. These games can be quite elaborate and detailed (N) Re-tell favourite stories - some parts as exact repetition and some in their own words 	<ul style="list-style-type: none"> Take turns to talk, listen, and respond in two way conversations and groups 	<ul style="list-style-type: none"> Lead group conversations involving each person. Present ideas to the class clearly and fluently. 	<ul style="list-style-type: none"> Use questions to help conversations flow Realise when people don’t fully understand and try to help them Enjoy organising group games and explain the rules effectively Present ideas to larger groups clearly and fluently (ie assemblies, performances etc.)
Gain, maintain and monitor the interest of the listener(s).	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> (N) Begin to be aware of what the listener knows already and make checks while telling a story Exaggerate in an implausible way, to make stories more exciting 	<ul style="list-style-type: none"> (N) Put interest into their voices to make storytelling exciting and come to life Understand the interests of the listener <i>E.g. “Guess who I saw yesterday...”</i> Keep conversations going with a range of people in different situations, by making relevant comments or by asking questions 	

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Consider and evaluate different viewpoints, attending to and building on the contributions of others.	<ul style="list-style-type: none">	<ul style="list-style-type: none">Consider alternatives, agree what to do and report this to another group	<ul style="list-style-type: none">Sustain group work over time, organising group members and resources.Listen to and respect other’s viewpoints and comment on them.	<ul style="list-style-type: none">Understand and make use of a variety of ways to support, challenge and accept criticismNegotiate and make decisions taking account of alternatives and consequencesCounter another’s argument with their own opinion or view point.
Select and use appropriate registers for effective communication.	<ul style="list-style-type: none">Use some irregular past tense verbs <i>E.g. “I drank all my milk”, “She took my teddy”</i>	<ul style="list-style-type: none">Use language they hear other people using and begin to be aware of current peer language. Becoming aware of the need to use different styles of talk with different people. The below are used with friends but not teachers <i>E.g. Terms like, ‘in your face’, ‘wicked’ or ‘yeah right’</i>	<ul style="list-style-type: none">Use formal language when appropriate in some familiar situationsUse language for a range of different reasons. This is important for building friendships <i>E.g. Complementing or criticising, clarifying and negotiating</i>	<ul style="list-style-type: none">Use formal language when appropriate in a range of situations, familiar and new