

St. Mark's Primary School Progression in Speaking and Listening



At St. Mark's Primary School, our curriculum is rich in speaking and listening opportunities for our children. With knowledge and skills, experiences and vocabulary at the core of our curriculum, we are committed to using purposeful talk throughout our school to drive forward learning. We do this through talk in across the curriculum. This has been planned, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively, politely and with confidence in school and in life. This supports our children in building and progressing through the four strands of oracy (physical, linguistic, cognitive and social & emotional). We see it as essential that our children develop their speaking and listening skills to take part in both informal and formal conversations, and to construct reasoned arguments.



IMPLEMENTATION		The National Curriculum (2014) Objectives for Speaking and Listening & Statutory Framework for Early Years Foundation Stage 2021	
<p>Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>			
		Listening, Attention and Understanding	Speaking
Milestone One		<ul style="list-style-type: none"> •Children will listen attentively in a range of situations. •Children will enjoy listening to longer stories •Children are beginning to pay attention to more than one thing at a time. •Children will understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". 	<ul style="list-style-type: none"> • Children take part in pretend play, communicating and negotiating with their friends. • Children can talk about events from the past (may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.) • Children can sing a large repertoire of nursery rhymes, • Children can confidently talk in sentences up to 4 words • Children can express a point of view. " I like" "I don't like..." • Children can start a conversation with an adult or a friend. • Children can talk about familiar books

Milestone Two	<ul style="list-style-type: none"> •Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. •Children give their attention to what others say and respond appropriately, while engaged in another activity •Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. •Children understand 'why' questions: "Why do you think the animals are sad?" •"Why are the pigs scared?" 	<ul style="list-style-type: none"> •Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. •Children are beginning to use a wider range of vocabulary from the stories and topics so far. •Children are able to use multisyllabic words such as 'pterodactyl', 'investigation' 'terrible' or 'celebration' (some may have problems saying: - some sounds: r, j, th, ch, and sh) •Children will use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver." •Children can use longer sentences of six words or more. "I liked it when he ran away." "I am a fireman because I put out fires."
Milestone Three	<ul style="list-style-type: none"> •Children will listen to, talk about and ask questions about stories to build familiarity and understanding. •Children understand how to listen carefully and why listening is important. •Children are learning/understanding new Tier 2 vocabulary. •Children ask questions to find out more and to check they understand what has been said to them: "What does that mean?" "Why did they do that?" 	<ul style="list-style-type: none"> • Children can start a conversation with an adult or friend and continue it for many turns. • Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions. • Children can retell a full story. (beginning, middle and end)
Milestone Four	<ul style="list-style-type: none"> •They can explain how things work and why they might happen. • 	<ul style="list-style-type: none"> •Children are using new vocabulary from stories and topics taught throughout the day •Children can confidently talk in small group and class situations. •Children can hold a back and forth conversation with an adult and peers •Children can describe events in some detail. •Children will use talk to help work out problems and organise thinking and activities •Children will articulate their ideas and thoughts in well-formed sentences.
ELG	<p>Listening, Attention and Understanding ELG Children at the expected level of development will:</p> <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 conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Speaking ELG Children at the expected level of development will:</p> <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, with modelling and support from their teacher.

Year 1 to year 6	<ul style="list-style-type: none"> • 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, hypothesizing, 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
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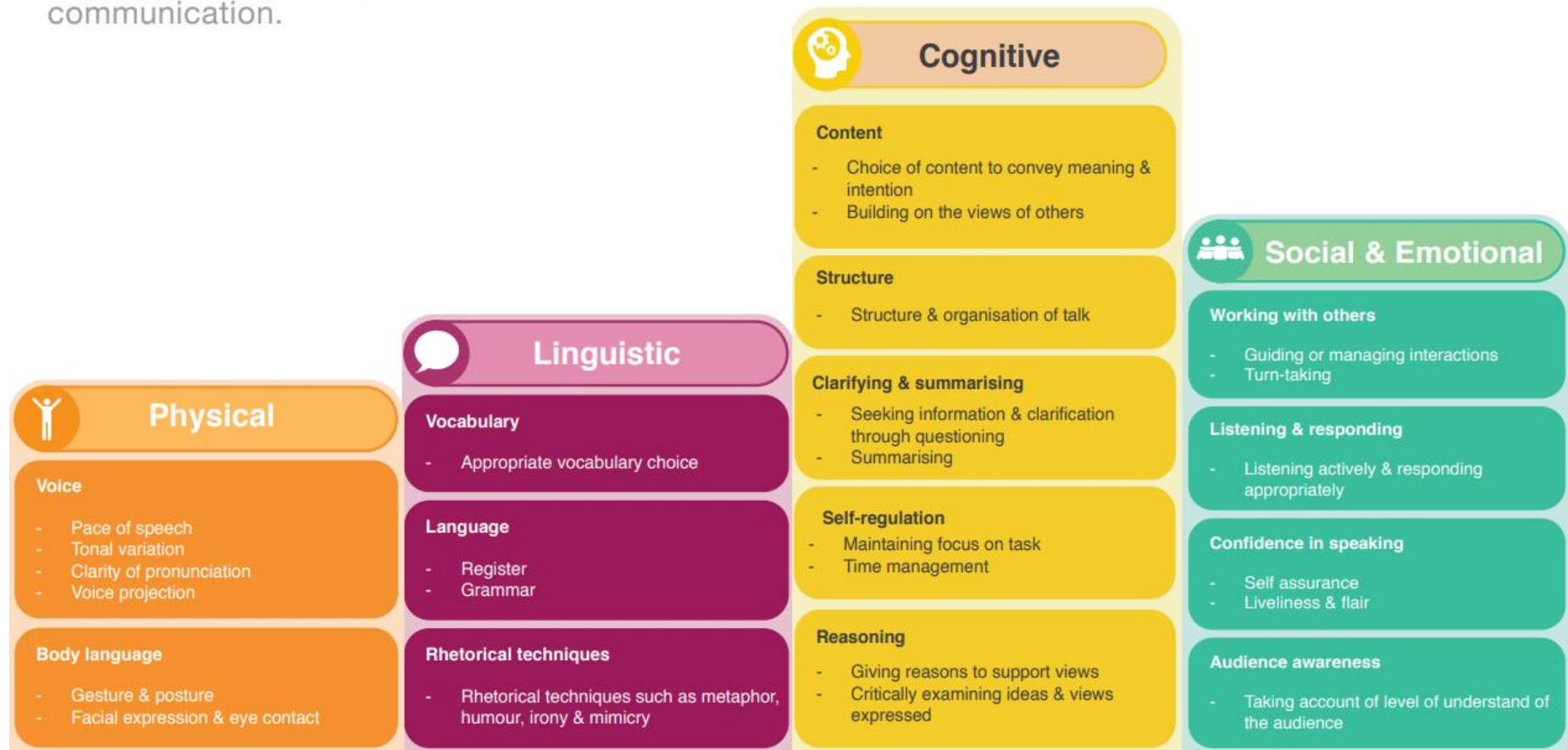
Whole School Enrichment Experiences		
Autumn	Spring	Summer
<p>Anti-bullying week 14/11/22-18/11/22 ‘Reach Out’ collaborative activities and discussion around what makes us unique and how to stand up to bullying</p> <p>Raising Hope Foundation Week 28/11/22-5/12/22 Collaborative tasks and speaking and listening around letters received from children in the project</p> <p>Elections- Autumn 1 (of Pupil Voice Groups)</p> <p>Christmas performances (last weeks of autumn term- opportunities to act, sing, speak and perform in front of audiences)</p>	<p>National Story Telling Week 28/1/22-5/2/22 Reading stories to children in other year classes</p> <p>World Book Day 2/3/23 A whole school day to celebrate and develop storytelling and oracy skills.</p> <p>Careers Fair- Spring 2 – date TBC</p>	<p>Speaking and Listening Event linked with The Mud house Children’s Foundation A whole school themed day to explore the issues surrounding the charity and fundraising opportunities</p> <p>Date- TBC</p>

IMPACT
<p>How will we know that our <i>intent</i> has been effectively <i>implemented</i> and achieved?</p> <p>Our children will be able to communicate effectively themselves and will be able to listen actively to others. Our children will be polite and confident speakers. Our children can discuss experiences when they have spoken to a variety of audiences. End of Year assessment objectives are met- feedback from teachers via end of year assessments. Oracy opportunities can be seen within English lessons and lessons across the curriculum- monitored by SLT. A ‘buzz’ of excitement and enjoyment for the subject can be felt and seen around the school.</p>



The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Oracy: Progression of skills - EYFS

<p><u>Physical</u></p> <ul style="list-style-type: none"> To speak audibly so they can be heard and understood To use gestures to support meaning in play 	<p><u>Linguistic</u></p> <ul style="list-style-type: none"> To use talk in play to practice new vocabulary To join phrases with words such as 'if', 'because' 'so' 'could' 'but'
<p><u>Cognitive</u></p> <ul style="list-style-type: none"> To use 'because' to develop their ideas To make relevant contributions and asks questions To describe events that have happened to them in detail 	<p><u>Social and emotional</u></p> <ul style="list-style-type: none"> To look at someone who is speaking to them To take turns to speak when working in a group

<p><u>Experiences (cross-curricular opportunities included)</u></p> <ul style="list-style-type: none"> To speak to a partner during whole class teaching or cooperative play Talking tables Discussion based activities– eg. curiosity corners/ historical artifacts The Write Stuff Story baskets/sacks Story telling activities Role play Natterhub & worships Stem sentences in mathematics 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.

Progression in Language Structures - EYFS

<p>The Language of Argument (agreement and disagreement)</p>	<p>He / She didn't share / take turns I want to... I like... I don't like... I think... Why? I think... What do you think? I don't think... Why do you think this? It is... It's not... Yes because... No because...</p>
<p>The Language of Comparison (comparing and contrasting)</p>	<p>It is the same because... It looks the same because... It feels the same because... It tastes the same because... It sounds the same because... It is different / They are different because... It is not the same. This is... and that is...</p>
<p>The Language of Deduction (making an assumption based on prior knowledge)</p>	<p>It will... because... I think I will... I think... because... It is... because... It has... because... <i>Why do you think this is a...? What can you see?</i> Why did happen? It happened because... <i>What can you tell me about it?</i></p>

The Language of Description (describing)	<p>It is big / small/ long/ short/ tall (size- using -est and -er when comparing and ordering) It is round, flat, curved, straight (describing shape)</p> <p>It is a (shape name)</p> <p>It is soft / hard or hot / cold (texture / properties) It feels like...</p> <p>It looks like...</p> <p>It tastes like... because... It sounds like...</p> <p>It smells like...</p> <p>It is the same because... It is different because...</p> <p>Tell me about the shapes/ objects you have. As above, use This ... looks like ... etc.</p>
The Language of Evaluation (evaluative talk)	<p>I made this train.</p> <p><i>I like the way the wheels rotate.</i></p> <p>I've done this picture.</p> <p><i>I can see you have put lots of detail in there, flowers, people, trees</i></p> <p>I like this because... I made this...</p> <p>I did this...</p> <p>I've done this...</p> <p><i>Tell me about your ideas.</i></p>
The Language of Explaining in a Mathematics context	<p>I've got the one It's the same/ different...</p> <p>It's the same number. They / We both have...</p> <p>There is one more . It's one less... Another one...</p> <p>I have more...</p> <p>They/We have two each Altogether, I have...</p> <p>I think...</p> <p>...heavier... / lighter...</p>
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	<p>How do you know e.g. 'The porridge is hot'?</p> <p>It is... .because...</p> <p>I think... because... It will... .because...</p> <p>The.... Is... because... What do you think?</p> <p>I wonder what would happen if.... ?</p>
The Language of Opinion	<p>I like / don't like...</p> <p>It is good/nice/beautiful It is not nice</p>
The Language of Prediction	<p>I think... I think it will... It think it will...because...</p> <p>It will...because... I think...because... I think that...</p> <p>What do you think? I wonder what will happen if... ? What will happen if?</p>
The Language of Retelling and Sequencing (events and storytelling)	<p>First I First we... Then.... After...</p> <p>First.... happened. Next happened.</p> <p>---- happened in the middle/at the end.</p> <p>Finally..... At the end....</p>

Oracy: Progression of skills – Year 1

<p><u>Physical</u></p> <ul style="list-style-type: none"> To use the appropriate tone of voice in the right context. e.g. speaking calmly when resolving an issue in the playground. To speak clearly and confidently in a range of contexts 	<p><u>Linguistic</u></p> <ul style="list-style-type: none"> To use vocabulary appropriate specific to the topic at hand To take opportunities to try out new language, even if not always used correctly. To use sentence stems to link to other's ideas in group discussion. e.g. 'I agree with... because ...' 'Linking to ...' To use adverbs to organise and sequence ideas e.g. firstly, secondly, finally.
<p><u>Cognitive</u></p> <ul style="list-style-type: none"> To offer reasons for their opinions. To recognise when they have not understood something and asks a question to help with this. To disagree with someone else's opinion politely. To explain ideas and events in chronological order. 	<p><u>Social and emotional</u></p> <ul style="list-style-type: none"> Listens to others and is willing to change their mind based on what they have heard. To organise group discussions independent of an adult.

Experiences (cross-curricular opportunities included)

- To take part in small group discussions without an adult
- To speak in front of a larger audience e.g. during a worship or class outcome event
- Fluency reading within RWI
- History - low level debating which nurse had the greatest impact
- Science – using their senses to describe
- Geography/Science – weather reports and explaining what they have noticed
- DT – explaining what they like and dislike when taste testing
- Computing – Giving verbal instructions
- Art – Discuss like/dislikes about an artist's style
- Music – evaluating and giving opinions on each other's performances
- Poetry Performances, Natterhub & worships
- Sharing of vocabulary and further oracy opportunities planned within English units and TWS
- Stem sentences in mathematics
- 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.

Progression in Language Structures – Year 1

<p>The Language of Argument (agreement and disagreement)</p>	<p>Yes because... No because... I like... because... and... I don't like... because... And... I agree with... because... It is right... It is wrong...</p>
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The Language of Comparison (comparing and contrasting)	They are the same because... They are different because... is ... and... is... They are alike because they are both...
The Language of Deduction (making an assumption based on prior knowledge)	I think that... I think that... because... It is... because... ...happened because... What do you think happened?
The Language of Description (describing)	It is... and... The... is... and... They are... because... It is a (adjective) / (noun) ... has have ...
The Language of Evaluation (evaluative talk)	I found... hard/easy because... I like / dislike because... I feel that...next time. I could... In my opinion... because...
The Language of Explanation	I... because... When I... because... After I... How? Why? Where? When? <i>Sometimes incorporating sequence language structures.</i>
The Language of Explaining in a Mathematics context	I know... because... ... is in-between/after/before because... ...comes before... because... ...comes after...because... So then... The answer is... because...
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	I think... because...and... I don't think...because...and... ...will happen because...
The Language of Opinion	I think... I think... because... I like... best because... My partner thinks... I agree because... I disagree because...
The Language of Prediction (predicting)	I think... I think... because... (prior knowledge) I predict... will happen... They are the same because... (comparing)
The Language of Retelling (events and storytelling)	My partner said... Retelling stories – Once upon a time... One day... Long ago... <i>'What happened next?'</i>
The Language of Sequencing	First I will...Next I would... Then I... After that I...

Oracy: Progression of skills – Year 2

<p><u>Physical</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Linguistic</u></p> <ul style="list-style-type: none"> To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas.
<p><u>Cognitive</u></p> <ul style="list-style-type: none"> To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences. 	<p><u>Social and emotional</u></p> <ul style="list-style-type: none"> To start to develop an awareness of audience e.g. what might interest a certain group. To be aware of others who have not spoken and to invite them into discussion. Confident delivery of short pre-prepared material.
<p><u>Experiences (cross-curricular opportunities included)</u></p> <ul style="list-style-type: none"> Fluency reading within RWI or Book Club Science explanations Discussion and reasoning in geography and history Practical mathematics activities and stem sentences Discussion in art & DT – explaining their likes and dislikes and reasons for their choices Talk time in every lesson e.g. carpet time TWS – vocabulary discussion in English lessons and in grammar and spelling Discussion based RE lessons Role play Story time everyday Sentence stems and encouraging to speak in full sentences Partner talk Focusing on listening skills to ensure they have heard and can respond to each other Show and tell Poetry Performances, Natterhub and worships Presentations and debates and further oracy opportunities planned within English units and wider curriculum 	
<h3>Progression in Language Structures – Year 2</h3>	
<p>The Language of Argument (agreement and disagreement)</p>	<p>No because... Yes because... I agree / disagree because... I think... because... and also because... However... Also...</p>
<p>The Language of Comparison (comparing and contrasting)</p>	<p>They are the same because... They are similar because... They are different because... is... and... is... They are alike because they are both... It feels different because this one... and that one...</p>
<p>The Language of Deduction (making an assumption based on prior knowledge)</p>	<p>Say how the characters feel and explain why. I think that... because... This happened... because... I know this... <i>What do you think happened? How do you know that?</i></p>

The Language of Description (describing)	It/ This is... and... This has ... and ... The... is... and... They are... and... I feel... because... This is a big, round, red, beach ball
The Language of Evaluation (evaluative talk)	I think my... /book is... because... Next time I could... I found... hard/easy because... I like / dislike... because... It was interesting because... I like this because... I found this piece of work hard/easy because...
The Language of Explanation	I... because... When I ... because... After... The... because... We/They... because... How... Why... Where... When...
The Language of Explaining in a Mathematics context	I started at 5 because the... and... are both... I jumped on/up in ... because... and... are different in that... This makes... so I ... So then I... because... I know... because...
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	I think this... because... I know this, so I think... This will happen because...
The Language of Opinion	I think... because... I prefer... because... My partner thinks... I agree/disagree because...
The Language of Prediction (predicting)same.....similar.....different..... I think... because... I predict that... because... I think they will be alike because they are both...
The Language of Retelling (events and storytelling)	My partner said... First, Next, Then, After that, Finally... At last... Suddenly... 'What happened next?' 'What did...?'
The Language of Sequencing	First... Next... After that... Finally... Last of all...

Oracy: Progression of skills – Year 3

<p><u>Physical</u></p> <ul style="list-style-type: none"> • 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. • Considers position and posture when addressing an audience. 	<p><u>Linguistic</u></p> <ul style="list-style-type: none"> • To be able to use specialist language to describe their own and others' talk. • To use specialist vocabulary. • To make precise language e.g. instead of describing a cake as 'nice' using 'delectable'. •
<p><u>Cognitive</u></p> <ul style="list-style-type: none"> • To offer opinions that are not their own. • To reflect on discussions and identify how to improve. • To be able to summarise a discussion. • To reach shared agreement in discussions. 	<p><u>Social and emotional</u></p> <ul style="list-style-type: none"> • To adapt the content on their speech for a specific audience. • To speak with confidence in front of an audience.

<p><u>Experiences (cross-curricular opportunities included)</u></p> <ul style="list-style-type: none"> • Book club – fluency and comprehension tasks • Become a storyteller for an authentic audience. • Performance poetry- pitch, pace, pause, posture • Present to an audience of older or younger students. • Class reading/shared reading and modelled reading • Opportunities for debates • Talk partners, Natterhub, Heartsmart • Sentence stems and modelled language • Speaking in collective worship, on visits and with visitors • TWS vocabulary discussions and grammar/spelling • Work on synonyms for precise language • Debates/discussions in History – Stone Age etc • In French – performing conversations • In music discussing music, sharing opinions and performing in front of an adult audience each term (Hampshire Music) • Presentations and debates and further oracy opportunities planned within English units and wider curriculum 	
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Progression in Language Structures – Year 3

<p>The Language of Argument (agreement and disagreement)</p>	<p>An argument for is... because... An argument against is... because... I understand however / due to / but / therefore... I accept your decision however I feel / believe...because / as / due / to...</p>
<p>The Language of Comparison (comparing and contrasting)</p>	<p>... and... are both... ... and... are alike in that... ... and... are similar because... ... and... are different in that... ...is... but... is... ...is ... while... is...</p>
<p>The Language of Deduction (making an assumption based on prior knowledge)</p>	<p>I conclude that... because... I found that... because... As a result of... I conclude that... After looking at the data/information/results I conclude that... On observing I found that...</p>

The Language of Description (describing)	It looks/feels/sounds/smells like... It appears to be... because... It seems to be... as... I think it looks like... due to... It reminds me of... because / therefore / meanwhile... <i>Why? How? What? Tell Me About...</i>
The Language of Evaluation (evaluative talk)	I found this work... because... Next time I could/would... Maybe you could try... / I feel that... I enjoyed it because... ... was successful / ambitious because... You could improve this work by...
The Language of Explanation	How... Why... When... What... After... Then... As a result of... Later... because...
The Language of Explaining in a Mathematics context	If you... then... First... After that... I know... because... ... and... are alike in that... / ...and... are similar because... ...is... but... is... / ...is... while... is... When... / If... ... so ...
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	Because I know that... I know that... Due to this... I know that...
The Language of Opinion	I agree/disagree because... I appreciate/understand.....'s opinion because/as/due to... However I feel... because/as/due to... My opinion/view is... because/as/due to... I believe... because... What is your opinion on...? How do you feel when...? Why do you feel...?
The Language of Prediction (predicting)	I predict that... because... however/meanwhile/therefore/also... I predict that... after... I predict that... as a result of... This is probable because... ...and... are different in that.... therefore as a result... After... I predict that...
The Language of Retelling (events and storytelling)	Once upon a time... Once there was... As a result of... Meanwhile... I remember that... Then this happened... Later on... Eventually ... Unfortunately... Luckily... During... Lastly... In the end... To conclude / In conclusion...
The Language of Sequencing	First... because... Next... however... Then... therefore... Finally/Eventually/Lastly... because...

Oracy: Progression of skills – Year 4

Physical

- To consider movement when addressing an audience.
- To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.

Linguistic

- To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.

Cognitive

- To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.
- To ask probing questions.
- To reflect on their own oracy skills and identify areas of strength and areas to improve

Social and emotional

- To use more natural and subtle prompts for turn taking.
- To be able to empathise with an audience.
- To consider the impact of their words on others when giving feedback

Experiences (cross-curricular opportunities included)

- To use talk for a specific purpose e.g. to persuade or to entertain.
- To speak in front of a larger audience- Easter production and worships
- To collaboratively solve a problem- i.e. science investigations.
- To receive feedback from a peer or audience member on their oracy skills.
- Peer teaching
- Perform poetry by heart
- In RE, English & History to hot seat and role play
- In Maths to share and explain answers to problems using reasoning and mathematical language
- In science to make predictions with reasons and share investigation findings
- In Heartsmart/Natterhub worships discuss issues and formulate opinions
- In PE to express thoughts about the performance of others, and to work cooperatively using teamwork and turn taking
- In French – performing conversations, turn taking and expressing opinion
- In music discussing music, sharing opinions and performing
- To work collaboratively during Year 4 residential and communicate effectively with peers and adults
- Presentations and debates and further oracy opportunities planned within English units

Progression in Language Structures – Year 4

The Language of Argument (agreement and disagreement)

An argument for... is... because... and...
 An argument against... is... because... and...
 I understand... that... depending on the content but would argue... I understand your point of view, however I disagree because...

The Language of Comparison (comparing and contrasting)

... and... are both...
 ...and... are alike in that...
 ...and... are similar because...
 ... and... have the following points in common: ... One similarity between... and... is that...
 Another is... A further...
 One difference is...
 A further difference...

The Language of Deduction (making an assumption based on prior knowledge)	In conclusion, I would say that... due to the fact that... My results make me think that... because... Having analysed the data, I conclude that...
The Language of Description (describing)	It looks / tastes / feels / sounds / smells like... It appears to be... because... It seems to be like... because... I think it looks like... because... It reminds me of... because... <i>Why? How? What? Tell Me About...</i>
The Language of Evaluation (evaluative talk)	I enjoyed... because... ...was successful / ambitious because... You could improve this work by... Maybe you could try... Next time I / you could / would...
The Language of Explanation	How...? Why...? Where...? When...? What...? After... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because
The Language of Explaining in a Mathematics context	We know that... so/because... / It can't be... so/because... So it must be... so/because... / I agree/disagree with you because... A major difference between... and... is that... Some ways in which... and... differ are... ..., So... / ...As a result, ...
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	Because I know that..., I know that... Maybe it's because... Due to the fact that... I know that... will happen
The Language of Opinion	I agree/I disagree because... I appreciate ...'s opinion because... Due to... However, I think differently because... Most reasonable people would agree that... because... <i>What is your opinion on the issue of X?</i> <i>How would you feel if you were in that situation?</i>
The Language of Prediction (predicting)	I predict that... because... however... Due to the fact that... (extension of because) As a result of... this will happen because... All events lead on to... because... Because... and... are similar, I predict that... will happen. The outcome will be... due to... Based on... I predict that... After hearing all the evidence, I think that... will happen
The Language of Retelling (events and storytelling)	In the beginning... Subsequently... (adverbials of time) On the other side of the forest... Back at home... I remember that... With hindsight... Reflecting upon... In the event that... Lastly... In the end... To conclude / In conclusion / To sum up...
The Language of Sequencing	Firstly... because/however/therefore/after a while/meanwhile/ in addition... Next... Then... Finally/Eventually/Lastly... In conclusion...

Oracy: Progression of skills – Year 5

Physical

- To project their voice to large audience.
- For gestures to become increasingly natural.

Linguistic

- To use an increasingly sophisticated range of sentence stems with fluency and accuracy

Cognitive

- To be able 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'.
- To identify when a discussion is going off topic and to be able to bring it back on track.

Social and emotional

- Listening for extended periods of time.
- To speak with flair and expression.

Experiences (cross-curricular opportunities included)

- Meet professionals e.g. a bank manager, an MP or councilor to ask questions about their job.
- Leading worships to other classes
- Performance poetry
- Participate in debates such as debates in Geography about how we are damaging the planet
- Children listen to guest speaker about an experience e.g. visiting author
- Reading lessons – children discuss texts, listen to one another and build on ideas
- Children read to the class at the end of the day
- Performing in music lessons to the class/bigger groups
- Sentence stems across the curriculum and children to say the sentence stems aloud before they build on it with their own ideas
- In RE, sharing own views and experiences
- In Geography, sharing own views and experiences e.g. how they are saving the planet
- In History, discussing time periods and how it has changed
- In Art, discuss art work and ideas
- Greek day
- Tudor 'WOW' day
- Presentations and debates and further oracy opportunities planned within English units and TWS

Progression in Language Structures – Year 5

<p>The Language of Argument (agreement and disagreement)</p>	<p>In my opinion... X should be banned. I have two main reasons for believing this. First of all, as I'm sure you'll agree... My second important reason for wanting to ban... is that... Perhaps some people would argue that... However, I would point out that... It is clear that a ban on... would be a great step forward!</p>
<p>The Language of Comparison (comparing and contrasting)</p>	<p>In some ways... and... are alike. For instance they both... Another feature they have in common is that... Furthermore, they are both... However, they also differ in some ways. For example... while... Another difference is...</p>
<p>The Language of Deduction (making an assumption based on prior knowledge)</p>	<p>The fact is... In effect... Given that... then... I deduce/deduct... I have worked out... In conclusion... I conclude...</p>
<p>The Language of Description (describing)</p>	<p>It looks / tastes / feels / sounds / smells like ... It appears to be... because... It seems to be like... because... I think it looks like... because... It reminds me of... because... <i>Why? How? What? Tell Me About...</i></p>
<p>The Language of Evaluation (evaluative talk)</p>	<p>My view is that... because... This is supported by the fact that... In my opinion... furthermore... However... Possible improvements may include...</p>
<p>The Language of Explanation</p>	<p>Because of... X happened For example... In conclusion... To begin with... As a result of... The reason(s) for...</p>
<p>The Language of Explaining in a Mathematics context</p>	<p>I think the question means... so the answer would be... I know that... therefore I would try out... If the... add up to... then the total number must be... Knowing this means we can work out what's missing! As a result ... / ... therefore... The reason... is that... / ...is due to...</p>
<p>The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)</p>	<p>It is true that... Can we prove that... In conclusion... I would like to prove / disprove... Perhaps the reason is...</p>
<p>The Language of Opinion</p>	<p>Therefore / In my opinion / I believe... He considers... It is my opinion that... however others may/might believe...</p>
<p>The Language of Prediction (predicting)</p>	<p>I predict that... I believe / I think... might / or... If... then... X has happened, therefore I think...</p>
<p>The Language of Retelling (events and storytelling)</p>	<p>First, Next, Then, After that, Finally.... 'What happened next?' 'What did....?'</p>
<p>The Language of Sequencing</p>	<p>Meanwhile... Following this / that... In the beginning...</p>

Oracy: Progression of skills – Year 6

<p><u>Physical</u></p> <ul style="list-style-type: none"> • To speak fluently in front of an audience. • To have a stage presence. • Consciously adapt tone, pace and volume within a single situation 	<p><u>Linguistic</u></p> <ul style="list-style-type: none"> • To vary sentence structures and length for effect when speaking. • To be comfortable using idiom and expressions.
<p><u>Cognitive</u></p> <ul style="list-style-type: none"> • To construct a detailed argument or complex narrative. • To spontaneously respond to increasingly complex questions, citing evidence where appropriate. 	<p><u>Social and emotional</u></p> <ul style="list-style-type: none"> • To use humour effectively. • To be able 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><u>Experiences (cross-curricular opportunities included)</u></p> <ul style="list-style-type: none"> • CAP Money Course • End of year performance- to perform in a play • Music, DT, Science, Computing, PE- to provide explanations as to how something might work • To debate in History (causes and consequences of WW2), RE and PSHE in addition to English opportunities • Give a speech to an audience of peers and adults • Interview/be interviewed for a job role • Act as a tour guide for prospective parents • Lead Collective Worship • Lead School Council Meetings and other pupil voice groups and speaking and listening events • Performing poems/ stories to younger chn during poetry and storytelling day- • Give a speech to an audience of peers and adults. • Mentor or teach younger children- Year 6/Year R buddies • Presentations and debates and further oracy opportunities planned within English units & TWS

Progression in Language Structures – Year 6

<p>The Language of Argument (agreement and disagreement)</p>	<p>On the one hand... But... Convince me that... I am convinced... Given that...</p>
<p>The Language of Comparison (comparing and contrasting)</p>	<p>In some ways... and... are alike. For instance they both... Another feature they have in common is that... Furthermore they are both... However, they also differ in some ways. For example... while... Another difference is that... whereas... Finally... but... The similarities/differences seem more significant that the similarities/differences because...</p>

The Language of Deduction (making an assumption based on prior knowledge)	The facts lead to... Based on... Been lead to the conclusion that... The evidence leads to... Having considered... This infers that...
The Language of Description (describing)	In comparison to... <i>Idioms e.g. Peas in a pod Develop metaphors and similes.</i>
The Language of Evaluation (evaluative talk)	My view is that... In my opinion... This is supported by the fact that... Furthermore... however... Possible improvements may include... Or alternatively...
The Language of Explanation	... such as... Due to X... has / is... In summary... Owing to... X has / is... This has altered... Evidently...
The Language of Explaining in a Mathematics context	First I... Then... Next... Finally... I approached it methodically (by)... I was systematic... (when/because) I looked at the whole problem and broke it down into steps... We could possibly... or... So far I have discovered/worked out that...
The Language of Hypothesis (a suggestion that tries to explain something, based on evidence)	Based on the evidence I have been presented with, I can conclude... Taking everything into account... Having analysed... Having pondered... If we accept this hypothesis, what else will be true? Given this, it is likely that...
The Language of Opinion	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...
The Language of Prediction (predicting)	In light of... I predict... There is a high / low probability... The chances of/The likelihood of/Due to the fact that/Upon consideration of the relevant factors
The Language of Retelling (events and storytelling)	First, Next, Then, After that, Finally.... 'What happened next?' 'What did...?' In summary... The consequence of...
The Language of Sequencing	Whilst X was... Y was... During X – Y happened. Initially the... were... However...

