

St Cuthbert's Catholic First School - Spoken Language and Oracy Progression

EYFS

ELG

Communication and Language

- **Speaking:** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
- **Listening and attention:** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- **Understanding:** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

National Curriculum

Pupils should be taught to:

- 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, hypothesising, 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

Progression in Oracy

Physical
Cognitive
Linguistic
Social & emotional

Key Stage 1		Lower Key Stage 2	
Looks at the person speaking Speak clearly and confidently in a small group of known peers. Sequence events using the language of time or number. Begin to use sentence stems with some prompting.	Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build. Choose the most appropriate stem independently.	Maintains eye contact Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.	Confidently summarise the contribution of one participant in a logical order.
Use non-verbal signals to indicate agreement or disagreement. Include 'because' in their contribution to justify ideas.	Justify their agree/disagree choice with relevant explanations. Use technical, subject-specific vocabulary when explaining opinions.	Take on the challenger role in a small discussion. Be able to confidently change their mind e.g. opinion continuum.	Pause at appropriate points to allow for an audience's reaction. E.g in the comic poetry competition.
Speak clearly when presenting learning to the class. Use sentence stems independently even if not always appropriately.	Begin to understand the importance of posture when speaking. Use taught vocabulary independently, even if not always accurately.	Use awareness of audience to support choice of formal/informal language. Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.	Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right.'
Retell a story to a small group. Recognising when events are out of sequence and self-correcting. Be able to independently take turns and ensure all members contribute.	Moderate tone and volume to match the audience. Retell an event calmly in logical order e.g. on the playground.	Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience.	Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.
Speak clearly and confidently when explaining. Recognise when the wrong stem has been used and choose a more appropriate one.	Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Be able to change their mind in response to another person's argument. E.g. the opinion continuum.	Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. Be able to explain why they have changed their mind e.g. opinion continuum.	Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Deliver a short teaching session to a small group of younger children.
Speak clearly and confidently using a script Explain the title or topic of a book to an adult and maintain eye contact.	Be aware of where to look or stand to ensure the audience can hear clearly. Take on the instigator role in a trio discussion. Include taught vocabulary appropriately and independently in discussions.	Begin to summarise the opinion of one contributor. Know which strand they are practising and explain why that is important to effective talk.	Write own short contribution to be delivered during the showcase.



Physical

Voice

- Pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact



Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry



Cognitive

Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questions/ing
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed



Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience