



Oracy Progression of Skills at WFIS

Progression of Skills EYFS

 Physical <ul style="list-style-type: none">• To speak audibly so they can be heard and understood• To use gestures to support meaning in play	 Linguistic <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'
 Cognitive <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	 Social and Emotional <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>Teaching Ideas</p> <ul style="list-style-type: none">• Provide pupils 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 pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!'• Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.• Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently	



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return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.

- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'
- Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?

Experiences

- To speak to a partner during whole class teaching
- Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.
- 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



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Progression of Skills Year 1

 Physical <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	 Linguistic <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 conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.
 Cognitive <ul style="list-style-type: none">• To offer reasons for their opinions• To recognise when they haven't 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.	 Social and Emotional <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 independently of an adult



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Teaching Ideas

- Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.
- Use visual aids to support pupils' 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.
- Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.
- 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?'
- Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

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- Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?

Experiences

- To take part in small group discussions without an adult.
- To be filmed speaking and use this for reflection
- To speak in front of a larger audience e.g. during an assembly.



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Progression of Skills Year 2

 Physical <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	 Linguistic <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.
 Cognitive <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.	 Social and Emotional <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.
Teaching Ideas <ul style="list-style-type: none">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.Create different role play scenarios which enable pupils 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.Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.	



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- Use hot-seating and question tennis to develop pupils' questioning skills.
- Praise pupils 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.
- Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.

Experiences

- 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.
- Participate in a short 'show and tell' session.