

ORACY

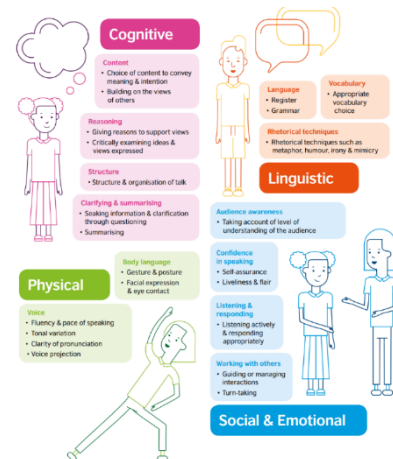
At Hemlington Hall Academy, we believe that all learning is underpinned by the skills of Oracy. It is imperative children are given the tools to find and use their voice ensuring they are taught to articulate their ideas, communicate effectively with others and be responsive listeners. Our Oracy curriculum begins in Nursery and is built upon year on year throughout their primary years.

Our intent for Oracy


- Children will be able to articulate their thoughts confidently in a fluent audible manner.
- Children will be able to adapt their spoken language meeting the needs of different audiences and purposes across the curriculum.
- Children will be responsive to those around them as active listeners.


Implementation


Our Oracy curriculum and teaching is built around four strands (as outlined by Voice 21) cognitive, linguistic, physical and social & emotional. Oracy is taught cross-curricular with the skills being practised and developed daily.




Progression in the Four Strands of Oracy

| Skill | Pre Nursery | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|--|---|--|--|--|---|
|  Physical | <p>Use a range of sounds in my speech.</p> <p>Change the volume, rhythm and pitch of my babble.</p> <p>Use sounds in my jargon and then use this alongside some real words.</p> | <p>Speech is becoming clearer although sound changes are still present.</p> <p>Begin to look at who is talking and who you are talking to.</p> <p>Usually understood by others, even in connected speech.</p> | <p>Speak clearly with appropriate volume.</p> <p>Look at who is talking and who you are talking to.</p> <p>Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing</p> | <p>Speak clearly and confidently in a range of contexts.</p> <p>Use appropriate tone of voice in the right context e.g. To project their voice to a large audience.</p> <p>Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing</p> | <p>Speak clearly and confidently with appropriate volume and pace in a range of contexts.</p> <p>Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea.</p> <p>Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions</p> | <p>Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas.</p> <p>Deliberately varies tone of voice to convey meaning e.g. speaking authoritatively during an expert talk.</p> <p>Consider position and posture when addressing an audience.</p> | <p>Deliberately select movement and gesture when addressing an audience.</p> <p>To use pauses for effect in presentational talk e.g. when telling an anecdote or joke.</p> <p>Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground.</p> | <p>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.</p> <p>Project their voice to a large audience.</p> <p>Gestures become increasingly natural.</p> <p>Consciously adapt tone, pace and volume of voice within a single context.</p> | <p>Speak fluently in front of an audience.</p> <p>Have a stage presence.</p> <p>Consciously adapt, tone, pace and volume of voice</p> |

| Skill | Pre Nursery | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|---|---|--|---|--|---|--|
|  Linguistic | <p>Talk in the here and now alongside an activity or visual support.</p> <p>Use single words and link two words together.</p> | <p>Anticipate and join in with key phrases and events in familiar stories.</p> <p>Begin to speak to simple sentences using 'because' and 'so'.</p> | <p>Use talk in play to practice new vocabulary e.g. lighter, heavier.</p> <p>Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'</p> | <p>Speak in sentences using joining phrases to link ideas.</p> <p>Using vocabulary appropriately specific to the topic in hand e.g. lighter rather than smaller.</p> <p>Take opportunities to try out new language, even if it is not always correctly used.</p> <p>Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with...</p> <p>Use conjunctions to organise and sequence ideas.</p> | <p>Speaking in sentences using joining phrases to create longer sentences.</p> <p>Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom.</p> <p>Use sentence stems to signal when they are building or challenging others' ideas in group'</p> | <p>Be able to use specialist language to describe their own and others' talk.</p> <p>Use specialist vocabulary e.g. speak like an archaeologist.</p> <p>Make precise language choices e.g. instead of describing a cake as 'ice' using 'delectable'</p> | <p>Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain.</p> | <p>Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.</p> <p>Consider the words and phrases used to express their ideas and how this supports the purpose of talk.</p> | <p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>Vary sentence structures and length for effect when speaking.</p> <p>Be comfortable using idioms and expressions</p> |

| Skill | Pre Nursery | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|---|--|---|--|---|---|
|  Cognitive | <p>Understand very familiar words in context e.g. Mammy, milk.</p> <p>Respond to very simple questions in familiar routines with a familiar person e.g. 'Where is your tummy?'</p> <p>Understand the two way nature of communication using and responding to pointing, eye contact and words.</p> | <p>Begin to use talk to 'ask'.</p> <p>Recount simple past events in the correct order.</p> <p>Follow a two-step instruction.</p> | <p>Use 'because' to develop their ideas.</p> <p>Make relevant contributions that match what has been asked.</p> <p>Ask simple questions.</p> <p>Describe events that have happened to them in detail.</p> | <p>Offer reasons for their opinions.</p> <p>Recognise when they haven't understood something and ask a question.</p> <p>Disagree with someone else's opinion politely.</p> <p>Explain ideas and events in chronological order</p> | <p>Ask questions to find out more about a subject.</p> <p>Build on others' ideas in discussions.</p> <p>Make connections between what has been said and their own and others' experiences.</p> | <p>Offer opinions that aren't their own e.g. taking on the role of ...</p> <p>Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives.</p> <p>Reach shared agreement in discussions.</p> | <p>Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event.</p> <p>Ask probing questions.</p> <p>Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets.</p> | <p>Draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event</p> <p>Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?</p> | <p>Construct a detailed argument or complex narrative.</p> <p>Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.</p> <p>Reflect on their own and others' oracy skills and identify how to improve.</p> |

| Skill | Pre Nursery | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|--|--|--|---|---|---|---|
|  Social and Emotional | <p>Use body language, pointing and babble to gain attention and affect others.</p> <p>Take turns 1:1 using a simple resource.</p> | <p>Take turns to talk in larger groups with adult support or when a prop is used to indicate turns.</p> <p>Initiate interactions by using talk although my range of phrases may still be limited.</p> | <p>Look at someone who is speaking to them.</p> <p>Wait for a turn. Taking turns to speak, when working in a group</p> | <p>Listen and respond appropriately to others.</p> <p>Be willing to change their mind based on what they have heard.</p> <p>Begin to organise group discussions independently of an adult.</p> | <p>Start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them.</p> <p>Recite/deliver short pre-prepared material to an audience.</p> | <p>Speak with confidence in front of an audience.</p> <p>Begin to recognise different roles within group talk e.g. chairperson.</p> <p>Adapt the content of their speech for a specific audience.</p> | <p>Use more natural and subtle prompts for turn taking.</p> <p>Start to develop empathy with an audience.</p> <p>Consider the impact of their words on others when giving feedback.</p> | <p>Listen for extended periods of time including note-taking, drawing visual.</p> <p>Adapt the content of their speech for a specific audience e.g. use of humour.</p> <p>Speak with flair and passion.</p> | <p>Use humour effectively.</p> <p>Begin 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> |

Please note that the progression statements have been adapted from Voice 21 Oracy Progression Map

Talk Guidelines

Hemlington Hall have clear talk guidelines which are shared with the children on a daily basis.

EYFS use their box of tricks during circle times whilst the rest of the school use the talk guidelines posters which are displayed in all classrooms and referred to daily.

Talk Groupings

Dependent on the scenario, teachers will carefully select the talk grouping which they deem most effective. Talk Groupings used at Hemlington Hall Academy include:

- Talk Partners (children to discuss in pairs)
- Talk Trios (a silent summariser to feedback)
- Jigsaw (collaboration technique where children are split into groups to become experts and then visit other groups to communicate findings)

Sentence Stems

In order to develop our children's language, we have used the Tower Hamlet's question stems. These provide children with structure to their spoken responses, helping them to respond in the correct context and using appropriate language and vocabulary.

| Argument | |
|-----------|---|
| Reception | He / She didn't share / take turns I want to..... I like..... I don't like..... I think..... I think..... I don't think..... It is..... It's not..... Yes because..... No because..... I like I don't like |
| Year 1 | Yes/ No because..... I like..... because and..... I don't like..... because..... and..... I agree with..... because..... It is right..... It is wrong..... |
| Year 2 | No because..... Yes because..... I agree / disagree because..... I think..... because.... and also because..... However..... Also..... |
| Year 3 | 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..... |
| Year 4 | An argument foris..... 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..... |
| Year 5 | In my opinion..... 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 thatthat..... However, I would point out that..... It is clear that a ban on.....would be a great step forward! |

| | |
|---------------|--|
| Year 6 | On the one hand..... but..... Convince me that..... I am convinced..... Given that..... |
|---------------|--|

| Comparison | |
|-------------------|--|
| Reception | 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..... |
| Year 1 | They are the same because..... They are different because.....is.....and.....is..... They are alike because they are both..... |
| Year 2 | 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..... |
| Year 3 | andare both.....and.....are alike in that.....and.....are similar because.....and.....are different in that.....is.....but.....is.....is.....but.....is.....is.....while.....is..... |
| Year 4 |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..... |
| Year 5 | 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..... |
| Year 6 | 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 than the similarities/differences because..... |

| Deduction (making assumptions based on prior knowledge) | |
|---|---|
| Reception | It will.....because..... I think I will..... I think.....because..... It is.....because..... It has.....because..... Why do you think this is a? What can you see? Why did.....happen?happened because..... |
| Year 1 | I think that..... I think thatbecause..... It is.....because.....happened because..... What do you think happened? |
| Year 2 | Say how the characters feel and explain why. I think that.....because..... This happened.....because..... I know this..... What do you think happened? How do you know that.....? |
| Year 3 | 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..... |
| Year 4 | 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..... |
| Year 5 | The fact is..... In effect..... Given that.....then..... I deduce/deduct..... I have worked out..... In conclusion..... I conclude..... |
| Year 6 | The facts lead to..... Based on..... Been lead to the conclusion that..... The evidence leads to..... Having considered..... This infers that..... |

| Description | |
|------------------|---|
| Reception | It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like..... It looks like..... It tastes like..... because..... It sounds like..... It smells like..... It is the same because..... It is different because..... As above, use This looks like |
| Year 1 | It is.....and..... The.....is.....and..... This is They are They are.....because..... It is a (adjective) / (noun)has have |
| Year 2 | It / This is.....and..... This has and The.....is.....and..... They are.....and..... I feel.....because..... This is a big, round, red, beach ball |
| Year 3 | 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..... Why? How? What? Tell Me About... |
| Year 4 | It looks/feels/tastes/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..... Why? How? What? Tell Me About... |
| Year 5 | It looks/feels/tastes/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..... Why? How? What? Tell Me About... |
| Year 6 | In comparison to..... Idioms e.g. Peas in a pod Develop / Introduce metaphors and similes. |

| Evaluation | |
|------------------|--|
| Reception | I made this train. “I like the way the wheels rotate” I’ve done this picture. “I can see you have put lots of detail in there, flowers, people, trees” I like this because..... I made this..... I did this..... I’ve done this... |
| Year 1 | I found.....hard/easy because..... I like / dislike because..... I feel that.....next time. I could..... In my opinion.....because..... |
| Year 2 | 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 like the part where.....because..... What I found hard about this work was..... I found this piece of work hard/easy because... |
| Year 3 | 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..... |
| Year 4 | enjoyed.....because.....was successful / ambitious because..... You could improve this work by.....Maybe you could try..... Next time I / you could / would..... |
| Year 5 | My view is that.....because..... This is supported by the fact that..... In my opinion.....furthermore.....However..... Possible improvements may include..... |
| Year 6 | My view is that..... In my opinion..... This is supported by the fact that..... Furthermore.....however..... Possible improvements may include..... Or alternatively..... |

| Explanation | |
|------------------|---|
| Reception | It is..... You put..... I / He / She It is.....because..... This is..... That is.....because..... The.....is..... They are / were..... When..... |
| Year 1 | I because..... When Ibecause..... After I How..... Why..... Where..... When..... Sometimes incorporating sequence language structures. |
| Year 2 | Ibecause..... When Ibecause..... After I The.....because..... We/They.....because..... How.....Why.....Where.....When..... |
| Year 3 | How..... Why..... Where..... When..... What..... After..... Then / As a result of / Later / because |
| Year 4 | How..... Why..... Where..... When..... What..... After..... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because |
| Year 5 | Because of..... x happened For example..... In conclusion..... To begin with..... As a result of..... The reason(s) for..... |
| Year 6 | such as Due to.....x has / is..... In summary..... Owing to.....x has / is..... This has altered..... Evidently..... |

| Hypothesis | |
|------------------|---|
| Reception | How do you know e.g. 'The porridge is hot'? It is.....because..... I think.....because..... It will.....because..... The.....is.....because..... What do you think? What will happen if.....? |
| Year 1 | I think.....because.....and..... I don't think.....because.....and.....will happen because..... |
| Year 2 | I think this.....because..... I know this, so I think This will happen because..... |
| Year 3 | Because I know that.....I know Due to this.....I know that..... |
| Year 4 | Because I know that, I know that..... Due to the fact that.....I know that.....will happen Maybe it's because |
| Year 5 | It is true that..... Can we prove that..... In conclusion..... I would like to prove / disprove..... Perhaps the reason is |
| Year 6 | 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 |

| Opinion | |
|------------------|---|
| Reception | I like / don't like..... It is good/nice/beautiful It is not nice 'What do you think?' I think..... I think it will..... It will..... It will..... because..... I think..... because..... I think that..... What do you think? What will happen if.....? If.....? |
| Year 1 | I think..... I think.....because..... I like.....best.....because..... My partner thinks..... I agree because..... I disagree because..... |
| Year 2 | I think.....because I prefer.....because..... My partner thinks..... I agree/disagree because..... |
| Year 3 | 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.....How do you feel.....Why do you feel..... |
| Year 4 | I agree/I disagree because..... I appreciate's opinion because..... Due to..... However I think differently because..... Most reasonable people would agree that.....because..... What is your opinion on the issue of bullying? How would you feel if you were being bullied/in that situation? |
| Year 5 | Therefore / In my opinion / I believe He considers... It is my opinion that.....however others may/might believe..... |
| Year 6 | 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..... |

| Prediction | |
|------------------|--|
| Reception | I think it will..... ‘What do you think will happen?’ It will..... The.....will..... The.....is going to..... This will.....because..... What do you think will happen next? What will happen if..... |
| Year 1 | I think..... I think.....because..... (prior knowledge) I predict.....will happen. They are the same because..... (comparing) |
| Year 2 |same.....similar.....different..... I think.....because..... I predict that.....because..... I think they will be alike because they are both..... |
| Year 3 | I predict that.....because.....however/meanwhile/therefore/also..... I predict that.....after / as a result of This is probable because.....and.....are different in that.....therefore as a result..... After.....I predict that..... The outcome will be.....because..... What do you think? How did you come to that prediction? |
| Year 4 | 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 |
| Year 5 | I predict that..... I believe / I think..... might / or..... If..... Then..... X has happened, therefore I think..... |
| Year 6 | 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 |

| Retelling | |
|------------------|---|
| Reception | First I..... First we..... Then..... After..... And then..... What did you do first? Then what happened?happened first. Next.....happened. Then.....happened.....happened last. Next.....and.....happened. At the end.....happenedhappened in the beginning.happened in the middle.happened in the end. |
| Year 1 | My partner said..... Retelling stories – Once upon a time.... One day..... Long ago..... ‘What happened next?’ |
| Year 2 | My partner said..... First, Next, Then, After that, Finally... At last Suddenly ‘What happened next?’ ‘What did...?’ |
| Year 3 | Once upon a time..... Once there was..... As a result of..... Meanwhile..... Later on..... Eventually Unfortunately..... Luckily..... I remember that..... Then this happened..... During..... Lastly..... In the end..... To conclude / In conclusion..... |
| Year 4 | In the beginning..... Subsequently..... (time connectives) 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..... |
| Year 5 | First, Next, Then, After that, Finally... ‘What happened next?’ ‘What did...?’ |
| Year 6 | First, Next, Then, After that, Finally... ‘What happened next?’ ‘What did...?’ In summary..... The consequence of..... |

| Sequencing | |
|------------------|--|
| Reception | First..... Next..... Then..... After that.....and then.....happened first. Next.....happened. Then.....happened.....happened last. It is.....because..... It is..... |
| Year 1 | First I will..... Next I would..... Then I..... After that I..... Finally I..... |
| Year 2 | First..... (First put the hat on) Next..... After that..... Finally..... Last of all..... |
| Year 3 | First.....because..... Next.....however..... Then.....therefore..... Finally/Eventually/Lastly.....because..... |
| Year 4 | Firstly.....because/however/therefore/after a while/meanwhile/ in addition..... Next..... Then..... Finally/Eventually/Lastly..... In conclusion..... |
| Year 5 | Meanwhile..... Following this / that..... In the beginning..... |
| Year 6 | Whilst X was..... Y was..... During X – Y happened. Initially the..... were..... However..... |