

# Oracy Overview

National Curriculum Coverage, Progression in Skills and knowledge and Supporting Resources

## EYFS

	Three and Four-Year-Olds	Children in Reception
<b>Autumn</b>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”</p> <p>Talk about what they see, using a wide vocabulary</p>	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p> <p>Develop social phrases</p> <p>Engage in story times</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>
<b>Spring</b>	<p>Pay attention to more than one thing at a time</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs.</p> <p>Develop their communication</p> <p>Use longer sentences of four to six words</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Use new vocabulary in different contexts</p> <p>To articulate their ideas and thoughts in well-formed sentences</p>
<b>Summer</b>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p>

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

# Year 1

Term	National Curriculum	Progression in skills	Success criteria	Disciplinary concepts	Talk rules	Oracy opportunities across the curriculum
Autumn	Listen and respond appropriately to adults and their peers	<p>Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation</p> <p>Understand 2-3 part instructions that may include time concepts, e.g. using 'first', 'before', 'after' or 'when' e.g. 'Before you sit down you need to hang up your coat and wipe your feet.'</p>	<p>I can listen to the teacher in my classroom and ignore other people or noises.</p> <p>I can understand instructions that tell me the order I have to do something.</p>	<p><b>Autumn 1:</b></p> <ol style="list-style-type: none"> <li>Record the children during group talk. Play it back to the children as a starting point for Oracy (Is this what group talk should look like?) Introduce the term Oracy.</li> <li>Introduce Autumn 1 talk rules (actions for each talk rule) and let children apply them in a talk thread.</li> <li>Introduce speech bubbles and let children apply them in a group talk.</li> <li>Introduce the first skill: listening. Use a talk thread to allow children to apply it.</li> <li>Recap on the listening skill. Children to demonstrate what a good listener looks like. (Eyes on the speaker, facing the speaker, ears listening, body still, brain thinking about what is being said) Apply the listening skill during group talk.</li> </ol> <p><b>Autumn 2</b></p> <p>Recap on Autumn 1 and introduce Autumn 2 talk rules. Use a talk thread to allow children to apply it.</p> <p>Apply above talk rules, speech bubbles and the listening skill in group talks (talk threads)</p>	<p><a href="#">Oracy - Oracy Co-op Academy Penny Oaks - Google Drive</a></p> <p><b>Autumn 1:</b></p> <p><b>Cognitive</b></p> <p><i>I think before I speak</i></p> <p><b>Linguistic</b></p> <p><i>I understand who I am talking to</i></p> <p><b>Social and emotional</b></p> <p><i>Give 5 to the person who is speaking</i></p> <p><b>Physical</b></p> <p><i>You can hear me when I speak</i></p> <p><b>Autumn 2:</b></p> <p><b>Cognitive</b></p> <p><i>I can sequence my thoughts before I speak</i></p> <p><b>Linguistic</b></p> <p><i>I choose my words carefully</i></p>	<p>Science: End of topic discussion - which material is best to build a castle</p> <p>History: Was queen Victoria a trend setter?</p> <p>Geography: Presentation of the four UK countries in teams</p> <p>DT: Evaluations of existing products and the products they will create</p> <p>Art: Discussion about the merits of different tools/objects the children can paint with (sticks, cotton buds, forks, straws)</p> <p>Computing: Problem solving - debugging an algorithm (paired discussion)</p> <p>RE: How do you think people should treat the world and why? When would we give or receive gifts? Should you always expect to get a gift if you give one?</p>
	Ask relevant questions to extend their understanding and knowledge	<p>Ask questions to find out things using 'how' and 'why' when prompted e.g. 'Can you think of a 'why' question about this story?' – 'Why does Harry go to the island of the monsters?'</p> <p>Be aware when they haven't understood something and is able to say, for example, 'I don't understand' (with no further elaboration).</p>	<p>I can find things out by asking how and why questions.</p> <p>I can say 'I don't understand' when I'm stuck.</p>			
	Use relevant strategies to build their vocabulary	<p>Able to group and name members of categories and to suggest possible category names e.g. 'Horse, cow and pig are all mammals'; 'Pen, pencil and ruler are stationery'; 'Rain, snow and sunshine are types of weather.'</p>	<p>I can sort things into groups and give each group a name.</p> <p>I know what someone is describing when they give me some clues.</p> <p>I can give clues about a word for someone to guess.</p>			

		Able to guess the word from clues, or give others clues using shape, size, function, etc. with support e.g. 'It is long and wriggly and makes a hissing sound.'; 'It is found in the kitchen, it has a handle and a lip and you might put milk in it.'			<p><b>Social and emotional</b></p> <p>I will be excited to share my ideas</p> <p><b>Physical</b></p> <p>I will look at the person who is speaking</p>		
	Articulate and justify answers, arguments and opinions	Use language consistently to express likes and dislikes e.g. 'I don't like using sticky clay.'	I can use a sentence to tell someone when I am not happy.				
<b>Spring</b>	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	<p>Able to use early 'story language' e.g. 'Once upon a time ...'; 'One day, ...'</p> <p>Use language to talk through a series of steps for example for simple problem solving e.g. 'I don't have enough paint to finish my picture. I'm going to borrow some from another table.'</p> <p>Able to join sentences using 'and' e.g. 'I went shopping and I bought some apples.'</p>	<p>I can start stories using 'Once upon a time ...' or 'One day, ...'</p> <p>I can talk about the things I need to do so that I can complete a task.</p> <p>I can join sentences using 'and'.</p>	<p><b>Spring 1:</b></p> <p>1. Introduce Spring 1 talk rules and allow children to apply it through talk threads</p> <p>2. Introduce new speech bubbles and let children apply them in a group talk.</p> <p>3. Introduce the second skill: taking turns. Allow children to apply it during group talk (talk thread)</p> <p>4. Recap on Autumn and Spring 1 talk rules. Use both skills: listening and taking turns in a group discussion.</p>	<p><b>Spring 1:</b></p> <p><b>Cognitive</b></p> <p>I can think of a question to ask to make sure I understand</p> <p><b>Linguistic</b></p> <p>I always speak in sentences that make sense</p> <p><b>Social and emotional</b></p> <p>I will respect who I am talking to</p> <p><b>Physical</b></p> <p>I will sit/stand tall when I speak</p>	<p>Geography: Opponents game - about the continents and oceans</p> <p>History: For/against - was inventing plastic a good idea?</p> <p>Science: How am I different from an elderly person?</p> <p>Computing: Discussion - is it fine to share images online?</p> <p>DT: Discussion - why is it important to be healthy?</p> <p>Art: Hot seat Van Gogh</p>	
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity	I can listen carefully when I am in a group.	5. Record a group discussion and compare with the first recording from Autumn. Let children discuss what they have learnt in Oracy so far.	<p><b>Spring 2:</b></p> <p>Recap on Spring 1 and introduce Spring 2 talk rules. Use a talk thread to allow children to apply it.</p>	<p><b>Spring 2:</b></p> <p><b>Cognitive</b></p> <p>I can add an idea to someone else's</p> <p><b>Linguistic</b></p>	<p>R.E: Do we need friends and if so why? How would you prepare for a really important visitor?</p>
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use language to talk self through steps required in simple problem solving e.g. 'I have to get all the Lego bricks and sort them out. I need to find all the black ones. Then I can start making this monster.'	I can talk about the things I need to do so that I can complete a task.				

	Speak audibly and fluently with an increasing command of standard English	Produce speech that is clear and easy to understand, with only a few immaturities e.g. 'w' instead of 'r', 'f' instead of 'th', complex consonant blends e.g. 'sc' instead of 'scr'.  Able to say words accurately with 3 syllables or less  Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds  Able to use appropriate tenses and word order e.g. 'The girl walked to school' or 'Tomorrow I will be on holiday.'	I can say most speech sounds clearly.  I can say words with up to 3 syllables clearly.  I can blend sounds out loud to make a short word.  I can say the sounds I hear in a word.  I can make sentences about what is happening now, what has happened and what will happen.	Apply above talk rules (Autumn and Spring), speech bubbles and both skills (listening and taking turns) in group talks (talk threads)	The words I choose entertain people  <u>Social and emotional</u>  I can take turns  <u>Physical</u>  I can speak at a steady pace	
<b>Summer</b>	Participate in discussions, presentations, performances, role play, improvisations and debates	Remember their words and speak clearly in presentations, performances and role play	I can speak clearly in presentations, performances and role plays when I have just got a bit to say.	<b>Summer 1:</b>  1. Introduce Summer 1 talk rules and allow children to apply it through talk threads  2. Recap on listening and taking turns skills. Introduce the third skill: sharing ideas. Let children apply it during group talk.  3. Build on the sharing ideas skill. What if some children don't want to join in and share their ideas? Introduce inviting others into the discussion.  4. Children apply all three skills (listening, taking turns and sharing ideas) during group talk.  5. Record children discussing one of the talk threads. What have they done well? What can be improved?  <b>Summer 2:</b>	<b>Summer 1:</b>  <u>Cognitive</u>  I can talk about the main points  <u>Linguistic</u>  I can use all 4 linguistic talk rules  (see above)  <u>Social and emotional</u>  I can make sure everyone gets a chance to speak  <u>Physical</u>  I can speak in a loud clear voice  <b>Summer 2:</b>  <u>Cognitive</u>	Geography: Class debate - would our lives in the UK be different if the weather was like in India?  History: Why was Gandhi a significant person?  Science: Ignite speech on chosen habitat  Computing: Discussion - Can you talk to strangers online?  DT: What makes our structures stronger?  R.E: Which day of the week is the best? Has there been a time when you had to say sorry?
	Gain, maintain and monitor the interest of the listener(s)	Able to initiate a conversation with a class visitor by using prepared questions	I can ask a class visitor questions that I have already thought of.			
	Consider and evaluate different viewpoints, attending to and building on the contributions of others	Respond to points of interest when listening to contributions of others e.g. 'Oh I have been to Brighton Pier as well. Did you go on the helter-skelter?'	I can make a comment when talking to other people.			
	Select and use appropriate registers for effective communication	Imitate popular language e.g. 'It's cool', 'Hey mate!', or 'Have you seen James Bond? It's wicked.'	I can use expressions that I hear other people using.			

				<p>Recap on Summer 1 and introduce Summer 2 talk rules. Use a talk thread to allow children to apply it.</p> <p>Apply above talk rules (Autumn, Spring and Summer), all speech bubbles and all skills (listening, taking turns and sharing ideas) in group talks (talk threads)</p>	<p>I can agree or disagree with others</p> <p><u>Linguistic</u></p> <p>I can use all 4 linguistic talk rules</p> <p>(see above)</p> <p><u>Social and emotional</u></p> <p>I am confident in what I am saying</p> <p><u>Physical</u></p> <p>I can make my voice sound interesting</p>	
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## Year 2

Term	National Curriculum	Progression in skills	Success criteria	Disciplinary concepts	Talk rules	Oracy opportunities across the curriculum
Autumn	Listen and respond appropriately to adults and their peers	<p>Know the key points they need to focus on in order to answer a question e.g. 'Five buses have nine passengers each but the two trains are empty. How many passengers altogether?'</p> <p>Understand complex 2 – 3 part instructions e.g. 'Choose a character from the story we have just read, then talk to your partner about how they feel at the end of the story and be ready to share your ideas.'</p>	<p>I can find the most important parts in a spoken question.</p> <p>I can understand long instructions where I have to do several different things.</p>	<ol style="list-style-type: none"> <li>Record the children during group talk. Play it back to the children as a starting point for Oracy (Is this what group talk should look like?) Recap on what Oracy is.</li> <li>Introduce Autumn 1 talk rules (actions for each talk rule) and let children apply them in a talk thread.</li> <li>Recap in Oracy skills taught in year 1 (listening, taking turns and sharing ideas) Let children apply it in a talkthread.</li> <li>Recap on year 2 speech bubbles and introduce a new skill: building on.Let children apply it during group talk.</li> </ol>	<p><a href="#">Oracy - Oracy Co-op Academy Penny Oaks - Google Drive</a></p> <p><b>Autumn 1:</b></p> <p><u>Cognitive</u></p> <p>I can add an idea to someone else's</p> <p><u>Linguistic</u></p> <p>I choose my words carefully</p> <p><u>Social and emotional</u></p>	<p>Science: Just a minute - presenting one of the groups of animals</p> <p>History: What really happened to Amelia Earhart?</p> <p>History: Hot seat Wilbur Wright</p> <p>History: Ignite speech - what are the Wright brothers famous for?</p> <p>Geography: Discussion - what does Earth look like from space?</p> <p>Art: Hot seating Leonardo Da Vinci</p> <p>DT: Discussion - why is it important to be healthy?</p>

	<p>Ask relevant questions to extend their understanding and knowledge</p>	<p>Ask a range of different types of questions to find out specific information including 'how' and 'why' e.g. 'How do we know the burglars can't get in?'</p> <p>Recognise when a message is not clear and be able to provide some information about why e.g. 'Can you say that again; you used too many words' or 'It was too fast.'</p>	<p>I can ask lots of different types of questions to find things out.</p> <p>I can tell someone when I don't understand something and why I didn't understand it.</p>	<p>5. Recap all 4 skills (listening, taking turns, sharing ideas and building on) and move the children from the group talk to a class discussion concept.</p> <p><b>Autumn 2:</b></p>	<p><u>I can make sure everyone gets a chance to speak</u></p> <p><b>Physical</b></p> <p><u>I can speak in a loud clear voice</u></p> <p><b>Autumn 2:</b></p> <p><b>Cognitive</b></p> <p><u>I can say why I think something</u></p> <p><b>Linguistic</b></p> <p><u>I always speak in sentences that make sense</u></p> <p><b>Social and emotional</b></p> <p><u>I can take turns</u></p> <p><b>Physical</b></p> <p><u>I will look at the person who is speaking</u></p>	<p>R.E: Is it possible to be kind to everyone all the time?</p> <p>Does the world need to be saved/rescued?</p>
	<p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p>	<p>Recognise when they haven't understood a word or words and be able to provide some information about why e.g. 'Can you say that again; you used too many words' or 'It was too fast.'</p> <p>Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/to/too, and begin to comment on this e.g. 'If you had a bare bear then it wouldn't have any fur!'; 'Furious and angry mean the same thing.'</p> <p>Use simple conjunctions to justify or explain something e.g. 'I am going to finish this picture because then I won't have to do it for homework.'</p>	<p>I can tell someone when I don't understand something and why I didn't understand it.</p> <p>I can talk about words that look or sound the same.</p> <p>I can talk about words that have the same meaning.</p> <p>I can explain things using a sentence with 'because' or 'when'.</p>	<p>Recap on Autumn 1 and introduce Autumn 2 talk rules. Use a talk thread to allow children to apply it.</p> <p>Apply above talk rules, speech bubbles and the listening skill in group talks and class discussions (talk threads)</p>		
<b>Spring</b>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order e.g. 'Mum and the boy decided to go fishing. They put their things in the car. They drove to the lake. They started fishing. Mum caught a big fish and fell in the water.'</p>	<p>I can tell stories that are easy to understand.</p> <p>I can explain how I solved a problem.</p> <p>I can use 'because' or 'when' to make my sentences longer.</p>	<p><b>Spring 1:</b></p> <p>1. Introduce Spring 1 talk rules and allow children to apply it through talk threads</p> <p>2. Recap on all taught Oracy skills and introduce the first group discussion role: Observer. Apply using a talk thread.</p> <p>3. Introduce the second group discussion role: challenger. Allow children to practise</p>	<p><b>Spring 1:</b></p> <p><b>Cognitive</b></p> <p><u>I can talk about the main points</u></p> <p><b>Linguistic</b></p> <p><u>I understand who I am talking to</u></p>	<p>Science: Which material is best to build a stage and why?</p> <p>History: Perform a play</p> <p>Geography: Everyone is an expert - presentation on one of the UK's countries</p> <p>DT: Mini pantomime using puppets made by the pupils</p>

		<p>Describe in 2-3 sentences how to solve a problem e.g. 'First I added up all the numbers. Then I worked out how many to make 50. Then I added 50 to make 100, 'cos that's the same as £1.'</p> <p>Able to use conjunctions to increase the length and grammatical complexity of sentences, e.g. 'because', 'when'.</p>		<p>both roles observer and challenger during class discussion.</p> <p>4. Recap on the role of the observer and the challenger and introduce the role of the scribe. Let children practise their roles during group and class discussion.</p> <p>5. Apply above talk rules (Autumn and Spring), speech bubbles, and group roles in discussions (talk threads)</p>	<p><b>Social and emotional</b></p> <p>I am confident in what I am saying</p> <p><b>Physical</b></p> <p>I can speak at a steady pace</p>	<p>R.E: Being committed to something is easy Is it ok to believe in different things?</p>
<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>Take turns to talk, listen and respond in two way conversations and groups.</p>	<p>I can listen carefully in a group and take turns in a discussion.</p>	<p><b>Spring 2:</b></p> <p>Recap on Spring 1 and introduce Spring 2 talk rules. Use a talk thread to allow children to apply it.</p> <p>Apply above talk rules (Autumn and Spring), speech bubbles, all skills introduced so far and group roles in discussions (talk threads)</p> <p>Recap on Summer 1 and introduce Summer 2 talk rules. Use a talk thread to allow children to apply it.</p> <p>Apply above talk rules (Autumn, Spring and Summer), all speech bubbles and all skills (listening, taking turns and sharing ideas) in group talks (talk threads)</p>	<p><b>Spring 2:</b></p> <p><b>Cognitive</b></p> <p>I can agree or disagree with others</p> <p><b>Linguistic</b></p> <p>The words I choose entertain people</p> <p><b>Social and emotional</b></p> <p>I will be excited to share ideas</p> <p><b>Physical</b></p> <p>You can hear me when I speak</p>		
<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Accurately predict what will happen in a story or retelling of an event e.g. 'I think he is going to fall into the water because he is not looking where he is going.'</p>	<p>I can talk about what will happen next in a story or something that happened.</p>				

	Speak audibly and fluently with an increasing command of standard English	Produce speech that is consistently clear and easy to understand, with very few immaturities e.g. 'f' instead of 'th', complex consonant blends, e.g. 'sc' instead of 'scr'.  Able to say words with 4 or more syllables fairly consistently  Able to manipulate sounds in words such as deleting sounds from words e.g. 'What word do you get if you take away the 'f' sound from 'feet'? Answer: 'eat'.  Know that there are some terms or expressions that are only used amongst friends e.g. 'Hiya!', 'See ya later!'	I can say most speech sounds clearly.  I can say words with up to 4 syllables clearly.  I can make new words by taking some sounds away from a word.  I know there are some words I only use with friends.			
<b>Summer</b>	Participate in discussions, presentations, performances, role play, improvisations and debates	Take turns to talk, listen and respond in two way conversations and groups 10. Gain, maintain and monitor the interest of the listener(s)	I can listen carefully in a group and take turns in a discussion.	<b>Summer 1:</b>  1. Introduce Summer 1 talk rules and allow children to apply it through talk threads  2. Recap on all talk skills introduced so far and introduce the next group role: the scribe. Let children apply it during class discussion.  3. Record a group discussion and allow children to discuss their progress. Which skills, speech bubbles or roles have been used? Let children feedback.  4. Recap on all group roles and introduce the last group role: the reporter. Allow children to practise being a reporter during a discussion.  5. Year 2 practising for the their Oracy assembly. Children to practise fluency, pace of speaking, tonal variation, clarity of pronunciation, voice projection and body	<b>Summer 1:</b>  <u>Cognitive</u>  I can think of a question to as to make sure I understand  <u>Linguistic</u>  I can use all 4 linguistic talk rules  (see above)  <u>Social and emotional</u>  I will give 5 to the person who is speaking  <u>Physical</u>  I will sit/stand tall when I speak	Science: How do people change habitats?  History: Seaside now or in the past?  Geography: Debate - if you could go on holiday, which would you prefer, Filey or Sharm-el-Sheikh?  Art: Can women be artists?  DT: Evaluation of products giving reasons for chosen materials  R.E: Where do you get a feeling of belonging? Does completing Hajj make a person a better Muslim?
	Gain, maintain and monitor the interest of the listener(s)	Usually able to keep to topic in a conversation  Can be easily prompted to move on if they are talking too much	I can talk to others and stay on the same topic.  I can let someone else take a turn in a conversation when prompted.			
	Consider and evaluate different viewpoints, attending to and building on the contributions of others	Ask lots of questions to find out information and respond appropriately to the answers e.g. 'It is called evaporation? OK, then the answer is that the water will evaporate when it is heated up.'	I can ask questions to find out information and use information from the answers to make my response.			
	Select and use appropriate registers for effective communication	Know that there are some terms or expressions that are only used amongst friends e.g. 'in your face', 'wicked' and 'yeah right' with friends but not teachers.	I know there are some words I only use with friends.			

				<p>language like gesture, posture, facial expression and eye contact.</p> <p><b>Summer 2:</b></p> <p>Recap on Summer 1 and introduce Summer 2 talk rules. Use a talk thread to allow children to apply it.</p> <p>Apply above talk rules (Autumn, Spring and Summer), all speech bubbles, all skills and all group roles in group talks and class discussions.</p>	<p><b>Summer 2:</b></p> <p><b>Cognitive</b></p> <p>I can sequence my thoughts before I speak</p> <p><b>Linguistic</b></p> <p>I can use all 4 linguistic talk rules</p> <p>(see above)</p> <p><b>Social and emotional</b></p> <p>I will think how what we say can affect others feelings</p> <p><b>Physical</b></p> <p>I can make my voice sound interesting</p>	
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### Year 3

Term	National Curriculum	Progression in skills	Success criteria	Disciplinary concepts	Talk rules	Oracy opportunities across the curriculum
Autumn	Listen and respond appropriately to adults and their peers	Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps) e.g. 'Tell your partner three facts about ... using the right words if you	<p>I can listen to tricky information and find the important parts.</p> <p>I can understand why I must follow a teacher's instruction and what will happen if I do not do this.</p>	<p><b>Autumn 1:</b></p> <p>1. Record the children during group talk. Play it back to the children as a starting point for Oracy in year 3 (Is this what group talk should look like?) Recap on what Oracy is.</p>	<p><a href="#">Oracy - Oracy Co-op Academy Penny Oaks - Google Drive</a></p> <p><b>Autumn 1:</b></p> <p><b>Cognitive</b></p>	<p>Geography: Should the UK only use renewable energy sources?</p> <p>History: Debate - Life was more dangerous in the stone age than it is now</p> <p>Science: Ignite speech: What are the uses of rocks?</p>

	<p>can and then write them down.'</p> <p>Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed e.g. 'Everyone needs to stop talking and listen now, otherwise we will be late for break.'</p>		<p>2. Introduce Autumn 1 talk rules (actions for each talk rule) and let children apply them in a talk thread.</p> <p>3. Recap in Oracy skills taught in year 2 (listening, sharing ideas, taking turns, sensing the room and building on) Let children apply it in a talk thread.</p> <p>4. When is Oracy used ? Children to work in groups to think of examples of when Oracy is used in real life. Chosen reporters feedback to the rest of the class.</p> <p>5. Record the groups again so children can assess their progress in their talk skills. All children to feedback their opinions on it.</p> <p><b>Autumn 2:</b></p> <p>1. Recap on Autumn 1 talk rules and introduce Autumn 2 talk rules. Children to apply these during a discussion. (talk thread)</p> <p>2. Recap on all speech bubble introduced so far and bring in new ones (see year 3 Speech Bubbles)</p>	<p><b>I can add an idea to someone else's</b></p> <p><u>Linguistic</u></p> <p><i>I choose my words carefully</i></p> <p><u>Social and emotional</u></p> <p><i>I can make sure everyone gets a chance to speak</i></p> <p><u>Physical</u></p> <p><i>I can speak in a loud clear voice</i></p> <p><b>Autumn 2:</b></p> <p><u>Cognitive</u></p> <p><b>I can say why I think something</b></p> <p><u>Linguistic</u></p> <p><i>I always speak in sentences that make sense</i></p> <p><u>Social and emotional</u></p> <p><i>I can take turns</i></p> <p><u>Physical</u></p> <p><i>I will look at the person who is speaking</i></p>	<p>DT: Questions for younger children. Evaluating their products</p> <p>Art: Hot seating Ismael Gulgee about his style of painting</p> <p>R.E: What helps us feel a sense of belonging? What gift would make the world a better place?</p> <p>50 things: Learn to play a board game</p>
Ask relevant questions to extend their understanding and knowledge	<p>Ask a range of different types of questions to find out specific information including 'how' and 'why' e.g. 'How do we know this was from Ancient Roman times?'</p> <p>Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question e.g. 'What does that long word mean?'</p>	<p>I can ask relevant questions.</p> <p>I can tell someone when I don't understand all the words that they have used, and ask them about it.</p>			
Use relevant strategies to build their vocabulary	<p>Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes e.g. 'The land around the arctic has no trees and is called the tundra.' (Meaning 'tundra')</p>	<p>I try to use new topic vocabulary in my answers.</p>			
Articulate and justify answers, arguments and opinions	<p>Give reasons and explanations for choices and viewpoints in class discussions e.g. 'I think the ending of the book is better than the ending in the film because sometimes things don't work out well for people in real life.'</p>	<p>I can give a reason for what I think in a class discussion.</p>			

<b>Spring</b>	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	<p>Tell a story with a clear structure including the setting and ideas linked in different ways e.g. 'On holiday me and Dad went to the seaside. It was great because Dad helped me build a massive sandcastle which I decorated with shells and seaweed. I took a photo of it because after a while the waves started washing it away.'</p> <p>Discuss how a character may be feeling and why e.g. 'I think he might be feeling confused because he doesn't understand why his cat has died.'</p> <p>Able to use conjunctions to increase the length and grammatical complexity of sentences e.g. 'before, after, while, so'</p>	<p>I can tell stories using conjunctions and including details about who, when and where.</p> <p>I can talk about why I think the character feels a certain way.</p> <p>I can use 'before, after, while' and 'so' to make my sentences longer.</p>	<p><b>Spring 1:</b></p> <ol style="list-style-type: none"> <li>1. Introduce Spring 1 talk rules and allow children to apply it through talk threads</li> <li>2. Children to be recorded during a discussion. Allow children to compare their talk skills with the recording from Autumn. Children to discuss how Oracy is helping them in their learning.</li> <li>3. During Spring 1, children to focus on practising year 3 speech bubbles in all discussions across curriculum.</li> </ol> <p><b>Spring 2:</b></p> <ol style="list-style-type: none"> <li>1. Recap on Spring 1 talk rules and introduce Spring 2 talk rules. Allow children to apply it through talk threads.</li> <li>2. During Spring 2, children should be encouraged to use all skills and group roles taught. Children to practise using new year 3 speech bubbles during various group and class discussions not only during Oracy lessons but throughout the curriculum.</li> </ol>	<p><b>Spring 1:</b></p> <p><u>Cognitive</u></p> <p>I can talk about the main points</p> <p><u>Linguistic</u></p> <p>I understand who I am talking to</p> <p><u>Social and emotional</u></p> <p>I am confident in what I am saying</p> <p><u>Physical</u></p> <p>I can speak at a steady pace</p> <p><b>Spring 2:</b></p> <p><u>Cognitive</u></p> <p>I can agree or disagree with others</p> <p><u>Linguistic</u></p> <p>The words I choose entertain people</p> <p><u>Social and emotional</u></p> <p>I will be excited to share ideas</p> <p><u>Physical</u></p> <p>You can hear me when I speak</p>	<p>Geography: Ignite speech on a biome of their choice</p> <p>Science: Discussion - Consider life without plants</p> <p>DT: Evaluations of their products</p> <p>R.E: Are miracles real? Do Christians today think Good Friday was good for them?</p> <p>50 things: Learn to play hopscotch</p>	
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils	I can start a conversation with school visitors or other pupils in my school.				
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Understand how language is used to investigate and reflect on feelings e.g. 'I feel sad because Jane is leaving. How do you feel?'	I can use words to describe various feelings and find out how other people feel about the same thing.				

	Speak audibly and fluently with an increasing command of standard English	Produce speech that is consistently clear and easy to understand  Able to say words of any length with accuracy  Use phonological awareness skills when spelling, although some mistakes may still be made  Able to signal punctuation and emphasise meaning through the use of intonation e.g. pausing to divide speech into intelligible 'chunks' of meaning.	I can say all speech sounds clearly.  I can say polysyllabic words clearly.  I try to spell words with 4 or more phonemes by listening to the sounds in the words.  I can use changes in my voice to make my meaning even clearer.			
<b>Summer</b>	Participate in discussions, presentations, performances, role play, improvisations and debates	Respond to the opinions of others in the group e.g. 'Everyone on my table thinks the boy made the right choice. I agree with them.'	I can say something about what other people think.	<b>Summer 1:</b>  1. Introduce Summer 1 talk rules and allow children to apply it through talk threads.  2. During Summer 1 recap on all talk skills, speech bubbles, group roles taught so far. Introduce debates.	<b>Summer 1:</b>  <b>Cognitive</b>  I can think of a question to ask to make sure I understand  <b>Linguistic</b>  I can use all 4 linguistic talk rules  (see above)  <b>Social and emotional</b>  I will give 5 to the person who is speaking  <b>Physical</b>  I will sit/stand tall when I speak	Geography: Discussion - Is Bradford a better place to live than Athens?  History: What have ancient Greeks given us?  Science: Imagine you had magnets for fingers - would it be good?  DT: Describing examples during research  R.E: How can Brahman be everywhere and in everything? Visiting the River Ganges is a special event for everyone  50 things: Learn a clapping game
	Gain, maintain and monitor the interest of the listener(s)	Able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupils.  Exaggerate to make a story more interesting e.g. 'I was so tired I could have slept for a week!'	I can start a conversation with school visitors or other pupils in my school.  I can exaggerate to make my stories more exciting.			
	Consider and evaluate different viewpoints, attending to and building on the contributions of others	Able to understand another's point of view and show whether they agree or disagree e.g. 'I know why you think the boy is naughty but I don't think he did it on purpose.'	I can tell someone when I agree with their opinion and when I don't agree.	<b>Summer 2:</b>  1.Recap on Summer 1 talk rules and introduce Summer 2 talk rules. Allow children to apply it through talk threads.  2. During Summer 2, children should be encouraged to use all skills and group roles taught. Children to practise using new year 3		

	Select and use appropriate registers for effective communication	Aware of the need to use more formal language with adults e.g. 'Please could I have another pencil?' (to the teacher) or 'Give me/pass me another pencil (to a peer).'	I can use polite language when I am talking to adults.	speech bubbles during various group and class discussions not only during Oracy lessons but throughout the curriculum.  At the end of Summer 2, year 3 children should have all necessary talk skills to have meaningful discussions and debates. They should be able to get their points across easily and justify their opinions clearly.	<p><b>Summer 2:</b></p> <p><b>Cognitive</b></p> <p>I can sequence my thoughts before I speak</p> <p><b>Linguistic</b></p> <p>I can use all 4 linguistic talk rules</p> <p>(see above)</p> <p><b>Social and emotional</b></p> <p>I will think how what we say can affect others feelings</p> <p><b>Physical</b></p> <p>I can make my voice sound interesting</p>	
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## Year 4

Term	National Curriculum	Progression in skills	Success criteria	Disciplinary concepts	Talk rules	Oracy opportunities across the curriculum
Autumn	Listen and respond appropriately to adults and their peers	Listen to information, work out which elements are key and make relevant, related comments e.g. 'So we need to go home and ask people of different ages what telly was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister.'	<p>I can listen to information, know the important parts and comment on it.</p> <p>I can work out what could happen next even when the teacher has not told me.</p>	<p><b>Autumn 1:</b></p> <p>1. Record the children during group talk or a class discussion/ debate. Play it back to the children as a starting point for Oracy in year 4 (Is this what group talk should look like?) Recap on what Oracy is.</p> <p>2. Introduce Autumn 1 talk rules and let children apply them in a talk thread.</p>	<p>Oracy - Oracy Co-op Academy Penny Oaks - Google Drive</p> <p><b>Autumn 1:</b></p> <p>Recap on all cognitive and linguistic talk rules</p>	<p>Art: Hot seat David Hockney</p> <p>Computing: Discussion - computers can replace teachers</p> <p>DT: Describe reasons for design choices</p> <p>Science: Debate - solid, liquid, gas - which is most important?</p>

		Infer meanings, reasons and make predictions e.g. 'Now, Class 4, I'm going to count to 10' – i.e. 'Mrs Jones is getting cross, we need to listen.'		3. Recap in Oracy skills taught in year 3 (listening, sharing ideas, taking turns, sensing the room and building on) Let children apply it in a talk thread.		History: Debate - Sir Titus Salt - was he a good man?  Geography: Discussion - what do you like best in Saltaire?
	Ask relevant questions to extend their understanding and knowledge	Able to use a series of questions to keep a conversation flowing e.g. 'Do you like science? What do you like most about science? Have you learned about food chains yet?'  Be aware of when they can't remember and ask for an explanation e.g. 'Is the author the one that writes the story and the illustrator does the pictures?'	I can ask a series of questions to have a conversation.  I can say when I can't remember certain words and ask for an explanation.	4. Introduce year 4 <u>speech bubbles</u> and let children practise using them during a discussion.  <b>Autumn 2:</b>  <b>Apply all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.</b>	<b>Autumn 2:</b>  Recap on all <b>social</b> , <b>emotional</b> and <b>physical</b> talk rules	R.E: Is trust needed when making an agreement? What is the most significant part of the Christmas story?  50 things: Complete a jigsaw puzzle (with a friend)
	Use relevant strategies to build their vocabulary	Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding e.g. 'What do we call a ghost again, is it a spectator or a spectre?'	I can tell someone when I can't remember the right word to use. I can ask a question to help me.			
	Articulate and justify answers, arguments and opinions	Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan e.g. 'We decided that Jenny would go first because she's the fastest and would get us a good start.'	I can summarise and explain my group's discussion.			
<b>Spring</b>	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point  Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous,	I can tell exciting stories using a clear plot and good vocabulary.  I can explain things that have happened to me or people I know including how I or other people felt.  I can begin my explanations or story sentences with phrases using 'later, before, after, while'.	<b>Spring 1:</b>  Introduce Spring 1 talk rules and let children apply them in a talk thread.  <b>Apply all talk rules, talk skills and speech bubbles during group work, class</b>		<b>Spring 1:</b>  Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions

	worried, angry, cross, frustrated, pleased e.g. 'I shouted because I was angry.' Able to use fronted adverbials to increase the length and grammatical complexity of sentences e.g. 'Later that day, I heard the bad news.'		<b>discussions and debates across the curriculum.</b>		R.E: Who has authority over us? Are there any times when people should not be forgiven?
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Able to sustain a conversation by giving reasons and explaining choices and views e.g. 'I think we should start sorting out these pictures so we can stick them onto the paper. If we use the Pritt stick it will be quicker than using the other glue.	I can add to a conversation by explaining my thinking to other people.	<b>Spring 2:</b> Recap on Spring 1 and introduce Spring 2 talk rules. Let children apply them in a talk thread.  <b>During Spring 2 children practise using all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.</b>	<b>Spring 2:</b> Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions	
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Able to discuss cause and effect e.g. 'If you hold the bowl still, I'll be able to pour the mixture in with two hands. That way I won't spill any of it.'	I can discuss what might happen and why.			
Speak audibly and fluently with an increasing command of standard English	Produce speech that is consistently clear and easy to understand  Able to say words of any length with accuracy  Secure phonological awareness skills  Use formal language when appropriate in some familiar situations e.g. showing a visitor around school, using language such as 'Excuse me', 'I'm pleased to meet you' and speaking in full sentences.	I can say all speech sounds clearly.  I can say polysyllabic words clearly.  I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling.  I can talk politely with school visitors.			

<b>Summer</b>	Participate in discussions, presentations, performances, role play, improvisations and debates	Able to take on group roles to discuss with peers e.g. able to act as the chairperson or the note taker in a group	I can take different roles in a group discussion, e.g. leader or note taker.	<p><b>Summer 1:</b> Introduce Summer 1 talk rules and let children apply them in a talk thread.</p> <p><b>Apply all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.</b></p> <p><b>Summer 2:</b></p> <p>Recap on Summer 1 and introduce Summer 2 talk rules. Let children apply them in a talk thread.</p> <p><b>During Summer 2 children should practise using all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.</b></p>	<p><b>Summer 1:</b></p> <p>Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions</p> <p><b>Summer 2:</b></p> <p>Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions</p>	<p>Art: Hot seat Michelangelo</p> <p>DT: Pitch their product to an audience</p> <p>Science: Debate - the tongue is more important than the teeth</p> <p>History: What did the Romans do for us?</p> <p>Geography: Discussion - Is Italy a better country than the UK?</p> <p>R.E: When do you become an adult and responsible for your own actions?</p> <p>Why are some places more special to people than others?</p>
	Gain, maintain and monitor the interest of the listener(s)	Add or omit detail according to how much is already known by the listener e.g. 'Peter was in big trouble last evening when he didn't put Munchkin, that's our pet rabbit, away.'	When I talk to people, I usually know how much information they need.  I can make my reading or talking sound more interesting by how I use my voice.			
	Consider and evaluate different viewpoints, attending to and building on the contributions of others	Able to identify and reflect on key points of what they have just been told e.g. 'So our flag is called the Union flag and not the Union Jack. The flag pole is the jack, they always call it that on the TV.'	I can follow complicated information that someone is sharing and remember the important points.			
	Select and use appropriate registers for effective communication	Understand and use popular colloquial expressions e.g. 'That's sick!'	I know lots of phrases that only people my age would use.			

## Year 5

Term	National Curriculum	Progression in skills	Success criteria	Disciplinary concepts	Talk rules	Oracy opportunities across the curriculum
<b>Autumn</b>	Listen and respond appropriately to adults and their peers	Listen to complex information and identify key elements and make relevant, related comments e.g. 'Everyone needs to find a partner and then collect a kit. You will need two	I can listen to complicated information, know the important parts and respond to it.  I can work out when a message has a different meaning.	<p><b>Autumn 1:</b></p> <p>1. Record the children during group talk or a class discussion/ debate. Play it back to the children as a starting point for Oracy in year</p>	<p><a href="#">Oracy - Oracy Co-op Academy Penny Oaks - Google Drive</a></p> <p><b>Autumn 1:</b></p>	<p>Geography: Group presentation: famous mountain expedition</p> <p>Science: Debate - is there life on other planets?</p>

	<p>flasks, 100 ml of water and some food dye. You will need to take two colours for each group, but the groups can share if there are not enough to go around. Decide who's going to collect what, and if you need to share colours, and then wait until I tell you what to do next.'</p> <p>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said e.g. 'You said there was no milk left but I can see a full jug on the table. You are teasing me!'</p>		<p>5 (Is this what group talk should look like?) Recap on what Oracy is.</p> <p>2. Introduce Autumn 1 talk rules and let children apply them in a talk thread.</p> <p>3. Recap in Oracy skills taught in year 4 (listening, sharing ideas, taking turns, sensing the room and building on) Let children apply it in a talkthread.</p> <p>4. Introduce year 5 <u>speech bubbles</u> and let children practise using them during a discussion.</p> <p><b>Autumn 2:</b></p>	<p>Recap on all <b>cognitive, linguistic, social, emotional</b> and <b>physical</b> talk rules</p> <p><b>Autumn 2:</b></p> <p>Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions</p>	<p>DT: Evaluations and descriptions of initial products</p> <p>R.E: Why do people commit to certain things but not to others? What is meant by truth?</p> <p>50 things: Learn the BSL alphabet</p>
Ask relevant questions to extend their understanding and knowledge	<p>Use follow up questions linked to answers that have just been given e.g. 'When did you ...?', 'What happened ...?', 'Why did you ...?'</p> <p>Ask a clarification question that requires the speaker to elaborate on what they have said e.g. 'Could you explain again how that works?'</p>	<p>I can ask a variety of follow up questions to find out more about the initial answer / information given.</p> <p>I can ask a specific question so that the speaker clarifies what s/he meant.</p>	<p><b>Apply all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.</b></p>		
Use relevant strategies to build their vocabulary	<p>Incorporate topic vocabulary into their written and spoken work e.g. 'Everything is made up of atoms, like solids, liquids and gases.'</p>	<p>I can use topic vocabulary accurately in my spoken answers and written work.</p>			
Articulate and justify answers, arguments and opinions	<p>Able to use complex sentences and link by meaning to present ideas logically e.g. 'We travelled to France for our holiday and enjoyed the journey on the ferry because there was a soft play area and we were allowed to drink coke.'</p>	<p>I can share information with other people so that they can understand me clearly.</p>			

<b>Spring</b>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>Include a subplot in telling stories and recalling events before resolving the main storyline</p> <p>Present a point of view using persuasive language e.g. 'Please come to my party – it will be awesome! We are having a really funny clown and the biggest bouncy castle in the world.'</p> <p>Use complex sentences and conjunctions to link ideas together in order to present ideas logically e.g. 'The boy fell over in the park; however he did not need to go to hospital because his injuries were not serious.'</p>	<p>I can tell stories with a sub-plot.</p> <p>I know how to try to make people agree with me when I am talking to them.</p> <p>I can use long sentences to talk about my ideas.</p>	<p><b>Spring 1:</b></p> <p>Introduce Spring 1 talk rules and let children apply them in a talk thread.</p> <p><b>Apply all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.</b></p> <p><b>Spring 2:</b></p> <p>Recap on Spring 1 and introduce Spring 2 talk rules. Let children apply them in a talk thread.</p> <p><b>During Spring 2 children practise using all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.</b></p>	<p><b>Spring 1:</b></p> <p>Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions</p> <p><b>Spring 2:</b></p> <p>Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions</p>	<p>Art: Hot seating Stephen Wiltshire</p> <p>Geography: Individual presentation: Monarch of your choice</p> <p>History: Debate - is the monarchy a good thing?</p> <p>R.E: Sikh stories should be part of the school curriculum</p> <p>What do you have the most control over in your life?</p> <p>50 things: Learn a card game</p>	
	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing</p>	<p>I can ask questions and make helpful comments to help keep a conversation going.</p>				
	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Able to use complex sentences and to present ideas logically e.g. 'The easiest way to get to the gym is going through the big hall which is on the left as you leave this room. Then turn right and it is the third door on the left.'</p>	<p>I can share complicated information with other people so that they can understand me clearly.</p> <p>I can persuade people to agree with me by talking to them .</p>				

		Able to use language to persuade e.g. 'Do you want to be part of something that helps people who have lost everything? Then join my fantastic fund raising group and you can make a difference to someone's life.'				
	Speak audibly and fluently with an increasing command of standard English	Produce speech that is consistently clear and easy to understand  Able to say words of any length with accuracy  Secure phonological awareness skills  Use appropriately different words and phrases, from how people in that area normally talk, and standard English e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'.	I can say all speech sounds clearly.  I can say polysyllabic words clearly.  I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling.  I can talk using standard English when appropriate.			
<b>Summer</b>	Participate in discussions, presentations, performances, role play, improvisations and debates	Able to take turns, listening carefully to others and politely agreeing or disagreeing with them  Able to present a point of view by presenting evidence and using persuasive language with familiar topics e.g. 'I think we could all go out in the snow because we all have boots, coats, gloves and hats and if we get some fresh air now we will be able to concentrate better on our work when we come back.'	I can listen carefully to others and politely agree or disagree with them.  I can use persuasive language when presenting my thoughts and ideas.	<b>Summer 1:</b> Introduce Summer 1 talk rules and let children apply them in a talk thread.  <b>Apply all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.</b>  <b>Summer 2:</b>  Recap on Summer 1 and introduce Summer 2 talk rules. Let children apply them in a talk thread.  <b>During Summer 2 children should practise using all talk rules, talk skills and speech</b>	Summer 1:  Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions  <b>Summer 2:</b>  Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions	Art: Ignite speech - who is Lowry?  History: Ignite speech - how did Bradford change during the industrial age?  Science: Debate - the heart is the most important organ in the body  DT: Evaluations of products  R.E: What influences the choices we make? Is it ok to tell lies?
	Gain, maintain and monitor the interest of the listener(s)	Realise when the listener doesn't fully understand and try to help them	I can repeat or re-phrase what I have said to help someone understand me.			

		Is able to use humour effectively	I can use language to make people laugh.	<b>bubbles during group work, class discussions and debates across the curriculum.</b>		
	Consider and evaluate different viewpoints, attending to and building on the contributions of others	Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said e.g. 'Are we going to Disneyland? You said there would be a brilliant surprise and you keep smiling and looking at Dad.'	I can work out when a message has a different meaning.			
	Select and use appropriate registers for effective communication	Use appropriately different words and phrases, from how people in that area normally talk, and standard English e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'.	I can talk using standard English when appropriate.			

## Year 6

Term	National Curriculum	Progression in skills	Success criteria	Disciplinary concepts	Talk rules	Oracy opportunities across the curriculum
<b>Autumn</b>	Listen and respond appropriately to adults and their peers	Understand the key points made by a number of speakers and to compare different points of view  Appreciate sarcasm when it is obvious e.g. 'My best vase, broken. Now that was really clever.'	I can listen to information from different people and compare different points of view.  I can recognise when someone does not mean exactly what they say.	<b>Autumn 1:</b>  1. Record the children during group talk or a class discussion/ debate. Play it back to the children as a starting point for Oracy in year 6 (Is this what group talk should look like?) Recap on what Oracy is.  2. Introduce Autumn 1 talk rules and let children apply them in a talk thread.  3. Recap in Oracy skills taught in year 5 Let children apply it in a talkthread.	<a href="#">Oracy - Oracy Co-op Academy Penny Oaks - Google Drive</a> <b>Autumn 1:</b>  Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions	DT: Product evaluations  Science: Ignite speech - explain the lifecycle of an animal/plant of your choice, discussing each stage and how the animal/plant develops.  History: Debate -women were more important during the war than men  History: Debate - women shouldn't be allowed to fight on the frontline
	Ask relevant questions to extend their understanding and knowledge	Understand and use different types of questions: open, closed, rhetorical	I can understand and use lots of different types of questions.			

		Identify clearly when they haven't understood and be specific about what additional information they need e.g. 'So what is the difference between transparent and translucent?'	I can ask a specific question to work out what piece of a message I don't understand.	4. Introduce year 6 <u>speech bubbles</u> and let children practise using them during a discussion.  <b>Autumn 2:</b>  Children to have a discussion about all 4 <u>Oracy strands (physical, linguistic, cognitive and social and emotional)</u> . <b>When are they used?</b>  Apply all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.	<b>Autumn 2:</b>  Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions	R.E: If a Muslim was really hungry and ate something, would this mean that he/she is not a good Muslim? What sort of person would you have chosen to be the mother of Jesus?
	Use relevant strategies to build their vocabulary	Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate e.g. 'I had to cooperate really hard to get my work done.'	I try to use 'learning' words when I am talking about my work.			
	Articulate and justify answers, arguments and opinions	Able to use language to negotiate with others, to explain options available and to predict possible outcomes e.g. 'I will put these maths books away if you will collect the pencils. This will be quicker.'	I can explain, negotiate and predict possible outcomes.			
<b>Spring</b>	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Tell elaborate entertaining stories which are full of detailed descriptions  Share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think it would be a good idea to use a different colour pen so it stands out.' or 'We could strengthen the towers like this, but I think your way will work better.'  Use long and complex sentence structures in class and other situations e.g. 'I will come with you only because it means that you will stop hassling me.'	I can tell a story with a sub-plot and lots of detail with varied vocabulary.  I can listen to other people's opinions and share mine.  I can use varied and interesting vocabulary to make my sentences longer in a variety of situations.	<b>Spring 1:</b>  Introduce Spring 1 talk rules and let children apply them in a talk thread.  Apply all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.  <b>Spring 2:</b>  Recap on Spring 1 and introduce Spring 2 talk rules. Let children apply them in a talk thread.	<b>Spring 1:</b>  Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions  <b>Spring 2:</b>  Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions	DT: Product evaluations  Science: Ignite speech - choose a force and tell the class how we come across this force in our daily lives  R.E: Does anything last forever? If you were starting a religion now that would help make the world a better place, what would be the Commandments you would ask people to live by?

	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'	I can share my opinions with other people and listen and respond to what they think.	<b>During Spring 2 children practise using all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.</b>		
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use inference, reasoning and prediction skills e.g. 'I know you don't mean that because I have seen the other class lining up.'  Able to negotiate an agreement explaining other options and possible outcomes e.g. 'Ok, let's try the carpet first, as most of us think that will cause most friction; but the rubber mat is quite sticky and if we are wrong then the other team will win.'	I can understand what other people mean or are trying to suggest even if they don't say it literally.  I can use language to discuss and agree something.			
	Speak audibly and fluently with an increasing command of standard English	Produce speech that is consistently clear and easy to understand  Able to say words of any length with accuracy  Secure phonological awareness skills  Able to re-phrase what they want to say according to the audience e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.	I can say all speech sounds clearly.  I can say polysyllabic words clearly.  I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling.  I can choose vocabulary appropriate to formal or informal situations.			
<b>Summer</b>	Participate in discussions, presentations, performances, role play, improvisations and debates	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think the boy was being mean to the girl but you are right	I can share my opinions with other people and listen and respond to what they think.	<b>Summer 1:</b>  Introduce Summer 1 talk rules and let children apply them in a talk thread.	<b>Summer 1:</b>  Apply/refer to talk rules accordingly during presentations, discussions, debates and	DT: Product evaluations and final presentations  Science: Hot seating - asking Darwin about evolution and inheritance

	<p>when you said that she was being mean to him first.'</p> <p>Able to present a point of view by presenting evidence and using persuasive language with academic topics e.g. 'If we all recycled more, we wouldn't need to use as much energy to make new things, so it would be better for the planet.'</p>	<p>I can use persuasive language when presenting my thoughts and ideas about topics I am learning about.</p>	<p><b>Apply all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.</b></p> <p><b>Summer 2:</b></p> <p>Recap on Summer 1 and introduce Summer 2 talk rules. Let children apply them in a talk thread.</p> <p><b>During Summer 2 children should practise using all talk rules, talk skills and speech bubbles during group work, class discussions and debates across the curriculum.</b></p>	when asking and answering questions	<p>History: Ignite speech based on a Norse God of your choice</p> <p>R.E: What motivates us to take certain actions?</p> <p>What influences how we live our lives?</p>
Gain, maintain and monitor the interest of the listener(s)	<p>Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</p> <p>Sophisticated use of questions to help conversation flow</p>	<p>I can share my opinions with other people and listen and respond to what they think.</p> <p>I can use lots of different types of questions in a conversation.</p>		Apply/refer to talk rules accordingly during presentations, discussions, debates and when asking and answering questions	
Consider and evaluate different viewpoints, attending to and building on the contributions of others	<p>Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise e.g. 'I think we should all go swimming first but make sure you have enough money for the bus fare home.'</p>	<p>I can summarise what other people suggest or think and make my own suitable suggestions based on this.</p>			
Select and use appropriate registers for effective communication	<p>Able to re-phrase what they want to say according to the audience e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</p>	<p>I can choose vocabulary appropriate to formal or informal situations.</p>			