

Spoken Language/Oracy Curriculum Progression Plan

Intent: At Lord Deramore's we value the use of clear, well-structured spoken language as a cornerstone of the curriculum. Discussion and debate enables children to refine their thinking, express their feelings and justify their opinions. It is valuable socially, cognitively and culturally. We teach children to become effective and articulate communicators so that they can take on roles in the wider community.

Implementation: Oracy is taught both discretely and through other subjects. Opportunities for discussion and questions for debate are planned across the curriculum. Children learn to speak and listen in pairs and small groups, then larger groups. They are given opportunities to present their ideas to peers and to perform for larger groups such as presentations to the school and to families.

Impact: Children become clear and effective communicators who understand that spoken language can be used to explore ideas, make connections with others and share knowledge. Assessment is made through observing children's skills as communicators. English subject lead and SLT assess impact and teaching through pupil voice, learning walks and lesson observations.

Oracy	Phase 1		Phase 2		Phase 3		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge & skills	<p><u>ELG: Listening, Attention and Understanding</u> Children will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>ELG: Speaking</u> Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		<p>Spoken language underpins the whole national curriculum and the development of reading and writing. Children develop their vocabulary, grammar and understanding through hearing and speaking using quality and varied language. Children's confidence and competence in spoken language and listening skills develops across KS1 and KS2. They develop a capacity to explain their understanding and prepare their ideas. They learn to make their thinking clear to themselves as well as to others. They are taught to understand and use the conventions for discussion and debate. All pupils participate in and gain knowledge, skills and understanding in drama. They adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p>		<p>Spoken language underpins the whole national curriculum and the development of reading and writing. Children develop their vocabulary, grammar and understanding through hearing and speaking using quality and varied language. Children's confidence and competence in spoken language and listening skills develops across KS1 and KS2. They develop a capacity to explain their understanding and prepare their ideas. They learn to make their thinking clear to themselves as well as to others. They are taught to understand and use the conventions for discussion and debate. All pupils participate in and gain knowledge, skills and understanding in drama. They adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p>		
	<p>Children gain confidence and competence in spoken language and listening skills. They develop the capacity to explain their ideas and understanding and to make these clear to others. They begin to explore the conventions for discussion and debate. They gain knowledge, skills and understanding in drama and in creating roles.</p>						

<p>Expectations</p>	<p>Listening Skills</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Give focused attention to what adults say, responding appropriately even when engaged in activity.</p> <p>Following instructions</p> <p>Give focussed attention to adults say, responding appropriately even when engaged in activity.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Listening Skills</p> <p>Listen to others in a range of situations and usually respond appropriately.</p> <p>Following instructions</p> <p>Understand instructions with more than one point in many situations.</p> <p>Vocabulary Building and Standard English</p> <p>Use appropriate vocabulary to describe their immediate world and feelings.</p> <p>Think of alternatives for simple vocabulary choices.</p> <p>Notice, discuss and begin to use expressions they have heard others use.</p> <p>Narratives</p> <p>Organise their thoughts into sentences before expressing them.</p> <p>Be able to describe their immediate world and environment.</p> <p>Retell simple stories and recounts aloud, using early story language with increasing accuracy.</p>	<p>Listening Skills</p> <p>Listen carefully and respond with increasing appropriateness to what has been said.</p> <p>Following instructions</p> <p>Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>Attempt to follow instructions before seeking assistance.</p> <p>Vocabulary Building and Standard English</p> <p>Start to use subject-specific vocabulary to explain, describe and add detail.</p> <p>Suggest words or phrases appropriate to the topic being discussed.</p> <p>Start to vary language according to the situation between formal and informal.</p> <p>Usually speak in grammatically correct sentences.</p> <p>Narratives</p> <p>Talk about themselves clearly and confidently.</p>	<p>Listening Skills</p> <p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and peers.</p> <p>Following instructions</p> <p>Follow instructions in a range of unfamiliar situations.</p> <p>Recognise when it is needed and ask for specific additional information to clarify instructions.</p> <p>Vocabulary Building and Standard English</p> <p>Use vocabulary that is appropriate to the topic and/or the audience.</p> <p>Recognise powerful vocabulary in stories/texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>Discuss topics that are unfamiliar to their own direct experience.</p> <p>Be aware of the need to use formal language in some situations eg with adults.</p> <p>Begin to use Tier 2 vocabulary more often.</p>	<p>Listening Skills</p> <p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and peers.</p> <p>Following instructions</p> <p>Follow complex directions and multi-step instructions without the need for repetition.</p> <p>Vocabulary Building and Standard English</p> <p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>Know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>Recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>Listening Skills</p> <p>Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views eg participate in a collaborative project.</p> <p>Following instructions</p> <p>Follow complex directions and multi-step instructions without the need for repetition.</p> <p>Vocabulary Building and Standard English</p> <p>Use Standard English and correct use of Tier 2 vocabulary.</p> <p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>Know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>Recognise powerful vocabulary in stories/texts that</p>	<p>Listening Skills</p> <p>Make improvements based on constructive feedback on their listening skills.</p> <p>Following instructions</p> <p>Follow complex directions and multi-step instructions without the need for repetition.</p> <p>Vocabulary Building and Standard English</p> <p>Use Standard English and correct use of Tier 2 vocabulary in formal situations.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.</p> <p>Speak audibly, fluently and with a full command of Standard English in all situations.</p>
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<p>Vocabulary Building and Standard English</p> <p>Understand and use recently introduced vocabulary.</p> <p>Narratives</p> <p>Ask questions to clarify meaning.</p> <p>Describe events and their immediate surroundings in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to, talk about and retell stories to build familiarity and understanding.</p> <p>Speak confidently in a familiar group.</p> <p>Invent, adapt and recount narratives and stories with peers and adults.</p> <p>Use early story language.</p> <p>Participating in Discussions</p> <p>Listen attentively and respond to what they hear with relevant questions, comments</p>	<p>Participating in Discussions</p> <p>Maintain attention and participate in conversation in small groups and in larger groups for a limited time.</p> <p>Recognise when it is their turn to speak in a discussion.</p> <p>Recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p> <p>Talk through a series of steps when expressing their point of view.</p> <p>Drama, Performance and Confidence</p> <p>Speak clearly with only some immaturities.</p> <p>Say words with up to 3 syllables accurately.</p> <p>Know it is their turn to speak in a small group presentation or play performance.</p> <p>Take part in a simple role play of a known story.</p>	<p>Tell a story including setting the scene, a basic story plot and sequence of events generally in the right order.</p> <p>Verbally recount experiences with some interesting detail.</p> <p>Participating in Discussions</p> <p>Take turns in talk in small groups.</p> <p>Maintain attention and respond in larger group conversations,</p> <p>Give enough detail to hold the interest of other participants in a discussion.</p> <p>Use 2 or 3 sentences with examples to express their point of view.</p> <p>Offer ideas based on what they have heard.</p> <p>Engage in meaningful discussions that relate to different topic areas.</p> <p>Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>Narratives</p> <p>Organise what they want to say so that it has a clear purpose.</p> <p>Tell a story with a clear structure including the setting and ideas linked in different ways,</p> <p>Participating in Discussions</p> <p>Initiate conversations and take part in two-way conversations in small groups and in larger groups for increasing length of time.</p> <p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>Discuss a main idea using several points.</p> <p>Take account of the viewpoints of others when participating in discussions.</p>	<p>Begin to choose appropriate Tier 2 vocabulary in formal situations.</p> <p>Narratives</p> <p>Tell a story with a good structure and distinct plot, including an exciting event with a clear resolution and end point..</p> <p>Participating in Discussions</p> <p>Initiate and continue conversations skilfully</p> <p>Engage in discussions, making relevant points and ask for specific additional information or viewpoint from other participants.</p> <p>Debate issues and make their opinions on topics clear.</p> <p>Adapt their ideas after hearing new information.</p> <p>Begin to challenge opinions with respect.</p> <p>Engage in meaningful discussions in all areas of the curriculum.</p>	<p>they read or listen to, building these words and phrases into their own talk in an appropriate way.</p> <p>Narratives</p> <p>Plan and present information clearly with ambitious detail and description for the listener.</p> <p>In a narrative, include a sub-plot before resolving the main storyline.</p> <p>Participating in Discussions</p> <p>Take turns appropriately in conversations and maintain the flow eg by asking appropriate questions, offering suggestions, challenging ideas and giving opinions.</p> <p>Participate in debates and use relevant details to support their opinions and adding humour where appropriate.</p> <p>Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole class conversations.</p>	<p>Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>Confidently explain the meaning of words and offer alternative synonyms.</p> <p>Narratives</p> <p>Tell elaborate, entertaining stories which are full of detailed descriptions.</p> <p>Participating in Discussions</p> <p>Take turns in complex conversations with several people, showing awareness that all people should have a fair chance to speak.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
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	<p>and actions when being read to and during whole class discussions and small group interactions.</p> <p>Hold conversations when engaged in back and forth exchanges with adults and peers</p> <p>Begin to use more complex sentences to link ideas (eg because, and).</p> <p>Mostly stick to main theme or intention.</p> <p>Drama, Performance and Confidence</p> <p>Speak confidently to others about own needs, wants, interests and opinions.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Speak confidently in a familiar group and talk about their ideas.</p> <p>Use intonation, rhythm and phrasing to make meaning clear to others.</p>		<p>Drama, Performance and Confidence</p> <p>Produce speech that is clear with only a few immaturities.</p> <p>Say words with 4 syllables fairly consistently.</p> <p>Speak confidently within a group of peers so that their message is clear.</p> <p>Practise and rehearse reading sentences and stories aloud.</p> <p>Take on a different role in a drama or role play and discuss the characters' feelings.</p> <p>Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>Drama, Performance and Confidence</p> <p>Rehearse reading sentences and stories aloud, taking note of feedback.</p> <p>Speak confidently in front of small audiences eg the class and to a larger audience for limited periods of time.</p> <p>Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p> <p>Say words of any length with increasing accuracy.</p>	<p>Drama, Performance and Confidence</p> <p>Use intonation when reading aloud to emphasise punctuation and emphasise meaning.</p> <p>Practise and rehearse sentences and stories, gaining feedback on their performance</p> <p>Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>Discuss the language choices of other speakers and how this may vary in different situations.</p> <p>Say words of any length with increasing accuracy.</p>	<p>Engage in longer and sustained discussions about a range of topics.</p> <p>Present a structured point of view using examples from a different person or source and supported by examples.</p> <p>Drama, Performance and Confidence</p> <p>Narrate stories with intonation and expression to add detail and excitement for the listener, using tone and pitch appropriately.</p> <p>Use feedback to make improvements to performance.</p> <p>Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p>Project voice to a larger audience.</p>	<p>Present a clearly structured point of view, considering and evaluating different viewpoints, articulating and justifying arguments and opinions with confidence and respect for others' views.</p> <p>Give well-structured descriptions, explanations, and presentations and for different purposes, including for expressing feelings.</p> <p>Drama, Performance and Confidence</p> <p>Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Use several different tones and pitch of voice and adapt voice appropriately to context.</p> <p>Project voice consistently for a large audience.</p>
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Vocabulary	Speak, listen, question, answer, story	Conversation, presentation, discussion, detail, point of view, formal/informal, recount, narrative	Debate, project, audience, example, description, argument, opinion, evaluate, consider, articulate, challenge
Long Term Planning Link	<p>Year A Toys Superheroes Journeys</p> <p>Year B Schools Adventures Our World</p>	<p>Year A Weather Great Fire of London Romans</p> <p>Year B Explorers Schools Now and Then On The Move</p>	<p>Year A World War II Ancient Greeks Rivers</p> <p>Year B Victorians Anglo-Saxons & Scots Egyptians</p> <p>Year C Anglo-Saxons and Vikings Stone Age Chocolate</p>