Pendle Primary Academy

Oracy – Progression from EYFS to Year 2

Progression

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Oracy	Physical	Listen carefully to rhymes and songs, paying attention to how they sound.	Start to vary the pitch, tone and rhythm of my voice. Start to project my voice so everyone can hear it.	Begin to use gestures and body movements to help convey the points I want to make.	Use several different tones of voice and adapt my voice to the context. Use subtle gestures and body language to indicate a range of different emotions.	Develop my presence as a performer, controlling my voice and movement.	Know how to vary my body language and tone of voice. Adapt my body language and tone of voice to any context.	Use a range of subtle changes in tone, pitch and movement to suit different genres of talk.
	Linguistic	Learn new vocabulary. Use new vocabulary through the day. Learn rhymes, poems and songs.	Use a limited vocabulary well. Start to choose my words more precisely, including the use of sentence stems and time conjunctions to organise talk.	Distinguish between formal and informal settings. Identify different types of language such as tripling, metaphor and emphasis (using sentence stems).	Use a range of descriptive words to suit the different situations and use the 5 senses to ground my story. Use full sentences with conjunctions and speak fluently without repetition for several sentences. Speak formally, e.g. without using filler words (such as 'like') and with dictionary words instead of street slang.	Use a range of descriptive words to suit the different situations and use the 5 senses to ground my story. Use full sentences with conjunctions and speak fluently without repetition for several sentences. Speak formally, e.g. without using filler words (such as 'like') and with dictionary words instead of street slang.	Construct language effectively for a range of purposes, e.g. to persuade someone. Use the subject specific language of different disciplines, e.g. talking like a scientist, a historian, a mathematician or tour guide. Express my ideas fluently in a range of settings.	



Progression

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Oracy	Cognitive	Use 'because' to develop their ideas. Make relevant contributions and ask questions. Describe events that have happened to them in detail.	Begin to identify what makes a good argument. Use evidence to back up my point. Order talk into beginning, middle and end.	Begin to identify what makes a good argument. Use evidence to back up my point. Order talk into beginning, middle and end.	Pursue a line of enquiry. Ask a range of questions including probing questions. Summarise an argument.	Spot flaws in other people's arguments. Choose and organise the content of my speech to convey clear meaning.	Take on different roles in discussion and can see both sides of an argument. Take into account the level of understanding of an audience and adapt my language. Use language with flair and imagination to make my argument come alive.	Use different thinking skills to engage with challenging material. Analyse arguments and select evidence to defend or rebut a position. Take into account the level of understanding of an audience and adapt my language.
	Social and Emotional	Look at someone who is speaking to them. Take turns to speak when working in a group.	Find the confidence to speak in front of an audience. Show proof of listening. Support others in a discussion.	Find the confidence to speak in front of an audience. Understand my character strengths and can build on them. Support others in a discussion.	Take turns in discussion and listen to others and respond to their points. Follow ground rules and make sense of them to others. Listen attentively to what others are saying and play back to them what they have said.	Take turns in discussion and listen to others and respond to their points. Put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation.	Tell a story that engages an audience. Lead/chair a discussion in a range of contexts, making everyone feel involved.	Read an audience and change my language, tone and pitch to connect with it. Lead/chair a discussion in a range of contexts, making everyone feel involved.

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Progression of sentence stems

TOWER HAMLETS

Progression in Language Structures

Some suggestions for class teachers in planning for children's academic language development

Tower Hamlets EMA team
in collaboration with Tower Hamlets teachers

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Progression of sentence stems

The Language of Evaluation –Evaluating

Year Group	Language Structures
EYFS	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……

Language of evaluation from EYFS to Y6

Year 1 – Sentence stems for different types of talk

The Language of Comparison – Comparing and Contrasting	They are the same because…… They are different because……is……and……is…… They are alike because they are both……
The Language of Deduction –Making an assumption based on prior knowledge	I think that…… I think that ……because…….. It is……because…… ……happened because…… *What do you think happened?*
The Language of Description – Describing	It is……and…… The……is……and…….. They are……because…… It is a (adjective) / (noun) ……has …… …… have ……
The Language of Evaluation – Evaluative Talk	I found……hard/easy because…… I like / dislike because…… I feel that……..next time. I could…… In my opinion……because……..
The Language of Explanation	I…… because…… When I……because…… After I…… How ? Why? Where? When? *Sometimes incorporating sequence language structures.*

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EYFS

1.5 Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the **prime areas:**

- Communication and language
- Physical development
- Personal, social and emotional development

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EYFS

EYFS

Age-appropriate discussion guidelines and listening ladders displayed.

BSL signs for key words to be used throughout lessons.

EAL children to work in trios with 2 good English-speaking models.

Groupings

Nests
Partners (Knees to Knees/Eyes to Eyes or Magnet Eyes)
Summer - Guided Hoop Groups (Circle)

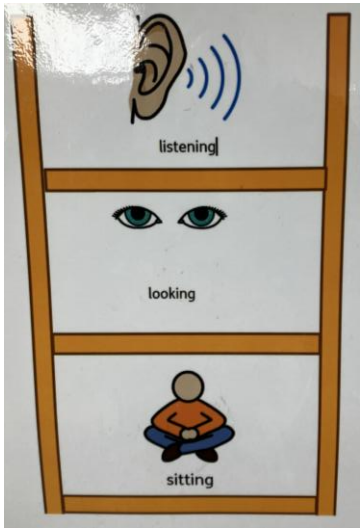
Talk Roles

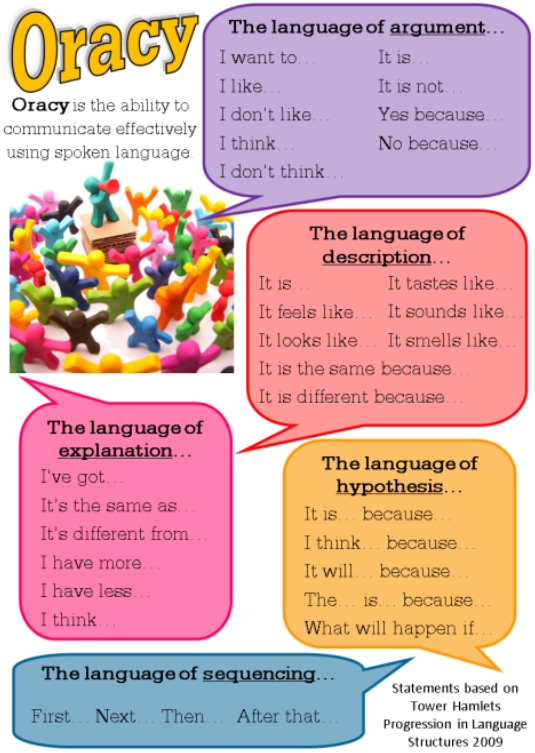
Instigator

Instigator

Starts the discussion or opens up a new topic for discussion

I would like to start by saying …
I think we should consider …
We haven't yet talked about …
Let's also think about …





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Year 1

Year 1

Age-appropriate discussion guidelines and listening ladders displayed.

BSL signs for key words to be used throughout lessons.

EAL children to work in trios with 2 good English-speaking models.

Groupings

Nests
Partners (Knees to Knees/Eyes to Eyes or Magnet Eyes)
Trios (Knees to Knees/Eyes to Eyes or Magnet Eyes)
Autumn - Guided Hoop Groups (Circle)
Summer - Independent Hoop Groups (Circle)

Talk Roles

Instigator
Builder
Challenger

Builder

Develops, adds to or runs with an idea

I agree, and would like to add...
Building on that idea, I think ...
Linking to what X said, I think..

Challenger

Gives reasons to disagree or presents an alternative argument

I disagree with you because ...
You mentioned X but what about ...
To challenge you X, I think ...
I understand your point of view, but have you thought about ...?

The language of retelling...

My partner thinks... First...
Once upon a time... Next...
One day... Then...
Long ago... After that...
At last... Finally...
Suddenly...

Encourage your child to use these sentence openers at home and at school in different situations.

The language of explanation...

When I... because...
After I... because...
The... because...
They... because...
The answer is... because...

The language of prediction...

I think... because...
I predict that...
I think they will be...

The language of deduction...

I think that... because...
It is... because...
...happened because...

The language of description...

It is... and...
The... is... and...
They are... because...
I feel... because...
This has... and...

The language of sequencing...

First... Next... Then... After that...
Finally... Last of all...



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Year 2

Year 2

Age-appropriate discussion guidelines and listening ladders displayed.

BSL signs for key words to be used throughout lessons.

EAL children to work in trios with 2 good English-speaking models.

Groupings

Nests
Partners
Trios
Independent Hoop Groups (Circle)
Traverse

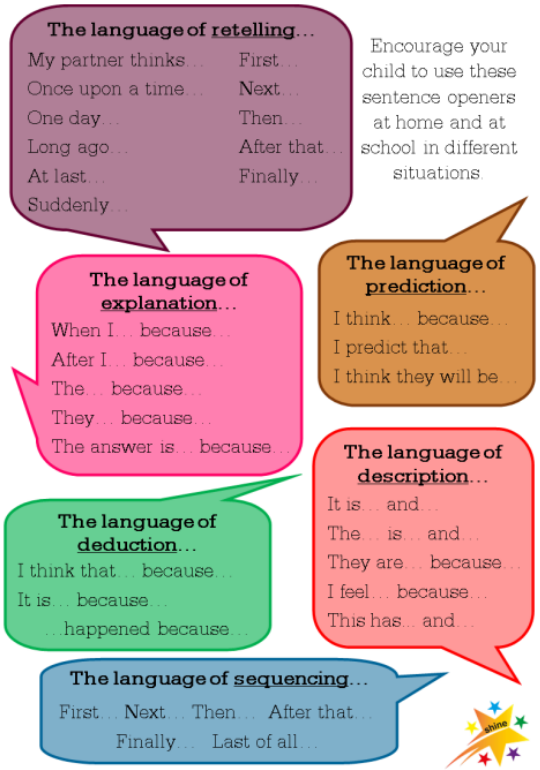
Talk Roles

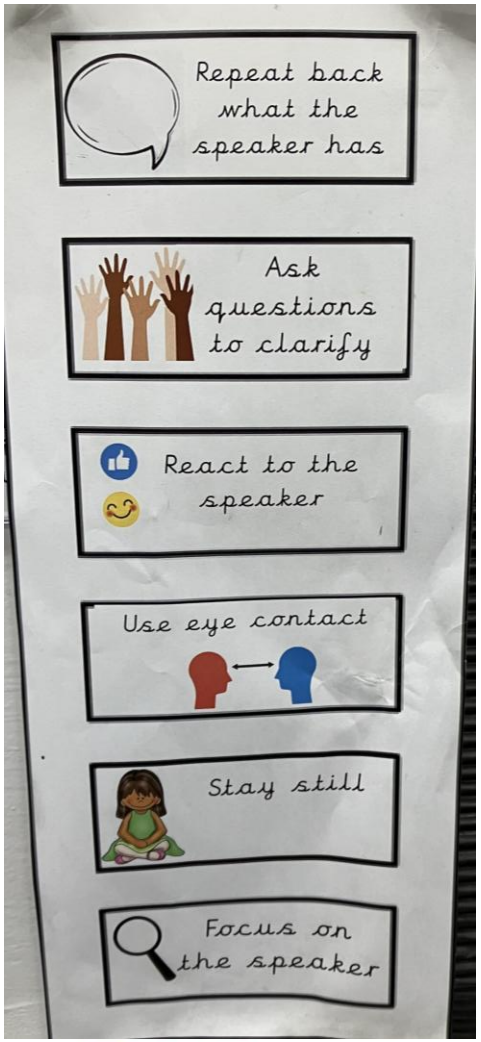
Instigator
Builder
Challenger
Summariser (introduce in Summer Term)

Summariser

Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.

Overall, the main points were …
The main ideas raised today were …
Our discussion focused on …
The three main things we talked about were …





Year 2

What can you do as teachers to have the most impact on children's ability to develop their own opinions?



Traverse

Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.

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Year 3+

KS2

Age-appropriate discussion guidelines and listening ladders displayed.

BSL signs for key words to be used throughout lessons.

EAL children to work in trios with 2 good English-speaking models.

Groupings

Nests
Partners
Trios
Traverse
Fishbowl

Talk Roles

Instigator
Builder
Challenger
Summariser
Clarifier (Year 3 – introduce in Spring Term)
Probing (Year 3 – introduce in Summer Term)

Clarifier

Simplifies and makes things clearer by asking questions

What do you mean when you say …?
Can you explain a bit more about …?
Does that mean …?
Please can you clarify what you meant by …?

Prober

Digs deeper into the argument, asks for evidence or justification of ideas

What do you think would be the effect of …?
Why do you think …?
Can you provide an example to explain…?

Encourage your child to use these sentence openers at home and at school in different situations.

The language of evaluation…
I found this work… because…
Next time I could try…
I could improve this work by…
…was successful because…
…was unsuccessful because…

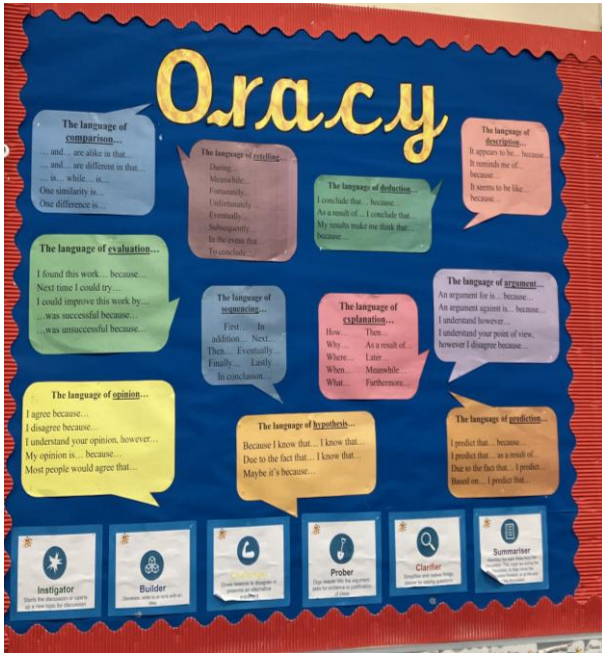
The language of description…
It appears to be… because…
It reminds me of… because…
It seems to be like… because…

The language of opinion…
I agree because…
I disagree because…
I understand your opinion, however…
My opinion is… because…
Most people would agree that…

The language of prediction…
I predict that… because…
I predict that… as a result of…
Due to the fact that… I predict…
Based on… I predict that…

The language of sequencing…
First… In addition…
Next… Then…
Eventually…
Finally… Lastly…
In conclusion…

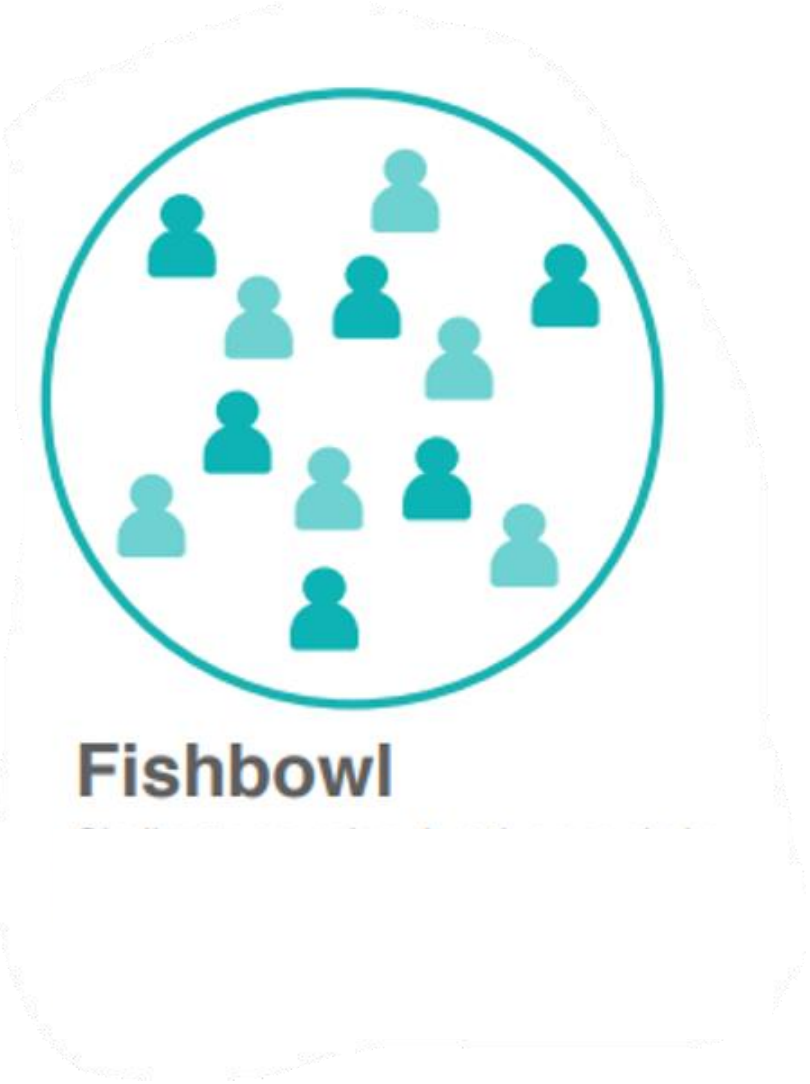
The language of deduction…
I conclude that… because…
As a result of… I conclude that…
My results make me think that… because…



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Year 3+



What do you feel are the benefits of teaching children to talk in a range of groupings?

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If ‘oracy’ is a flexible toolkit of skills, strategies and choices that enable a person to use talk to make sense of and get things done in the world, then ‘conversations’ must be at the very centre of this activity.

Alan Howe, Oracy Cambridge, 2017

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