



# **Healdswood Infant and Nursery School**



## **Oracy Progression**

At Healdswood Infant and Nursery, our curriculum reflects the importance of spoken language in pupils' development across the whole curriculum- physically, cognitively, socially and linguistically. Spoken language and oracy underpins the development of reading and writing. We recognise that the quality and variety of language pupils hear and speak are vital for developing their vocabulary, grammar and their understanding for reading and writing.

Through our Oracy Progression Document, we meet the EYFS & National Curriculum expectations by ensuring that pupils are taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

### **EYFS Early Learning Goals:**

- Communication and Language: Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Communication and Language: Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Communication and Language: Speaking- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **National Curriculum Objectives Spoken Language Year 1 & 2:**

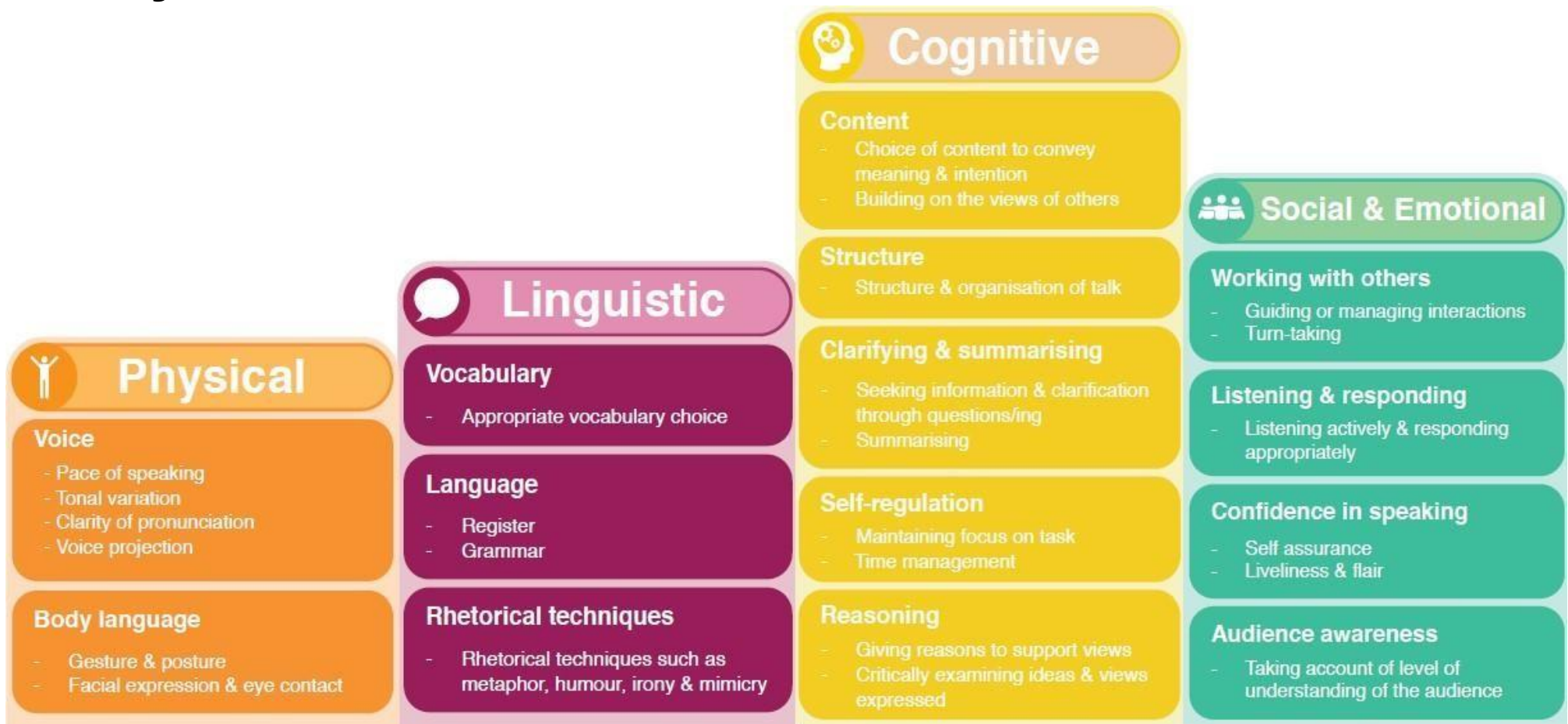
- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.

### **End of Key Stage 1 Expectations**

By the end of Year 2, pupils are expected to:

- Speak clearly and confidently in a range of situations.
- Listen carefully and respond appropriately.
- Participate effectively in discussions with adults and peers.
- Retell stories, explain ideas and describe events in a logical sequence.
- Use appropriate vocabulary and increasingly accurate grammar in spoken language.

# The Oracy Framework



# Progression of skills - Nursery

## Physical



- To begin to speak clearly enough to be understood by familiar adults.
- To use gestures, facial expressions and actions to support meaning.
- To begin to use an appropriate volume of voice.
- To join in with familiar songs, rhymes and repeated phrases.

## Cognitive



- To answer simple questions about themselves and their experiences.
- To begin to ask questions to find out more.
- To talk about what they are doing during play.
- To recall and talk about recent events with adult support.

## Linguistic



- To use single words and short phrases to communicate needs and ideas.
- To learn and use new vocabulary through play and adult interactions.
- To begin to join words together into simple sentences.
- To begin to use simple connecting words such as **and** and **because**.

## Social and Emotional



- To look towards the person who is speaking.
- To listen for short periods during stories, songs and conversations.
- To take turns in conversation with adult support.
- To begin to speak in a small group with encouragement.

## Teaching Ideas

- Model language continuously during play, expanding children's words into short sentences.  
*E.g. Child: "Car." Adult: "Yes, the red car is going fast."*
- Introduce and repeat new vocabulary through stories, songs, nursery rhymes and everyday routines using "my turn, your turn."
- Use role play with adults joining children's play to model simple conversations.  
*E.g. home corner, doctor's surgery, café, builders.*
- Encourage children to communicate using gestures, signs, facial expressions and words where appropriate.
- Use visual supports, objects and puppets to encourage conversation and storytelling.
- Develop listening skills through short, engaging games such as **Simon Says**, **What's in the Box?**, **Listening Walks** and sound discrimination activities.
- Support turn taking using visual prompts or a talking object to show whose turn it is to speak.
- Give children plenty of opportunities to talk about their own experiences during circle time, snack time and play.
- Model simple questioning language.  
*"What can you see?" "Who is this?" "What happened?"*
- Praise all attempts to communicate, building confidence to speak with adults and peers.

## Experiences

- Join in with songs, rhymes and repetitive stories.
- Share ideas during small group carpet sessions.
- Talk with an adult during child-initiated play.
- Engage in imaginative role play with adults and peers.
- Speak to familiar adults around school.
- Talk about a favourite toy, photograph or object.
- Visit places within school (office, kitchen, library) to talk with different adults.
- Take part in simple Show and Tell with adult support.

## Nursery Sentence Stems

| <b>Language for argument<br/>and opinion</b> | <b>Language for comparing<br/>and contrasting</b> | <b>Language of explanation<br/>/ description</b> | <b>Language of<br/>prediction</b> |
|----------------------------------------------|---------------------------------------------------|--------------------------------------------------|-----------------------------------|
| I like...                                    | It is the same.                                   | It is...                                         | I think...                        |
| I don't like ....                            | It is different                                   | I can see...                                     | Maybe...                          |
| My favourite is...                           | Mine is...                                        | I have...                                        | It will...                        |
|                                              | This one is...                                    | It looks like...                                 |                                   |
|                                              | (Big, little, same, different)                    | I found...                                       |                                   |

## Progression of skills - Reception

### Physical



- To speak audibly so they can be heard and understood.
- To use gestures and facial expressions to add meaning.
- To begin to adapt volume and expression for different situations.

### Linguistic



- To use talk in play to practise and embed new vocabulary.
- To join phrases using words such as **if**, **because**, **so**, and **but**.
- To speak in full sentences to explain ideas and experiences.
- To begin to use vocabulary appropriate to the topic being discussed.

### Cognitive



- To use **because** to explain their ideas and opinions.
- To make relevant contributions and ask questions.
- To describe events that have happened to them in detail.
- To answer **how** and **why** questions about stories and experiences.
- To connect ideas when explaining or telling a narrative.

### Social and Emotional



- To look at someone who is speaking to them.
- To take turns to speak when working in a group.
- To listen to others and respond appropriately.
- To show awareness of the listener by speaking clearly and waiting for their turn.

### Teaching Ideas

- Continue introducing new vocabulary explicitly and encourage children to use it independently during play and discussion.
- Model and encourage children to answer in full sentences using sentence stems.
- Extend children's language through high-quality role play where they adopt appropriate vocabulary and language for different roles.
- Support collaborative talk through partner talk, talk partners and small group discussions.
- Use a talking object or agreed discussion routines to develop independent turn taking.
- Encourage children to explain their thinking by asking "How do you know?" and "Can you tell me why?"
- Develop children's awareness of speaking volume and expression through purposeful activities.  
*E.g. whisper voice, storytelling voice, playground voice.*
- Use open-ended questions to encourage reasoning, prediction and explanation.
- Provide opportunities for children to retell stories, explain processes and recount personal experiences in sequence.
- Build confidence through regular opportunities to speak to the class and celebrate effective listening and speaking behaviours.

### Experiences

- Speak with a talk partner during whole-class learning.
- Participate in small group discussions with minimal adult support.
- Retell familiar stories to a group.
- Explain their thinking during continuous provision and adult-led learning.
- Present a favourite object or interest to the class.
- Speak to unfamiliar adults during educational visits or visitors in school.
- Take part in simple performances, assemblies and class celebrations.
- Visit local places such as the post office, library or shops to practise speaking with unfamiliar adults for a real purpose.
- Work collaboratively to solve problems and discuss ideas with peers.

### Reception Sentence Stems

| <b>Language for argument<br/>and opinion</b> | <b>Language for comparing<br/>and contrasting</b> | <b>Language of explanation<br/>/ description</b> | <b>Language of<br/>prediction</b> |
|----------------------------------------------|---------------------------------------------------|--------------------------------------------------|-----------------------------------|
| I think...                                   | They are the same because...                      | It is... because...                              | I think it will... because...     |
| I think...because ...                        | They are different because...                     | I know... because...                             | Next I think...                   |
| I agree with... because...                   | They both have...                                 | First... then...                                 | I know that... so I think...      |
| I disagree because                           | This is... and that is...                         | It looks/smells/feels/sounds<br>like...          | This will happen<br>because...    |
| I like...because...                          | It is similar because...                          | Altogether I have...                             |                                   |
| I don't think...because...                   |                                                   |                                                  |                                   |

# Progression of skills – Year 1

## Physical



- To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.
- To speak clearly and confidently in a range of contexts

## Linguistic



- To use vocabulary appropriate specific to the topic at hand
- To take opportunities to try out new language, even if not always used correctly.
- To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'
- To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.

## Cognitive



- To offer reasons for their opinions
- To recognise when they haven't understood something and asks a question to help with this.
- To disagree with someone else's opinion politely.
- To explain ideas and events in chronological order.

## Social and Emotional



- Listens to others and is willing to change their mind based on what they have heard
- To organise group discussions independently of an adult.

## Teaching Ideas

- Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.
- Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.
- Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.
- As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'
- Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

## Experiences

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



## Year 1 Sentence Stems

| <b>Language for argument<br/>and opinion</b> | <b>Language for comparing<br/>and contrasting</b>                       | <b>Language of explanation<br/>/ description</b> | <b>Language of<br/>prediction</b> |
|----------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------|
| Yes / no because...                          | They are the same /<br>different because... is .... and<br>.... is .... | I ...because                                     | I think... because                |
| I don't like / do like...because             | They are alike because they<br>are both.....                            | When I ....because                               | I predict...                      |
| I agree / disagree with...                   |                                                                         | It is .... and....                               | I think....will happen<br>because |
| It is right / wrong because...               |                                                                         | It is a/an (adjective) (noun)                    | I know that                       |
| I think / don't think that...                |                                                                         | After I....                                      |                                   |

## Progression of skills – Year 2

### Physical



- To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.

### Linguistic



- To adapt how they speak in different situations according to audience.
- To use sentence stems to signal when they are building on or challenging others' ideas.

### Cognitive



- To ask questions to find out more about a subject.
- To build on others' ideas in discussions.
- To make connections between what has been said and their own and others' experiences.

### Social and Emotional



- To start to develop an awareness of audience e.g. what might interest a certain group.
- To be aware of others who have not spoken and to invite them into discussion.
- Confident delivery of short pre-prepared material.

### Teaching Ideas

- Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.
- Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
- Use hot-seating and question tennis to develop pupils' questioning skills.
- Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.
- Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.

### Experiences

- Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.
- Participate in a short 'show and tell' session.

## Year 2 Sentence Stems

| Language for argument and opinion | Language for comparing and contrasting                            | Language of explanation / description | Language of prediction         |
|-----------------------------------|-------------------------------------------------------------------|---------------------------------------|--------------------------------|
| Yes / no because...               | They are the same / different because... is .... and .... is .... | I ...because                          | I think... will happen because |
| I don't like / do like...because  | They are alike because they are both....                          | When I ....because                    | I predict...because            |
| I agree / disagree with...        | They are similar because                                          | It is .... and....                    | I know that                    |
| It is right / wrong because...    | They are different because                                        | It is (adjective) (noun)              |                                |
| I think / don't think that...     |                                                                   | After / Before I....                  |                                |
| I believe...                      |                                                                   |                                       |                                |
| I think that...                   |                                                                   |                                       |                                |
| In my opinion...                  |                                                                   |                                       |                                |
| However...<br>Also....            |                                                                   |                                       |                                |