



# Spoken Language and Oracy



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CURRICULUM PLANNING SUPPORT



## Progression in the Four Strands of Oracy

Skill	Nursery	Reception	Year 1	Year 2
  Physical	<p>Speech is becoming clearer although sound changes are still present.</p> <p>Begin to look at who is talking and who you are talking to.</p> <p>Usually understood by others, even in connected speech.</p>	<p>Speak clearly with appropriate volume.</p> <p>Look at who is talking and who you are talking to.</p> <p>Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing</p>	<p>Speak clearly and confidently in a range of contexts.</p> <p>Use appropriate tone of voice in the right context e.g. To project their voice to a large audience.</p> <p>Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing</p>	<p>Speak clearly and confidently with appropriate volume and pace in a range of contexts.</p> <p>Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea.</p> <p>Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions</p>
  Linguistic	<p>Anticipate and join in with key phrases and events in familiar stories.</p> <p>Begin to speak to simple sentences using 'because' and 'so'.</p>	<p>Use talk in play to practice new vocabulary e.g. lighter, heavier.</p> <p>Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'</p>	<p>Speak in sentences using joining phrases to link ideas.</p> <p>Using vocabulary appropriately specific to the topic in hand e.g. lighter /heavier rather than bigger and smaller.</p> <p>Take opportunities to try out new language, even if it is not always correctly used.</p> <p>Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...'</p>	<p>Speaking in sentences using joining phrases to create longer sentences.</p> <p>Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom.</p> <p>Use sentence stems to signal when they are building or challenging others' ideas in group</p>

			Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.	
 <p>Cognitive</p>	<p>Begin to use talk to 'ask'.</p> <p>Recount simple past events in the correct order.</p> <p>Follow a two-step instruction.</p>	<p>Use 'because' to develop their ideas.</p> <p>Make relevant contributions that match what has been asked.</p> <p>Ask simple questions.</p> <p>Describe events that have happened to them in detail.</p>	<p>Offer reasons for their opinions.</p> <p>Recognise when they haven't understood something and ask a question.</p> <p>Disagree with someone else's opinion politely.</p> <p>Explain ideas and events in chronological order</p>	<p>Ask questions to find out more about a subject.</p> <p>Build on others' ideas in discussions.</p> <p>Make connections between what has been said and their own and others' experiences.</p>
 <p>Social and Emotional</p>	<p>Take turns to talk in larger groups with adult support or when a prop is used to indicate turns.</p> <p>Initiate interactions by using talk although my range of phrases may still be limited.</p>	<p>Look at someone who is speaking to them.</p> <p>Wait for a turn. Taking turns to speak, when working in a group</p>	<p>Listen and respond appropriately to others.</p> <p>Be willing to change their mind based on what they have heard.</p> <p>Begin to organise group discussions independently of an adult.</p>	<p>Start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them.</p> <p>Recite/deliver short pre-prepared material to an audience.</p>

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

# Oracy Curriculum Overview

## National Curriculum Spoken Language Aims and Objectives (Year 1 - 2)

Pupils should be 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.

### Nursery

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Listening Skills	Following instructions	Asking and answering questions	Vocabulary building and standard English	Speaking for a range of purposes	Participating in discussion
<ul style="list-style-type: none"> <li>• Listen to others one to one or in small groups, when a conversation interests them.</li> <li>• Focus attention - still listen or do, but can shift own attention.</li> <li>• Be able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to simple instructions, e.g. to get or put away an object</li> </ul>	<ul style="list-style-type: none"> <li>• Understand "why" and "how" questions.</li> <li>• Question why things happen and give explanations. Ask who, what, when and how.</li> <li>• Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>• Use a range of tenses (e.g. play, playing, will play, played). *To use vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Build up vocabulary that reflects the breadth of their experiences</li> </ul>	<ul style="list-style-type: none"> <li>• retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.</li> <li>• Remember and talk about significant events in their own experience.</li> <li>• Recognise and describe special times or events for family or friends.</li> <li>• Talk about why things happen and how things work</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and talk about significant events in their own experience.</li> </ul>

## Reception

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Listening Skills	Following instructions	Asking and answering questions	Vocabulary building and standard English	Speaking for a range of purposes	Participating in discussion
<ul style="list-style-type: none"> <li>• Maintain attention, concentrate and sit quietly during appropriate activity.</li> <li>• Have two channelled attention - can listen and do for short span.</li> <li>• Understand humour, e.g. nonsense rhymes jokes. Follow a story without pictures or props.</li> </ul> <p style="text-align: center;"><b>Early Learning Goal</b></p> <p>Listen attentively in a range of situations. *To give their attention to what others say and respond appropriately, while engaged</p>	<ul style="list-style-type: none"> <li>• Respond to instructions involving a two-part sequence.</li> </ul> <p style="text-align: center;"><b>Early Learning Goal</b></p> <p>Follow instructions involving several ideas or actions.</p>	<ul style="list-style-type: none"> <li>• Ask appropriate questions of others.</li> </ul> <p style="text-align: center;"><b>Early Learning Goal</b></p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p style="text-align: center;"><b>Early Learning Goal</b></p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<ul style="list-style-type: none"> <li>• Use language to imagine and recreate roles and experiences in play situations.</li> <li>• Link statements and stick to a main theme or intention.</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduce a storyline or narrative into their play.</li> <li>• Explain own knowledge and understanding.</li> </ul> <p style="text-align: center;"><b>Early Learning Goal</b></p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>	<ul style="list-style-type: none"> <li>• Initiate conversations, attend to and take account of what others say.</li> <li>• Listen and respond to ideas expressed by others in conversation or discussion.</li> </ul>

Year 1

Keynote from National Curriculum for Year 1 Teachers: Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language needs development.

Listening Skills	Following instructions	Asking and answering questions	Vocabulary building and standard English	Speaking for a range of purposes	Participating in discussion
<ul style="list-style-type: none"><li>• Listen to others in a range of situations and usually respond appropriately.</li></ul>	<ul style="list-style-type: none"><li>• Understand instructions with more than one point in many situations</li></ul>	<ul style="list-style-type: none"><li>• Begin to ask questions that are linked to the topic being discussed.</li><li>• Answer questions on a wider range of topics (sometimes may only be one-word answers).</li></ul>	<ul style="list-style-type: none"><li>• Use appropriate vocabulary to describe their immediate world and feelings.</li><li>• Think of alternatives for simple vocabulary choices</li></ul>	<ul style="list-style-type: none"><li>• Organise thoughts into sentences before expressing them.</li><li>• Be able to describe their immediate world and environment.</li><li>• Retell simple stories and recounts aloud.</li></ul>	<ul style="list-style-type: none"><li>• Recognise when it is their turn to speak in a discussion or a debate.</li><li>• Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</li></ul>

Year 2

Keynote from National Curriculum for Year 2 Teachers: The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Listening Skills	Following instructions	Asking and answering questions	Vocabulary building and standard English	Speaking for a range of purposes	Participating in discussion and debate
<ul style="list-style-type: none"> <li>• Listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</li> <li>• Attempt to follow instructions before seeking assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Show that they are following a conversation by asking relevant and timely questions.</li> <li>• Answer questions using clear sentences.</li> <li>• Begin to give reasoning behind their answers when prompted to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to use subject-specific vocabulary to explain, describe and add detail.</li> <li>• Suggest words or phrases appropriate to the topic being discussed.</li> <li>• Start to vary language according to the situation between formal and informal.</li> <li>• Speak in grammatically correct sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about themselves clearly and confidently.</li> <li>• Verbally recount experiences with some added interesting details.</li> <li>• Offer ideas based on what has been heard</li> </ul>	<ul style="list-style-type: none"> <li>• Give enough detail to hold the interest of other participant(s) in a debate or discussion.</li> <li>• Engage in meaningful discussions that relate to different topic areas.</li> <li>• Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</li> </ul>

## Progression in Language Structures EYFS and KS 1

Language Structure	Reception	Year 1	Year 2
Language of comparison, comparing and contrasting	It is the same because... It looks the same because... It feels the same because... It tastes the same because... It sounds the same because... It is different / They are different because... It is not the same. This is..... and that is.....	They are the same because... They are different because...is...and...is.... They are alike because they are both.....	They are the same because... They are similar because... They are different because...is...and...is... They are alike because they are both... It feels different because this one...and that one...
Language of deduction, making an assumption based on prior knowledge	It will...because.. think I will... I think..because... It is..because..It has.....because... Why do you think this is a .....? What can you see? Why did...happen?	I think that.. I think that..because... It is..because... ...happened because... What do you think happened?	Say how the characters feel and explain why. I think that..because... This happened...because... I know this... What do you think happened? How do you know that...?
The language of description & describing	It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like... It looks like... It tastes like..because... It sounds like..... It smells like..... It is the same because.....It is different because.....	It is..and.. The...is..and They are...because... It is a (adjective) / (noun) .....has ..... ..... have .....	It / This is...and.. This has ...and ... The...is..and... They are.....and... I feel..because... This is a big, round, red, beach ball
The language of argument Agreement and disagreement	He / She didn't share / take turns I want to..... I like..... I don't like.....	Yes because... No because... I like..... Because..... And... I don't like... Because.....and.....	No because... Yes because... I agree / disagree because... I think.. because... and also because..... However...Also..

	<p>I think..... Why? I think..... What do you think?</p> <p>I don't think..... Why do you think this? It is.....</p> <p>It's not.....</p> <p>Yes because.....</p> <p>No because.....</p> <p>I like.....</p> <p>I don't like...</p>	<p>I agree with.....because...</p> <p>It is right...</p> <p>It is wrong.....</p>	
<p><b>Language of evaluation</b> Evaluative Talk</p>	<p>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"</p> <p>I like this because.....</p> <p>I made this.....</p> <p>I did this.....</p> <p>I've done this...</p>	<p>I found...hard/easy because..</p> <p>I like / dislike because...</p> <p>I feel that...next time.</p> <p>I could...</p> <p>In my opinion...because...</p>	<p>I think my..... /book is...because..... Next time I could.....</p> <p>I found...hard/easy because...</p> <p>I like / dislike...because...</p> <p>It was interesting because...</p> <p>I like this because...</p> <p>I like the part where...because... What I found hard about this work was...</p> <p>I found this piece of work hard/easy because...</p>
<p><b>Language of Hypothesis</b></p>	<p>How do you know e.g. 'The porridge is hot?'</p> <p>It is...because.....</p> <p>I think...because...</p> <p>It will...because...</p> <p>The.....is.....because... What do you think? What will happen if...?</p>	<p>I think..because...and I don't think.....because.....and</p> <p>...will happen because...</p>	<p>I think this..because...</p> <p>I know this, so I think ...</p> <p>This will happen because...</p>
<p><b>Language of Explanation</b> Explaining</p>	<p>It is ...</p> <p>You put...</p> <p>I/He/She ..</p> <p>It is ...because...</p> <p>This is...</p> <p>This is ...because... The.....is...</p> <p>They are/were.. When...</p>	<p>I...because...</p> <p>When I...because...</p> <p>After I...How ? Why? Where? When?</p> <p>Sometimes incorporating sequence language structures.</p>	<p>I...because...</p> <p>When I ...because...</p> <p>After I.....</p> <p>The..because...</p> <p>We/They..because...</p> <p>How...Why...Where...When</p>
<p><b>The language of retelling</b></p>	<p>First I...</p> <p>First we...</p>	<p>My partner said...</p>	<p>My partner said...</p>

	<p>Then.....          After...          And then.....          What did you do first? Then what happened? Next.....happened.          Then..happened. ....happened last.          Next...and.....happened. At the end..happened. ....happened in the beginning. ...          happened in the middle. ...happened in the end</p>	<p>Retelling stories - Once upon a time..... One day.....          Long ago... 'What happened next?'</p>	<p>First, Next, Then, After that, Finally... At last ...          Suddenly ...          'What happened next?'          'What did...?'</p>
<p>Language of Prediction</p>	<p>I think it will.....          'What do you think will happen?' It will... The...will.....          The...is going to.....          This will.....because...          What do you think will happen next?          What will happen if...</p>	<p>I think...          I think...because...(prior knowledge)          I predict...will happen. They are the same because..... (comparing)</p>	<p>...same...          ...similar...          ...different...          I think...because...          I predict that...          because...          I think they will be alike because they are both.....</p>
<p>Language of sequencing</p>	<p>First.....          Next...          Then...          After that...and then.....          happened first. Next..happened.          Then....happened. ...happened last. It is...because...It is...</p>	<p>First I will.....          Next I would...          Then I...          After that I...          Finally I...</p>	<p>First... (First put the hat on) Next.....          After that.....          Finally.....          Last of all...</p>