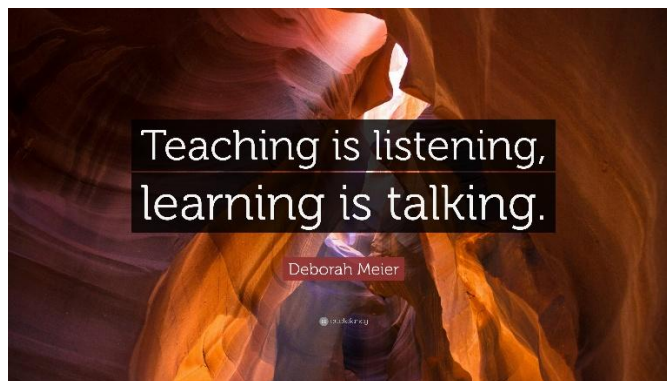




Oracy Policy



Vision

At Ballifield Primary School, we believe that spoken language is fundamental to children's learning, wellbeing and life chances. We are committed to developing confident, articulate and thoughtful speakers and listeners who can express ideas clearly, collaborate respectfully and engage critically with the world around them. Drawing on the work of Neil Mercer, Cambridge Oracy and Voice 21, we view oracy not as an add-on but as a core entitlement for every child. Talk partners and structured talk are central to our classroom practice, ensuring that every pupil has a voice and is supported to use it well.

Intent

Purpose and Aim

The purpose of oracy at Ballifield Primary School is to ensure that all pupils can communicate effectively, confidently and appropriately in a wide range of contexts. We use talk as a tool for thinking, learning and social interaction, enabling pupils to clarify ideas, reason logically and deepen their understanding across the curriculum. Our oracy curriculum aims to create classrooms where talk is purposeful, respectful and collaborative, and where pupils are explicitly taught how to listen, respond and build on the ideas of others. By the time pupils leave Ballifield Primary School, we aim for them to be confident communicators who can articulate their thinking clearly, justify opinions using appropriate language and adapt their speech for different audiences and purposes.

Implementation

Curriculum Requirements

Oracy is embedded throughout the curriculum at Ballifield Primary School and is taught in line with the spoken language requirements of the National Curriculum for English and the statutory expectations of the EYFS framework. Our approach is research-informed and draws on Neil Mercer's work on exploratory talk, the Cambridge Oracy Skills Framework and the principles promoted by Voice 21. Oracy is not confined to English lessons but is explicitly planned for and developed across all areas of the curriculum, ensuring frequent and meaningful opportunities for pupils to practise and refine their speaking and listening skills.

Aspects of Oracy Taught

Teaching and learning in Oracy is structured around the four strands of the Cambridge Oracy Framework: physical, linguistic, cognitive and social and emotional. Pupils are taught how to use their voice effectively, including clarity, pace, volume and appropriate body language. They develop their linguistic skills through the explicit teaching of vocabulary, sentence structures and subject-specific language. Cognitive aspects of oracy focus on reasoning, explaining, questioning, summarising and building ideas collaboratively. Social and emotional skills are developed through active listening, turn-taking, responding respectfully and working effectively with others.

Teaching and Learning

High-quality talk is modelled and explicitly taught in every classroom. Talk partners are at the core of group work and are used regularly to ensure that all pupils have structured opportunities to speak and listen. Teachers establish and reinforce clear ground rules for talk, promoting Mercer's principles of exploratory talk where ideas are shared, challenged and developed collaboratively. A range of talk opportunities are planned, including paired discussion, small group work, whole-class dialogue, presentations, debates and drama. Vocabulary development and purposeful talk are prioritised in every lesson to support understanding and deepen learning.

Use of Talk Partners

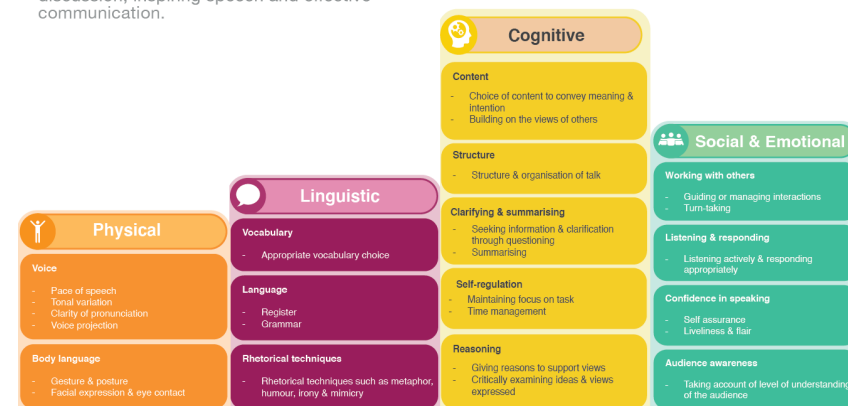
Talk partners are a fundamental feature of teaching and learning at Ballifield Primary School and are used consistently across all year groups and subjects. They provide a structured and supportive context in which pupils can rehearse ideas, clarify understanding and build confidence before contributing to wider group or whole-class discussion. Talk partners ensure that every pupil has a voice and that talk is equitable, purposeful and inclusive.

Teachers carefully establish expectations for talk partner work, explicitly teaching and revisiting agreed ground rules such as listening attentively, taking turns, responding respectfully and building on each other's ideas. Partnerings are flexible and may be changed to support learning, inclusion and positive relationships. Structured prompts, sentence stems and question types are used to scaffold discussion and support pupils in using increasingly sophisticated language.

Talk partners are used to support a wide range of learning purposes, including exploring new concepts, reasoning and problem-solving, reflecting on learning, practising vocabulary, rehearsing sentences and preparing for written work. Over time, pupils develop independence in using talk partners effectively, applying the skills of exploratory talk and collaborative learning across the curriculum.

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Establishment and Use of Talk Guidelines

At Ballifield Primary School, clear and consistent talk guidelines are established to support high-quality, purposeful discussion in all classrooms. These guidelines are explicitly taught and co-constructed where appropriate, ensuring that pupils understand what effective talk looks and sounds like. They are displayed prominently in classrooms and learning spaces so that expectations for talk are visible, shared and consistently reinforced.

Prior to discussions, teachers explicitly refer to the talk guidelines to remind pupils of the behaviours and skills required for successful talk. This ensures that pupils are prepared to listen actively, take turns, respond respectfully and build on the ideas of others. Teachers model the use of these guidelines through their own spoken language and by highlighting examples of effective talk during lessons.

Following discussions, time is given for pupils and teachers to reflect on how well the talk guidelines were applied. Pupils are encouraged to evaluate their own contributions and those of the group, identifying what worked well and what could be improved next time. This reflective approach supports the development of metacognitive awareness and helps pupils to take increasing ownership of the quality of their spoken interactions. Through regular use, reference and review of talk guidelines, pupils develop the skills and confidence needed to engage in exploratory, collaborative and respectful talk across the curriculum.

Use of *Strive for 5*



At Ballifield Primary School, we use the *Strive for 5* approach, informed by the work of **Tricia Zucker**, to promote high-quality oral language and ensure that all pupils are encouraged to extend their spoken responses. *Strive for 5* supports pupils in moving beyond one-word or minimal answers by aiming to respond using at least five words, helping them to express ideas more clearly and confidently.

Teachers explicitly model *Strive for 5* during classroom interactions, demonstrating how responses can be expanded using full sentences, precise vocabulary and clear reasoning. Through skilled questioning, prompting and rephrasing, adults support pupils to elaborate on their thinking rather than simply repeating or correcting answers. This approach reinforces the message that spoken language is valued as a key tool for learning.

Strive for 5 is applied flexibly and sensitively, with expectations adapted to pupils' age, stage of development and individual needs. Scaffolds such as sentence stems, visual prompts and rehearsal with talk partners are used to support pupils who may find extended talk more challenging. The focus is always on encouragement and confidence-building, rather than compliance.

Over time, the consistent use of *Strive for 5* helps pupils to develop stronger oral language skills, increased confidence in speaking and a



greater willingness to contribute to discussion. It contributes to richer classroom dialogue, improved vocabulary use and clearer articulation of ideas across the curriculum.

Stand Up to Speak Up



At Ballifield Primary School, pupils are encouraged to *stand up to speak up* when addressing the whole class. Standing to speak promotes clear projection, confident body language and purposeful communication, while also signalling to others that active listening is expected. This approach helps pupils develop confidence when speaking to an audience and supports respectful listening behaviours, ensuring that spoken contributions are valued and heard by all.

Planning

Oracy is planned explicitly within English, maths, EYFS and all foundation subjects, with teachers identifying clear oracy outcomes alongside curriculum objectives. Planning includes opportunities for structured talk, the use of talk partners and the modelling of high-quality spoken language. Progression in oracy skills is carefully mapped across year groups to ensure consistency, clear development and appropriate challenge as pupils move through the school.

Visitors

Visitors and external speakers are used to provide authentic audiences and real-life contexts for oracy. Pupils are prepared in advance for these opportunities, with support to generate questions, discussion points and appropriate talk behaviours. These experiences help pupils understand the purpose of talk beyond the classroom and build confidence when speaking to unfamiliar audiences.

Inclusion

Oracy teaching at Ballifield Primary School is inclusive and designed to ensure that all pupils can participate and succeed. Teachers use a range of strategies to support access, including visual prompts, sentence stems, pre-teaching of vocabulary and alternative or augmented communication methods where appropriate. Pupils with SEND and those learning English as an additional language are supported to develop confidence and competence in spoken language through carefully scaffolded opportunities to talk.

EYFS

In the Early Years Foundation Stage, Oracy is central to our daily practice and underpins all seven areas of learning and development. Adults model rich and varied language, engage children in sustained shared thinking and create frequent opportunities for purposeful talk through play and adult-led activities. Talk partners and small group discussion are introduced from the earliest stages, laying strong foundations for future learning.

Both F1 and F2 follow a clearly structured Oracy curriculum which is taught through daily story times. In FS, we have daily story times during which staff share carefully planned, high quality texts linked to our termly theme. Tier two words are carefully identified, planned for and taught explicitly to develop and increase the children's vocabulary. Staff ensure that these words are explained and linked to words the children already know, using actions and games to support children to remember these. F2 have separate vocabulary sessions to practise using the tier two words within sentences. These are gradually built up throughout the year.

Communication and Language educational programme

*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. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment is crucial**. By **commenting on what children are interested in or doing**, and **echoing back what they say with new vocabulary added**, practitioners will build children's language effectively. **Reading frequently** to children, and **engaging them actively in stories, non-fiction, rhymes and poems**, and then providing them with **extensive opportunities to use and embed new words** in a range of contexts, will give children the opportunity to thrive. 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.*

Oracy and SMSC

Oracy plays a key role in supporting pupils' spiritual, moral, social and cultural development. Through structured talk, pupils are encouraged to reflect on experiences, explore values and beliefs, and develop empathy and respect for others' viewpoints. Collaborative discussion supports positive relationships and helps pupils learn how to express ideas and feelings appropriately.

Oracy and British Values

Through purposeful talk and discussion, pupils learn to engage with British Values in a meaningful way. They are encouraged to listen to others, express opinions respectfully and understand the importance of democracy and individual liberty. Discussion supports pupils' understanding of the rule of law and helps them develop mutual respect and tolerance for different beliefs, cultures and perspectives.

Impact

Assessment

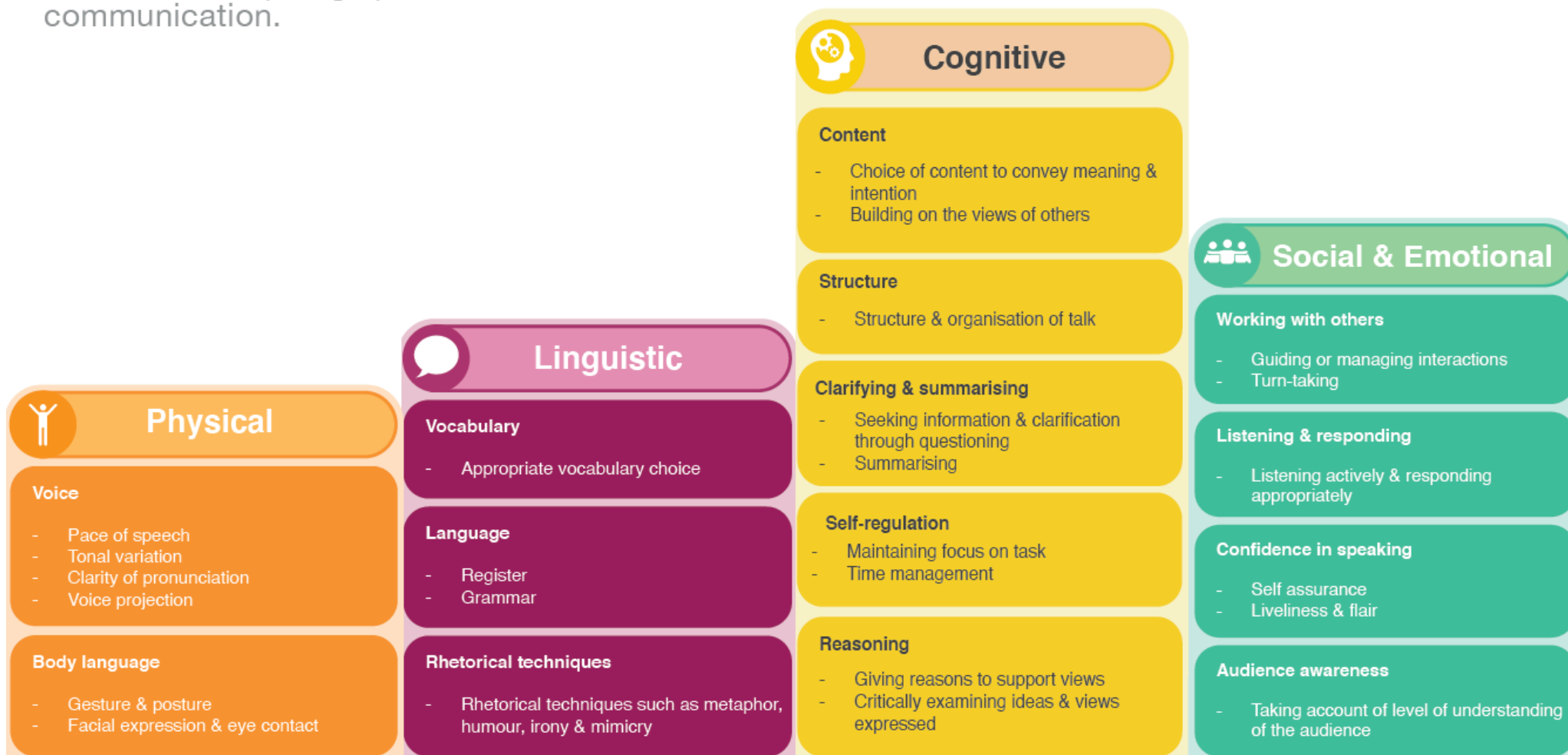
Assessment of oracy at Ballifield Primary School is primarily formative and is embedded within everyday teaching. Teachers assess pupils' speaking and listening skills through observation, questioning and discussion, using agreed expectations and progression frameworks. Pupils are encouraged to reflect on their own oracy skills and to identify areas for improvement, supporting the development of metacognition and self-awareness.

Role of the Subject Leader

The Oracy Subject Leader is responsible for the strategic development and implementation of oracy across the school. This includes reviewing and updating the oracy policy, supporting staff through training and professional development, and providing resources and guidance to promote high-quality practice. The subject leader monitors teaching and learning through lesson visits, pupil voice and other monitoring activities, ensuring progression, consistency and high expectations. They also keep up to date with current research and developments in oracy education to continually strengthen practice at Ballifield Primary School.

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Progression and Curriculum

Reception

Key skills to teach:				Experiences:
 Physical	 Linguistic	 Cognitive	 Social & Emotional	• To speak to a partner during whole class teaching • Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction. • Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.
• To speak audibly so they can be heard and understood • To use gestures to support meaning in play	• To use talk in play to practice new vocabulary • To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	• To use 'because' to develop their ideas • To make relevant contributions and asks questions • To describe events that have happened to them in detail	• To look at someone who is speaking to them • To take turns to speak when working in a group	
Teaching ideas:				
• Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown-up shopkeeper!' • Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. • Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'. • Introduce new language and sentence stems through call and repeat, 'my turn, your turn'. • Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!' • Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?				

Year 1

Key skills to teach:				Experiences:
 Physical	 Linguistic	 Cognitive	 Social & Emotional	• 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.
• 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	• 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.	• 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.	• 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:				
• 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?'				

Progression Year 1: Programme of Study Guidance

1. Listen and respond appropriately to adults and their peers	Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation	I can listen to the teacher in my classroom and ignore other people or noises.
	Understand 2-3 part instructions that may include time concepts, e.g. using 'first', 'before', 'after' or 'when' <i>e.g. 'Before you sit down you need to hang up your coat and wipe your feet.'</i>	I can understand instructions that tell me the order I have to do something.
2. Ask relevant questions to extend their understanding and knowledge	Ask questions to find out things using 'how' and 'why' when prompted <i>e.g. 'Can you think of a 'why' question about this story?' - 'Why does Harry go to the island of the monsters?'</i>	I can find things out by asking how and why questions.
	Be aware when they haven't understood something and is able to say, for example, 'I don't understand' (with no further elaboration).	I can say 'I don't understand' when I'm stuck.
3. Use relevant strategies to build their vocabulary	Able to group and name members of categories and to suggest possible category names <i>e.g. 'Horse, cow and pig are all mammals'; 'Pen, pencil and ruler are stationery'; 'Rain, snow and sunshine are types of weather.'</i>	I can sort things into groups and give each group a name.
	Able to guess the word from clues, or give others clues using shape, size, function, etc. with support <i>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.'</i>	I know what someone is describing when they give me some clues. I can give clues about a word for someone to guess.
4. Articulate and justify answers, arguments and opinions	Use language consistently to express likes and dislikes <i>e.g. 'I don't like using sticky clay.'</i>	I can use a sentence to tell someone when I am not happy.
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Able to use early 'story language' <i>e.g. 'Once upon a time ...'; 'One day, ...'</i>	I can start stories using 'Once upon a time ...' or 'One day, ...'
	Use language to talk through a series of steps for example for simple problem solving <i>e.g. 'I don't have enough paint to finish my picture. I'm going to borrow some from another table.'</i>	I can talk about the things I need to do so that I can complete a task.

	Able to join sentences using 'and' e.g. 'I went shopping and I bought some apples.'	I can join sentences using 'and'.
6. 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.
7. 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.
8. 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 eg. 'sc' instead of 'scr'.	I can say most speech sounds clearly.
	Able to say words accurately with 3 syllables or less	I can say words with up to 3 syllables clearly.
	Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds	I can blend sounds out loud to make a short word. I can say the sounds I hear in a word.
	Able to use appropriate tenses and word order e.g. 'The girl walked to school' or 'Tomorrow I will be on holiday.'	I can make sentences about what is happening now, what has happened and what will happen.
9. 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.
10. 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.

11. 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.

12. 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.

Year 2

Key skills to teach:				Experiences:
 Physical	 Linguistic	 Cognitive	 Social & Emotional	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.
● 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.	● 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.	● 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.	● 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.				

Progression Year 2: Programme of Study Guidance

1. Listen and respond appropriately to adults and their peers

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?'*

I can find the most important parts in a spoken question.

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.'*

I can understand long instructions where I have to do several different things.

2. Ask relevant questions to extend their understanding and knowledge

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?'*

I can ask lots of different types of questions to find things out.

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.'*

I can tell someone when I don't understand something and why I didn't understand it.

3. Use relevant strategies to build their vocabulary

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.'*

I can tell someone when I don't understand something and why I didn't understand it.

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.'*

I can talk about words that look or sound the same. I can talk about words that have the same meaning.

4. Articulate and justify answers, arguments and opinions

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.'*

I can explain things using a sentence with 'because' or 'when'.

5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

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.'*

I can tell stories that are easy to understand.

	Describe in 2-3 sentences how to solve a problem <i>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.'</i>	I can explain how I solved a problem.
	Able to use conjunctions to increase the length and grammatical complexity of sentences, <i>e.g. 'because', 'when'.</i>	I can use 'because' or 'when' to make my sentences longer.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Take turns to talk, listen and respond in two way conversations and groups	I can listen carefully in a group and take turns in a discussion.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Accurately predict what will happen in a story or retelling of an event <i>e.g. 'I think he is going to fall into the water because he is not looking where he is going.'</i>	I can talk about what will happen next in a story or something that happened.
8. 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 <i>e.g. 'f' instead of 'th', complex consonant blends, e.g. 'sc' instead of 'scr'.</i>	I can say most speech sounds clearly.
	Able to say words with 4 or more syllables fairly consistently	I can say words with up to 4 syllables clearly.
	Able to manipulate sounds in words such as deleting sounds from words <i>e.g. 'What word do you get if you take away the 'f' sound from 'feet'? Answer: 'eat'.</i>	I can make new words by taking some sounds away from a word.
	Know that there are some terms or expressions that are only used amongst friends <i>e.g. 'Hiya!', 'See ya later!'</i>	I know there are some words I only use with friends.
9. Participate in discussions, presentations, performances, role play, improvisations and debates	Take turns to talk, listen and respond in two way conversations and groups	I can listen carefully in a group and take turns in a discussion.
10. Gain, maintain and monitor the interest of the listener(s)	Usually able to keep to topic in a conversation	I can talk to others and stay on the same topic.

	Can be easily prompted to move on if they are talking too much	I can let someone else take a turn in a conversation when prompted.
11. 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 <i>e.g. 'It is called evaporation? OK, then the answer is that the water will evaporate when it is heated up.'</i>	I can ask questions to find out information and use information from the answers to make my response.
12. Select and use appropriate registers for effective communication	Know that there are some terms or expressions that are only used amongst friends <i>e.g. 'in your face', 'wicked' and 'yeah right' with friends but not teachers.</i>	I know there are some words I only use with friends.

Year 3

Key skills to teach:				Experiences:
 Physical	 Linguistic	 Cognitive	 Social & Emotional	● Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist. ● Become a storyteller for an authentic audience. ● Present to an audience of older or younger students. ● Chair a discussion. ● Hold a class meeting.
● Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. ● Considers position and posture when addressing an audience.	● To be able to use specialist language to describe their own and others' talk. ● To use specialist vocabulary. ● To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	● To offer opinions that aren't their own. ● To reflect on discussions and identify how to improve. ● To be able to summarise a discussion. ● To reach shared agreement in discussions.	● To adapt the content of their speech for a specific audience. ● To speak with confidence in front of an audience.	
Teaching ideas:				
● Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority. ● Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions. ● Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion. ● Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too. ● Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion. ● Play 'articulate' with specialist subject vocabulary.				

Progression Year 3: Programme of Study Guidance

1. 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 can and then write them down.'

I can listen to tricky information and find the important parts.

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.'

I can understand why I must follow a teacher's instruction and what will happen if I do not do this.

2. Ask relevant questions to extend their understanding and knowledge

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?'

I can ask relevant questions.

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?'

I can tell someone when I don't understand all the words that they have used, and ask them about it.

3. Use relevant strategies to build their vocabulary

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')

I try to use new topic vocabulary in my answers.

4. Articulate and justify answers, arguments and opinions

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.'

I can give a reason for what I think in a class discussion.

5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Tell a story with a clear structure including the setting and ideas linked in different ways <i>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.'</i>	I can tell stories using conjunctions and including details about who, when and where.
	Discuss how a character may be feeling and why <i>e.g. 'I think he might be feeling confused because he doesn't understand why his cat has died.'</i>	I can talk about why I think the character feels a certain way.
	Able to use conjunctions to increase the length and grammatical complexity of sentences <i>e.g. 'before, after, while, so'</i>	I can use 'before, after, while' and 'so' to make my sentences longer.
6. 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.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Understand how language is used to investigate and reflect on feelings <i>e.g. 'I feel sad because Jane is leaving. How do you feel?'</i>	I can use words to describe various feelings and find out how other people feel about the same thing.
8. Speak audibly and fluently with an increasing command of standard English	Produce speech that is consistently clear and easy to understand	I can say all speech sounds clearly.
	Able to say words of any length with accuracy	I can say polysyllabic words clearly.
	Use phonological awareness skills when spelling, although some mistakes may still be made	I try to spell words with 4 or more phonemes by listening to the sounds in the words.
	Able to signal punctuation and emphasise meaning through the use of intonation <i>e.g. pausing to divide speech into intelligible 'chunks' of meaning.</i>	I can use changes in my voice to make my meaning even clearer.

9. Participate in discussions, presentations, performances, role play, improvisations and debates	Respond to the opinions of others in the group <i>e.g. 'Everyone on my table thinks the boy made the right choice. I agree with them.'</i>	I can say something about what other people think.
10. 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.	I can start a conversation with school visitors or other pupils in my school.
	Exaggerate to make a story more interesting <i>e.g. 'I was so tired I could have slept for a week!'</i>	I can exaggerate to make my stories more exciting.
11. 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 <i>e.g. 'I know why you think the boy is naughty but I don't think he did it on purpose.'</i>	I can tell someone when I agree with their opinion and when I don't agree.
12. Select and use appropriate registers for effective communication	Aware of the need to use more formal language with adults <i>e.g. 'Please could I have another pencil?' (to the teacher) or 'Give me/pass me another pencil (to a peer).'</i>	I can use polite language when I am talking to adults.

Year 4

Moving away from just sharing information and to more specific purposes. A more sophisticated understanding of different contexts which goes beyond 'formal V informal'. Responding to academic questioning using knowledge.

Key skills to teach:				Experiences:
 Physical	 Linguistic	 Cognitive	 Social & Emotional	● To use talk for a specific purpose e.g. to persuade or to entertain. ● To speak in front of a larger audience of adults e.g. a group of eight. ● To collaboratively solve a problem. ● To speak with an unknown adult for a specific purpose, e.g. for market research or making an order. ● To receive feedback from a peer or audience ● Enter a debate competition ● BBC school report ● Create a Youtube Channel ● Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. ● Leading a parents'
● To consider movement when addressing an audience. ● To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.	● To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	● To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. ● To ask probing questions. ● To reflect on their own oracy skills and identify areas of strength and areas to improve.	● To use more natural and subtle prompts for turn taking. ● To be able to empathise with an audience. ● To consider the impact of their words on others when giving feedback.	
Teaching ideas:				
● Introduce pupils to sentence stems to cite evidence and ask probing questions. ● Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions. ● Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement. ● Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event. ● When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.				

Progression Year 4: Programme of Study Guidance

1. Listen and respond appropriately to adults and their peers	Listen to information, work out which elements are key and make relevant, related comments <i>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.'</i>	I can listen to information, know the important parts and comment on it.
	Infer meanings, reasons and make predictions <i>e.g. 'Now, Class 4, I'm going to count to 10' - i.e. 'Mrs Jones is getting cross, we need to listen.'</i>	I can work out what could happen next even when the teacher has not told me.
2. Ask relevant questions to extend their understanding and knowledge	Able to use a series of questions to keep a conversation flowing <i>e.g. 'Do you like science? What do you like most about science? Have you learned about food chains yet?'</i>	I can ask a series of questions to have a conversation.
	Be aware of when they can't remember and ask for an explanation <i>e.g. 'Is the author the one that writes the story and the illustrator does the pictures?'</i>	I can say when I can't remember certain words and ask for an explanation.
3. 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 <i>e.g. 'What do we call a ghost again, is it a spectator or a spectre?'</i>	I can tell someone when I can't remember the right word to use. I can ask a question to help me.
4. Articulate and justify answers, arguments and opinions	Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan <i>e.g. 'We decided that Jenny would go first because she's the fastest and would get us a good start.'</i>	I can summarise and explain my group's discussion.
5. 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	I can tell exciting stories using a clear plot and good vocabulary.
	Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased <i>e.g. 'I shouted because I was angry.'</i>	I can explain things that have happened to me or people I know including how I or other people felt.

	Able to use fronted adverbials to increase the length and grammatical complexity of sentences <i>e.g. 'Later that day, I heard the bad news.'</i>	I can begin my explanations or story sentences with phrases using 'later, before, after, while'.
6. 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 <i>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>	I can add to a conversation by explaining my thinking to other people.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Able to discuss cause and effect <i>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>	I can discuss what might happen and why.
8. Speak audibly and fluently with an increasing command of standard English	Produce speech that is consistently clear and easy to understand	I can say all speech sounds clearly.
	Able to say words of any length with accuracy	I can say polysyllabic words clearly.
	Secure phonological awareness skills	I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling.
	Use formal language when appropriate in some familiar situations <i>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>	I can talk politely with school visitors.
9. Participate in discussions, presentations, performances, role play, improvisations and debates	Able to take on group roles to discuss with peers <i>e.g. able to act as the chairperson or the note taker in a group</i>	I can take different roles in a group discussion, e.g. leader or note taker.
10. Gain, maintain and monitor the interest of the listener(s)	Add or omit detail according to how much is already known by the listener <i>e.g. 'Peter was in big trouble last evening when he didn't put Munchkin, that's our pet rabbit, away.'</i>	When I talk to people, I usually know how much information they need.

	Use intonation to give added emphasis e.g. <i>'Helpful?', she cried, 'You must be joking!'</i>	I can make my reading or talking sound more interesting by how I use my voice.
11. 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. <i>'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>	I can follow complicated information that someone is sharing and remember the important points.
12. Select and use appropriate registers for effective communication	Understand and use popular colloquial expressions e.g. <i>'That's sick!'</i>	I know lots of phrases that only people my age would use.

Year 5

Talk at this age is much more reliant on knowledge, not just expert knowledge but knowledge of the world. Increasingly able to participate in high level spontaneous talk - not just subject matter of their own choosing and responding to academic questioning.

Key skills to teach:				Experiences:
 Physical	 Linguistic	 Cognitive	 Social & Emotional	• Enter a debate competition • BBC school report • Create a Youtube Channel • Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. • Leading a parents' evening. • Compering a school talent show or event. • Slam poetry • Stand up comedy
• To project their voice to large audience. • For gestures to become increasingly natural.	• To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	• To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'. • To identify when a discussion is going off topic and to be able to bring it back on track.	• Listening for extended periods of time. • To speak with flair and passion.	
Teaching ideas:				
• Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'. • Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals. • Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice. • Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'				

Progression Year 5: Programme of Study Guidance

1. 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 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.'

I can listen to complicated information, know the important parts and respond to it.

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!'

I can work out when a message has a different meaning.

2. Ask relevant questions to extend their understanding and knowledge

Use follow up questions linked to answers that have just been given

e.g. 'When did you ...?', 'What happened ...?', 'Why did you ...?'

I can ask a variety of follow up questions to find out more about the initial answer / information given.

Ask a clarification question that requires the speaker to elaborate on what they have said

e.g. 'Could you explain again how that works?'

I can ask a specific question so that the speaker clarifies what s/he meant.

3. Use relevant strategies to build their vocabulary

Incorporate topic vocabulary into their written and spoken work

e.g. 'Everything is made up of atoms, like solids, liquids and gases.'

I can use topic vocabulary accurately in my spoken answers and written work.

4. Articulate and justify answers, arguments and opinions

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.'

I can share information with other people so that they can understand me clearly.

5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Include a subplot in telling stories and recalling events before resolving the main storyline

I can tell stories with a sub-plot.

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.'

I know how to try to make people agree with me when I am talking to them.

	Use complex sentences and conjunctions to link ideas together in order to present ideas logically <i>e.g. 'The boy fell over in the park; however he did not need to go to hospital because his injuries were not serious.'</i>	I can use long sentences to talk about my ideas.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing	I can ask questions and make helpful comments to help keep a conversation going.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Able to use complex sentences and to present ideas logically <i>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.'</i>	I can share complicated information with other people so that they can understand me clearly.
	Able to use language to persuade <i>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.'</i>	I can persuade people to agree with me by talking to them. .
8. Speak audibly and fluently with an increasing command of standard English	Produce speech that is consistently clear and easy to understand	I can say all speech sounds clearly.
	Able to say words of any length with accuracy	I can say polysyllabic words clearly.
	Secure phonological awareness skills	I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling.
	Use appropriately different words and phrases, from how people in that area normally talk, and standard English <i>e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'.</i>	I can talk using standard English when appropriate.
9. Participate in discussions, presentations, performances, role	Able to take turns, listening carefully to others and politely agreeing or disagreeing with them	I can listen carefully to others and politely agree or disagree with them.

play, improvisations and debates	Able to present a point of view by presenting evidence and using persuasive language with familiar topics <i>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>	I can use persuasive language when presenting my thoughts and ideas.
10. 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.
11. 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 <i>e.g. 'Are we going to Disneyland? You said there would be a brilliant surprise and you keep smiling and looking at Dad.'</i>	I can work out when a message has a different meaning.
12. 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 <i>e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'.</i>	I can talk using standard English when appropriate.

Year 6

To develop their own style as a speaker; to have a sense of their place in discussions, and an increasingly subtle understanding of how to navigate different situations.

Key skills to teach:				Experiences:
 Physical	 Linguistic	 Cognitive	 Social & Emotional	● Give a speech to an audience of peers and adults. ● Lead School Council ● Mentor or teach younger students ● Lead an assembly. ● Act as a tour guides for prospective parents. ● Record their own sports commentary.
● To speak fluently in front of an audience. ● To have a stage presence. ● Consciously adapt tone, pace and volume of voice within a single situation.	● To vary sentence structures and length for effect when speaking. ● To be comfortable using idiom and expressions.	● To construct a detailed argument or complex narrative. ● To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	● To use humour effectively. ● To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.	
Teaching ideas:				
● Play games like ‘just a minute’ to practise fluency when talking about a given topic e.g. climate change. ● Practise ‘power poses’ to explore physical aspects of speaking ● Teach structures for building evidence-based arguments				

Progression Year 6: Programme of Study Guidance

1. 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	I can listen to information from different people and compare different points of view.
	Appreciate sarcasm when it is obvious e.g. <i>'My best vase, broken. Now that was really clever.'</i>	I can recognise when someone does not mean exactly what they say.
2. 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. <i>'So what is the difference between transparent and translucent?'</i>	I can ask a specific question to work out what piece of a message I don't understand.
3. 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>'I had to co-operate really hard to get my work done.'</i>	I try to use 'learning' words when I am talking about my work.
4. 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>'I will put these maths books away if you will collect the pencils. This will be quicker.'</i>	I can explain, negotiate and predict possible outcomes.
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Tell elaborate entertaining stories which are full of detailed descriptions	I can tell a story with a sub-plot and lots of detail with varied vocabulary.
	Share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. <i>'I think it would be a good idea to use a different colour pen so it stands out.'</i> or <i>'We could strengthen the towers like this, but I think your way will work better.'</i>	I can listen to other people's opinions and share mine.
	Use long and complex sentence structures in class and other situations e.g. <i>'I will come with you only because it means that you will stop hassling me.'</i>	I can use varied and interesting vocabulary to make my sentences longer in a variety of situations.

6. 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 <i>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>	I can share my opinions with other people and listen and respond to what they think.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use inference, reasoning and prediction skills <i>e.g. 'I know you don't mean that because I have seen the other class lining up.'</i>	I can understand what other people mean or are trying to suggest even if they don't say it literally.
	Able to negotiate an agreement explaining other options and possible outcomes <i>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>	I can use language to discuss and agree something.
8. Speak audibly and fluently with an increasing command of standard English	Produce speech that is consistently clear and easy to understand	I can say all speech sounds clearly.
	Able to say words of any length with accuracy	I can say polysyllabic words clearly.
	Secure phonological awareness skills	I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling.
	Able to re-phrase what they want to say according to the audience <i>e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i>	I can choose vocabulary appropriate to formal or informal situations.
9. 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 <i>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>	I can share my opinions with other people and listen and respond to what they think.
	Able to present a point of view by presenting evidence and using persuasive language with academic topics <i>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.'</i>	I can use persuasive language when presenting my thoughts and ideas about topics I am learning about.

10. Gain, maintain and monitor the interest of the listener(s)	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>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> Sophisticated use of questions to help conversation flow	I can share my opinions with other people and listen and respond to what they think. I can use lots of different types of questions in a conversation.
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others	Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise <i>e.g. I think we should all go swimming first but make sure you have enough money for the bus fare home.'</i>	I can summarise what other people suggest or think and make my own suitable suggestions based on this.
12. Select and use appropriate registers for effective communication	Able to re-phrase what they want to say according to the audience <i>e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i>	I can choose vocabulary appropriate to formal or informal situations.