

Oracy Curriculum

At Four Marks Primary School, we recognise that developing ideas through the spoken word is a key part of effective learning and therefore learning through talk underpins our curriculum. We believe that teaching our children how to listen and communicate effectively is key to their lifelong learning journey. We want to give our children confidence in the art of speaking and listening, providing opportunities for them to debate, discuss, take on roles, ask and answer questions across the curriculum. Equally, we teach our children listening skills so they can respond appropriately in conversations, discussions, answering questions and following instructions. We aim to have children who are able to express their opinions, articulate their feelings in a variety of situations, are keen to participate in discussions and understand that all voices have value.

At Four Marks Primary School, we are proud to be a Let's Think in English Partnership School. Let's Think is a cognitive acceleration programme which promotes learning through social discussion and classroom talk, supporting children to develop the quality and depth of thinking. Children are presented with structured challenge which causes them to challenge their own and others' ideas. The children are given reflection questions which help them to become aware of how they think, and how they think most effectively. We have adopted this approach across all subjects in our school, where children use group discussion to explore new and challenging ideas, learning together through talk.

The skills children are taught in speaking and listening feed directly into effective reading and writing. As a result, our English learning journeys have oracy at their core. The children will explore texts through drama, and key discussion questions as well as having opportunities to produce their own spoken outcomes. The texts are carefully chosen to expose children to rich vocabulary and language which children have time to discuss and rehearse prior to writing.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen	Listen attentively to others. Show an ability to follow instructions involving several steps. Give focused attention to what the teacher says when engaged in an activity.	Consistently understands and follows simple 2 and 3 part spoken instructions. Understand 'how' and 'why' questions. Listen with sustained concentration, building new words in context. Maintain attention and participate in discussions.	Listens to others and is beginning to summarise some of the main points. Understands complex 2 to 3 part instructions Respond with increasing appropriateness to what others say.	Listen and respond to others making connected comments (add, build, contest). Begin to identify key points in an instruction or question and ignore irrelevant information.	Listen to others, work out which information is important and make relevant and related comments (add, build, contest). Listen to a speaker and make useful notes.	Listen and respond to others and make contributions which are relevant and may add challenge to ideas. Make notes when listening for a sustained period and discuss how notetaking varies depending on context and purpose.	Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. Notice and comment not only on what is said, but how it is said e.g. beginning to understand sarcasm when it is obvious. Analyse and evaluate how speakers present points effectively through use of language and gesture.
Question	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.	Will extend their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...?	Show interest and ask questions to find out specific information e.g. How do we know...? Why did...	Will ask relevant questions in a widening variety of situations. Be aware of when a message is not clear and ask for an explanation.	Begins to recognise the difference between open and closed questions and use these appropriately.	Pose increasingly thoughtful questions to both their peers and to adults. Identify clearly when they haven't understood and be specific about what additional information they need. Evaluate impact of different question types on the audience.	Understand and use different types of questions to suit different situations e.g. open, closed and rhetorical. Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas.
Vocabulary	Offer their own ideas in discussion, using recently introduced vocabulary.	Experiment with new vocabulary in different contexts. Begin to select specific words to make the meaning clearer, sometimes with prompting. e.g. "I'm going to play with the red spotty ball and then the blue one."	Use newly introduced topic words appropriately in a sentence. Select words carefully for clarity. Ask for the meaning of unknown words.	Use newly introduced topic words and more adventurous vocabulary appropriately. Compare words for effectiveness.	Begin to choose a wider range of verbs and adverbs for effect. Begin to choose different vocabulary depending on the formality of the context.	Use a range of vocabulary related to time and measure. Match vocabulary choices to formality appropriately. Use a wide range of verbs to express their thoughts and explain cause/effect. Evaluate the effectiveness and impact of their own	Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect. Know that words can have more than one meaning.

		Understand that there are different types of words with different functions. Understand and use a range of words to describe the ideas of time, shape, texture and size.				and others' word choices.	
Justify	Use language to express opinion. Explain the reasons for rules, know right from wrong and try to behave accordingly.	Use language to express opinion and explain. Begin to use language to reason.	Use more complicated grammar to explain or justify opinion. Begin to use language to persuade.	Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt.	Articulate and justify opinion of a character, event or situation in response to a question or prompt. Offer reasons and evidence for their views, considering alternative opinions.	Present a spoken argument, sequencing points logically, justifying views with evidence and making use of persuasive language. Analyse use of persuasive language in others' speech.	Promote, justify or defend a point of view using supporting evidence, examples and visual aids which are linked back to the main argument, taking notice of the opinion of others.
Describe Express	Show an understanding of own feelings and those of others. Express ideas and feelings about experiences. Describe immediate environment using knowledge from observation, discussion, books, maps etc.	List events with detail. Describe events using adjectives. Tell stories and retell incidents from their own experience, mainly making appropriate tense choices, using character names and correct sequencing. Convey simple meanings to a range of listeners, speaking audibly.	Expresses personal feelings or recounts experiences with clarity, beginning to make connections between ideas or thoughts e.g. I liked this because... Tell real and imagined stories, using the conventions of familiar story language. Describe events using expanded noun phrases for clarity.	Expresses personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts e.g. I liked this because...It reminded me of... Tell a story with important key components. Use adverbs and adverbials to add detail when telling stories: when, why, where	Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons. Use figurative language when telling stories e.g. alliteration, onomatopoeia	Presents information or personal feelings coherently selecting memorable details including specific vocabulary. Use figurative language when telling stories e.g. similes, metaphors, personification	Adapt the structure of talk in ways which support meaning and show attention to the listener. Tell elaborate and entertaining stories.
Discuss	Work and play cooperatively and take it in turn with others. Hold conversations when engaged in back and forth exchanges with their teacher and peers.	Start conversations and join in with them. Use of some non-verbal gestures – looking, posture, turning towards the speaker.	Sustain the attention of the listener e.g. will use eye contact and ask questions to involve and engage others. Take turns to talk, listen and respond in pairs and groups.	Keep talk purposeful and stay on topic and is beginning to use gestures and intonation to further meaning. Begin to be aware of what the listener knows already and make checks while	Adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures.	Stay on topic and begin to be more selective about how much and which details to include in order to keep the listener interested. Keep conversations going with a range of people in different contexts.	Structure their talk to meet the needs of their listeners e.g. well-chosen/ relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect).

	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Give details that they know are important and will influence the listener. Use language to ask, negotiate, express opinions and feelings.		telling a story/recounting an experience. Exaggerate in an implausible way to make things exciting.	Sustain conversation, explain or give reasons for their views or choices.		Identify the main methods used by presenters to explain, persuade, amuse or argue a case e.g. emotive language.
Talk	Show understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary. Offer explanations as to why things might happen, making use of recently introduced vocabulary from stories, rhymes, and poems when appropriate.	Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation.	Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences.	Explore and imagine feelings within both story and real-life settings. Express views and feelings and speculate on a range of possible outcomes.	Make predictions and speculate on possible outcomes based on the information given and inferences made (within both familiar and unfamiliar contexts).	Use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect.	Use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real-life situations.
Speak	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when.	Use appropriate intonation when reading and reciting texts. Use a range of subordinating and coordinating conjunctions.	Can speak fluently about a range of events, elaborating using a range of conjunctions. Adapt intonation when reading and reciting texts appropriately to match the purpose.	Uses complex sentences to communicate clearly and explain further. Adapt intonation when reading and reciting texts appropriately to match the purpose.	Use a wider range of sentence structures. Adapt intonation when reading and reciting texts appropriately to match the purpose. Begin to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however etc	Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations. Adapt intonation when reading and reciting texts appropriately to match the purpose.
Public Speaking, debating and performing	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Use character voices in context. Contribute appropriately to discussions making comments relevant to the topic.	Take on a role, including some of the characteristics and/or the voice of the character being played. Extend simple roles by expressing emotions.	Create and sustain a role for longer periods adding greater detail to a role/character. Present and structure information in different ways.	Sustain a role/scenario and show an understanding of the character through speech (content, style, intonation and expression), gesture and movement.	Develop a role and understand that the character will respond differently and display different 'sides' to them depending on the situation.	Demonstrate the ability to adapt a character to different scenarios and sustain a role effectively. Confidently vary grammar and vocabulary to suit the

		Tell a story using some traditional story language to provide structure.	Tell a story and include imaginative and adventurous vocabulary.	Perform poems or stories, using appropriate expression, tone and volume.	Present information in a structured way using subject specific vocabulary. Tell stories effectively and convey detailed information coherently for listeners.	Present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific. Participate in whole class debate using appropriate language.	audience, purpose and/or context. Use a range of oral techniques to present persuasive arguments and engaging narratives. Develop presence as a performer, controlling voice and movement.
Use appropriate registers		Build awareness of when formal vocabulary and tone of voice are used. Understand some basic Standard English.	Recognise that people use different vocabulary when speaking with friend, teachers, visitors etc. Develop understanding of Standard English.	With support, makes more formal language choices when speaking to visitors and staff in school e.g. composing a question for a visitor, presenting an argument to persuade the Head Teacher, expressing an opinion in a debate.	In familiar situations, can recognise when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.	Select the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly. Identify some aspects of talk which vary between formal and informal occasions.	Adapt language style and register to suit the purpose across a range of contexts e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal) Identify the ways spoken language varies according to differences in context and purpose.