

St Peter's CE Primary School Oracy Curriculum and Progression Map

2024.2025



Intent Statement

At **St. Peter's CE Primary School**, we believe that strong oracy skills are essential for every child's personal and academic growth, and are key to their success in both school and beyond. Aligned with our vision of **Living Life in All Its Fullness**, we are dedicated to empowering our pupils to speak with clarity, listen actively, and engage confidently in meaningful conversations. We recognize that oracy is not only a vital tool for academic achievement but also for developing the communication skills needed to thrive in life.

Our goal is to embed oracy across all areas of the curriculum, ensuring that speaking, listening, and thoughtful discussion are central to our teaching and learning. To achieve this, we draw on a range of high-quality resources, including those from **Voice 21**, as well as publicly available frameworks such as the **National Curriculum** and guidance from the **Education Endowment Foundation (EEF)**. These resources provide us with evidence-based strategies and structures to foster oracy skills and ensure progression in speaking and listening across all stages of learning.

By integrating these tools into our practice, we offer pupils regular opportunities to engage in a variety of oracy activities—from collaborative discussions to formal presentations. This comprehensive approach helps to build their confidence, enhance their spoken language abilities, and ultimately, prepare them for effective communication in all areas of life.

Aims and Objectives

1. **Fostering Effective Communication:** We aim for all children at St. Peter's to develop strong communication skills, enabling them to speak and listen with confidence, clarity, and purpose. This is central to their development as independent learners and responsible members of society, empowering them to live life in all its fullness.

2. **Oracy Across the Curriculum:** We believe that oracy is not confined to the teaching of English but should permeate every subject. Whether in mathematics, science, or the arts, our children will be given regular opportunities to engage in purposeful talk that enhances their understanding, deepens their thinking, and helps them articulate their learning. By integrating oracy throughout the curriculum, we aim to strengthen both verbal and written outcomes.
3. **Purposeful Talk for Learning:** We recognise that oracy is a tool for learning. Teachers will plan and facilitate structured opportunities for talk, including partner discussions, group work, and class debates, that encourage our children to think critically, listen actively, and respond thoughtfully. Talk will be used to foster curiosity, promote reflection, and extend learning.
4. **Building Confidence and Empathy:** As a school that values Christian principles of compassion and respect, we aim to build an environment where children feel safe and confident in expressing themselves. Through oracy, children will learn to listen to others, respect different viewpoints, and engage in thoughtful dialogue. This will help them form strong relationships with peers and adults and grow into empathetic and considerate individuals.
5. **Living Life in All Its Fullness:** We are committed to helping our children grow academically, socially, and spiritually. Strong oracy skills are central to this development, as they empower children to articulate their beliefs, ask questions, and engage meaningfully in the world around them. By equipping our children with the ability to communicate effectively, we prepare them to embrace life's opportunities and challenges with confidence.
6. **Inclusive Oracy for All:** We understand that every child comes with different starting points and strengths. We are committed to ensuring that all children, including those with additional needs or limited communication skills, are supported to develop their oracy skills. Every child at St. Peter's will be given opportunities to practise, develop, and refine their speaking and listening abilities in an inclusive and supportive environment.

Implementation

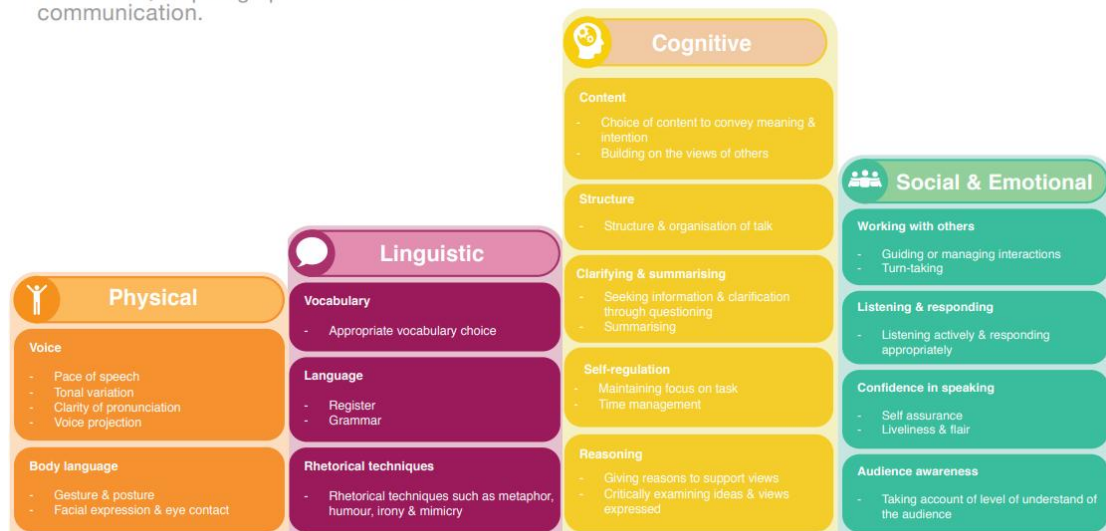
At St. Peter's CE Primary School, oracy is not taught in isolation but is embedded across the curriculum. Pupils are provided with frequent opportunities to develop essential listening skills, expand their vocabulary, and learn effective discussion techniques. Throughout the school year, children will experience a wide range of speaking opportunities, from exploratory talk that helps them develop ideas, to presentational talk where they communicate their learning in a formal context.

In line with our commitment to fostering confident communicators, we use the oracy framework developed by the University of Cambridge and Voice 21. This framework breaks oracy into four key strands:

- **Physical:** Developing body language, gestures, and voice modulation.
- **Cognitive:** Encouraging the organisation of thoughts and reasoning.
- **Linguistic:** Expanding vocabulary, sentence structure, and language choices.
- **Social and Emotional:** Nurturing empathy, respect, and the ability to listen and respond to others.

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.



This framework provides a clear structure for both staff and pupils to understand what makes effective spoken communication. The four strands support successful discussions, inspire speech, and foster effective communication. Teachers will use the framework to guide feedback and assess progress, while pupils will have the opportunity to use it for self-assessment and peer assessment. This helps them reflect on their communication skills, identify areas for improvement, and take ownership of their learning.

Impact

At St. Peter's CE Primary School, we will assess oracy skills using a carefully structured oracy framework. Teachers and senior leaders will use the Oracy Progression Map's statements to monitor progress and attainment, ensuring that each child is developing the skills necessary for effective communication. Every year group has specific oracy objectives that build on previous learning, ensuring a smooth and consistent progression as children move through the school.

Through the teaching of oracy, children at St. Peter's will be able to:

- **Speak fluently, with confidence and clarity** in front of an audience, using full sentences to articulate their ideas effectively.
- **Explore ideas through talk**, discussing their thoughts, questions, and reflections with peers and adults in a meaningful way.
- **Deliberately select gestures** that support the delivery of ideas, such as gesturing to refer to another's contribution or emphasizing key points.
- **Recognise the value of listening** to others, actively engaging in conversations and showing respect for different perspectives.
- **Use conjunctions and linking phrases** to organise and sequence their ideas clearly, ensuring their thoughts are communicated logically.





- **Adapt their speech for different situations and audiences**, confidently using Standard English where appropriate and adjusting tone, formality, and language to suit context.
- **Value their own opinions** and express them confidently, while also being open to the opinions of others, showing a willingness to learn and grow.
- **Reflect on their oracy skills**, identifying strengths and areas for improvement in their ability to communicate.
- **Ask insightful questions** to deepen their understanding of subjects and engage in meaningful conversations.
- **Respond thoughtfully to others**, challenging ideas respectfully and developing reasoned arguments based on evidence and critical thinking.
- **Appreciate the diversity of languages, dialects, and accents**, fostering an inclusive environment that values different ways of speaking within our community.
- **Consider the impact of their words** on others, offering constructive feedback and engaging in discussions that are both respectful and supportive.
- **Share their learning in an engaging, informative way**, whether through formal presentations, group discussions, or written communication, ensuring their audience is engaged and informed.

At St. Peter's, we are committed to nurturing confident, respectful, and effective communicators who can live life in all its fullness. Through the development of oracy, we aim to prepare our children for success in both their academic studies and the wider world, equipping them with the skills they need to participate meaningfully in conversations, express themselves clearly, and build positive relationships.

St Peter's CE Primary School Oracy Progression Map Primary





Reception (4-5 years old)

Key skills to teach:

<u>Physical</u>	<u>Linguistic</u>	<u>Cognitive</u>	<u>Social & Emotional</u>	<u>Experiences:</u>
 <ul style="list-style-type: none"> • Turn and face the person they are talking to. • Make good eye contact with the person they are talking to. • Sit or stand up straight, showing good posture. • Speak clearly and loud enough for the person to hear what they are saying. • To begin to use simple gestures such as raising one hand to show I have an idea. 	 <ul style="list-style-type: none"> • Use new words in their play and conversations to talk about what they are doing or learning. • Talk about things they see, hear, or do, using words from stories, songs, or activities. • Put their ideas into full sentences, using words like “and,” “but,” or “because” to join their thoughts together. 	 <ul style="list-style-type: none"> • Listen to what others say. • Ask questions when they don't understand something. • Share their own ideas and ask questions to find out more about the world around them. • Recall and describe events that have happened in detail. 	 <ul style="list-style-type: none"> • To make eye contact with the person who is speaking. • To take turns when speaking with a partner or a group. 	<ul style="list-style-type: none"> • Chatter bag- listening attentively and asking questions. Sharing their chatter bag with the class and speak in full sentences. • Think, pair, share - Opportunities for children to share their ideas with a talk partner. • Role play activities – retelling stories. • Poetry competition- children participate in a poetry competition, where they learn and recite poems, focusing on rhythm, prosody, and volume to make their voices heard clearly. They can perform the poems in front of the class. • Assembly. • Children have the opportunity to Speaking in front of an audience during their class assembly.

Year 1 (5-6 years old)





Key skills to teach:

<u>Physical:</u>	<u>Linguistic</u>	<u>Cognitive</u>	<u>Social & Emotional</u>	<u>Experiences</u>
 <ul style="list-style-type: none"> • Use an appropriate tone of voice in different situations, such as speaking calmly when resolving disagreements or when talking to a teacher or peer. • Speak clearly and confidently across different activities and settings, whether in class discussions, group work, or presentations. • To continue to use simple gestures. 	 <ul style="list-style-type: none"> • Use topic-specific vocabulary during conversations, using words that relate to the subject being discussed. • Experiment with new language and vocabulary in order to express themselves more effectively. • Link ideas in group discussions using sentence stems or phrases like "I agree with..." or "In addition to..." to show connections between different ideas. • Use conjunctions to sequence thoughts in 	 <ul style="list-style-type: none"> • Give reasons for their opinions "I think... because..." • Recognise when something is unclear and ask a question to make sure they fully understand. • Disagree politely with others, explaining their own views in a respectful manner. • Describe ideas and events in the correct order. 	 <ul style="list-style-type: none"> • Listen to others carefully and be willing to change their mind based on what others say. • Take part in group discussions by taking turns and sharing ideas with others. • Speak confidently in front of a larger group, such as during an assembly or in class. 	<ul style="list-style-type: none"> • Pair Share- have discussions without adult support, practicing turn-taking and sharing ideas with peers. • Chatter-book - Speak in front of the class presenting a story or poem. • Poetry Competition - practicing and performing a poem in front of an audience, focusing on clarity and prosody. • Retelling stories.

	their speech, such as 'first' 'then' 'next' 'finally'.			
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Year 2 (6-7 years old)

Key skills to teach:

<u>Physical:</u>	<u>Linguistic</u>	<u>Cognitive</u>	<u>Social & Emotional</u>	<u>Experiences</u>
 <ul style="list-style-type: none"> To use gestures to support the delivery of ideas, such as pointing to someone when referencing their idea, using fingers to count off points as they speak or showing when they would like to build, agree or challenge an idea. To speak clearly, with confidence. 	 <ul style="list-style-type: none"> To adapt speech depending on the audience and situation, choosing the appropriate tone and vocabulary. To use sentence starters to show when they are building on or challenging others' ideas, such as "I agree with..." or "I think differently because...". To use new vocabulary in context. 	 <ul style="list-style-type: none"> To ask questions to deepen understanding of a subject. To build on others' ideas during discussions, contributing further thoughts and adding new perspectives. To make connections between what has been said and their own or others' experiences. 	 <ul style="list-style-type: none"> To be aware of their audience and consider what might interest or engage others when speaking. To encourage others to contribute by noticing if someone has not spoken and inviting them to share. To confidently present short prepared pieces of work or information in front of others. 	<ul style="list-style-type: none"> Learn a poem by heart. Story sharing Play a role in the Nativity. Class assembly





Year 3 (7-8 years old)

Key skills to teach:

<u>Physical:</u>	<u>Linguistic</u>	<u>Cognitive</u>	<u>Social & Emotional</u>	<u>Experiences</u>
 <ul style="list-style-type: none"> • To consider position and posture when addressing an audience. • To experiment with adjusting tone, volume and pace for different audiences. • To use gestures such as 'finger to chin' to show they would like clarification. 	 <ul style="list-style-type: none"> • To begin to use specialist vocabulary. • To be able to use specialist language to describe their own and others' talk. • To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice'). 	 <ul style="list-style-type: none"> • 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 	 <ul style="list-style-type: none"> • To listen actively, questioning and responding to others. • To adapt the content of their speech for a specific audience. • To speak with confidence in front of an audience. 	<ul style="list-style-type: none"> • 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. • Perform a poem by heart.





Year 4 (8-9 years old)

Key skills to teach:

<u>Physical:</u>	<u>Linguistic</u>	<u>Cognitive</u>	<u>Social & Emotional</u>	<u>Experiences</u>
 <ul style="list-style-type: none"> Deliberately select movement and gesture when addressing an audience To use pauses for effect in presentational talk e.g. when telling an anecdote or joke Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground. 	 <ul style="list-style-type: none"> To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. To use specialist vocabulary when discussing a known topic. 	 <ul style="list-style-type: none"> 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. 	 <ul style="list-style-type: none"> To use more natural and subtle prompts for turn taking. To develop an awareness of audience. To consider the impact of their words on others when giving feedback. 	<ul style="list-style-type: none"> Use talk for a specific purpose e.g. to persuade or to entertain. Speak in front of a larger audience of adults e.g. a group of eight. 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 member on their oracy skills. Perform poetry by heart.





Year 5 (9-10 years old)

Key skills to teach:

<u>Physical:</u>	<u>Linguistic</u>	<u>Cognitive</u>	<u>Social & Emotional</u>	<u>Experiences</u>
 <ul style="list-style-type: none"> • 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. • Project their voice to a large audience. • Gestures become increasingly natural. 	 <ul style="list-style-type: none"> • To use an increasingly sophisticated range of sentence stems with accuracy. • To select specific vocabulary appropriate to the topic at hand. 	 <ul style="list-style-type: none"> • To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. • To identify when a discussion is going off topic and to be able to bring it back on track 	 <ul style="list-style-type: none"> • To Listen actively for extended periods of time. • To speak with flair and passion. 	<p>Enter a debate competition</p> <p>Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.</p> <p>Stand-up comedy</p>

Year 6 (10-11 years old)

Key skills to teach:

<u>Physical:</u>	<u>Linguistic</u>	<u>Cognitive</u>	<u>Social & Emotional</u>	<u>Experiences</u>
 <ul style="list-style-type: none">• To have a strong stage presence.• To adjust tone, volume and pace for a given purpose and audience.• Speak fluently in front of an audience.	 <ul style="list-style-type: none">• To vary sentence structures and length for effect when speaking.• To be comfortable using idiom and expressions.• To use sophisticated vocabulary appropriate to the context and purpose of talk.	 <ul style="list-style-type: none">• To construct a detailed argument or complex narrative.• To assess different viewpoints and present counter-arguments.• To spontaneously respond to increasingly complex questions, citing evidence where appropriate.• To acknowledge and explain changes of position.	 <ul style="list-style-type: none">• To use humour effectively.• To be able to read a room or a group and act accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions.• To develop an awareness of group dynamics and invite those who haven't spoken to contribute.	<ul style="list-style-type: none">• 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 guide for prospective parents• Record their own sports commentary• Interview/ be interviewed