



Greenside Primary School Oracy Progression Framework

Curriculum Intent

<p style="background-color: yellow; display: inline-block; padding: 2px;">Community</p> <p>We provide many opportunities for children to use their spoken language skills within the Greenside community. This may take the form of 'show and tell', class and phase group assemblies, key stage performances, debating competitions and drama club.</p>	<p style="background-color: #cccccc; display: inline-block; padding: 2px;">Resilience</p> <p>We teach children how to respectfully agree and disagree with another when expressing their viewpoints using agreed sentence stems. Children know that differing opinions on the same topic are perfectly acceptable. What is also acceptable is changing your stance or viewpoint on a matter when in possession of new information.</p>	<p style="background-color: #00ff00; display: inline-block; padding: 2px;">Creativity</p> <p>Through the creative exploration of characters and events (real and fictional), children deepen their understanding using drama, debate, and discussion across the curriculum. They are encouraged to articulate their thoughts, feelings, and motives as well as personal responses to issues raised and discussed.</p>	<p style="background-color: #00ffff; display: inline-block; padding: 2px;">Aspiration</p> <p>At Greenside, we always aspire to achieve to the best of our ability. We are aware of the importance of spoken language and effective communication in the wider world and aspire to develop skills we can use effectively in life outside of and beyond school.</p>	<p style="background-color: #ff00ff; display: inline-block; padding: 2px;">Diversity</p> <p>We respect the thoughts and opinions of our peers and adults, even when they are different to our own. We appreciate everyone's contributions, no matter how small, and build on the responses of others. Through drama, discussion, and debates, we celebrate our differences and what makes us unique.</p>
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The Oracy curriculum at Greenside aims for children to develop:

- A strong command of spoken English.
- Ask relevant questions to extend their understanding and knowledge.
- Ability to effectively communicate ideas and feelings using appropriate language which is grammatically acceptable for their age-range.
- A depth and variety of high-quality language which pupils hear and speak.
- Thoughtful responses to stimuli so that their viewpoints are clearly understood, with opportunities to rehearse, refine and share their thinking.
- Confidence and competence of spoken language and listening skills to participate in all curriculum areas, including drama, debate and discussions.
- Articulate thinking and developing coherence to formulate increasing complex arguments and viewpoints.
- Adopt, create and sustain a range of roles whilst responding appropriately to others in role.

Implementation

Oracy underpins all aspects of school life and the wider curriculum. As such, the Oracy curriculum at Greenside Primary School has been carefully considered to ensure that there are ample opportunities to speak and listen throughout the school day and within every curriculum subject.

Children are encouraged to talk with their partners, in their groups and take part in wider class discussions within every lesson. They are given sufficient thinking time to formulate their ideas and responses, before sharing these with others. Children are encouraged to listen carefully to the responses of others, building on what was said before them and using the agreed sentence stems if they agree or disagree with what was shared. Children are encouraged to give recommendations for books they read, respond to historical sources of information by asking questions and drawing conclusions, or making predictions in Science, to name but a few examples. Drama and role play is embedded across all curriculum areas and supports with gaining knowledge, skills and understanding of situations whilst promoting creativity and in-depth discussions about thoughts, feelings and motives.

The English Curriculum and Provision for Pupils with SEND

At Greenside Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The English curriculum can be adapted to meet the needs of children with SEND in the following ways:

Universal Support across school for all subjects
Word Banks for pre-learning and to support during topics and themes
Cutting and Sticking Key Words on to work as prompts
Print out portions of work and learning objectives to minimise writing
Coloured Paper or recycled paper to minimise visual stress & background colours of the whiteboard is considered for pupils with dyslexia.
Breaking down lessons into short, manageable chunks
Mixed ability groups – using peers as support and role models
Adult assistance nearby/ Using another student as a reader/support
Now/Next or Visual Timetables – class and individual/ My Turn/Your Turn
Knowledge map/Mind Maps
Printing work larger and in smaller chunks
Cloze passages/activities to check learning
Draw answers or explanations / Actions – telling the story of a lesson
Fidget toys available/ Cushions for seats – wobble and wedge cushions- access to standing desks.
Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access.
Word lists of key vocabulary for pre-learning and as prompts
A safe/quiet space in or Cloud Room
Keeping instructions short and one at a time

Universal Support specific to subject
Assistive technology, e.g. text to talk dictation
Clicker 7 to help with spelling, providing a talking word bank
Dragon Dictate to support collect pupils' ideas
Word lists of key vocabulary for pre-learning and as prompts
Variety of pens/writing implements
Pencil grippers – variety of pens and pencils
Sentence stems and words banks to prompt and support
Talking post cards to reduce working memory
Songs and rhymes/mnemonics
Make available a range of accessible materials including, for example: chunky pencils, different coloured crayons, individual whiteboards and pens for writing in different contexts, pencil grips for pupils who need them, and cordless/tracker ball mouse for pupils with mobility difficulties.
Provide well-maintained and attractive library corner/shelves containing a range of texts that will appeal to pupils who are meeting reading challenges in the class. Include: highly visual texts, newspapers, comics, instruction booklets, and texts from popular culture, media and sport. The display should contain pupils' own reading recommendations and include clearly printed directions to help identify where texts are housed. Allocate time for pupils to gather appropriate literacy resources such as dictionaries, spelling cards, etc.

When planning for English, class teachers should adapt their lessons where necessary using ideas taken from this list, however, it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

We also have 'Continuum of Provision Maps' for each area of SEND need (e.g. Autism, Cognitive, SEMH, Visual impairment etc).

Progression of Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and respond appropriately to others						
<ul style="list-style-type: none"> • Able to switch attention from play to an adult with a prompt. • Listen to an adult and know this is important. • Follow 1 and 2-step instructions e.g. collect your coat and your water bottle. 	<ul style="list-style-type: none"> • Demonstrates attentive listening and can express simple views on a subject. • Consistently understands simple 3-part spoken instructions e.g. in P.E – walk across the bench, get a beanbag and put it in the hoop. • Note understanding of routine and non-routine instructions. 	<ul style="list-style-type: none"> • Listens to others and is beginning to summarise some of the main points. • Understands complex 2 to 3-part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why. 	<ul style="list-style-type: none"> • Listen and respond to others making connected comments and is beginning to extend the points made by others. 	<ul style="list-style-type: none"> • Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates. 	<ul style="list-style-type: none"> • Listen and respond to others and make contributions which add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking. 	<ul style="list-style-type: none"> • 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.
Maintain attention and participate actively in collaborative discussions						
<ul style="list-style-type: none"> • Looks at the speaker for a sustained period of time. • Can sit without excessive movement to show attention. 	<ul style="list-style-type: none"> • Behaves appropriately during interactions and demonstrates the use of some non-verbal gestures e.g. looking, eye gaze, posture and turning towards the speaker when talking to others. 	<ul style="list-style-type: none"> • Sustains the attention of the listener e.g. will use eye gaze and ask questions to involve and engage others. 	<ul style="list-style-type: none"> • Keep talk purposeful and stay on topic and is beginning to use gesture and intonation to further meaning. 	<ul style="list-style-type: none"> • Able to 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. 	<ul style="list-style-type: none"> • Stays on topic and is beginning to be more selective about how much and which details to include to keep the listener interested. 	<ul style="list-style-type: none"> • 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).
Ask relevant questions to extend understanding and knowledge						
<ul style="list-style-type: none"> • Can ask and understand simple questions: Who? What? Leading to Why? • Understand what a question is. 	<ul style="list-style-type: none"> • Extends their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...? • Show interest and ask lots of questions to find out specific information e.g. How do we know...? Why? 	<ul style="list-style-type: none"> • Show interest and ask lots of questions to find out specific information e.g. How do we know...? Why did...? 	<ul style="list-style-type: none"> • Asks relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc. 	<ul style="list-style-type: none"> • Beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. 	<ul style="list-style-type: none"> • Can pose increasingly thoughtful questions to both their peers and to adults. 	<ul style="list-style-type: none"> • Can understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.
Consider and evaluate different viewpoints						
<ul style="list-style-type: none"> • Can listen to what someone else says in play or in an adult led activity. • Start and continue a conversation with a peer. 	<ul style="list-style-type: none"> • Responds to what they hear with relevant comments. 	<ul style="list-style-type: none"> • Recognises that there are other viewpoints. • Make a simple comment in response to others' viewpoints and say whether they agree or disagree and why. 	<ul style="list-style-type: none"> • Can listen to others' views and preferences, agree next steps to take, and consider alternatives e.g. "That didn't work. Why don't we try...?" 	<ul style="list-style-type: none"> • Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why 	<ul style="list-style-type: none"> • Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others. 	<ul style="list-style-type: none"> • Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.
Speak audibly and fluently with an increasing command of Standard English. Select and use appropriate register effectively						
<ul style="list-style-type: none"> • Speaks in well-formed sentences which are audible and clear (although some children may show some early 	<ul style="list-style-type: none"> • Speak clearly and easy enough to understand (although there may still be some 'immaturities'). 	<ul style="list-style-type: none"> • Use speech that is consistently easy to understand and clear. • Use a range of conjunctions to join 	<ul style="list-style-type: none"> • Speaks clearly using more sophisticated language to explain, justify and relay information. 	<ul style="list-style-type: none"> • Can speak clearly and fluently about a range of events. 	<ul style="list-style-type: none"> • Beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow 	<ul style="list-style-type: none"> • Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations.

SALT difficulties which, with support, can be improved).		clauses and sentences and to help explain and justify events e.g. so, because, if, when..		<ul style="list-style-type: none"> Uses complex sentences to communicate clearly and explain further. 	e.g. meanwhile, yet, therefore, however etc.	
<ul style="list-style-type: none"> Starts a conversation with an adult in an appropriate way. Use connectives in speech. Develops social phrases to use in context. Develops pronunciation of poly-syllabic words through modelling. Begins to use correct tenses. 	<ul style="list-style-type: none"> Uses a more formal tone with school adults. 	<ul style="list-style-type: none"> Knows that they need to use different styles of talk with different people. 	<ul style="list-style-type: none"> 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 debate. 	<ul style="list-style-type: none"> In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc. 	<ul style="list-style-type: none"> Selects 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 and keep the tone friendly yet efficient and explain the rules clearly. 	<ul style="list-style-type: none"> In a range of situations can adapt language style and register to suit the purpose 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).
Recite poetry, rhyme, short pieces of prose by heart, using appropriate tone, pace and register (see Reading progression)						
<ul style="list-style-type: none"> Recite a short rhyme in song or as a poem. Learn simple traditional rhymes and poems as a class / group. Retell a story – following deep familiarity including repeating phrases. 	<ul style="list-style-type: none"> Recite some simple rhyme and traditional poems by heart. Recite in a group. 	<ul style="list-style-type: none"> Recite some rhyme and traditional poems by heart. Recite individually and begin to use appropriate tone and pace. 	<ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 		
Use relevant strategies to build vocabulary						
<ul style="list-style-type: none"> Begins to use new words heard in story or modelled by adults e.g use of scientific words about an insect, or words from the story The Gruffalo – stroll, knobbly. 	<ul style="list-style-type: none"> Select specific words to make the meaning clearer. e.g. "I'm going to play with the red spotty ball and then the blue one." 	<ul style="list-style-type: none"> Ask for the meaning of unknown words. Use newly introduced topic words appropriately in a sentence. 	<ul style="list-style-type: none"> Use newly introduced topic words and more adventurous vocabulary appropriately. 	<ul style="list-style-type: none"> Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. e.g. "I used sprinted instead of ran because it tells you more." 	<ul style="list-style-type: none"> Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates. 	<ul style="list-style-type: none"> Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument.
Articulate and justify answers, arguments and opinions						
<ul style="list-style-type: none"> Use talk to help solve problems in play and activities – explain how things work. 	<ul style="list-style-type: none"> Use language to express opinion and explain e.g. "I want to go and build a snowman because it's snowing and it's fun." 	<ul style="list-style-type: none"> Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again." 	<ul style="list-style-type: none"> Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt. 	<ul style="list-style-type: none"> Articulate and justify opinion on a character, event or situation in response to a question or prompt. 	<ul style="list-style-type: none"> Articulate clearly and justify more complex opinions and answers about a character, event or situation. 	<ul style="list-style-type: none"> Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others.
Give well-structured descriptions, explanations and narratives for different purposes						
<ul style="list-style-type: none"> Retell simple and repeated stories in role play, or with puppets. Use of picture prompts to support. Use character names and words from the story. 	<ul style="list-style-type: none"> Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing. 	<ul style="list-style-type: none"> Expresses personal feelings or recounts experiences with clarity, beginning to make connections between ideas or thoughts e.g. I liked this because... 	<ul style="list-style-type: none"> 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... 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Presents information or personal feelings coherently selecting memorable details including specific vocabulary. 	<ul style="list-style-type: none"> Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order,

				how they feel about an issue and give reasons.		supported by well-chosen relevant details.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas						
<ul style="list-style-type: none"> • Uses language appropriate to imaginative play, responding to a stimulus. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. 	<ul style="list-style-type: none"> • Can explore and imagine feelings within both story and real-life settings. • Will express views and feelings and is showing the confidence to speculate on a range of possible outcomes. 	<ul style="list-style-type: none"> • Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar). 	<ul style="list-style-type: none"> • Can use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect. 	<ul style="list-style-type: none"> • Can 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.
Participate in discussions, presentations, performances, role play/improvisations & debates						
<ul style="list-style-type: none"> • Use talk to organise themselves in play – including role play. 	<ul style="list-style-type: none"> • Use character voices in context. 	<ul style="list-style-type: none"> • Can work in role and take on some of the characteristics and/or the voice of the character being played. • Will extend simple roles by expressing emotions. 	<ul style="list-style-type: none"> • Can create and sustain a role for longer periods adding greater detail to a role/character. 	<ul style="list-style-type: none"> • Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. 	<ul style="list-style-type: none"> • Can develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation. 	<ul style="list-style-type: none"> • Demonstrates the ability to adapt a character to different scenarios and can sustain a role effectively.
<ul style="list-style-type: none"> • Can express a point of view and say if they disagree. 	<ul style="list-style-type: none"> • Contributes appropriately to discussions making comments relevant to the topic. 	<ul style="list-style-type: none"> • Contributes purposefully to discussions and can use some imaginative and adventurous vocabulary. 	<ul style="list-style-type: none"> • Can present and structure information in different ways. 	<ul style="list-style-type: none"> • Presents information in a structured way and can use specific vocabulary. 	<ul style="list-style-type: none"> • Can present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific. 	<ul style="list-style-type: none"> • Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context.