ACE Learning Progression Grid : Oracy

Main Strand	EYFS	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	• Speaking clearly at appropriate volume • Looking at who is talking and who you are talking to– sitting still • Beginning to use gesture to support delivery e.g. pointing at parts of plant they are discussing • Listens attentively in a range of situations • Confidently initiate conversations with unfamiliar adults (e.g. visitors, lunchtime staff). • Begin to negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations.	• To project their voice to a large audience. • Continue to use gesture to support delivery e.g. pointing at parts of plant they are discussing • Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions.	• Speaking clearly at appropriate volume and pace in a range of contexts • Gestures to become increasingly natural to support speech • Natural use of body language and facial expressions • Consider position and posture when addressing an audience. • To speak clearly and confidently in a range of contexts.	• To deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas • Consider movement when addressing an audience. • To use pauses for effect in presentational talk e.g. then telling an anecdote or joke • To speak fluently in front of an audience.	• To deliberately select movement and gesture when addressing an audience. • To use pauses for effect in presentational talk e.g. then telling an anecdote or joke • To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground • To speak fluently in front of an audience.	• 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. • Consciously adapt tone, pace, and volume of voice within a single situation. • To speak fluently in front of an audience and have stage presence. • To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground	• 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. • Consciously adapt tone, pace, and volume of voice within a single situation. • To speak fluently in front of an audience and have stage presence. • To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground

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Linguistic	• Speaking in sentences • Express themselves Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller • Start to answer what, where, when, how and why questions about their experiences and in responses to stories or events. • In sentences connectives are also beginning to be used such as 'because', 'or' and 'and'.	• Speaking in sentences • Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller • Start to answer what, where, when, how and why questions • Using joining connectives for longer sentences • To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with… because..' 'linking to…'	• Speaking in sentences • Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller • Start to answer what, where, when, how and why questions • Using joining connectives for longer sentences • To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with… because..' 'linking to…'	• To vary sentence structures and length for effect when speaking • To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally • To use sentence stems to signal when they are building on or challenging other's ideas. • To take opportunities to try out new language, even if not always used correctly. • To adapt how they speak in different situations according to audience	• To vary sentence structures and length for effect when speaking • To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally • To use an increasingly sophisticated range of sentence stems with fluency and accuracy. • To use vocabulary appropriate specific to the topic at hand. • To understand common idioms and expressions	• To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. • To use specialist vocabulary. • Beginning to consider the use of specialist language to describe their own and others' talk. • To be comfortable using idioms and expressions. • To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.	• To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. • To judge when appropriate to use specialist language. • To be able to use specialist language to describe their own and others' talk. • To use humour, irony, sarcasm and mimicry • To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.

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Cognitive	• Gives their attention to what others say and responds appropriately, in a 'back and forth' dialogue even whilst engaged in another activity. • Retell stories and experiences. • To ask simple questions. • Make plans and describe them to others. • Ask questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events. • In different play situations such as story telling and role play, children develop their own narratives and explanations. • More complex language structures are used to connect ideas or events, using new vocabulary accurately and in context.	• Answers that match what has been asked; relevant, appropriate • Retell stories and experiences. • To ask simple questions.	• To be able to build on others' ideas in discussions. • To make connections between what has been said and their own and others' experiences. • To recognise when they haven't understood something and asks a question to help with this. • To disagree with someone's opinion politely.	• To build on, challenge and summarise others' ideas in discussions. • To offer reasons for their opinions. • To begin to reflect on their oracy skills and identify areas of strength and areas to improve. • To ask questions to find out more about a subject.	• To structure extended presentational talk e.g. beginning, middle and end. • To offer opinions that aren't their own. • To identify when a discussion is going off topic, and to be able to bring it back on track. • To be able to summarise a discussion. • To reflect on their oracy skills and identify areas of strength and areas to improve.	• To structure a detailed argument or complex narrative. • To reach shared agreement in their discussions. • To be able to give supporting evidence e.g. citing a text, a previous example, or a historical event. • To reflect on discussions and identify how to improve. • To ask probing questions. • To explain ideas and events in chronological order.	• To structure their talk in abstract and sophisticated ways e.g. using curricular structure, grouping ideas by a theme. • To be able to negotiate- recognise the importance of giving ground and be able to do this. • To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate. • To cite evidence, with mature and appropriate reference points. • To reflect on their own and others oracy and identify how to improve.

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Social and Emotional	• Waiting for a turn • Listening and responding appropriately • Building friendships • Using language to express needs and feelings (e.g. rather than snatching). • Confident to speak in a familiar group, will talk about their ideas /simple goals. • Can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences. • Confident to talk about their own needs, wants, interests and opinions and when they do or don't need help. • Talks about ways to keep healthy and safe.	• Waiting for a turn • Listening and responding appropriately • Building friendships • Using language to express needs and feelings (e.g. rather than snatching).	• To take turns showing patience • To listen for extended periods of time. • To speak with increased confidence in front of a small audience. • Recite pre-prepared material in front of an audience. • Begin to consider the impact of their words on others when giving feedback.	• Take turns • Listen to others and is willing to change their mind based on what they have heard. • To speak with confidence in front of a larger audience. • To be aware of others who have not spoken and invite them into the discussion. • To be comfortable organising group talk e.g. as a chairperson. • To consider the impact of their words on others when giving feedback.	• To use more natural and subtle prompts for turn taking. • To listen for extended periods of time, being prepared to change your mind. • Confident delivery of a short pre prepared task. • To start to develop an awareness of audience e.g. what might interest a certain group. • To consider the impact of their words on others when giving feedback and adapt appropriately.	• To reflect careful listening skills in subsequent talk.. • To adapt the content of their speech for a specific audience. • To use humour effectively. • To speak with flair and passion. • To consider the impact of their words on others when giving feedback and be sensitive to their needs. • To organise group discussions independent of an adult.	• To reflect careful listening skills in subsequent talk. • To be able to read a room or a group and take action accordingly eg if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions. • To be able to empathise with the audience. • To be able to draw out sub text when listening. • To engage in conversation with an unfamiliar adult as an equal. • To consider the impact of their words on others when giving feedback and be sensitive to their needs.

	EYFS	KS1	KS2
Sentence Starters	**Plan, do, review** I will go to… I will make/create… I will work with… I went to… I made/played with… I was a/an… We were… **Questions and opinions** What/where/why/how did you…? I like the way… I like this because… I don't like this because… You could change… Yes because…	**Instigator** I think… I prefer __ because… I predict… They are similar/different because… I like the part where… because… It was interesting because… Next time I could… **Builder** I agree with __ because… It is right because… **Challenger** I disagree with __ because… It is wrong because… **Clarifier/Questioner** What does ___ mean? Can you explain…?	**Instigator** I believe… I predict… I would like to start by saying… I think we should consider…/Let's also think about… We haven't yet talked about… What you said reminds me of… **Builder** I agree and would like to add… Building on that idea, I think… Linking to what __ said, I think… **Challenger** I disagree with you, because… You mentioned __ but what about… To challenge __, I think… I understand your point of view, but have you thought about…? **Clarifier** What do you mean when you say…? Can you explain a bit more about…? Does that mean…? What I mean to say is…/To put it differently… **Prober** What do you think would be the effect of…? Why do you think…? Can you provide an example to support what you are saying? **Summariser** Overall, the main points/ideas raised were… Our discussion focused on… Having listened to everyone's opinions… In summary/to conclude…

Curriculum end points- what are we trying to achieve? **We understand the importance of being able to communicate with one another. Communication is a key life skill. We believe that the quality of oracy has a direct impact on children's life chances which is why we prioritise these skills throughout the ACE curriculum and provide other opportunities for this during the school day.**	
EYFS (linked to ELG number)	**Years 1- 6 (at age- appropriate stages)**
• 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 (1) • Make comments about what they have heard and ask questions to clarify their understanding (1) • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (1) • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (2) • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (2) • 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 (2) • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (3)	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication

• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (8) • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (8) • Talk about the lives of the people around them and their roles in society (13) • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (14) • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (14) • Share their creations, explaining the process they have used (16) • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (17)	