

## Oracy Framework Skills

How can these skills be harnessed to elevate learning in a subject?



Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

Our teachers ensure achievement in oracy is accessible and engaging for **all** through a progressive, cross-curricular approach which uses explicit teaching, high-quality modelling and research-based strategies to successfully develop the physical, linguistic, cognitive and social and emotional skills needed to communicate effectively. Our curriculum is inclusive; provision is adapted where needed, so that every pupil, including those for whom English may be a new and additional language, can progress and succeed.

The school maintains high expectations of active listening and provides a safe environment for children to express their ideas and develop their sense of worth, without fear of judgement or failure. With the intent that all children will become effective, enthusiastic and confident orators who feel empowered and valued.

“Learning how to communicate effectively is important because you can then present yourself confidently; it will help express your feelings and helps you if you are feeling sad; and helps you to make friends. It will also help you to learn more because you’ll be able to answer questions and listen to the child or teacher speaking. It’s important to learn to be careful what you say, thinking how you phrase things. When discussing, if you disagree with something, you can ask more questions to get more clarity on the information. You may need to accept there is not always a clear right and wrong.”

- TPPS School council, 2024

Graphic from Voice 21: [What is oracy? - Voice 21](#)

# Trumpington Park Primary School's Progression in Oracy

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills	<p>To listen attentively in a range of situations</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity</p>	<p>To listen to others in a range of situations and usually respond appropriately</p> <p>To maintain attention when playing and learning in a group</p>	<p>To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers</p>	<p>To listen carefully in a range of different contexts and respond appropriately to both adults and their peers</p>	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group</p>	<p>To make improvements based on constructive feedback on their listening skills</p>
Asking and Answering Questions	<p>To ask appropriate questions of others</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events</p>	<p>To begin to ask questions that are linked to the topic being discussed</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers)</p>	<p>To show that they are following a conversation by asking relevant and timely questions</p> <p>To ask questions to get more information and clarify meaning</p> <p>To answer questions using clear sentences, concisely</p> <p>To begin to give reasoning behind their answers when prompted to do so</p>	<p>To ask questions or make relevant comments that relate to what has been heard or what was presented to them</p> <p>To begin to offer support for their answers to questions with justifiable reasoning</p>	<p>To generate relevant questions to ask a specific speaker/audience in response to what has been said</p> <p>To ask questions which clarify or deepen my understanding</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p>	<p>To ask questions which deepen conversations</p> <p>To understand how to answer questions that require more detailed answers and justification.</p>	<p>To regularly ask relevant questions to extend their understanding and knowledge and the develop ideas of others</p> <p>To articulate and justify answers with confidence in a range of situations</p>
Following Instructions	<p>To follow instructions involving several ideas or actions.</p>	<p>To understand instructions with more than one point in many situations.</p>	<p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance</p>	<p>To follow instructions in a range of unfamiliar situations</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions</p>	<p>To follow complex directions/multi-step instructions without the need for repetition</p>	<p>To master previously taught content</p>	<p>To master previously taught content</p>

# Trumpington Park Primary School's Progression in Oracy

Links to Writing including vocabulary and standard English	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To orally rehearse vocabulary and ideas for writing, incorporating grammar and sentence structures that are in line with age-related curriculum expectation, including tier 2 and 3 vocabulary (See appendix 1)						
		To read aloud my writing clearly enough to be heard by others	To read my work aloud with appropriate intonation to make the meaning clear	To show that I know when Standard English is required  To read aloud I (including my own work) with appropriate intonation and a clear volume and tone so that the meaning is clear	To read aloud/present information (including my own work) with appropriate intonation and controlled tone and volume so that the meaning is clear	To perform my own compositions and that of others with appropriate intonation and movement, and controlled tone and volume so that meaning is clear  To consistently use Standard English in formal situations (when speaking to teachers and presenting)  To select the appropriate register according to the context	To confidently perform my own compositions and that of others with appropriate intonation and movement, and controlled tone and volume so that both literal and implied meaning is clear
Drama, Performance and Confidence	To express themselves effectively, showing awareness of listeners' needs  To speak confidently in a familiar group, will talk about their ideas	To speak clearly in a way that is easy to understand  To speak in front of larger audiences, e.g. in a class assembly  To know when it is their turn to speak in a small group presentation or play performance  To take part in a simple role play of a known story  To recite simple poems by heart  To talk confidently in a pair	To speak confidently within a group of peers so that their message is clear  To practise and rehearse reading sentences and stories aloud  To take on a different role in a drama or role play and discuss the character's feelings  To recognise that sometimes speakers talk differently and discuss reasons why this might happen  To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers  To speak regularly in front of large and small audiences  To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions  To prepare and perform poems and play scripts that show some awareness of the audience when reciting aloud  To begin to use appropriate intonation and volume when reading aloud	To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers  To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character  To discuss the language choices of other speakers and how this may vary in different situations  To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reciting aloud	To narrate stories with intonation and expression to add detail and excitement for the listener  To make independent choices on how language should be conveyed (in plays and poems) and explain these choices  To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance  To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character  To continually show an awareness of audience when reading aloud using intonation, tone, volume and action	To participate confidently in a range of different performances, roleplay exercises and improvisations (including acting in role)  To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect and atmosphere  To gain, maintain and monitor the interest of the listener(s)  To select and use appropriate registers for effective communication

## Trumpington Park Primary School's Progression in Oracy

Speaking for a range of purposes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To organise their thoughts into sentences before expressing them  To be able to describe their immediate world and environment  To retell simple stories and recounts aloud	To talk about themselves clearly and confidently	To organise what they want to say in complete sentences and so that it has a clear purpose and appropriate/logical sequence	To sequence, develop and communicate ideas in an organised and logical way for a wider range of purposes	To plan and present information clearly with ambitious added detail and description for the listener	To communicate confidently across a range of contexts and to a range of audiences		
			To verbally recount experiences with some added interesting details	To begin to give descriptions, recounts and narrative retellings with added details to engage listeners	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners	To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate	To articulate and justify arguments and opinions with confidence		
			To offer ideas based on what has been heard	To hold people’s attention by adopting the way I talk (with regard to register and grammar)	To debate issues and make their opinions on topics clear	To adapt/vary the amount of detail and choice of vocabulary depending on my purpose and audience	To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings		
			To speak in full sentences where appropriate	To begin to adapt/vary the amount of detail and choice of vocabulary depending on my purpose and audience	To adapt their ideas in response to new information	To adapt/vary the amount of detail and choice of vocabulary and the way that I say things (expression) depending on my purpose and audience	To sustain and argue a point of view in a debate, using a range of persuasive techniques		
			To use relevant vocabulary for the topic/conversation	To recognise that meaning can be expressed in different ways, depending on the context	To adapt/vary the amount of detail, register, grammar and choice of vocabulary depending on my purpose and audience	To use hypothetical language to consider more than one possible outcome or solution	To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.		
			To begin to recognise formal and informal conventions and when to use these (e.g. difference between friends and teacher)	To present a spoken report on a theme of interest		To structure and organise my explanations coherently	To include rhetorical techniques such as metaphor, humour, irony and mimicry where appropriate		
			To apply appropriate pace of speech, tonal variation, clarity of pronunciation and project my voice						
			To maintain appropriate gestures and posture including eye contact and facial expressions						
			To use an increasingly wide range of subject-specific sentence stems to successfully convey meaning <a href="#">Talk like a... booklet.pptx</a>						
Participation in Discussions	To listen and respond to ideas expressed by others in conversation or discussion	To recognise when it is their turn to speak in a discussion  To recognise that different people will have different responses and these are as valuable as their own opinions and ideas  To start a conversations with an adult I know well or my friends  To keep to the main topic when discussing in a group	To give enough detail to hold the interest of other participant(s) in a discussion.  To engage in meaningful discussions that relate to different topic areas by maintaining focus on the task.  To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.  To articulate my opinion and have the confidence to share it	To fully engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation  To take account of the viewpoints of others when participating in discussions and build on these where relevant.  To begin to self-regulate time management when sharing an opinion or explanation.	To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants  To begin to challenge opinions with respect  To engage in meaningful discussions in all areas of the curriculum.  To summarise various contributions to a discussion.	To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations  To engage in longer and sustained discussions about a range of topics, developing ideas and opinions that coherently link to the content/theme  To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussion and show an understanding of implied meaning.  To self-regulate time management when sharing an opinion or explanation.	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence  To consider and evaluate different viewpoints, adding their own interpretations. critically examining views and ideas of others, and building on the contributions of others  To offer an alternative explanation when other participant(s) do not understand  To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus		

Trumpington Park Primary School’s Progression in Oracy

Emotional literacy		To express my feelings through an ever-increasing wider range of vocabulary (See appendix 2)					
							To mediate disagreements between peers.

<b>Tier 3</b>	<b>Subject specific words:</b>  These are rare words that are heard within particular contexts or subject areas. These will need direct teaching, such as:  estuary, alliteration, igneous...
<b>Tier 2</b>	<b>Focus words:</b>  These will be common words that are found across subjects and could have multiple meanings. These will need direct teaching, such as:  contradict, circumstance, precede, retrospect...
<b>Tier 1</b>	<b>Everyday words:</b>  These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as:  warm, dog, tired, run, table, flower....



## A List of Feelings

### A

abandoned  
able  
absorbed  
admirable  
admired  
affable  
affectionate  
afraid  
aggravated  
agreeable  
alarmed  
amazed  
ambivalent  
amused  
angry  
annoyed  
anxious  
apprehensive  
ashamed  
astonished  
awed  
awkward

### B

baffled  
bashful  
bereaved  
bewildered  
bitter  
blissful  
blue  
bold  
bothered  
brave  
buoyant

### C

calm  
cantankerous  
capable  
carefree  
careful  
caring  
cautious  
chagrined  
charitable  
cheerful  
cold  
complacent  
composed  
compulsive  
concerned  
confident  
considerate  
contemptuous  
content  
contrite  
cooperative  
cranky  
crestfallen  
cross  
crushed  
curious

### D

daring  
defiant  
dejected  
delighted  
depressed  
detached  
determined  
devious  
disappointed  
discouraged  
disdainful

disenchanted  
disengaged  
disgusted  
disillusioned  
disinterested  
dismayed  
dismissive  
distant  
doleful

### E

eager  
ecstatic  
edgy  
elated  
embarrassed  
emboldened  
enraged  
enthusiastic  
envious  
euphoric  
excited  
exhausted  
extravagant  
exuberant

### F

fair  
fatigued  
fearful  
flustered  
foolish  
forgiving  
frightened  
frustrated  
fulfilled  
funny  
furious

### G

generous  
glad  
gleeful  
gloomy  
glum  
gracious  
grateful  
greedy  
grief-stricken  
grouchy  
grumpy  
guarded  
guilty

### H

happy  
heartbroken  
helpless  
hesitant  
hopeless  
horried  
humbled  
humiliated  
hurt  
hyperactive  
hysterical

### I

ignorant  
impatient  
impertinent  
inadequate  
indifferent  
inquisitive  
insecure  
inspired  
inspiring  
interested

irked  
irrational  
irritable  
irritated  
isolated

### J

jaded  
jealous  
jittery  
jocular  
joyful  
joyous  
judged  
judgmental

### K

keen  
kind

### L

lacklustre  
lazy  
leery  
lethargic  
listless  
lonely  
loving

### M

malevolent  
manic  
manipulated  
manipulative  
marvelous  
mean  
meek  
melancholy  
melodramatic

mirthful  
mischievous  
miserable  
misunderstood  
moody  
mopey  
morose  
moved

### N

naïve  
nasty  
naughty  
needed  
needy  
neglected  
neglectful  
nervous  
nice  
nonchalant  
nonplussed  
numb

### O

obedient  
obligated  
obsessed  
obsessive  
obstinate  
offended  
open  
open-minded  
optimistic  
outraged  
overjoyed  
overloaded  
overpowered  
overstimulated

### P

panicked  
panicky  
passive  
peaceful  
peevish  
pensive  
perturbed  
petrified  
petty  
petulant  
placid  
playful  
pleased  
powerful  
powerless  
preoccupied  
pressured  
prickly  
prideful  
proud  
puzzled

### Q

qualified  
quarrelsome  
quiet  
quirky  
quivery

### R

rational  
rattled  
rattled  
reasonable  
reasoned  
reassured  
rebellious  
refreshed  
rejuvenated

relaxed  
relieved  
reluctant  
remorseful  
repulsed  
resentful  
reserved  
restless

### S

sad  
safe  
sanguine  
sarcastic  
satisfied  
scared  
scornful  
secure  
sensitive  
serene  
serious  
shy  
silly  
sincere  
skeptical  
smug  
sociable  
sorrowful  
spiteful  
startled  
stressed  
stubborn  
surprised  
sympathetic

### T

tearful  
teary  
temperamental  
tender

terrified  
thankful  
thoughtful  
threatened  
tickled  
timid  
tired  
tiresome  
troubled  
tolerant  
tolerated  
torn  
touched  
tranquil  
trusted  
trusting  
trustworthy

### U

unafraid  
unappreciated  
uncertain  
uncomfortable  
undecided  
uneasy  
unhappy  
unimpressed  
unnerved  
unruffled  
unruly  
unsteady  
unsure  
uplifted  
uptight  
useful  
useless

### V

vacant  
vain

valuable  
valued  
vexed  
vibrant  
victimized  
victorious  
violent  
vital  
vivacious  
volatile  
vulnerable

### W

warm  
wary  
wasted  
weak  
weary  
weepy  
whimsical  
whiny  
wilful  
willing  
wishful  
wistful  
withdrawn  
witty  
worldly  
worn  
worried  
worthless  
wronged

### Y

yearning  
yielding  
youthful

### Z

zany  
zealous

Trumpington Park Primary School's Progression in Oracy  
Appendix 3: Supporting classroom resources

The horizontal rows in the Periodic Table are called chains

**Always, sometimes, never**

Fish in Antarctic waters have "antifreeze" proteins in their blood

Every animal that has a skeleton inside its body is a vertebrate

Odd one out/Which one does not belong?

Battle of Britain	Operation Pied Piper	Enigma	Battle of Somme
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**What is it?**

A Consensus Circle is a great way to encourage a group of students to discuss their ideas, resulting in them reaching a consensus or a generally accepted opinion. By requiring students to come to a consensus, you are challenging them to synthesise and evaluate their group's thinking, which moves their discussion beyond a simple sharing of ideas. Students should generate their own ideas then work collaboratively to come to a shared agreement by looking out for commonalities and comparing ideas, negotiating and being willing to make concessions. Only ideas that all students agree upon should be put in the circle.

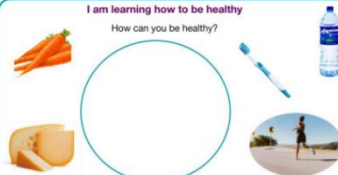
**Consensus Circle**

Discussion point: Which line or phrase do you think gets to the heart of the text? Why?

- I think... because...
- I agree/disagree because...
- X's point is interesting because... and I also think that...
- On the one hand... but on the other hand...

**I am learning how to be healthy**

How can you be healthy?



## DISCUSSION GUIDELINES

WE GIVE PROOF OF LISTENING

WE RESPECT OTHERS' IDEAS

WE BUILD, CHALLENGE, SUMMARISE, CLARIFY, AND PROBE EACH OTHER'S IDEAS

WE ARE PREPARED TO CHANGE OUR MIND

WE INVITE OTHERS INTO OUR DISCUSSION

WE TRY TO REACH A SHARED AGREEMENT

How can we say it?

The weather is disappointing today.

joyfully	wistfully	mindfully
begrudgingly	whiny	eagerly
hopefully	loudly	suspiciously

**Instigate**

Present an idea or open up a new line of enquiry

**Start by saying:**

- I would like to start by saying...
- I think....
- We haven't yet talked about...

**Instigate**

**Probe**

Dig deeper, ask for evidence or justification of ideas

**Start by saying:**

- Why do you think...?
- What evidence do you have to support X idea?
- Could you provide an example?

**Probe**

**Challenge**

Disagree or present an alternative argument

**Start by saying:**

- I disagree because...
- To challenge you X, I think...
- I understand your point of view, but have you thought about...?

**Challenge**

**Clarify**

Asking questions to make things clearer and check your understanding

**Start by saying:**

- So are you saying...?
- Does that mean...?
- Can you clarify what you mean by?

**Clarify**

**Summarise**

Identify and recap the main ideas

**Start by saying:**

- So far we have talked about...
- The main points raised today were...
- Our discussion focused on...

**Summarise**

**Build**

Develop, add to or elaborate on an idea.

**Start by saying:**

- Building on X's idea...
- I agree and would like to add...
- X's idea made me think...

**Build**