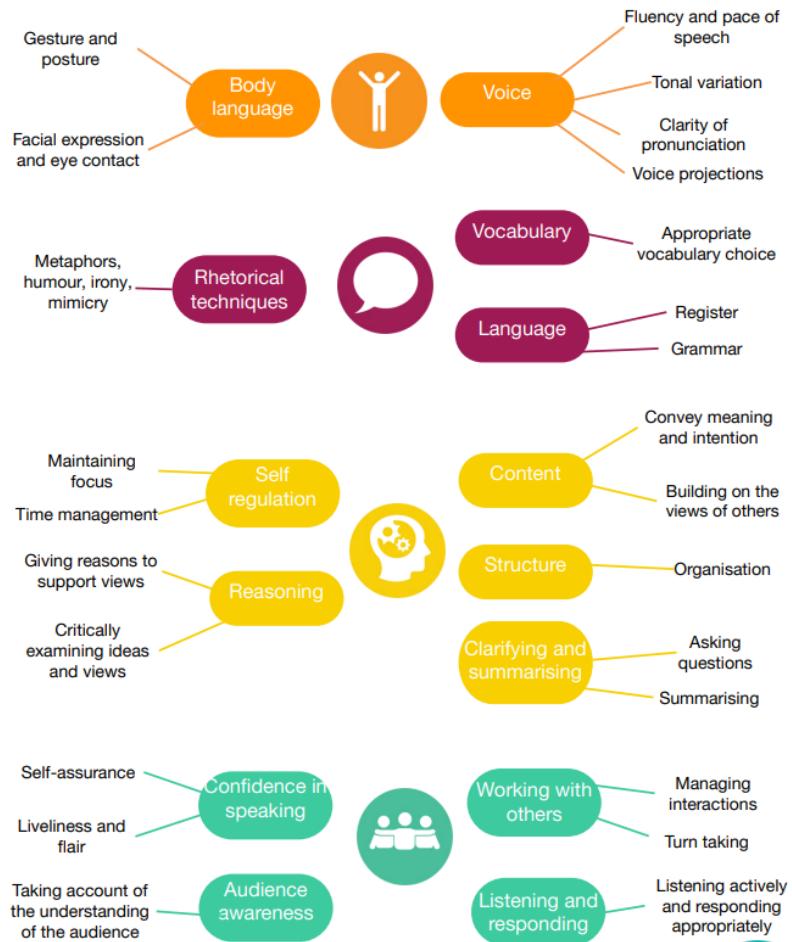


Oracy Framework Skills

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



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

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

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

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

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

Trumpington Park Primary School's Progression in Oracy

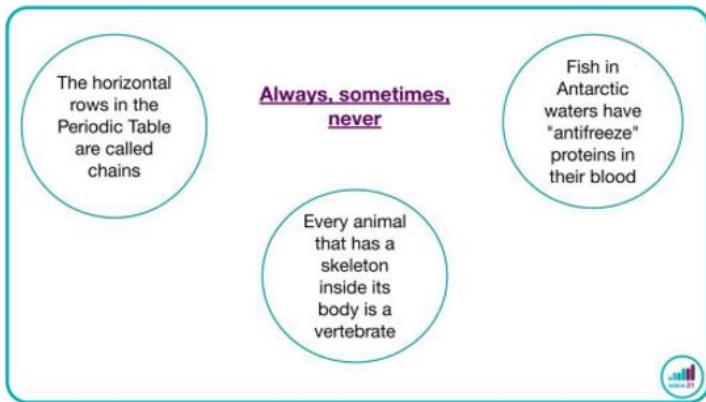
Emotional literacy		To express my feelings through an ever-increasing wider range of vocabulary (See appendix 2)					
							To mediate disagreements between peers.

Tier 3	Subject specific words: These are rare words that are heard within particular contexts or subject areas. These will need direct teaching, such as: estuary, alliteration, igneous...
Tier 2	Focus words: 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...
Tier 1	Everyday words: 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	C	G	J	P	R	T	V
abandoned	calm	disenchanted	irked	mirthful	relaxed	terrified	valuable
able	cantankerous	disengaged	irrational	mischiefous	relieved	thankful	valued
absorbed	capable	disillusioned	irritable	miserable	reluctant	thoughtful	vexed
admirable	carefree	disinterested	glad	misunderstood	remorseful	threatened	vibrant
admired	careful	dismayed	gleeful	isolated	panicky	tickled	victimized
affable	caring	dismissive	gloomy	moody	passive	timid	victorious
affectionate	cautious	distant	glum	mopey	peaceful	tired	violent
afraid	chagrined	doleful	gracious	morose	peevish	restless	vital
aggravated	charitable	grateful	jaded	moved	pensive	tiresome	vivacious
aggressive	cheerful	grateful	jealous	panicked	perturbed	troubled	volatile
agreeable	cold	greedy	jittery	petrified	petrified	tolerated	vulnerable
alarmed	complacent	grief-stricken	jocular	petty	petulant	torn	W
amazed	composed	ecstatic	joyful	nasty	placid	touched	warm
ambivalent	compulsive	edgy	grumpy	naughty	playful	tranquil	wary
amused	concerned	elated	guarded	needed	pleased	trusted	wasted
angry	confident	embarrassed	guilty	needy	powerful	trusting	weak
annoyed	considerate	emboldened	judgmental	neglected	powerless	trustworthy	weary
anxious	contemptuous	enraged	H	neglectful	preoccupied	U	weepy
apprehensive	content	enthusiastic	happy	nervous	pressured	unafraid	whimsical
ashamed	contrite	envious	heartbroken	nic	prickly	unappreciated	whiny
astonished	cooperative	euphoric	helpless	nonchalant	prideful	uncertain	wilful
awed	cranky	excited	hesitant	nonplussed	proud	uncomfortable	willing
awkward	crestfallen	exhausted	hopeless	numb	puzzled	sad	wishful
B	C	G	H	K	L	S	W
baffled	crushed	emboldened	happ	keen	lacklustre	sad	warm
bashful	curious	enraged	heartb	kind	lazy	safe	wary
bereaved		enraged	helpless		leery	sanguine	wasted
bewildered		envious	hesitant		lethargic	sarcastic	weak
bitter		euphoric	hopeless		listless	satisfied	weary
blissful		excited	horrified		lonely	scared	weepy
blue		exhausted	humbled		loving	scornful	whimsical
bold		extravagant	humiliat			secure	whiny
bothered		exuberant	hurt			sensitive	wilful
brave			hyperactive			serene	willing
buoyant			hysterical			serious	wishful
D	F	I	K	M	O	Q	Y
daring	fair	ignorant	keen	malevolent	obedient	qualified	yearning
defiant	fatigued	impatient	kind	manic	obligated	skeptical	yielding
dejected	fearful	impatient	lacklustre	manipulated	obsessed	smug	youthful
delighted	flustered	impatient	lazy	inadequate	obsessive	sociable	zany
depressed	foolish	impatient	leery	inadequate	obstinate	sorrowful	zealous
detached	forgiving	impatient	lethargic	inadequate	offended	spiteful	
determined	frightened	impatient	listless	inadequate	open	startled	
devious	frightened	impatient	lonely	inadequate	open-minded	stressed	
disappointed	fulfilled	impatient	loving	inadequate	optimistic	stubborn	
discouraged	funny	inquisitive	loving	inadequate	outraged	surprised	
disdainful	furious	insecure	loving	inadequate	overjoyed	sympathetic	
		inspired	loving	inadequate	overjoyed		
		inspired	loving	inadequate	overloaded		
		inspiring	loving	inadequate	overloaded		
		interested	loving	inadequate	overpowered		
				inadequate	overpowered		
				inadequate	overstimulated		
				inadequate	overstimulated		

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

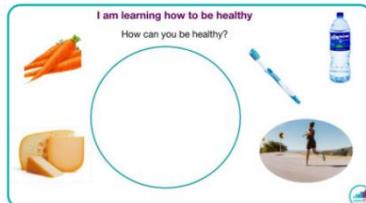
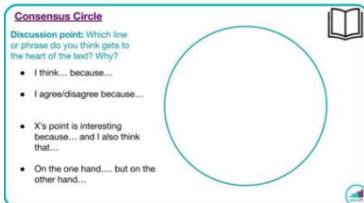


Odd one out/Which one does not belong?

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.



How can we say it?

The weather is disappointing today.

joyfully	wistfully	mindfully
begrimed	whiny	eagerly
hopefully	loudly	suspiciously

