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# Caversham Park Primary School

## Curriculum Map - Oracy and Spoken Language Progression

Oracy Framework					Talk Experiences, Outcomes & Types
	Physical	Linguistic	Cognitive	Social and Emotional	
<b>R</b>	<ul style="list-style-type: none"> <li>• To speak audibly in front of a small group so they can be heard and understood</li> <li>• To use gestures to support meaning in play</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To use talk in play to practice new vocabulary</li> <li>• To join phrases with words such as 'if', 'because' 'so' 'but'</li> <li>• Use past, present and future forms correctly when talking about events.</li> <li>• When role playing use words and phrases linked to their character drawing upon stories and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• To use 'because' to develop their ideas</li> <li>• To make relevant contributions in small group discussion.</li> <li>• Ask questions</li> <li>• Connect ideas or events in order when developing narratives or giving explanations.</li> <li>• To respond using a full sentence.</li> <li>• Begin to imitate sentence stems and phrases used by adults.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at someone who is speaking to them.</li> <li>• To begin to take turns to speak when working in a group.</li> <li>• Respond to what someone else has said in play or in small groups.</li> <li>• To repeat what another child's response is.</li> </ul>	<ul style="list-style-type: none"> <li>• To speak to a partner during whole class teaching and begin to use trios.</li> <li>• Speak to an unfamiliar adult e.g. at a shop or to a visitor.</li> <li>• Speak in detail about something they are interested in or have done, e.g a favourite toy.</li> <li>• Speak audibly to a small familiar group .</li> <li>• Take on a role during play and use appropriate vocabulary and phrases.</li> </ul>
<p><b><u>Core Sentence Stems:</u></b></p> <ul style="list-style-type: none"> <li>• I think that...</li> <li>• I agree with...</li> <li>• I disagree with...</li> </ul> <p>General sentence starters to enable children to speak in full sentences.</p> <p><i>(See sentence stems document for a wider range of sentence stems)</i></p>		<p><b><u>Teaching Notes:</u></b></p> <ul style="list-style-type: none"> <li>• Provide children with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully, e.g. A shopkeeper speaking to a customer might say 'How can I help you today?'</li> <li>• Support children' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.</li> <li>• Support children' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.</li> <li>• Develop children's understanding of listening by asking them to tell you what their partner said during brief ask and answer sessions, e.g asking children to recall their e animal or what they ate at lunch.</li> <li>• Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.</li> <li>• Support children to develop an awareness of the volume of their voice through modeling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'</li> </ul>			

Oracy Framework					Talk Outcomes				
	Physical	Linguistic	Cognitive	Social and Emotional					
1	<ul style="list-style-type: none"> <li>To use the appropriate tone of voice in the right context.</li> <li>To speak clearly and confidently in a range of contexts</li> <li>To stand up to speak in front of a group.</li> </ul>	<ul style="list-style-type: none"> <li>To use vocabulary specific to the topic.</li> <li>To take opportunities to try out new language, even if not always used correctly.</li> <li>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</li> <li>To use conjunctions and adverbials to organise and sequence ideas, e.g. firstly, secondly, finally.</li> </ul>	<ul style="list-style-type: none"> <li>To express views and opinions and give reasons for their opinions.</li> <li>To recognise when they haven't understood something and asks a question to help with this.</li> <li>To begin to disagree with someone else's opinion politely.</li> <li>To explain ideas and events in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>Make eye contact with someone when they are speaking.</li> <li>Listens to others and is willing to change their mind based on what they have heard.</li> <li>Work and speak in trios</li> <li>To organise simple group discussions and collaborations independently of an adult.</li> <li>Begin to use people's names when speaking about/to them.</li> </ul>	<ul style="list-style-type: none"> <li>Book presentation</li> <li>Museum Curator</li> <li>Hot seating a scientist.</li> </ul>				
					<b>Core Roles</b>				
					<ul style="list-style-type: none"> <li>Builder</li> <li>Challenger</li> </ul>				
<p><b>Core Sentence Stems:</b></p> <p>Sentence stems that have b=come before and new stems:</p> <ul style="list-style-type: none"> <li>I think that... because...</li> <li>I agree with... because..</li> <li>I disagree with...because</li> <li>I used to think.... Now I think....</li> <li>Linking to...</li> </ul> <p>General sentence starters to enable children to speak in full sentences.</p> <p>(See sentence stems document for a wider range of sentence stems)</p>		<p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"> <li>Provide wide and varied opportunities for children to speak in pairs and groups, including taking part in small group discussions and collaborative working.</li> <li>Provide opportunities for children to begin speaking in front of a larger audience such as the whole class or during an assembly.</li> <li>Introduce children to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.</li> <li>Use visual aids to support children' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.</li> <li>Introduce children to the roles of the 'builder' and 'challenger'. Equip children with sentence stems to fulfill each role.</li> <li>As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'</li> <li>Draw children' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'</li> <li>Film children speaking and use this for reflection.</li> <li>Yes bricks/blocks to create a physical representation of building on each other's ideas.</li> </ul>							

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2	<ul style="list-style-type: none"> <li>To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.</li> <li>To stand up to speak in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>To adapt how they speak in different situations according to audience.</li> <li>To use sentence stems to signal when they are building on or challenging others' ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to ask and clarifying questions to find out more.</li> <li>To ask clarifying questions.</li> <li>To build on others' ideas in discussions.</li> <li>To make connections between what has been said and their own and others' experiences.</li> </ul>	<ul style="list-style-type: none"> <li>To start to develop an awareness of audience, e.g. what might interest a certain group.</li> <li>To be aware of others who have not spoken and to invite them into discussion.</li> <li>Confidently deliver short pre-prepared material</li> <li>Begin to work in a variety of groupings.</li> </ul>	<ul style="list-style-type: none"> <li>News Report</li> </ul>
					<b>Core Roles</b>
					<ul style="list-style-type: none"> <li>Builder</li> <li>Challenger</li> <li>Clarifier</li> </ul>
<p><b>Core Sentence Stems:</b> Sentence stems that have become before and new stems:</p> <ul style="list-style-type: none"> <li>Yes, and...</li> <li>I agree, and I would like to add...</li> <li>In addition...</li> <li>Linking to what X said, I would like to add...</li> <li>Yes, but...</li> <li>I disagree about... because...</li> <li>What do you mean by...</li> <li>How does...?</li> </ul> <p>(See sentence stems document for a wider range of sentence stems)</p>		<p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"> <li>Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.</li> <li>Create different role play scenarios which enable children to practise speaking in different contexts, e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.</li> <li>Play games which encourage children to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.</li> <li>Use hot-seating and question tennis to develop children's questioning skills.</li> <li>Praise children who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.</li> <li>Before children deliver presentational talk create structured opportunities for children to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.</li> <li>Provide opportunities for children to speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom</li> <li>Continue to develop the role of 'builder' and 'challenger'.</li> <li>Introduce children to the role of the 'clarifier', model asking clarifying questions and equip children with sentence stems to fulfill the role in their own talk. Encourage children to ask clarifying talk during whole class and group sessions.</li> <li>Play 'yes and...' or 'yes, but' improve games to develop builder and challenger roles. Extend this to other builder sentence stems such as "I would like to add..."</li> <li>Use lollysticks or similar to place in the middle when ideas are shared this will make it visible when someone has not participated.</li> </ul>			

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3	<ul style="list-style-type: none"> <li>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.</li> <li>Considers position and posture when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use specialist language to describe their own and others' talk.</li> <li>To use specialist vocabulary.</li> <li>To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</li> </ul>	<ul style="list-style-type: none"> <li>To offer opinions that are not their own.</li> <li>To reflect on discussions and identify how to improve.</li> <li>To be able to summarise the main points of a discussion.</li> <li>To reach shared agreement in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>To adapt the content of their speech for a specific audience.</li> <li>To speak with confidence in front of an audience.</li> <li>Being to take on the role of a chair person in small groups.</li> <li>Listen to and collate several children's ideas in order to summarise.</li> </ul>	<ul style="list-style-type: none"> <li>Living Museum role Play/explanation</li> <li>Expert Talk</li> <li>Formal Presentation</li> </ul>
					<b>Core Roles</b>
<p><b>Core Sentence Stems:</b> Sentence stems that have b=come before and new stems:</p> <ul style="list-style-type: none"> <li>Building on that idea, I think...</li> <li>That is similar to...</li> <li>To challenge you X, I think...</li> <li>Does that mean...?</li> <li>Can you explain a bit more about...</li> <li>To summarise...</li> <li>Our group discussed....</li> <li>We agree that...</li> <li>The main ideas/points were...</li> </ul> <p>(See sentence stems document for a wider range of sentence stems)</p>		<p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"> <li>Expose children to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority.</li> <li>Provide opportunities for children to take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.</li> <li>Allow the children to present stories or information to an audience of younger or older children. How will they change their presentation and style?</li> <li>Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support children to reflect on their discussions.</li> <li>Introduce 'Talk Detectives' to support children to reflect on their talk and raise children' awareness of what makes good discussion.</li> <li>Assign roles in trio and group activities.</li> <li>Spend time teaching children what it means to be a chair person, e.g. a chair should be prepared to build, challenge and ask clarifying questions; and encourage others to do so too.</li> <li>Scaffold children' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.</li> <li>Hold a class meeting and model acting as the chair person or assign a child to do so when able.</li> <li>Practise varying tone of voice to demonstrate different emotions through games, e.g. say a short phrase in different emotions.</li> <li>Play 'articulate' with specialist subject vocabulary.</li> </ul>			

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4	<ul style="list-style-type: none"> <li>To consider movement when addressing an audience.</li> <li>To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.</li> </ul>	<ul style="list-style-type: none"> <li>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</li> <li>To ask probing questions.</li> <li>To reflect on their own oracy skills and identify areas of strength and areas to improve.</li> <li>Present alternative an alternative argument or viewpoint with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>To use more natural and subtle prompts for turn taking.</li> <li>To be able to empathise with an audience.</li> <li>To consider the impact of their words on others when giving feedback.</li> <li>Work collaboratively to solve a problem and developing a common consensus.</li> </ul>	<ul style="list-style-type: none"> <li>Formal Presentation</li> <li>Explanation</li> <li>Expert Talk</li> <li>Narrative Play</li> <li>Powerful Speech</li> </ul>
	<p><b>Core Roles</b></p> <ul style="list-style-type: none"> <li>Builder</li> <li>Challenger</li> <li>Clarifier</li> <li>Prober (questioner)</li> <li>Summariser</li> </ul>				
<p><b>Core Sentence Stems:</b> Sentence stems that have b=come before and new stems:</p> <ul style="list-style-type: none"> <li>I'd like to support that point because,..</li> <li>I have a similar opinion to... because..</li> <li>I have a different opinion to.. because..</li> <li>Do you mean to say that...?</li> <li>You mentioned... but what about</li> <li>Why do you think...</li> <li>What do you think would...</li> <li>Evidence shows that...</li> <li>Our discussion focused on...</li> </ul> <p>(See sentence stems document for a wider range of sentence stems)</p>		<p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"> <li>Move away from just sharing information and to more specific purposes. A more sophisticated understanding of different contexts which goes beyond 'formal V informal'.</li> <li>Introduce children to sentence stems to cite evidence and ask probing questions.</li> <li>Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions.</li> <li>Create opportunities for children to reflect on their own oracy skills and those of their peers, and set targets for improvement, including through the use of 'talk detectives'</li> <li>Teach children how to receive feedback</li> <li>Set up discussions where each pupil has key information to bring to the discussion, e.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.</li> <li>When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.</li> <li>Provide opportunities for children to use talk for a specific purpose, e.g. to persuade or to entertain, and in a range of ways, e.g. TV or radio adverts; poetry.</li> <li>Provide problems or games that rely on the children coming to a common census, e.g. pyramid, ranking, diamond 9, three things you would save...</li> </ul>			

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5	<ul style="list-style-type: none"> <li>To project their voice to large audience.</li> <li>For gestures to become increasingly natural.</li> </ul>	<ul style="list-style-type: none"> <li>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> <li>To vary vocabulary and language choices based upon the audience and purpose..</li> </ul>	<ul style="list-style-type: none"> <li>Give well-structured descriptions, explanations and narratives for different purposes.</li> <li>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</li> <li>To identify when a discussion is going off topic and to be able to bring it back on track.</li> </ul>	<ul style="list-style-type: none"> <li>Listen for extended periods of time demonstrating active listening.</li> <li>To know how and when to start a discussion or instigate a new topic or line of enquiry.</li> <li>To challenge others in a considerate manner.</li> <li>maintain attention and participate actively in collaborative conversations,</li> </ul>	<ul style="list-style-type: none"> <li>Documentary</li> <li>News Report</li> <li>Scientific Explanation</li> </ul>
<p><b>Core Sentence Stems:</b></p> <p>Sentence stems that have b=come before and new stems:</p> <ul style="list-style-type: none"> <li>I am convinced that... because...</li> <li>I wholeheartedly agree with/I am inclined to agree with...because</li> <li>I understand your point of view,,, but have you thought about...</li> <li>What do you think would be the effect/cause/results of..</li> <li>I would like to start by saying...</li> <li>It feels a bit like we are going off topic here.. let's go back to the...</li> <li>Let's get back to X'.</li> <li>In response to ... the three main points we talked about were..</li> </ul> <p>(See sentence stems document for a wider range of sentence stems)</p>		<p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"> <li>Talk at this age is much more reliant on knowledge, not just expert knowledge but knowledge of the world, e.g. rather than 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'.</li> <li>The children should be increasingly able to participate in high level spontaneous talk - not just subject matter of their own choosing and responding to academic questioning.</li> <li>Equip children with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for children to bring discussions back on track.</li> <li>Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals. Develop listening protocols.</li> <li>Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book: This is a Voice.</li> <li>Develop a bank of sentence stems which have a similar meaning to those children are already familiar with e.g. for agreement: 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'</li> <li>Provide opportunities for children to take part in debates and take a different roles. Develop sentence stems to support with the different elements of the debate.</li> </ul>			

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6	<ul style="list-style-type: none"> <li>To speak fluently in front of an audience.</li> <li>To have a stage presence.</li> <li>To consciously consider body position depending on audience and purpose.</li> <li>Consciously adapt tone, pace and volume of voice within a single situation.</li> </ul>	<ul style="list-style-type: none"> <li>To vary sentence structures and length for effect when speaking.</li> <li>To be comfortable using idiom and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>To construct a detailed argument or complex narrative.</li> <li>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</li> <li>Choose and use appropriate images/clips to support presentations.</li> <li>To make connections between views and information.</li> </ul>	<ul style="list-style-type: none"> <li>To speak with flair and passion.</li> <li>To use humour effectively.</li> <li>To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</li> <li>To offer praise before challenging or agreeing.</li> </ul>	<ul style="list-style-type: none"> <li>Powerful Speech</li> <li>Project demonstration.</li> <li>PSA</li> </ul>
					<b>Core Roles</b>
					<ul style="list-style-type: none"> <li>Builder</li> <li>Challenger</li> <li>Clarifier</li> <li>Prober (questioner)</li> <li>Summariser</li> <li>Instigator</li> </ul>
<p><b>Core Sentence Stems:</b> Sentence stems that have b=come before and new stems:</p> <ul style="list-style-type: none"> <li>Interesting point!...</li> <li>One the one hand... but on the other hand...</li> <li>What you say reminds me of...</li> <li>While... is an important consideration...it is not as important as...</li> <li>That might be true, however what do you think about X?'</li> <li>Please can you clarify what you mean by...</li> <li>X, can you provide an example to support what you are saying about...?</li> <li>We reached the consensus that...</li> <li>We haven't yet talked about...</li> <li>I think we should consider...</li> </ul> <p>(See sentence stems document for a wider range of sentence stems)</p>			<p><b>Teaching Notes:</b></p> <ul style="list-style-type: none"> <li>Children should now: develop their own style as a speaker; have a sense of their place in discussions, and develop an increasingly subtle understanding of how to navigate different situations.</li> <li>Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.</li> <li>Practise 'power poses' to explore physical aspects of speaking</li> <li>Teach structures for building evidence-based arguments</li> <li>Hold a Harkness discussion and map the discussion. Use this to reflect on roles and for children to set talk targets.</li> <li>Allow opportunities for children to present information using slide images with no words to support.</li> <li>Allow a wide range of opportunities for children to plan for and speak to wide and varied audiences and for a range of purposes, such as: give a speech to an audience of peers and adults; lead School Council; mentor or teach younger children; lead an assembly; act as a tour guides for prospective parents; record their own sports commentary.</li> </ul>		