

Under review September 2021	<b>Oracy and Vocabulary Essential Knowledge: Progression document</b>						
<b>Embedding our learning culture</b>	<b>Curricular Goal: Know how to apply knowledge of oracy and vocabulary to be effective speakers and listeners to better understand ourselves, each other and the world around us</b>						
<b>Achieving</b> alteration in LTM building knowledge including knowledge checks and mini knowledge checks building confidence high expectations personalised learning  <b>Nurtured</b> dialogic approach learning from mistakes development of cultural capital: enhancements clubs  <b>Included</b> pupils supported to meet endpoints British Values  <b>Responsible</b>	Reception Essential knowledge	Year 1 Essential knowledge	Year 2 Essential knowledge	Year 3 Essential knowledge	Year 4 Essential knowledge	Year 5 Essential knowledge	Year 6 Essential knowledge
	<b>Component 1: Know the physical requirements for oracy</b>						
	The appropriate volume to speak at	The appropriate volume to speak to an audience	The appropriate volume and pace when speaking in a range of contexts	The appropriate volume, pace and fluency when addressing a range of audience types	The appropriate tone of voice to use in the right context such as speaking calmly when resolving an issue	The appropriate volume, tone and pace within a single situation  Tone of voice can be adapted for the right context e.g. reading aloud  How to speak fluently to any audience with awareness of ethos, pathos and logos	The appropriate volume, tone and pace to speak at within a range of situations  Tone of voice can be adapted for the right context • coach others  How to speak fluently to any audience identifying ethos, pathos and logos
			Pauses can be effective in presentational talk	Anecdotes and jokes can be effective in presentational talk			

<p>performances, presentations, debates</p> <p><b>Respected</b> development of interpersonal skills: the whole child</p>	<p>To look at who is talking and who is being spoken to while sitting or standing still</p> <p>The appropriate gestures to support delivery of talk</p>	<p>The appropriate body language and gestures to show active listening and show meaning when speaking such as nodding along</p>	<p>The appropriate body language, gestures, positioning and posture to show active listening and conveying meaning when addressing a small audience</p>	<p>The appropriate body language, gestures, positioning, posture and movement to show active listening and conveying meaning when addressing a small audience</p>	<p>The appropriate body language, gestures, positioning, posture and movement to show active listening and conveying meaning when addressing a larger audience</p>	<p>The appropriate body language, gestures, positioning, posture and movement to command the attention of an audience</p>	<p>The appropriate body language, gestures, positioning, posture and movement to command and sustain the attention of an audience</p>
<p><b>Component 2: Know the linguistic requirements for oracy</b></p>							
<p>Full sentences to express themselves appropriately</p>		<p>How to use sentence stems to link own ideas in discussions e.g. 'I think that...'</p>	<p>How to use sentence stems to link own and others' ideas in discussions e.g. 'I agree with...'</p>	<p>Variety of sentence structures when speaking</p>	<p>Variety of sentence structures and length when speaking</p>	<p>How to express ideas using a variety of vocabulary, language and grammar to support purpose of talk</p>	
<p>Past, present and future tense</p>							
<p>Conjunctions to form longer sentences</p>				<p>Conjunctions to organise and sequence ideas e.g. firstly, finally</p>	<p>Variety of grammatical structures to suit audience</p>		
<p>How to respond to what they hear with relevant comments, questions or actions</p>	<p>How to respond to 'what, where, when, how and why' questions</p>	<p>How to respond to open-ended questions</p>	<p>How to respond when challenging or building on others' ideas</p>	<p>How to respond appropriately to others including understanding common idioms and expressions e.g. burning the candle at both ends</p>	<p>How to use common idioms and expressions within appropriate contexts</p>	<p>How to use humour, irony, sarcasm and mimicry for effect</p>	

Specific vocabulary such as comparatives e.g. happier	Specific vocabulary such as comparatives and superlatives e.g. happier, happiest	Subject specific vocabulary used correctly in relevant situation	Variety of subject specific vocabulary used correctly in varied situations			
<b>Component 3: Know the cognitive requirements for oracy</b>						
The answers that match what has been asked	How to build on ideas in discussions and disagree with someone's opinion politely	How to build on, challenge, summarise and offer counter-arguments in structured discussions	How to build on, challenge, summarise and offer counter-arguments in unstructured discussions	How to structure a detailed argument based on a topic	How to structure talk in abstract and sophisticated ways e.g. mind maps, cue cards, citing evidence with appropriate reference points	
			How to structure an extended presentational talk			
The appropriate questions to ask their peers and adults	Open-ended questions to support their understanding of a topic	The appropriate questions to find out more about a subject	How to ask probing questions to gain a deep understanding of a subject			
Stories and experiences to retell	Stories and experiences to retell and make connections	How to make connections between what has been said and their own and others' experiences	The reasons for their own opinions	The reasons for their own opinions and opposing opinions of others	Counter-arguments can be foreseen in relation to their own opinions	How to respond spontaneously to counter-arguments citing evidence when appropriate
			The strengths and weaknesses in own oracy skills in order to improve			

Component 4: Know the social and emotional requirements for oracy			
One person takes turns with another person	How to take turns in a small group	How to use subtle prompts for turn taking	
The appropriate response when listening to someone		How to listen and respond appropriately for extended periods of time	
Talk is used to express ideas, needs and feelings		Talk is used to express ideas, needs, feelings and give feedback to others	
Component 5: Know where to apply oracy and vocabulary skills			
Appropriate vocabulary to engage in roleplay	Short lines that can be clearly and audibly delivered to an audience with appropriate expression and volume <ul style="list-style-type: none"> <li>• role play</li> <li>• performances</li> <li>• discussions</li> </ul>	Lines that can be clearly and audibly delivered to an audience with expression and use of actions and facial expressions <ul style="list-style-type: none"> <li>• role play</li> <li>• performances</li> <li>• discussions</li> <li>• presentations</li> </ul>	Lines from a script that includes dialogue that can be clearly and audibly delivered to an audience with expression and use of actions and facial expressions <ul style="list-style-type: none"> <li>• performances</li> <li>• discussions</li> <li>• presentations</li> <li>• improvisation</li> <li>• debate</li> </ul>
Component 6: Know tier 2 vocabulary (examples from global theme texts)			
Scratching Farmyard Clucked Sleepy Grains Planted Wheat Mill Turn Playground Merry-go-round Finished Dizzy Together Afternoon	Smaller Half Laugh Fair Curly locks Chicken pox Yell Blur Window seat Bottom bunk Ker-plunk Rings (referring to a planet) Endings	Flanked A fire broke out in his head Lashed out Stream Wheezing Soldier Bullet Pestering Clustered Chalked Trigger Storyteller Sigh Tape recording Country	Segregation Refugee Deprived Taliban Bazaar Sprout Soulmate Peaked cap Journalist Bullet-ridden body Stillborn Grief-stricken Colonial times Pilgrimage I admire his mind

		Blackboard Purse Medicine Wrinkled Asylum-seeker	Massacred Affliction Congregation Great charisma 'Like weighing frogs'
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