

Under review September 2021	Oracy and Vocabulary Essential Knowledge: Progression document						
Embedding our learning culture	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						
Achieving alteration in LTM building knowledge including knowledge checks and mini knowledge checks building confidence high expectations personalised learning Nurtured dialogic approach learning from mistakes development of cultural capital: enhancements clubs Included pupils supported to meet endpoints British Values Responsible	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
	Component 1: Know the physical requirements for oracy						
	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>Respected 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>
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Component 2: Know the linguistic requirements for oracy

Full sentences to express themselves appropriately	How to use sentence stems to link own ideas in discussions e.g. 'I think that...'	How to use sentence stems to link own and others' ideas in discussions e.g. 'I agree with...'	Variety of sentence structures when speaking	Variety of sentence structures and length when speaking	How to express ideas using a variety of vocabulary, language and grammar to support purpose of talk	
Past, present and future tense						
Conjunctions to form longer sentences			Conjunctions to organise and sequence ideas e.g. firstly, finally	Variety of grammatical structures to suit audience		
How to respond to what they hear with relevant comments, questions or actions	How to respond to 'what, where, when, how and why' questions	How to respond to open-ended questions	How to respond when challenging or building on others' ideas	How to respond appropriately to others including understanding common idioms and expressions e.g. burning the candle at both ends	How to use common idioms and expressions within appropriate contexts	How to use humour, irony, sarcasm and mimicry for effect
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	

Component 3: Know the cognitive requirements for oracy

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	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
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				unstructured discussions		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 role play

Short lines that can be clearly and audibly delivered to an audience with appropriate expression and volume

- role play
- performances
- discussions

Lines that can be clearly and audibly delivered to an audience with expression and use of actions and facial expressions

- role play
- performances
- discussions
- presentations

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

- performances
- discussions
- presentations
- improvisation
- debate

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
Blackboard
Purse
Medicine
Wrinkled
Asylum-seeker

Segregation
Refugee
Deprived
Taliban
Bazaar
Sprout
Soulmate
Peaked cap
Journalist
Bullet-ridden body
Stillborn
Grief-stricken
Colonial times
Pilgrimage
I admire his mind
Massacred
Affliction
Congregation
Great charisma
'Like weighing frogs'

