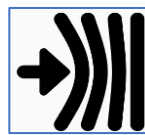




# Oracy at Queen's Park



Challenge



Resilience



Opportunities



Wellbeing



kNowledge

## Summary

At Queen's Park, we recognise the fundamental role of oracy in developing confident, articulate, and thoughtful communicators. Grounded in the findings of the **Oracy Commission Document** and the **Voice 21 Framework**, our oracy progression is carefully structured to ensure that all children develop essential speaking and listening skills throughout their time here and equips them for the future.

Oracy is **embedded in every unit of work in English**, with oral rehearsal and structured speaking opportunities forming an integral part of the sequence of learning. Our curriculum provides **a wide range of speaking experiences**, allowing pupils to communicate in different contexts, for varied purposes, and with diverse audiences.

We take a **progressive approach**, ensuring that oracy skills build systematically across the academic year and from one year group to the next. Children develop their ability to express ideas clearly, engage in meaningful discussion, and adapt their spoken language for different situations.

By prioritising oracy, we equip our pupils with the confidence and skills to **think critically, collaborate effectively and succeed academically, beyond the classroom and in their futures**. Like everything we do at Queen's Park, our rationale and reason for our oracy curriculum is rooted in our Christian vision **'For with God, everything is possible' (Matthew 19:26)**



Progression in **fundamental** oracy skills across the year: **Physical**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Reception	Speak audibly so they can be heard and understood by a talk partner.	To maintain eye contact with a partner or familiar adult.	Speak audibly so they can be heard and understood in a trio	Use gestures to support meaning with growing confidence eg in a T4W lesson		Speak audibly so they can be heard by the whole class
Year 1	Speak clearly and confidently in a small group of known peers.  Ensure body is facing your partner or group	Use non-verbal signals to indicate agreement or disagreement.	Speak clearly and confidently when explaining learning to an adult when showcasing/presenting their work	Speak clearly when presenting learning to the class. E.g. a short presentation at the end of a unit of work  Recognise speaking to a bigger/small group		Speak clearly and confidently when following a script
Year 2	Using non-verbal signals to indicate the contribution they wish to make. Agree, disagree or build opinion	Begin to understand the importance of posture when speaking.	Moderate tone and volume to match the audience	Maintain suitable posture throughout a spoken contribution		Be aware of where to stand or sit or look to ensure an audience can hear clearly
Year 3	Confidently use non-verbal signals to show when they want to interject, agree etc	Vary tone of voice for humorous or sad parts of a story telling so the audience knows the difference	Confidently adapt tone and volume to match the audience – small group / large group / individual	Confidently maintain posture throughout a spoken contribution		Have a real awareness of where to place themselves to speak to an audience without a script (autocue / cue cards)

Year 4	Pause at appropriate points to allow for an audience's reaction. E.g to build suspense, punchline of a joke	Project voice to the back of the room and maintain that without shouting. Really focus on appropriate volume and voice projection.	Deliberately select movement and gesture when speaking to an audience.  Use appropriate tone of voice in the right context
Year 5	Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day.	Gestures to become increasingly natural	Secure awareness of tone of voice and gestures to engage with the audience effectively
Year 6	To project voice to the back of the large hall and maintain volume and pitch through several short spoken contributions	To use posture, gestures and tone of voice effectively to persuade the audience. E.g. Greta speech	Speak confidently and naturally to an audience of known and unknown adults during the end of year production.

Progression in **fundamental** oracy skills across the year: Cognitive

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Describe an experienced event to a partner including 'and' to elaborate		Ask a relevant question about a story.		To explain how or why something happened using 'because' or 'so'.	
Year 1	Sequence events using the language of time or number		Include 'because' in their contribution to justify ideas.		Retell a story to a small group. Recognising when events are out of sequence and self-correcting.	
Year 2	Justify their agree/disagree choice with relevant explanations		Retell an event calmly in logical order		With support, identify a suitable question based on a stimulus	Take on the instigator in a trio i.e. asking relevant questions
Year 3	Take on the challenger role in a small discussion i.e. challenge a different view using sentence stems	Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.	Take part in a consensus circle and reach a shared conclusion.	Deliver a short presentation (with notes) to an unfamiliar audience .		Begin to summarise the opinion of another member of the class
Year 4	Confidently summarise other's views in a logical order and take on the role of a summariser in a discussion.		Cite supporting evidence from a text verbally	Present learning to parents in pupil-led parent meetings	Confidently deliver their own contribution in a lesson using knowledge from Crown Planner	
Year 5	Draw upon knowledge of the world to support their own viewpoint	Self assess their own delivery of a presentation. Set targets to work on.	Identify when a subject is going off topic and bring it back on track		Chair a discussion group of up to 6 pupils. Maintaining focus and using sentence stems if feeling underconfident.	

Year 6	Construct a detailed argument or complex narrative	Choose appropriately formal language when participating in formal discussions	Spontaneously respond to questions (from the audience) and cite evidence where appropriate
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Progression in <b>fundamental</b> oracy skills across the year: Linguistic						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Express needs clearly to a familiar adult or peer		Use taught vocabulary accurately in conversation or in play	Use 'because' 'then' 'but' when explaining	Use 'if' and 'might' to explain how to improve something	
Year 1	Begin to use sentence / question stems with some prompting  Know what a question is and how to ask a question properly		Use sentence stems independently even if not always appropriately  Use conjunctions to join phrases with growing confidence		Recognise when a question / sentence isn't appropriate or the wrong question stem has been used and amend	
Year 2	Sequence ideas firstly, next etc with growing independence	Use technical, subject-specific vocabulary when explaining opinions.	Use taught vocabulary (from Crown Planner) independently, even if not always accurately.		Include taught vocabulary appropriately and independently in discussions.	
Year 3	Use awareness of audience to support choice of formal/informal language.	Be able to use specialist language (Crown Planner and beyond for GD) to speak like an expert	Make informed language choices			Know what they are practising and explain why certain language choices are important to effective talk.
Year 4	Show awareness of taught collocations and recognise when something 'just doesn't sound right.'		Carefully consider the words and phasing they use to express their ideas and how this supports the purpose of their talk e.g persuade, inform, entertain		Deliver a short teaching session to a small group of younger children using the correct words and phrases for a younger audience	
Year 5	Write a coherent discussion text in response to a whole-class stimulus with lots of oral practice		To use an increasing range of sophisticated sentence stems with fluency and accuracy		Carefully consider the words and phases they use to express their ideas and how this supports the purpose of	

			talk with growing independence and confidence
Year 6	All of the end of summer Y5 statement +  Vary sentence structures and length for effect when speaking	To be comfortable using idioms and expressions  Structure a persuasive speech effectively using taught language techniques	Use humour appropriately and effectively to engage an audience.

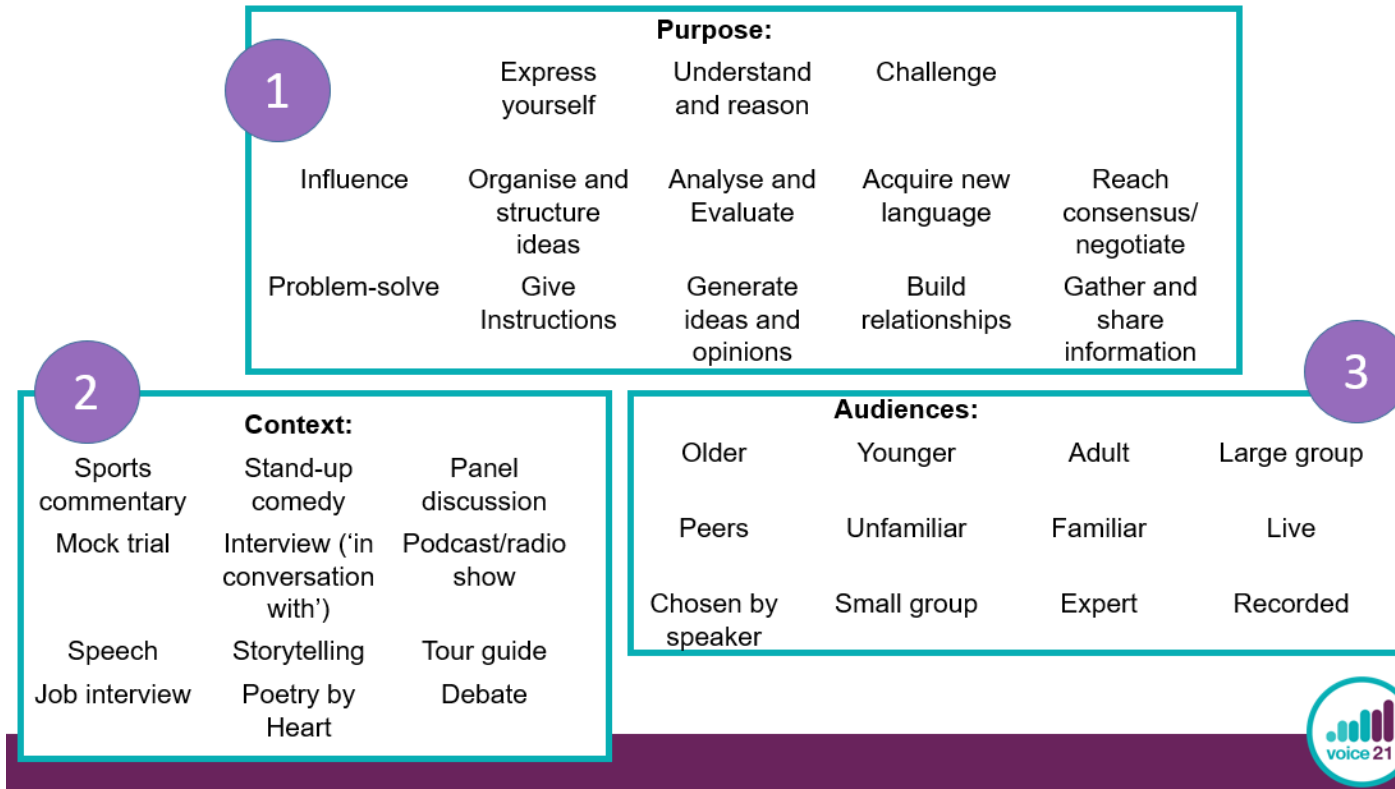




Progression in <b>fundamental</b> oracy skills across the year: Social and Emotional						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"> <li>Look at the speaker</li> <li>Take turns in games and in speaking/conversations</li> <li>Know when it is their turn to talk / have a go and maintain eye contact</li> </ul>					
Year 1	<ul style="list-style-type: none"> <li>Be able to independently take turns and ensure all members of a small group contribute.</li> <li>Listens to others and is willing to change their mind based on what they have heard</li> <li>To organise group discussions without any adult support</li> </ul>					
Year 2	<ul style="list-style-type: none"> <li>Confident delivery of short pre-prepared material.</li> <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> </ul>					
Year 3	<ul style="list-style-type: none"> <li>To speak with confidence in front of an audience.</li> <li>To adapt the content of their speech for a specific audience</li> <li>Be able to explain why they have changed their mind e.g. opinion continuum</li> </ul>					
Year 4	<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> </ul>					
Year 5	<ul style="list-style-type: none"> <li>Listening for extended periods of time.</li> <li>To speak with flair and passion.</li> </ul>					
Year 6	<ul style="list-style-type: none"> <li>To use humour effectively.</li> </ul>					

- 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.

Within the curriculum, oracy is planned for specifically with clear purposes, context and audiences. See below from Voice 21:



**Progression in teaching ideas/lessons:**

(EYFS – YEAR 6 once planning is completed)

**Progression in sentence stems:**

(EYFS – YEAR 6 once planning is completed)