Stukeley Federation - Progression in Oracy

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **KS1** | | **KS2** | | | | | |
|  | EYFS | *Year 1* | *Year 2* | Year3 | Year 4 | | Year 5 | Year 6 | |
| Speaking | Children show some awareness of the listener by making changes to language and non-verbal features.  They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. | • express an opinion on familiar subjects  • talk about things they have made or done, explaining the process  • include some detail and some relevant vocabulary to extend their ideas or accounts  • speak audibly, conveying meaning to listeners beyond their friendship group  • adopt a role using appropriate language | * express opinions, giving reasons, and provide appropriate answers to questions * extend their ideas or accounts by sequencing what they say and including relevant details * speak clearly to a range of audiences * adopt a specific role, using appropriate language in structured situations | • explain information and ideas using relevant vocabulary  • organise what they say so that listeners can understand, *e.g. emphasising key points, sequencing an explanation*  • speak clearly, varying expression to help listeners  • use language appropriate to more formal situations, *e.g. during an assembly, talking to a visitor*  • keep in role and support others in role play | • explain information and ideas using supportive resources, *e.g on‑screen and web*-*based materials*  • organise talk so that different audiences can follow what is being said, *e.g. giving background information, providing a brief summary of main points*  • adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group  • explore different situations through role play | | • explain information and ideas, exploring and using ways to be convincing, *e.g. use of vocabulary, gesture, visual aids*  • speak clearly, using formal language and projecting voice effectively to a large audience, *e.g. event for parents/carers, presentation to visitors*  • explore issues and themes through role play | • express issues and ideas clearly, using specialist vocabulary and examples  • speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested  • explore challenging or contentious issues through sustained role play | |
| Listening | Children listen to instructions and follow them accurately, asking for clarification if necessary.  They listen attentively with sustained concentration to follow a story without pictures or props.  They can listen in a larger group, for example, at assembly | • listen to others, with growing attention, usually responding appropriately, *e.g. carrying out instructions*  • join in, repeat or memorise a range of rhymes and songs  • retell narratives or information that they have heard  • show understanding of what they have heard by asking questions to find out more information | |  | | --- | | * listen to others with concentration, understanding the main points and asking for clarification if needed * retell narratives or information that they have heard, sequencing events correctly * show understanding of what they have heard by asking relevant questions to find out specific information | | • listen carefully and make connections between what they are learning and what they already know  • check understanding by asking relevant questions or making relevant comments | • listen carefully to presentations and show understanding of main points  • after listening, respond, giving views on what the speaker has said | | • listen carefully to presentations using techniques to remember the main points, *e.g. making notes, summarising*  • listen to others, asking questions and responding to both the content and the speakers’ viewpoints | • listen carefully to presentations and show understanding of the speakers’ conclusions or opinions  • respond to others with questions and comments which focus on reasons, implications and next steps | |
| Collaboration and Discussion | After listening to stories, children can express views about events or characters in the story and answer questions about why things happened.  They can carry out instructions, which contain several parts in a sequence. | |  | | --- | | • contribute to conversations and respond to others, taking turns when prompted  • take part in activities with others and talk about what they are doing. | | * contribute to discussion, keeping a focus on the topic and taking turns to speak * share activities and information to complete a task. | • contribute to group discussion, sharing ideas and information  • use talk purposefully to complete a task in a group. | • contribute to group discussion and help everyone take part  • help a group to reach agreement, *e.g. considering reasons or consequence*s, *keeping focus on the topic*. | | • contribute to group discussion, taking some responsibility for completing the task well, *e.g. introducing relevant ideas, summing up*  • build on and develop the ideas of others in group discussions, *e.g. by asking questions to explore further, offering more ideas*. | • contribute purposefully to group discussion to achieve agreed outcomes  • follow up points in group discussions, showing agreement or disagreement giving reasons. | |
| Vocabulary  Example of Tier 2 Words | amazing  basket  bend  caterpillar  cave  chimney  costume  crash  delighted  double  enormous  filthy  flat  forest  freezing  giant  gloomy  grin  hatch  honest  invitation  mask  mountain  pain  pretend  rescue  roar  rough  scratch  slippery  sneaky  steep  striped  thick  ticket  worried | additional  adventure  annoy  believe  boiled  calm  connect  delicious  demolish  direction  dozen  evening  factory  fresh  gravity  greedy  grumpy  luxury  nature  nervous  nibble  pale  reflect  scar  shelter  shiver  similar  timid  transportation  tremble  vanish  warn  wealthy  whisper (ing)  wonder  zigzag | astonished  chaotic  coax  contribute  crouched  devastated  distress  dusk  endless  familiar  frantic  ghastly  heroic  irritate  mischievous  mysterious  nuisance  outrageous  possession  precious  queasy  ruined  scent  scramble  shabby  shivering  stern (ly)  stumble  submerge  swerved  tremendous  vague  valiant  venture  wailed  weary | absurd  alternate  ambitious  amateur  anxious  appreciate  cautious  clutched  compassion  crucial  despise  draught  essential  exchanged  hesitant  identical  identify  illuminate  immense  isolated  nestled  obedient  perched  preferred  preserve  quivering  reassure  require  resemble  seize  shimmer  sympathetic  transferred  tremendous  vigorous  unwilling | | allegiance  anticipation  arrogant  barren  blunder  consequence  diligent  dwell  elaborate  futile  hostile  inept  inevitable  loathe  meagre  monotonous  odious  omniscient  optimist  persecute  predicament  primitive  prominent  radiating  reluctant  remorse  rigorous  sanctuary  smouldering  stifle  subsequent  terrain  trait  treacherous  vacate  vital | aspire  acrid  bellow  bewilder  canine  catastrophe  concur  conjure  devour  distraught  flabbergast  hunches  impede  infamous  insinuate  lavish  legitimate  lurk  maroon  quench  melancholy  noteworthy  notorious  obnoxious  pelt  plagued  predatory  robust  shirk  simultaneously  sullen  unscathed  vindictive  vocation  wince  wrath | | agile  apprehend  articulate  audacious  authority  avid  bizarre  clarify  confiscate  conventional  crucial  deceptive  desolate  disgruntled  elite  enhance  exceptional  excruciating  flustered  gaunt  haggard  heritage  imperative  luminous  onslaught  perspective  plausible  proficient  pungent  rebuke  revenue  shackle  sublime  trepidation  turbulent  ultimate |

1. Select appropriate words to teach; ‘Tier 2’ words – those that are frequent in writing, rather than everyday conversation, and are used in a variety of contexts. This is where we have focused our vocabulary learning.
2. Teach words in context. That is to say, all the vocabulary we have taught has been encountered through a text, because words only have meaning in context. For some words and phrases, we have taught the meaning explicitly before reading. For others, the meaning is deduced implicitly through reading.
3. Give children the opportunity to deduce meaning for themselves. We do not learn vocabulary by looking up words in dictionaries. Instead, we are more likely to develop understanding of meaning through hearing words in context, and emulating that meaning. Images can help with this, so picture books have been valuable in KS1.
4. Give children the opportunity to write new words in sentences. This gives us a chance to assess understanding, but also prepares the children to apply their newly acquired vocab in their writing later on.
5. Explore links between new vocabulary. This might be links to words the children already know, words related in morphology, antonyms or synonyms. By widening the scope of vocabulary teaching in this way, the children become exposed to many more words than those they encounter in a text.
6. Display new words in the classroom. This means that children are consistently exposed to the words they have learnt, and are always thinking about how to include them in their own writing.