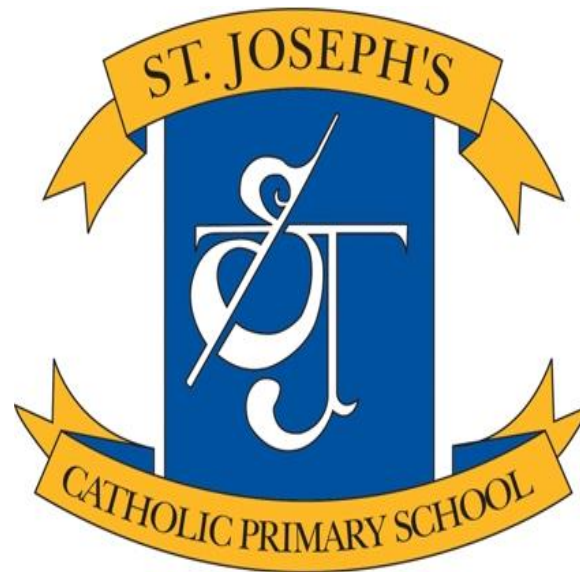


St Joseph's Catholic Primary School

Oracy Progression

Whole school



Key Learning in Spoken Language

What is *Key Learning in Spoken Language*?

The *Key Learning in Spoken Language* statements are based upon the expectations outlined in the National Curriculum 2014. These key pieces of learning will support teachers to plan spoken language opportunities in English, and across the curriculum.

Where have they come from?

The *Key Learning* statements have been identified primarily from the National Curriculum 2014 statements (page 17) – spoken language years 1 to Y6. In addition, EYFS Early Learning Goals 2021, and research around speaking and listening has informed the expectations for each year group.

How are they different from the National Curriculum statements?

The aim was to specify the key learning in spoken language for each year group, rather than the year 1 to 6 statements in the National Curriculum. In some cases, additional details via examples have been included to clarify statements further.

How might *Key Learning in Spoken Language* be useful?

The *Key Learning* statements should help to focus whole class teaching and could be considered as unit objectives in English. Taught in the context of lively, engaging and creative units of work, they will help to ensure that pupils make progress in conjunction with reading and writing skills and linked to skills across the curriculum. Teaching should ensure that approaches are modelled and scaffolded, and that pupils are given opportunities to explore the spoken language expectations in a range of different contexts.

Key Learning in Spoken Language: Reception

Listening and Attention	Understanding	Speaking	Vocabulary	Participating, Presenting and Performing
<ul style="list-style-type: none"> ▪ Show awareness of how to listen carefully and why listening is important. ▪ Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. ▪ Maintain attention when listening to an adult in a range of situations e.g. <i>listening to a story, small group discussions.</i> ▪ Maintain attention when listening to their peers in a range of situations, e.g. <i>paired talk, guided sessions, circle time games.</i> 	<ul style="list-style-type: none"> ▪ Understand and follow a simple set of instructions. ▪ Understand simple requests, e.g. <i>Pass me the scissors please.</i> ▪ Understand and respond to questions in different contexts, in response to stories, non-fiction, predictable interests, events and themes. 	<ul style="list-style-type: none"> ▪ Speak clearly in full sentences. ▪ Begin to speak in complete sentences using past, present and future tense when talking about themselves, activities, ideas and events. ▪ Take turns in conversations taking into account the listener. ▪ Use the joining words <i>and/because</i> during talk to extend ideas. ▪ Use talk to clarify thinking and express their ideas and feelings. ▪ Describe events in some detail to peers or adults verbally. ▪ Orally recall events and narratives in the correct sequence, using their own words and pictures to support. ▪ Ask questions to find out more and check understanding of what has 	<ul style="list-style-type: none"> ▪ Learn and understand selected new vocabulary. ▪ Use recently introduced vocabulary orally in discussions. ▪ Talk about and discuss familiar events or characters in stories, non-fiction, rhymes and poems using newly taught vocabulary. 	<ul style="list-style-type: none"> ▪ Orally retell as a whole class and in small groups, simple stories and rhymes using strategies such as pictures, actions, small world figures and props. ▪ Orally retell as a whole class and in small groups, a modified version of a known story or rhyme using pictures, actions, small world figures and props. ▪ Take part in imaginative roleplay, linked to a familiar context, in role play areas, and using small world figures and props.



Key Learning in Spoken Language: Reception

		<p>been said to them.</p> <ul style="list-style-type: none">▪ Use talk to help solve problems and organise thinking and activities, e.g. <i>explaining how things work and why things might happen.</i>▪ Use language of stories, rhymes and non-fiction to imagine and recreate ideas in different contexts.		
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Key Learning in Spoken Language: Year 1

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above and:</p> <ul style="list-style-type: none"> Listen and maintain attention to an adult in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> Listen and maintain attention to their peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Respond appropriately to adults after listening attentively. Respond appropriately to peers after listening attentively. Respond appropriately to questions posed by an adult, orally, related to <i>who, what, where, when, why</i> and <i>how</i> e.g. <i>Where does the character live in the story?</i> Ask questions to clarify thinking using <i>who, what, where, when, why</i> and <i>how</i>. Take turns when speaking with adults and peers, working within pairs, small groups, larger groups and as a whole class. Provide simple oral explanations, e.g. <i>explaining a simple process using the joining word because.</i> Speak audibly when communicating with others in pairs and small groups. 	<p>As above and:</p> <ul style="list-style-type: none"> Speak in complete sentences linked to the context. Use past, present and future tense, orally, e.g. <i>past tense when recounting an event, present tense when working in role, and future tense when making a prediction.</i> Use joining words during talk to extend ideas, e.g. <i>and, but, or, because.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Introduce and explore new vocabulary orally, e.g. <i>linked to real life contexts, stories, non-fiction, poetry and across the curriculum.</i> Describe settings orally using vocabulary provided and modelled by an adult. Describe characters orally using vocabulary provided and modelled by an adult. Describe feelings orally using vocabulary provided and modelled by an adult, e.g. <i>Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. <i>small world figures, props, images, actions and story maps.</i> Orally retell simple non-fiction texts (instructions, recounts or information), using a range of strategies, e.g. <i>small world figures, props, images, actions and text maps.</i> Participate in role in English and across the curriculum, e.g. <i>take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone,</i> Take part in imaginative roleplay, e.g. <i>linked to familiar contexts in role play areas, by using small world props and figures, or miming events.</i> Recite rhymes and poems by heart and present to an audience, e.g. <i>different groups or another class.</i>

Key Learning in Spoken Language: Year 2

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above and:</p> <ul style="list-style-type: none"> Listen and sustain concentration in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> Listen and sustain concentration to their peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Respond appropriately to adults after listening with sustained concentration. Respond appropriately to peers after listening with sustained concentration. Respond appropriately to questions posed by an adult and peers, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking, e.g. <i>Why did the character behave that way?</i> Ask a range of appropriate questions to clarify thinking related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking, Take turns when speaking with adults and peers, working with pairs, small groups, larger groups and as a whole class, and respond appropriately to contributions from others. Provide oral explanations, 	<p>As above and:</p> <ul style="list-style-type: none"> Speak in complete sentences in a range of different contexts. Use <i>past tense, present tense and future tense</i> mostly accurately, e.g. <i>past tense when retelling a narrative or recounting real events, present tense when providing instructions or persuading an audience, and future tense when making a prediction in science.</i> Use joining words during talk to extend ideas, e.g. <i>and, but, or because, that, when, before, after, if, so, as.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Identify, discuss, collect and explore new vocabulary orally, e.g. <i>in stories, non-fiction, poetry and across the curriculum.</i> Describe settings orally using vocabulary provided and modelled by an adult and selected from a text. Describe characters orally using vocabulary provided and modelled by an adult and selected from a text. Describe feelings orally using vocabulary provided and modelled by an adult, and selected from a text, e.g. <i>Hansel was feeling ravenous because he hadn't had any breakfast.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Orally retell a range of stories using various strategies, e.g. <i>props, images, actions and story maps.</i> Orally retell non-fiction texts, or sections of non-fiction texts (instructions, non-chronological reports, persuasion, recounts, explanations), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freeze framing linked to thoughts and feelings, mantle of the expert or role playing a sequence of events.</i> Take part in imaginative roleplay, e.g. <i>by innovating a familiar story or exploring contexts across the</i>

Key Learning in Spoken Language: Year 2

	<p>e.g. <i>explaining a simple process using the joining words because, when, if, so.</i></p> <ul style="list-style-type: none"> ▪ Speak audibly when communicating with others in pairs, groups and whole class. 			<p><i>curriculum such as taking on the role of an explorer in history.</i></p> <ul style="list-style-type: none"> ▪ Learn and recite a range of poems by heart and present to an audience, e.g. <i>different groups, another class, whole school.</i> ▪ Begin to use non-verbal gestures whilst presenting and performing to gain the audience's interest, e.g. <i>using hands, face or other parts of the body.</i>
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Key Learning in Spoken Language: Year 3 / 4

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above and:</p> <ul style="list-style-type: none"> Listen and retain key points from a range of situations, e.g. <i>information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing.</i> Listen to their peers and retain key points in a range of situations e.g. <i>following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc.</i> Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others perform a playscript, persuasive advert or poem.</i> Listen and consider viewpoints from adults and peers, e.g. <i>different opinions linked to issues related to</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration. Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration. Respond to questions posed by an adult or peer, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and ask further relevant questions to extend understanding and knowledge. Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge. Take turns when making contributions and responding to others, in a variety of group situations, 	<p>As above and:</p> <ul style="list-style-type: none"> Use Standard English verb inflections when speaking, e.g. - <i>I was</i> - <i>we were</i> - <i>they are</i> Use conjunctions <i>and, but, because, when, before, after, if, so, as, while, since, although</i> during talk to extend ideas, using speaking frames to support, e.g. <ul style="list-style-type: none"> - <i>When the Romans arrived in Britain, they...</i> - <i>Since 43AD...</i> - <i>If the character...</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry and across the curriculum. Describe settings orally, following modelling, using precisely selected vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. Describe characters orally, following modelling, using precisely selected vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. Describe feelings orally, following modelling, using precise vocabulary provided by an adult and/ or generated via discussion, e.g. <i>use a thesaurus to explore appropriate synonyms from which to select</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. <i>props, images, actions and story maps.</i> Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference.</i> Take part in imaginative role play, e.g. <i>by innovating a familiar story or exploring contexts across the</i>

Key Learning in Spoken Language: Year 3 / 4

<p><i>reading narrative and non-fiction, when discussing environmental issues in science or using historical evidence to identify a point of view.</i></p>	<p><i>e.g. discussions and debates.</i></p> <ul style="list-style-type: none"> ▪ Provide oral explanations, extending with additional details e.g. <i>hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc.</i> ▪ Speak audibly and fluently when communicating with others in pairs, groups and whole class situations. 			<p><i>curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.</i></p> <ul style="list-style-type: none"> ▪ Prepare poems and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g. <i>different groups, another class, whole school.</i> ▪ Use non-verbal gestures whilst presenting and performing to gain the audience's interest.
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Key Learning in Spoken Language: Year 5 / 6

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Listen and evaluate how spoken language varies in different contexts according to purpose and audience, <i>e.g. in a football commentary, a documentary programme, journalistic reporting, magazine shows etc.</i> ▪ Listen and identify how intonation and expression affects meaning, <i>e.g. when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc.</i> ▪ Listen and evaluate viewpoints from adults and peers, <i>e.g. identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Discuss and analyse how spoken language is used within different contexts according to purpose and audience, <i>e.g. in a football commentary, a documentary programme, journalistic reporting, magazine shows etc.</i> ▪ Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers. ▪ Ask a range of appropriate questions to clarify and refine thinking. ▪ Participate in discussions and debates building on their own and others' ideas, challenging views courteously. ▪ Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', <i>e.g.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use correct Standard English when speaking in formal contexts. ▪ Select and use appropriate registers for effective communication in a range of contexts. ▪ Use cohesive devices during talk to organise ideas, using speaking frames to support, <i>e.g.</i> <ul style="list-style-type: none"> - <i>First of all, ...</i> - <i>In addition to...</i> - <i>On the other hand, ...</i> - <i>Similarly, ...</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Introduce, explore and evaluate new vocabulary orally, <i>e.g. authors choice of language in texts, tier 3 vocabulary etc.</i> ▪ Explore settings and characters orally, and following modelling, select precise vocabulary to create well- structured descriptions. ▪ Express feelings orally and following modelling, use precise vocabulary to articulate an opinion, <i>e.g. linked to PSHE or English.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to present to an audience. ▪ Prepare oral retellings of non- fiction texts / sections of non- fiction texts (or innovated / invented versions) in order to present to an audience. ▪ Participate in role in English and across the curriculum, <i>e.g. paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a magazine-style show etc.</i> ▪ Prepare poems and playscripts to perform, using dramatic effects in

Key Learning in Spoken Language: Year 5 / 6

	<p><i>How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two?</i></p> <ul style="list-style-type: none"> ▪ Speak audibly and fluently, maintaining the attention of others. 			<p>order to gain, maintain and heighten the interest of the audience.</p> <ul style="list-style-type: none"> ▪ Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.
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