

Oracy Curriculum



Physical

Voice

Pace
Fluency
Tone of Voice
Clear pronunciation
Projection

Body Language

Gestures
Posture
Facial expression
Eye Contact



Linguistic

Vocabulary

Appropriate choice

Language

Register
Grammar

Rhetorical techniques

Metaphor
Humour
Irony



Cognitive

Content

Choice of content to convey meaning and intention
Building on the views of others

Self-Regulation

Maintaining focus on task
Time management

Reasoning

Giving reasons to support views
Critically examining ideas and views

Audience & Awareness

Taking account level of understanding of audience

Clarifying

Seeking info and clarifying through questions
Summarising



Social & Emotional

Working with others

Guiding or managing the interactions
Turn-taking

Listening and responding

Listening actively and responding appropriately

Confidence in speaking

Self-assurance
Liveliness and flair

Rationale



With improved Oracy comes improved academic outcomes.



Oracy underpins literacy development.



Improves employability



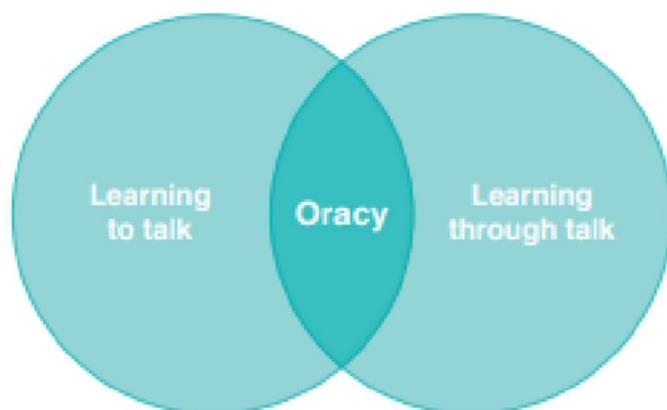
Supports citizenship



Promotes equity for the most vulnerable pupils



Supports inclusion of all learners



Oracy at Edale will run as a golden thread throughout the curriculum. Children are explicitly taught the skills **to** talk using the 4 strands of the oracy framework (Voice 21). They will also learn **through** talk with the use of dialogic teaching strategies.

The four strands of oracy

Physical

The physical aspects of oracy relate to how we use our voice and body to communicate. For example, the speaker's projection of voice needs to be appropriate for any given situation. Being able to speak fluently and modulate the tone of voice appropriately is key in presentational talk. In face-to-face encounters and public presentation, the use of appropriate gestures to enhance meaning is a key area that needs explicit teaching and modelling.

- Fluency and pace
- Expression and tone
- Projection
- Body language
- Eye contact
- Posture
- Gesture
- Facial expression

Source: Voice21, 2019



Linguistic

The linguistic strand of oracy relates to how we structure what we say and how we choose appropriate vocabulary when speaking. We understand that talk is a well-established method for developing children's vocabulary. Research suggests that words and vocabulary should be introduced to children through explanations in everyday connected language, rather than dictionary definitions. Explaining the meaning of vocabulary in multiple contexts is also important.

At Edale, we use vocabulary rich classroom environments. Tiered vocabulary is chosen carefully when supporting learners, for example, tier 1 vocabulary is used to support our EAL or new to English learners, whereas tier 3 low-frequency words are used in subject specific teaching. Tier 2 vocabulary are common words that occur in multiple contexts. These words are used by mature language users and are more common in writing than everyday speech. It is important that texts are rich in this vocabulary and that within these texts, tier 2 words are carefully selected for explicit instruction. These are the words which make the most difference to children's understanding of texts and the quality of their writing.

Children are to think about words and their meanings, identify and explain appropriate uses, create appropriate contexts and engage in a variety of reflective and analytical learning activities.



Cognitive

Cognitive skills include concentration, memory, goal-setting and self-talk. These skills underpin students' learning in all aspects of their school life and outside school. Listening and responding activities also promote cognitive skills. Being able to listen to what someone has said, find and remember the key points, think of a response, think of how to present the response and then present the response back requires children to manage a significant cognitive load. It therefore requires explicit teaching, modelling and appropriate scaffolds to support children in managing this.



Social and Emotional

The social and emotional strand of oracy takes into account the speaker's awareness of the audience and their confidence and self-assurance when speaking. Children are able to work on their listening skills and ability to respond appropriately in any given context. Social development and peer interactions are enhanced through the explicit teaching of this strand, which leads to children building greater empathy and the skills to manage complex social situations.

Progression in oracy across the curriculum

	Physical	Linguistic	Cognitive	Social & emotional
Nursery	<ul style="list-style-type: none"> -Speak so that others can hear. -Look at who they are talking to. -Show others what they are talking about. 	<ul style="list-style-type: none"> Link thoughts together using and or because Use vocabulary based on things that are important to them Show an understanding of who, what, where, when and why questions Use a range of tenses 	<ul style="list-style-type: none"> Retell a simple event in the correct order Use talk to pretend, predict and recall 	<ul style="list-style-type: none"> Take turns talking with one other person Listen to what is being said Use talk to share ideas with friends
Reception	<ul style="list-style-type: none"> Speak clearly at an appropriate volume Look at who is talking and who is being spoken to whilst sitting or standing still Begin to use gesture to support delivery of talk 	<ul style="list-style-type: none"> Express themselves in fully formed sentences Use specific vocabulary such as comparatives when describing objects and experiences Respond to what they hear with relevant comments, questions or actions Begin to use past, present and future forms accurately Use joining conjunctions for longer sentences 	<ul style="list-style-type: none"> Give answers that match what has been asked Retell stories and experiences Ask simple questions of peers 	<ul style="list-style-type: none"> Understand the concept of turn taking when talking Listen and respond appropriately to simple questions Begin to build friendships through talk Use language to express needs and feelings (e.g. rather than snatching)
Year 1	<ul style="list-style-type: none"> Project voice to suit a larger audience Use some gestures to support delivery of talk Use body language to show active listening and show meaning when speaking such as nodding along 	<ul style="list-style-type: none"> Use specific vocabulary such as comparatives and superlatives when describing objects and experiences Respond to 'what, where, when, how and why' questions about their experiences and in response to stories or events 	<ul style="list-style-type: none"> Give answers that match what has been asked and are relevant and appropriate Retell stories and experiences by connecting ideas or events 	<ul style="list-style-type: none"> Wait for a turn to talk in a small group Listen and respond appropriately to questions from peers and adults Form wider friendships and relationships both within and beyond the classroom through talk

		<p>Use appropriate conjunctions to form longer sentences</p> <p>Use the past, present and future forms accurately</p> <p>Use sentence stems to link own ideas in group discussion e.g. 'I think that... because..' 'linking to...'</p>	<p>Ask simple questions to peers and adults</p>	<p>Use developed language to express needs and feelings</p>
Year 2	<p>Speak clearly at an appropriate volume and pace in a range of contexts</p> <p>Natural use of body language and facial expressions to convey meaning</p> <p>Deliberately select gestures that support the delivery of ideas such as gesturing towards someone if referencing</p> <p>Consider position and posture when addressing an audience</p> <p>Speak clearly in front of a small audience</p>	<p>Develop ideas through sustained discussion with peers</p> <p>Respond to open-ended questions with using a range of sentence stems</p> <p>Use joining conjunctions to form longer sentences when speaking to peers</p> <p>Listen and respond to the speaker, making simple comments and suggestions</p> <p>Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...'</p>	<p>Build on others ideas during discussions</p> <p>Make connections between what has been said and their own and others' experiences</p> <p>Ask open ended questions to support their understanding of a topic</p> <p>Disagree with someone's opinion politely</p>	<p>Take turns when talking to a small group showing patience</p> <p>Listen for extended periods of time and respond appropriately to questions from peers and adults</p> <p>Speak with increased confidence in front of a small audience</p> <p>Recite pre-prepared material in front of an audience</p> <p>Begin to consider the impact of words on others when giving feedback</p>
Year 3	<p>Deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas</p> <p>Consider movement when addressing an audience</p> <p>Use pauses for effect in presentational talk</p>	<p>Vary sentence structures for effect when speaking</p> <p>Use conjunctions to organize and sequence ideas such as. firstly, secondly, finally</p> <p>Use sentence stems to signal when they are building on or challenging other's ideas</p>	<p>Build on, challenge and summarise others' ideas in structured discussions</p> <p>Offer reasons for their own opinions</p> <p>Begin to reflect on their oracy skills and identify areas of strength and areas to improve</p> <p>Ask questions to find out more about a subject</p>	<p>Listen to others and be willing to change opinion based on what they have heard</p> <p>Speak with confidence in front of a larger audience</p> <p>Be aware of others who have not spoken and invite them into the discussion</p>

	<p>Speak fluently and clearly in front of a small audience</p> <p>Deliberately select movement and gesture appropriately when addressing a range</p>	<p>Take opportunities to try out new language, even if not always used correctly.</p> <p>Adapt how they speak in different situations according to audience</p>	<p>Offer simple counterarguments for opinions of others'</p>	<p>Be comfortable organising group talk e.g. as a chairperson</p> <p>Carefully consider the impact of their words on others when giving feedback</p>
Year 4	<p>Use gestures and movement naturally to support speech when addressing a range of audience types</p> <p>Use anecdotes and jokes for effect in presentational talk</p> <p>Use the appropriate tone of voice in the right context such as speaking calmly when resolving an issue in the playground</p> <p>Speak fluently and clearly in front of a larger audience</p> <p>Develop a stage presence</p>	<p>Vary sentence structures and length for effect when speaking</p> <p>Begin to vary vocabulary and grammar to suit audience</p> <p>Use an increasingly sophisticated range of sentence stems</p> <p>Use vocabulary appropriate specific to the topic with relevant detail</p> <p>Understand common idioms and expressions often used</p>	<p>Build on, challenge and summarise others' ideas during unstructured discussions</p> <p>Structure extended presentational talk with a beginning, middle and end</p> <p>Offer reasons for their opinions and the opposing opinions of others</p> <p>Identify when a discussion is going off topic, and be able to bring it back on track</p> <p>Reflect on their oracy skills and identify areas of strength and areas to improve</p> <p>Disprove opposing arguments with appropriate evidence</p>	<p>Use more natural and subtle prompts for turn taking</p> <p>Listen for extended periods of time, being prepare to change your mind</p> <p>Deliver confidently a short pre prepared presentation task</p> <p>Start to develop an awareness of audience e.g. what might interest a certain group</p> <p>Consider the impact of their words on others when giving feedback and be sensitive to their needs</p>
Year 5	<p>Deliberately vary movement and gesture to convey meaning such as speaking authoritatively as an 'expert'</p> <p>Consciously adapt tone, pace and volume of voice within a single situation</p> <p>Speak fluently and clearly in front of any audience with an awareness of ethos, pathos and logos</p>	<p>Create and sustain roles and responsibilities with independence in groups</p> <p>Confidently vary vocabulary and grammar to suit audience</p> <p>Use an increasingly sophisticated range of sentence stems with fluency and accuracy</p>	<p>Structure a detailed argument or complex narrative based on a topic</p> <p>Reach a shared agreement in discussions and reflect on discussions and identify how to improve</p> <p>Give supporting evidence e.g. citing a text, a previous example or a historical event</p>	<p>Reflect careful listening skills when talking in a group setting</p> <p>Adapt the content of their speech for a specific audience</p> <p>Use humour effectively</p> <p>Speak with flair and passion</p> <p>Give feedback in a sensitive and appropriate manner and adapt appropriately according to recipient</p>

	<p>Adapt tone of voice in the right context such as reading</p> <p>Command the attention of an audience through speech and movement</p>	<p>Begin to use idioms and expressions naturally within appropriate contexts</p> <p>Carefully consider language used to express ideas and understand how this supports the purpose of the talk</p>	<p>Ask probing questions to gain a deep understanding of a subject or matter</p> <p>Be able to foresee counterarguments to their own points in a debate using research and evidence</p>	<p>Organise and lead group discussions independent of an adult</p>
<p>Year 6</p>	<p>Naturally vary movement and gesture to convey meaning</p> <p>Consciously adapt tone, pace and volume of voice within a range of situations</p> <p>Speak fluently and clearly, conveying passion and fervor in front of any audience identifying ethos, pathos and logos</p> <p>Adapt and coach others to use the appropriate tone of voice in the right context</p> <p>Command and sustain the attention of an audience through speech and movement</p>	<p>Judge when appropriate to use subject specific language</p> <p>Use specialist language to describe their own and others' talk</p> <p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</p> <p>Use humour, irony, sarcasm and mimicry for effect</p> <p>Carefully consider language used to express ideas and adapt language according to audience</p>	<p>Structure talk in abstract and sophisticated ways e.g. mind maps, summary notes, cue cards</p> <p>Recognise the importance of giving ground and be able to negotiate</p> <p>Cite evidence, with mature and appropriate reference points</p> <p>Reflect on their own and others oracy skills and identify how to improve</p> <p>Spontaneously respond to and offer increasingly complex rebuttal, citing evidence where appropriate</p>	<p>Reflect careful listening skills in subsequent talk and empathizing with the audience</p> <p>Read a room or a group and take action accordingly (such as if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions)</p> <p>Draw out subtext when listening to a conversation or speech</p> <p>Naturally adapt when engaged in conversations in a range of contexts</p> <p>Give constructive feedback to peers and be sensitive to their needs</p>

EYFS Speaking, Listening & Oracy Curriculum Map

By the end of Nursery pupils will be able to:

Talking to and with others

Speak so that others can hear them

Hold a conversation by listening to a partner, taking turns to talk and sharing ideas

Use talk to pretend, predict, recall and retell a simple event

Use a variety of tenses, use language that is relevant to them and link thoughts together using 'and' or 'because'

Demonstrate an understanding of who, what, where, when and why questions

Example tier 2 vocabulary

Speaking and Listening Vocabulary

any	place	set	also
after	year	home	spell
good	very	must	act
much	line	went	house
same	old	animal	build
new	made	three	play
back	came	read	add
me	through	big	why
great	before	light	picture
mean	too	point	self
work	live	want	small
little	show	hand	even
give	just	high	ask
think	turn	kind	try
differ	does	mother	earth
part	where	air	end
only	every	date	land
our	form	such	men
say	cause	off	us
move	tell	world	father
take	sentence	well	again
round	put	large	boy
under	here	follow	name
help	change	need	low
right	man	near	get

Listen
Look
say
speak
think

Sentence stems to support

I think.....

I know.....

I wonder.....

I like.....

Year 1 Speaking, Listening & Oracy Curriculum Map

By the end of Year 1 pupils will be able to:

Talking to and with others

Develop ideas and feelings through sustained speaking turns

Organise talk to help the listener, with overall structure evident

Adapt language and non-verbal features to suit content and audience

Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions

Attempt different roles and responsibilities in pairs or groups

Talking about Talk

Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios

Example tier 2 vocabulary

Speaking and Listening Vocabulary

head	Country	open	problem	ask
study	food	ease	those	build on
keep	between	until	care	challenge
hard	far	true	idea	communicating
order	night	base	watch	debate
stand	found	seem	begin	group ideas
still	half	pass	both	listener
rock	city	heard	second	listening
start	save	during	fish	opinion
don't	real	hear	colour	speaker
own	answer	together	piece	speaking
learn	your	often	mark	understanding
never	tree	best	group	
might	draw	room	mountain	
while	life	horse	face	
page	complete	next	walk	
plant	thought	always	size	
last	cross	better	carry	
story	left	friend	north	
press	few	cut	wood	
should	grow	fire	example	
cover	let	whole	letter	
door	since	feet	took	
saw	late	began	once	
close	stop	sure	main	

Progression in Language structures

Language of Debate Agreeing and disagreement	Yes/ No because..... I agree with..... because..... I disagree with..... because..... It is right..... It is wrong.....
Language of Comparison Comparing and contrasting	They are the same because..... They are different because..... They are alike because they are both.....
Language of Deduction Making assumptions based on prior knowledge	I know that... because... I think thatbecause..... It is.....because.....
Language of Evaluation Evaluative talk	I found.....hard/easy because..... I liked / disliked because..... I feel that.....next time. I could..... In my opinion.....because.....
Language of Summarising	I liked / dislikedbecause..... I like the part where.....because..... The main points were...
Language of Hypothesis A suggestion that tries to explain something, based on evidence	I think.....because.....and..... I don't think.....because.....and.....will happen because.....

Year 2 Speaking, Listening & Oracy Curriculum Map

By the end of Year 2 pupils will be able to:

Talking to and with others

Express feelings and ideas when speaking about matters of immediate interest

Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features in some contexts

Understand and engage with the speaker demonstrating attentive listening by building on or challenging others' viewpoints

Engage with others through taking turns in pairs and small groups

Recognise and attempt to take on different of speaking roles and responsibilities in pairs or small groups

Talking about Talk

Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement

Example tier 2 vocabulary				Speaking and Listening Vocabulary
enough	above	inch	wheel	build on challenge clarify communicating debate group ideas justify listener listening opinion question speaker speaking support tone understanding viewpoint
though	consider	decide	foot	
leave	short	common	dry	
question	rock	interest	less	
free	clear	bed	east	
plain	ever	lot	full	
feel	family	surface	busy	
song	numeral	gold	wonder	
happen	other	check	miss	
minute	tail	bring	weight	
remember	early	nothing	force	
talk	direct	deep	test	
measure	class	possible	laugh	
complete	fire	game	brought	
strong	produce	morning	language	
usual	list	course	blue	
when	pose	moon	record	
state	wind	plane	thousand	
ship	south	shape	heat	
special	fact	perhaps	among	
young	street	stay	half	
soon	object	island	behind	
product	ground	age	price	
area	ago	travel	body	
mind	snow	fill	ready	

Progression in Language structures

<p>Language of Debate</p> <p>Agreeing and disagreement</p>	<p>I disagree because.....</p> <p>I agree because.....</p> <p>I challenge... because...</p> <p>I want to build on... because...</p> <p>I think..... because...</p> <p>However.....</p> <p>Also.....</p>
<p>Language of Comparison</p> <p>Comparing and contrasting</p>	<p>They are the same/different because.....</p> <p>The similarities/differences are...</p> <p>They are similar/ alike because.....</p> <p>This reminds me of... because....</p>
<p>Language of Deduction</p> <p>Making assumptions based on prior knowledge</p>	<p>I think that.....because.....</p> <p>This happened.....so I know that...</p> <p>I know this..... because.....</p> <p>This tells me that.....</p> <p>I can infer that...</p>
<p>Language of Evaluation</p> <p>Evaluative talk</p>	<p>It was effective because...</p> <p>I found.....hard/easy because.....</p> <p>It was interesting because.....</p> <p>What I found hard/easy was... because....</p> <p>Next time I could.....</p>
<p>Language of Summarising</p>	<p>I liked / dislikedbecause.....</p> <p>Overall I feel that... because..</p> <p>I like the part where.....because.....</p> <p>They are suggesting that...</p> <p>The main points were...</p>
<p>Language of Hypothesis</p> <p>A suggestion that tries to explain something, based on evidence</p>	<p>I think this.....because.....</p> <p>I predict that..... because....</p> <p>I know that.... Which makes me think that.....</p> <p>This will happen because.....</p>

Year 3 Speaking, Listening & Oracy Curriculum Map

By the end of Year 3 pupils will be able to:

Talking to and with others

Express feelings and ideas when speaking about matters of immediate interest

Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features in some contexts

Understand and engage with the speaker demonstrating attentive listening

Engage with others through taking turns in pairs and small groups

Talking about Talk

Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement

Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning.

Example tier 2 vocabulary	Speaking and Listening Vocabulary
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arctic act signal capture chill bold active spoil fortunate advice border cling starve adopt nation climate convince tour advantage ancient fierce confess prefer frail abandon opposite	mystify observe alert nursery award pastime afford perform plunge reverse extend terror scatter schedule steer struggled reduce balance swift board continent brief coward attract	arrange crew brilliant avoid average contain pause custom deed brave launch limit bounce loyal journey grasp glide habit grace recall gasp doze globe digest coast	risk examine diagram rare prevent enable suitable explore ban collect triumph value vision volunteer wander rely remark resident respect responsible prepare abundant passage ordeal	build upon communicate debate group infer judgment listener listening opinion speaker speaking understanding clarity question
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Progression in Language structures

Language of Debate	An argument for is..... because.....
Agreeing and disagreement	An argument against is.....because..... I understand however / due to / but / therefore I accept your decision however I feel / believe..... because / as / due / to.....

<p>Language of Comparison</p> <p>Comparing and contrasting</p>	<p>.....and.....are both.....</p> <p>.....and.....are alike in that.....</p> <p>.....and.....are similar because.....</p> <p>.....and.....are different in that.....</p> <p>.....is.....but.....is.....</p> <p>.....is.....but.....is.....</p> <p>.....is.....while.....is.....</p>
<p>Language of Deduction</p> <p>Making assumptions based on prior knowledge</p>	<p>I conclude that.....because.....</p> <p>I found that.....because.....</p> <p>As a result of.....I conclude that.....</p> <p>After looking at the data/information/results I conclude that.....</p> <p>On observing I found that.....</p>
<p>Language of Evaluation</p> <p>Evaluative talk</p>	<p>I found this work.....because.....</p> <p>Next time I could/would/.....</p> <p>Maybe you could try... / I feel that.....</p> <p>I enjoyed it because.....was successful / ambitious because.....</p> <p>You could improve this work by.....</p>
<p>Language of Summarising</p>	<p>I believe the author is...</p> <p>What he/she is saying is...</p> <p>We know that the author is suggesting...</p> <p>Many of the points he/she is making are about...</p> <p>His/her main concern is...</p> <p>He/she mentions how...</p>
<p>Language of Hypothesis</p> <p>A suggestion that tries to explain something, based on evidence</p>	<p>Because I know that.....I know</p> <p>Due to this.....I know that.....</p>

Year 4 Speaking, Listening & Oracy Curriculum Map

By the end of Year 4 pupils will be able to:

Talking to and with others

Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener

Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context

Talking with in role play and drama

Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas

Take on straightforward roles and responsibilities in pairs and groups

Talking about talk

Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario

Show understanding of how and why language choices vary in their own and others' talk in different situations

Example tier 2 vocabulary

ancestor	valiant	limp	coax
annual	capital	manufacture	column
dense	tragic	master	habitat
former	typical	permit	confuse
arena	weary	plead	complete
mistrust	anticipate	instant	blend
mock	variety	invisible	blossom
deposit	vast	jagged	massive
noble	venture	mature	competition
orchard	request	limb	possess
humble	recognise	fragile	resist
impact	address	frantic	response
increase	release	frequent	baggage
indicate	represent	lack	basic
inspire	threat	furious	severe
envy	appeal	disaster	arrest
essential	shabby	ease	ascend
extraordinary	shallow	entertain	assist
flexible	queasy	entire	attempt
focus	recent	entrance	attentive
abrupt	outstanding	hostile	accelerate
descend	peculiar	concern	content
desire	peer	distract	erupt
destructive	practice	distress	crafty
develop	precious	congratulate	circular

Speaking and Listening Vocabulary

agree assert assume conclude
conclusive confer confirm convince
deduce deliberate extend imply infer
interpret neutral precise presume
recite theory

Progression in Language structures	
Language of Debate Agreeing and disagreement	An argument foris..... because..... and.... An argument against is.....because.....and.... I understand.... that....depending on the content but would argue.... I understand your point of view, however I disagree because.....
Language of Comparison Comparing and contrasting	One similarity between.....and.....is that..... Another is..... A further..... One difference is..... A further difference.....
Language of Deduction Making assumptions based on prior knowledge	In conclusion, I would say that.....due to the fact that..... My results make me think that.....because..... Having analysed the data, I conclude that.....
Language of Evaluation Evaluative talk	I enjoyed.....because.....was successful / ambitious because..... You could improve this work by..... Maybe you could try..... Next time I / you could / would.....
Language of Summarising	I believe the author is... What he/she is saying is... We know that the author is suggesting... Many of the points he/she is making are about... His/her main concern is... He/she mentions how...
Language of Hypothesis A suggestion that tries to explain something, based on evidence	Because I know that, I know that..... Due to the fact that.....I know that.....will happen Maybe it's because

Year 5 Speaking, Listening & Oracy Curriculum Map				
By the end of Year 5 pupils will be able to:				
Talking to and with others				
Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit				
Shape talk in deliberate ways for clarity and effect to engage the listener				
Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context				
Recognise significant details and implicit meanings, developing the speaker's ideas in different ways				
Example tier 2 vocabulary				Speaking and Listening Vocabulary
hearty	cautiously	sparse	nonchalant	appease assert coincide conclusive concur confer confirm contend convince deduce implicate imply infer interpret irrefutable negate neutral panel precise refutable theory
independent	excavate	spurt	numerous	
industrious	character	rigorous	oasis	
intense	exhibit	suffix	obsolete	
intercept	companion	suffocate	occasion	
homonym	visible	slither	escalate	
gigantic	arrive	sluggish	evade	
illuminate	vivid	soar	soothe	
immense	combine	solitary	mischievous	
hazy	withdraw	solo	monarch	
antonym	agree	route	crave	
identical	solar	Saunter	compassion	
accident	dedicate	seldom	stationary	
attention	access	senseless	comply	
impressive	detect	sever	compose	
achievement	prejudice	require	remote	
anxious	confident	resemble	astound	
alternate	strive	retrieve	superior	
altitude	deprive	retire	avalanche	
antagonist	courteous	revert	bungle	
portable	summit	overthrow	exasperate	
aggressive	suspend	pardon	beverage	
preserve	synonym	pasture	exert	
protagonist	talon	pedestrian	blizzard	
provide	taunt	perish	budge	
Progression in Language structures				
Language of Debate		In my opinion...		
Agreeing and disagreement		I have X main reasons for believing ...		
		As I am sure you will agree...		
		Firstly, I would like to point out...		
		It is clear that...		
		Many would agree that...		
		As I am sure you would understand		

	<p>Arguably,</p> <p>In general, I agree with author/speaker... although I think that...</p>
<p>Language of Comparison</p> <p>Comparing and contrasting</p>	<p>In some ways... and... are alike. For instance, they both...</p> <p>Another feature they both have in common is...</p> <p>Furthermore, they are both...</p> <p>However, they also differ in some ways. For example,... while...</p> <p>Another difference is that....</p> <p>On one hand... yet on the other...</p>
<p>Language of Deduction</p> <p>Making assumptions based on prior knowledge</p>	<p>The fact is that...</p> <p>In effect...</p> <p>Given that... then...</p> <p>From this I deduce that...</p> <p>In conclusion...</p> <p>I conclude...</p> <p>I have worked out from this that...</p>
<p>Language of Evaluation</p> <p>Evaluative talk</p>	<p>My view is that... because...</p> <p>This is supported by the fact that...</p> <p>It is my opinion that...</p> <p>Possible improvements may include...</p> <p>The author has endeavored to...</p> <p>I suggest that... could...</p>
<p>Language of Summarising</p>	<p>The author appears to be saying that...</p> <p>The author is stating that...</p> <p>In this text the author is describing... to be...</p> <p>His/her basic argument can be summarised as...</p> <p>In essence what he/she is saying is...</p> <p>Many of the points he/she is making are about...</p> <p>His/her principle concern is...</p> <p>According to the author/speaker...</p> <p>He/she mentions how...</p>
<p>Language of Hypothesis</p>	<p>It is true that...</p> <p>Can you/we prove that...</p>

A suggestion that tries to explain something, based on evidence

I would like to prove/disprove that...

Perhaps the reason is...

Year 6 Speaking, Listening & Oracy Curriculum Map

By the end of Year 6 pupils will be able to:

Talking to and with others

Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener

Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands

Engage with complex material making perceptive responses, showing awareness of the speaker’s aims and extending meanings

Talking within role play and drama

Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion

Talking about talk

Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues

Analyse meaning and impact of spoken language variation, exploring significant details in own and others’ language

Example tier 2 vocabulary	Speaking and Listening Vocabulary
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authority formula require injure survey constitute individual specific invest exceed assign involve structure diverse alternative define legislate vary obtain component cooperate major administrate potential considerable	environment occur aspect purchase corporate establish period category range fund factor principle community regulate imply finance proceed distinct secure justify volume grant inhibit license layer	supplement adequate hypothesis aware medical outcome approximate implement clause acknowledge physical attitude mechanism consult modify proportion civil incidence energy precise react commit phase equivalent psychology	sequence concentrate regime expand stable shift cycle resolve external substitute technical domestic retain image sustain instance economy method affect primary contribute swarm hence undertake margin	appease assert coincide comprehend conclude conclusive concur confer confirm contend convince decipher deduce fathom implicate imply infer initially interpret interpretation irrefutable meanwhile negate neutral panel perceive precise refutable subsequently theory
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Progression in Language structures	
Language of Debate Agreeing and disagreement	On the one hand...but... Convince me that... I am convinced... Given that...
Language of Comparison Comparing and contrasting	In some ways...and...are alike. For instance they both... Another feature they have in common is that... Furthermore they are both... However they also differ in some ways. For example...while... Another difference is that...whereas... Finally...but... The similarities/differences seem more significant than the similarities/differences because...
Language of Deduction Making assumptions based on prior knowledge	The facts lead to... Based on... I've been lead to the conclusion that... The evidence leads to... Having considered... This infers that...
Language of Evaluation Evaluative talk	My view is that... In my opinion... This is supported by the fact that... Furthermore...however... Possible improvements may include... Or alternatively...
Language of Summarising	... such as ... Due to...x has / is... In summary... Owing to....x has / is... This has altered... Evidently...He/she mentions how...
Language of Hypothesis	Based on the evidence I have been presented with, I can conclude... Taking everything into account...

<p>A suggestion that tries to explain something, based on evidence</p>	<p>Having analysed...</p> <p>Having pondered...</p> <p>If we accept this hypothesis, what else will be true?</p> <p>Given this, it is likely that ...</p>
<p>Language of opinion</p>	<p>Consequently / Based on fact / Because of my beliefs...</p> <p>To hold the view / After consideration...</p> <p>After / On reflection ...</p> <p>It is my understanding that...</p> <p>The facts lead me to the conclusion that...</p>
<p>Language of prediction</p>	<p>In light of...I predict...</p> <p>There is a high / low probability...</p> <p>The chances of/The likelihood of/Due to the fact that/Upon consideration of the relevant factors...</p>
<p>Language of sequencing</p>	<p>Whilst X was...Y was...</p> <p>During X – Y happened.</p> <p>Initially the...were... However...</p>