



# St Faith's Church of England Infant and Nursery School

## PROGRESSION OF ORACY

We want every child at St Faith's Infant and Nursery School to find their voice. Oracy develops pupils' confidence, articulacy and capacity to learn. Providing a high-quality oracy education empowers children, regardless of their background, to find their voice for success in school and in life.

We believe that effective communication skills are needed for children to succeed in later life. Progression in oracy is an individual journey; however, we aim for all children to have a range of experiences and develop a range of different skills as they progress through our school.

*Our vision: Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all.*

*"Aspire not to have more, but to be more." (Oscar Romero)*

## ORACY IN NURSERY

| Key Skills to teach:                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                               |
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| Physical                                                                                                                                                                                                                                                                                                                                                                                         | Linguistic                                                                                                                                             | Cognitive                                                                                                                                                                                                                                                                                                                                                                                                                                        | Social and Emotional                                                                                          |
| <p>To speak audibly so they can be heard and have their needs</p> <p>To use gestures and pointing to support meaning</p>                                                                                                                                                                                                                                                                         | <p>To use talk in play to practice new vocabulary</p> <p>To order phrases to ensure that they make sense</p> <p>To join phrases using and, because</p> | <p>To share ideas with a familiar adult</p> <p>To recall events that have happened to them</p> <p>To ask and answer questions about events that have happened to them and / or personal events</p> <p>To talk about things that are familiar to them e.g. family</p> <p>To follow a 2-step instruction</p> <p>To enjoy listening to a story and remember what has happened</p> <p>To understand a range of questions including why questions</p> | <p>To look at someone who is speaking to them</p> <p>To take turns to speak when working in a small group</p> |
| Teaching Ideas                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                               |
| <ul style="list-style-type: none"> <li>Modelled sentences and phrases in play, encourage the children to repeat these back to you and use in their own play</li> <li>Learn new words and use them in play</li> <li>Model and discuss good listening</li> <li>Develop confidence with unfamiliar adults</li> <li>Promote interactions for children to play with more than one child</li> </ul>    |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                               |
| Experiences:                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                               |
| <ul style="list-style-type: none"> <li>Answer name during the register</li> <li>Join in with a range of different songs and their actions</li> <li>Listen to a story with your friends</li> <li>Take a story bag home to share with my family</li> <li>Sit and chat with your friends to enjoy snack time and lunch together</li> <li>Use Tapestry to talk about personal experiences</li> </ul> |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                               |

## ORACY IN RECEPTION

| Key Skills to teach:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                       |                                                                                                                                                                       |                                                                                                                         |
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| Physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Linguistic                                                                                                                            | Cognitive                                                                                                                                                             | Social and Emotional                                                                                                    |
| <p>To speak audibly so they can be heard and understood</p> <p>To use gestures to support meaning in play</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>To use talk in play to practice new vocabulary</p> <p>To join phrases with words such as 'if', 'because', 'so', 'could', 'but'</p> | <p>To use 'because' to develop their ideas</p> <p>To make relevant contributions and ask questions</p> <p>To describe events that have happened to them in detail</p> | <p>To look at someone who is speaking to them</p> <p>To take turns to speak when working in a group and whole class</p> |
| Teaching Ideas:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                       |                                                                                                                                                                       |                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Opportunities to take on different roles in play, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. This is supported with adult modelling and quality interactions.</li> <li>• Support children's understanding of turn-taking in talk using a range of strategies including using a physical object such as a toy to signify whose turn it is to speak, encouraging children to listen to others, circle times etc.</li> <li>• Support children's understanding of listening through partner and small group conversations. Break down what it means to listen and frequently return to this through praise. Provide learnt phrases, modelled conversations, and recap what good listening looks like. This is linked to the school rules of being ready and respectful.</li> <li>• Introduce new language and sentence stems through call and repeat, 'my turn, your turn'. New vocabulary is introduced and modelled in play through high quality interactions and explicitly taught and practised in the curriculum e.g. drawing club sessions.</li> <li>• Support children to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels e.g. using an indoor voice.</li> </ul> |                                                                                                                                       |                                                                                                                                                                       |                                                                                                                         |
| Experiences:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                       |                                                                                                                                                                       |                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Singing across the curriculum and singing to an audience</li> <li>• Participate and enjoy story times</li> <li>• Learn to speak to a talk partner during whole class teaching</li> <li>• Become a reading buddy with a Year One child</li> <li>• Take a story bag home linking to our topic and share it with my family</li> <li>• Take part in a range of trips and real-life experiences e.g. planetarium, farm visit, visit a supermarket to practice speaking to an unfamiliar adult</li> <li>• Speak for an extended period about something you are interested in, for example a favourite toy or what they did at the weekend</li> <li>• Experience different environments which demonstrate different expectations for listening e.g. Collective Worship, visiting the Church</li> <li>• Use Tapestry to talk about personal experiences and ask questions of each other</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                       |                                                                                                                                                                       |                                                                                                                         |

## ORACY IN YEAR ONE

| Key Skills to teach:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                         |                                                                                                                                                             |
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| Physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Linguistic                                                                                                                                                                                                                                                                                                                                                         | Cognitive                                                                                                                                                                                                                                                               | Social and Emotional                                                                                                                                        |
| <p>To use the appropriate tone of voice in the right context. e.g. speaking calmly when resolving an issue in the playground</p> <p>To speak clearly and confidently in a range of contexts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>To use vocabulary appropriate specific to the topic at hand</p> <p>To take opportunities to try out new language, even if not always used correctly</p> <p>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...'</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</p> | <p>To offer reasons for their opinions</p> <p>To recognise when they haven't understood something and ask a question to help with this</p> <p>To disagree with someone else's opinion politely</p> <p>To explain and retell ideas and events in chronological order</p> | <p>To listen to others and is willing to change their mind based on what they have heard</p> <p>To organise group discussions independently of an adult</p> |
| Teaching Ideas:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                         |                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Introduce children to different protocols to scaffold turn-taking</li> <li>• As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X? Tell me more.'</li> <li>• Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'</li> <li>• Singing across the curriculum, innovating songs</li> <li>• Story times and storytelling – listening, sharing ideas and telling own stories</li> <li>• Vocabulary and talking strategies are taught across the curriculum e.g. talk partners, walking and talking, opinion line, role on the wall, hot seating, ordering events on a timeline</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                         |                                                                                                                                                             |
| Experiences:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                         |                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Take part in small group discussions without an adult. This can lead to collaborative group work and feeding back their own ideas</li> <li>• Be filmed speaking and use this for reflection</li> <li>• Speak in front of a larger audience e.g. during a Collective Worship for your class, your school or for your families</li> <li>• Participating in circle times, Forest School reviews, book reviews, school visit evaluations to share your own ideas with confidence</li> <li>• Participate in values nominations and school council elections</li> <li>• Opportunities to listen to and ask questions to an unfamiliar adult to find out more e.g. mayor, bread and cheese man visitor</li> <li>• Become a reading buddy with a Reception child</li> </ul>                                                       |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                         |                                                                                                                                                             |

## ORACY IN YEAR TWO

| Key Skills to teach:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                        |                                                                                                                                                                                                                             |
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| Physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Linguistic                                                                                                                                                                                                                                                                                                         | Cognitive                                                                                                                                                                                                              | Social and Emotional                                                                                                                                                                                                        |
| To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea or counting off ideas on their fingers as they say them                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | To adapt how they speak in different situations according to audience<br>To write for a different purpose e.g. instructions, non-fiction, stories etc.<br>To use sentence stems to signal when they are building on or challenging others' ideas<br>To explain reasoning during fluency groups (guided discussion) | To ask questions to find out more about a subject<br>To build on others' ideas in discussions<br>To make connections between what has been said and their own and others' experiences<br>To explain 'planned' mistakes | To start to develop an awareness of audience e.g. what might interest a certain group.<br>To be aware of others who have not spoken and to invite them into discussion<br>Confident delivery of short pre-prepared material |
| Teaching Ideas:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                        |                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to'</li> <li>Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the King, talking to sibling, talking to a neighbour or a friend on the playground, online communication through Natterhub</li> <li>Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'</li> <li>Vocabulary and talking strategies are taught across the curriculum e.g. talk partners, walking and talking, opinion line, role on the wall, hot seating, ordering events on a timeline, question tennis</li> <li>Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them</li> <li>Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience</li> </ul>                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                        |                                                                                                                                                                                                                             |
| Experiences:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                        |                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom or giving someone a tour of the school</li> <li>Sharing news to the class after each holiday</li> <li>Present ideas to the class during school council elections</li> <li>Become part of an active council e.g. school council, worship council, Digital leader and share information to a group or your class</li> <li>Recommend a story to a friend and create a story swap</li> <li>Present book recommendations to the whole class, adding detail to their persuasive argument</li> <li>Engage with a talk partner and share with the group what your partner said</li> <li>Participate in a simple debate e.g. using true and false statements in maths, speaking like an expert</li> <li>Opportunities to speak and sing to a larger audience - Speaking in worship for parents, Christmas production, Leavers collective worship, children reading the story at the end of the day</li> <li>Participate in values nominations, presenting reasons to the class, and reading loud in the Values Celebration</li> </ul> |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                        |                                                                                                                                                                                                                             |