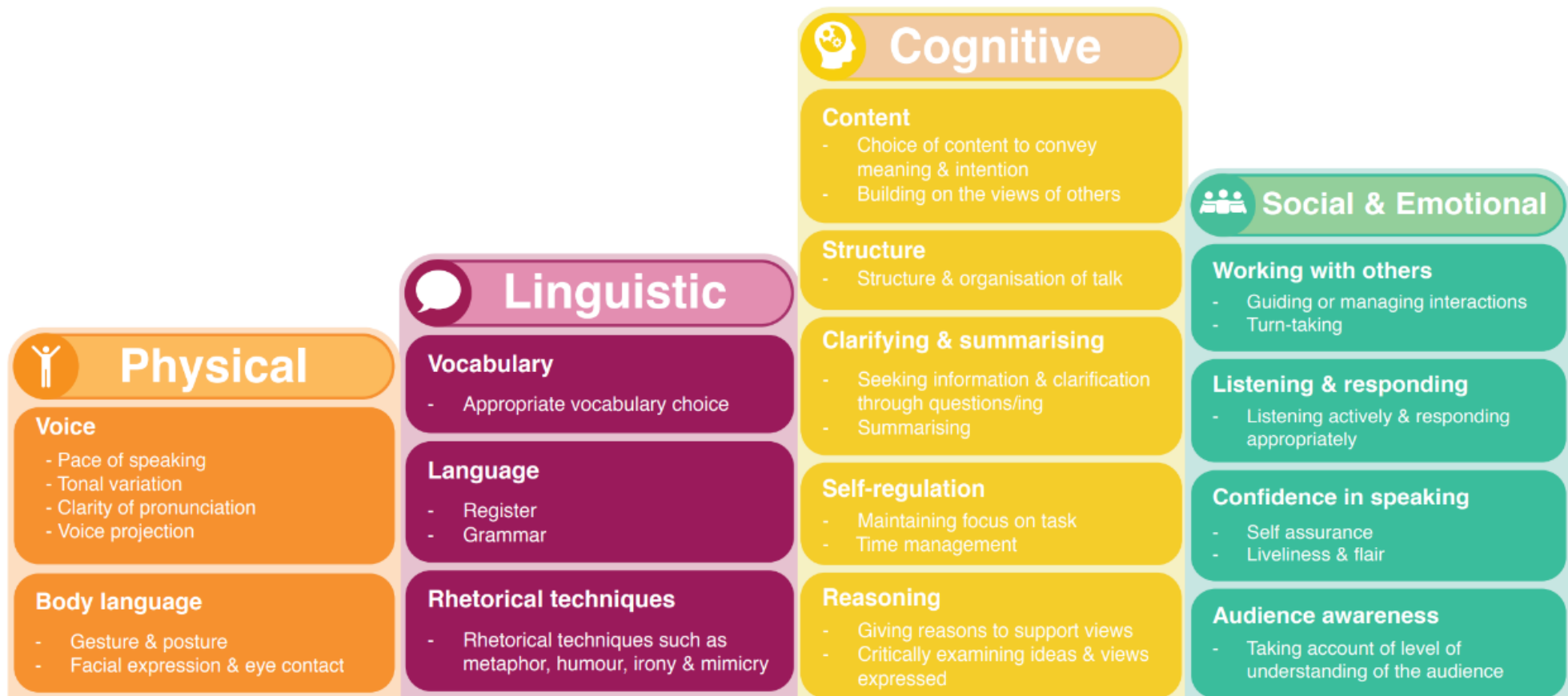




# The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery & Reception	<i>EYFS have carefully planned oracy across their entire curriculum offer.</i>					
Y1	<p><b>Physical:</b> Speak clearly and confidently in a range of contexts, though may have inaccuracies. Understand they need to look at who's talking and think about what they're saying.</p> <p><b>Cognitive:</b> Form and talk in simple sentences.</p> <p><b>Social and emotional:</b> Understands simple instructions using familiar words.</p>	<p><b>Physical:</b> Use the appropriate tone of voice in the right context (e.g speaking calmly when resolving an issue in the playground).</p> <p><b>Linguistic:</b> Develop a good knowledge and understanding of sounds and words.</p> <p>Take opportunities to try out new</p>	<p><b>Physical:</b> Use gesture and appropriate tone in their presentational talk.</p> <p>Speak audibly and fluently.</p> <p><b>Linguistic:</b> Understand and use new taught vocabulary and concepts.</p> <p><b>Cognitive:</b> To offer reasons for their opinions.</p> <p>Talk in compound and simple sentences to link ideas together</p>	<p><b>Linguistic:</b> Use appropriate vocabulary specifically for the topic at hand.</p> <p><b>Cognitive:</b> To recognise when they haven't understood something and ask questions to help with this.</p> <p>Talk using a range of sentences (e.g but, so, and, because).</p> <p><b>Social and emotional:</b></p>	<p><b>Cognitive:</b> Re-tell stories that set the scene, have a basic plot and a sequence of events (chronological order).</p> <p><b>Linguistic:</b> Use sentence stems to link to others' ideas in group discussion (e.g 'I agree with...because..')</p> <p><b>Social and emotional:</b> Organise group discussions without an adult.</p>	<p><b>Cognitive:</b> Disagree with someone else's opinion politely.</p> <p>Keep to a topic (maintaining focus).</p> <p><b>Linguistic:</b> Use conjunctions to organise and sequence ideas (e.g firstly, next, then).</p> <p><b>Social and emotional:</b> Listen to others and be willing to change their mind based on</p>

	<p>Take turns to talk and listen.</p>	<p>language, even if not always used correctly.</p> <p><b>Cognitive:</b> Talk in compound sentences using and, but, so.</p> <p><b>Social and emotional:</b> Understand two-part instructions using previously taught vocabulary.</p> <p>Respond in a two way 1:1 conversation by speaking confidently and clearly.</p>	<p>(using sentence stems).</p> <p><b>Social and emotional:</b> Understand three-part instructions. Respond in conversations within small groups speaking confidently and clearly.</p>	<p>Use conversational cues (active listening, waiting, noticing, turn taking and eye contact) and refer to what somebody has said in a conversation.</p>		<p>what they have heard.</p>
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<p>Y2</p>	<p><b>Physical:</b> Speak audibly and fluently.</p> <p><b>Linguistic:</b> Use key vocabulary.</p> <p><b>Cognitive:</b> Ask questions to find out more about a subject.</p> <p>Form sequences of speech linking ideas together through time adverbials.</p> <p><b>Social and emotional:</b> Use turn taking in conversation and actively listen.</p>	<p><b>Physical:</b> Start to use gesture and non-verbal cues to support the delivery of ideas (e.g counting off ideas on their fingers as they say them).</p> <p><b>Linguistic:</b> Use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>Use key vocabulary in context.</p> <p><b>Cognitive:</b> To build on others' ideas in discussions.</p>	<p><b>Physical:</b> Use expression, gestures and non-verbal cues.</p> <p><b>Cognitive:</b> Ask and answer questions (why and how) to summarise tasks or events.</p> <p>Talk about predictions with justification.</p> <p><b>Social and emotional:</b> Gain, monitor and maintain the interest of the listener.</p>	<p><b>Linguistic:</b> To adapt how they speak in different situations according to audience.</p> <p>Understand and use key vocabulary relevant to the subject.</p> <p><b>Cognitive:</b> Understand longer two-three part spoken instructions.</p> <p><b>Social and emotional:</b> Start to develop an awareness of audience (e.g what might interest a certain group).</p>	<p><b>Cognitive:</b> To make connections between what has been said and their own and others' experiences.</p> <p>Use sentence stems to signal when building or challenging others' ideas.</p> <p><b>Social and emotional:</b> To be aware of others who have not spoken and to invite them into discussion.</p> <p>Understand and make connections between what is being said.</p>	<p><b>Physical:</b> Use gesture, register and tone to confidently and fluently re-tell a familiar story.</p> <p><b>Linguistic:</b> Understand that words can sound the same but mean different things (e.g homophones – bare, bear; be, bee; blew, blue; night, knight; one, won; to, too, two).</p> <p><b>Cognitive:</b> Retell a familiar story using a range of sentence types.</p> <p><b>Social and emotional:</b></p>
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		<p>Form sentences with subordination to extend (because, as, if).</p> <p>Listen and respond appropriately asking questions if needed, including how and why questions.</p> <p><b>Social and emotional:</b> Listen and respond in two way conversations.</p>		Adapt how they speak to different audiences.		<p>Confidently deliver short pre-prepared material to an audience.</p> <p>Be aware of others who have not spoken and invite them into the discussion</p>
Y3	<b>Physical:</b>	<b>Physical:</b>	<b>Physical:</b>	<b>Cognitive:</b>	<b>Physical:</b>	<b>Physical:</b>

	<p>Deliberately vary tone of voice in order to convey meaning.</p> <p><b>Linguistic:</b> Form and use multi-syllabic words clearly.</p> <p>Use a wide range of verbs, specifically to express cause and effect (e.g leads to, results from, due to, because of, results in).</p> <p>Use regular and irregular past tense verbs (e.g began, fell, leapt, came).</p> <p><b>Cognitive:</b> Identifies when they haven't understood and asks for clarification.</p>	<p>Consider position and posture when addressing an audience.</p> <p><b>Cognitive:</b> Summarise a discussion.</p> <p>Form and use different types of sentences with different structures.</p> <p>Infer meaning and make predictions.</p> <p><b>Linguistic:</b> Make precise language choices.</p> <p><b>Social and emotional:</b> Understand conversational rules (e.g</p>	<p>Deliberately vary tone of voice in order to convey meaning.</p> <p><b>Linguistic:</b> Use specialist vocabulary in context to convey meaning.</p> <p><b>Cognitive:</b> Joins in and reflects on discussions about an activity using topic vocabulary.</p> <p><b>Social and emotional:</b> Adapt the content of their speech for a specific audience.</p> <p>Ask and answer a range of relevant questions to help them understand.</p>	<p>Reach a shared agreement in discussions.</p> <p>Form a summary of key knowledge and information.</p> <p><b>Linguistic:</b> Make precise language choices (e.g 'delectable' instead of 'nice' when describing a cake).</p> <p><b>Social &amp; Emotional:</b> Use formal language when appropriate.</p> <p>Speak with confidence to an audience.</p>	<p>Consider position and posture when addressing an audience.</p> <p><b>Cognitive:</b> Offer opinions that aren't their own.</p> <p>Use complex grammar and sentences to clarify.</p> <p>Ensure the content of planned speech is clear.</p> <p><b>Social &amp; Emotional:</b> Listen to key information and make relevant comments.</p>	<p>Uses intonation to make storytelling engaging.</p> <p><b>Cognitive:</b> Reflect on discussions and identify how to improve.</p> <p>Form and use a story structure with a distinct plot, exciting events and clear resolution.</p> <p>Form and use a variety of sentence types for effect (e.g exclamations, compound sentences etc).</p> <p><b>Linguistic:</b> Use specialist language to describe their</p>
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	<p><b>Social and emotional:</b> Speak with confidence in front of an audience.</p>	<p>looking at the speaker, nodding along, taking turns to speak etc).</p>				<p>own and others' talk.</p> <p><b>Social &amp; Emotional:</b> Participate in presentational talk retelling their story and maintain attention when listening to others.</p>
Y4	<b>Physical:</b>	<b>Physical:</b>	<b>Physical:</b>	<b>Physical:</b>	<b>Linguistic:</b>	<b>Physical:</b>

	<p>Consider movement when addressing an audience.</p> <p><b>Linguistic:</b> Use topic specific vocabulary confidently when answering questions.</p> <p>Carefully consider words and phrases to talk purposefully.</p> <p><b>Cognitive:</b> Form and use a range of complex sentence types (e.g embedded clauses).</p> <p><b>Social and emotional:</b> Form questions in order to extend understanding and learning.</p>	<p>Use pauses for effect in presentational talk.</p> <p><b>Linguistic:</b> Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>Use a wide range of verbs including ‘I think...’, ‘I wonder...’, ‘I thought...’</p> <p><b>Cognitive:</b> Give supporting evidence when talking.</p>	<p>Consider movement when addressing an audience.</p> <p><b>Cognitive:</b> Ask probing questions e.g ‘How do you...’ ‘So what did you use...’</p> <p><b>Social and emotional:</b> Maintain attention throughout listening and talking.</p>	<p>Use pauses for effect.</p> <p><b>Linguistic:</b> Choose appropriate words and concepts to use in presentational talk.</p> <p><b>Cognitive:</b> Give supporting evidence (e.g a historical event or citing a text).</p> <p><b>Social and emotional:</b> Learn how to give and take constructive feedback that leads to improvements in their own talk.</p>	<p>Develop word choices to convey meaning and give details.</p> <p><b>Social and emotional:</b> Be able to empathise with an audience.</p>	<p>Use intonation to make storytelling engaging.</p> <p><b>Cognitive:</b> Reflect on their own oracy skills and identify areas of strength and areas to improve.</p> <p>Form and use a story structure with a distinct plot, exciting events and clear resolution.</p> <p><b>Social and emotional:</b> Consider the impact of their words on others when giving feedback.</p> <p>Participate in presentational</p>
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	Use formal language when appropriate.	<b>Social and emotional:</b> Use more natural and subtle prompts for turn taking.				talk retelling their story and maintain attention when listening to others.
Y5	<b>Physical:</b> Gestures to become	<b>Cognitive:</b> Draw upon knowledge of	<b>Linguistic:</b> Know when a sentence is not	<b>Physical:</b>	<b>Social and emotional:</b>	<b>Linguistic:</b> Use taught language to

	<p>increasingly natural.</p> <p><b>Linguistic:</b> Use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p><b>Cognitive:</b> Form questions to clarify any misunderstandings.</p> <p>Draw upon knowledge of the world to support their own point of view and explore different perspectives.</p>	<p>the world to support their own point of view and explore different perspectives.</p> <p>Identify when a discussion is going off track and bring it back.</p> <p><b>Social and emotional:</b> Listen for extended periods of time to understand content.</p>	<p>grammatically correct.</p> <p>Use taught language to talk about a range of different things.</p> <p><b>Cognitive:</b> Articulate and justify answers, arguments, and opinions.</p>	<p>Project their voice to a large audience.</p> <p>Speak fluently in front of an audience.</p> <p>Consciously adapt tone, pace and volume.</p> <p><b>Cognitive:</b> Understand simple jokes and explain why they may be funny or what they might mean.</p>	<p>Listen for extended periods of time.</p> <p>Consider and evaluate different viewpoints attending to and building on the contributions of others.</p> <p>Speak with flare and passion.</p>	<p>develop a storyline which is engaging.</p> <p><b>Cognitive:</b> Identify when a discussion is going off topic and bring it back on track.</p> <p>Form and give well structured description, explanation and narratives.</p>
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Y6	<p><b>Physical:</b> Speak fluently in front of an audience.</p> <p>Speak with flare and passion.</p> <p>Gestures to become increasingly natural.</p> <p><b>Linguistic:</b> Form sentences with an average of about 7 to 10 words.</p> <p>Use complex joining words, e.g meanwhile</p> <p><b>Cognitive:</b> Ask and answer different question types.</p>	<p><b>Linguistic:</b> Vary sentence structures and length for effect when speaking.</p> <p>Recognise when a sentence is not grammatically correct.</p> <p>Makes choices from a wide range of varied vocabulary.</p> <p>Know some words that can have two meanings (date, right, leaves, watch).</p> <p><b>Cognitive:</b></p>	<p><b>Linguistic:</b> Be comfortable using idiom and expressions.</p> <p>Use more complex words.</p> <p>Use idioms and expressions ('go the extra mile'; 'cat got your tongue'; 'snug as a bug in a rug').</p> <p><b>Cognitive:</b> Respond to questions with evidence.</p> <p><b>Social and emotional:</b> To use humour effectively. Use questions to help conversation flow.</p>	<p><b>Physical:</b> Consciously adapt tone, pace and volume of voice within a single situation.</p> <p><b>Linguistic:</b> Everyday language is detailed and uses sophisticated words.</p> <p><b>Cognitive:</b> Construct a detailed argument or complex narrative.</p> <p>Understand simple jokes and explain why they may be funny or what they might mean.</p>	<p><b>Linguistic:</b> Can identify when a sentence is not grammatically correct and explain grammar rules.</p> <p><b>Cognitive:</b> Construct a detailed argument.</p> <p><b>Social and emotional:</b> Read a room or a group and take action accordingly e.g if everyone looks disengaged, move on or change topic or if everyone looks confused, stop to take questions.</p>	<p><b>Physical:</b> Possess stage presence.</p> <p><b>Linguistic:</b> Use long and complex sentences to tell elaborate, entertaining stories which are full of detailed description.</p> <p>Use different language depending on whether it may be formal or informal.</p> <p><b>Cognitive:</b> Incorporate a sub plot in telling stories and recalling events.</p>

		Spontaneously respond to increasingly complex questions, citing evidence where appropriate.		<b>Social and emotional:</b> Select and use appropriate registers (language, tone & structure) for effective communication.	Sustain active listening to both what is being said and the way that it is said.	<b>Social and emotional:</b> Communicates successfully – shares ideas and information giving and receiving advice.
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