

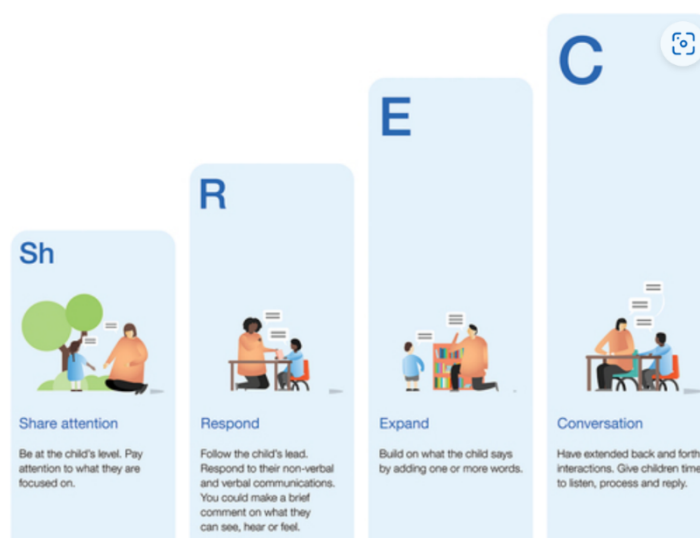


Wookey Primary School

Oracy Progression

Oracy is the ability to express oneself fluently and communicate effectively. It is fundamental to children's cognitive, social, and emotional development. The Oracy All-Party Parliamentary Group (APPG, 2021) found that strong spoken language skills correlate with improved academic attainment, wellbeing, and life chances. Oracy empowers children to participate confidently in discussions, collaborate effectively, and engage critically with the world around them. In a small village primary school, developing oracy ensures every child's voice is heard—building confidence, empathy, and social mobility. Purposeful talk across the curriculum transforms classrooms into communities of thinkers and communicators.

Spoken language underpins reading comprehension, writing fluency, and reasoning. When children learn to articulate ideas clearly, they strengthen working memory, vocabulary, and conceptual understanding. Structured talk also supports emotional regulation and metacognition, helping learners to think aloud and reflect on their learning. The EEF has facilitated research into this area, finding that strong oracy intervention can accelerate progress, particularly for disadvantaged pupils. It also supports the use of the ShREC approach, which is used to support interactions within our combined Early Years Classroom. Throughout the school, a comprehensive poetry spine is used enabling children to learn a poem each term and have an opportunity to perform it in front of others. Children have the opportunity to take on whole school roles, which they are elected for such as Wellbeing Ambassadors and Reading Leaders. Within class, we use a range of 'no hands up' strategies to give children the opportunity to talk about their learning as well as assessment tools such as 'Hexagonal thinking' to support children's use of rich language.



Little Acorns

Key Skills Taught:

Physical	Linguistic	Cognitive	Social & Emotional	Experiences
Develop control of mouth movements. Experiments with volume and pitch. Uses gesture and facial expression. Support with pronunciation particularly ch, j, r, th and sh and multisyllabic words.	Uses simple sentences of 4-8 words. Begins to use new vocabulary. Names familiar objects. Responds to simple questions. Uses talk to organise themselves and play e.g. 'Lets get on a bus.' Develops their communication but may have problems with tenses and plurals e.g. runned/ran	Follows simple instructions. Begins to sequence ideas. Shows curiosity through questioning. Knows many rhymes. Able to talk about familiar stories.	Takes turns in conversation with an adult or friend. Expresses simple needs verbally. Listens to others for short periods.	Talking in Circle Time and whole class sessions. Sing songs, nursery rhymes and poems. Take part in collaborative and pretend play. Talk-rich play environments - ShREC Approach used to facilitate interactions.

Reception

Physical	Linguistic	Cognitive	Social & Emotional	Experiences
Clear articulation so they can be heard and understood. Uses gestures to support meaning in play.	Expands vocabulary and uses new language in play. Uses connectives (and, because, as, if, so). Asks and answers questions. Retells simple stories.	Begins to stay on topic. Asks questions about events that have happened to them in detail. Uses talk to problem-solve.	Builds confidence speaking in small groups. Listens and responds appropriately e.g. taking turns. Shows awareness of audience e.g. looking at them.	Show and tell opportunities. Story retelling – Helicopter stories. Singing songs, rhymes and poems. Drama opportunities – The Nativity/ Stage area in the classroom. Paired Talk. Talk-rich play environments - ShREC approach used to facilitate interactions.

Sentence Stems for EYFS	Yes because... No because... I like... I don't like... It is...because... This is.... That is....because...
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Year 1 and 2

Physical	Linguistic	Cognitive	Social & Emotional	Experiences
Speaks audibly and with confidence in front of a range of audiences. Uses appropriate expression, tone and pace. Starts to use gesture to support the delivery of ideas e.g. counting off ideas on their fingers, pointing to someone.	Uses topic specific vocabulary and makes attempt to use new vocabulary even if not correct. Uses sentence stems to link other's ideas e.g. 'I agree with because' Uses conjunctions to organise ideas e.g. firstly, secondly. Uses question forms accurately. Adapt how they speak in different situations e.g. calmly when resolving an issue.	Offer reasons for their thinking. Recognise when they haven't understood something and ask questions about it. Explains ideas and events in logical sequence. Organises ideas logically. Starting to be able to summarise discussions.	Starts to develop an awareness of audience. Confident delivery of short prepared material e.g. poetry slams. Speaks confidently in front of others.	Performances in front of others e.g. Harvest Festival, poetry slams, singing festival. Partner and group talk. Oracy practice and storytelling. Speak to unfamiliar people e.g. asking questions to visitors.
Year 1 Sentence Stems	I like... because... and... I don't like... because... and... It is right... It is wrong... They are the same because... They are different because...is...and...is... They are alike because they are both... I think because			
Year 2 Sentence Stems	I agree / disagree because... I think..... because.... and also because..... However..... Also..... They are similar because... They are different because.... is....and...is... They are alike because they are both... I think...because ... I prefer....because...			

Physical	Linguistic	Cognitive	Social & Emotional	Experiences
My partner thinks...				

Year 3 and 4

Physical	Linguistic	Cognitive	Social & Emotional	Experiences
Able to project and adapt tone to the situation e.g. speaking with pathos in sad parts of a story. Considers posture and position when standing in front of an audience. Starts to use pauses to build impact.	Uses technical vocabulary. Starting to use precise language e.g. instead of describing a cake as 'nice' describes it as 'delicious'.	Reflects on discussions and identifies the main points. Reflects on their own oracy skills and identifies strengths and ways to improve it.	Speak with confidence in front of others. Adapt the content of their speech for the audience. Consider their impact on others when giving feedback.	Confidently takes part in presentations and debates. Present to an audience of parents, older and younger children e.g. Easter parent show, Poetry Slam Collaboratively solve problems. Receive feedback on their oracy skills from a peer. Use talk for a specific purpose e.g. entertain/persuade/inform
Year 3 Sentence Stems	An argument for is..... because.... An argument against is.....because.... I understand however... I accept your decision however... ...and...are alike in that... ...and...are similar because... ...and...are different in that... I agree/disagree because... I appreciate/understand...'s opinion because My opinion/view is...because			
Year 4 Sentence Stems	An argument for is..... because.... An argument against is.....because.... I understand however... I accept your decision however... I understand your point of view, however I disagree because..... One similarity between...and...is that... Another is... One difference is... I appreciate ...'s opinion because...Due to... However I think differently because...			

Year 5 and 6

Physical	Linguistic	Cognitive	Social & Emotional	Experiences
Projects voice confidently to large audiences. Speaks fluently in front of others. Has a stage presence. Consciously adapts tone, pace and volume within a single situation.	Varies sentence structure and length. Comfortable using idioms and expressions. Uses a range of sophisticated sentence stems. Can use rhetorical devices.	Able to use knowledge from around the world to support their ideas and views. Can explore different perspectives. Can construct a detailed argument.	Can speak with flair and passion. Listens for longer periods of time. Starts to be able to read the atmosphere of a room e.g. confusion, sadness and taking actions accordingly.	Debates within English and the wider curriculum. Leading in assemblies. Wider school roles - Wellbeing Ambassador/ Reading Leaders/Picture Book Carnegie Award Club Youth Parliament opportunity Meet professionals e.g. MPs
Year 5 Sentence Stem	In my opinion... I have two main reasons for believing this. My second important reason for... Perhaps some people would argue that ...that... However, I would point out that For example... In conclusion... To begin with... As a result of... Therefore / In my opinion / I believe... He considers... It is my opinion that...however others may/might believe...			
Year 6 Sentence Stems	On the one hand... but... I am convinced... Given that... In my opinion... I have two main reasons for believing this. My second important reason for... Perhaps some people would argue that ...that... However, I would point out that For example... In conclusion... To begin with... As a result of... Therefore / In my opinion / I believe... He considers...			

Physical	Linguistic	Cognitive	Social & Emotional	Experiences
	It is my opinion that...however others may/might believe...			