

ENGLISH PROGRESSION IN ORACY

		Progression in Oracy					
		Physical; Cognitive; Linguistic; Social & emotional; Progression in Language sentence stems to be used alongside this. (below)					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Speak audibly so they can be heard and understood by a talk partner.</p> <p>Express needs clearly to a familiar adult or peer.</p>	<p>To maintain eye contact with a partner or familiar adult.</p> <p>Describe an experienced event to a partner including 'and' to elaborate.</p> <p>Know the names of the four strands of the framework.</p>	<p>Speak audibly so they can be heard and understood in a trio.</p> <p>State their point of view simply to a larger group (up to 5).</p> <p>Look at the speaker.</p>	<p>Use gestures to support meaning.</p> <p>Ask a relevant question about a story.</p> <p>Use the 'word of the day' accurately in conversation.</p> <p>Take turns in games and speaking.</p>	<p>Speak audibly so they can be heard and understood by the class.</p> <p>Use 'because', 'then' 'but' when explaining their plan and outcomes.</p>	<p>To explain how or why something happened using 'because' or 'so'.</p> <p>To use 'if' and 'might' to explain how they could improve their work next time.</p>	
Year 1	<p>Speak clearly and confidently a small group of known peer</p> <p>Sequence events using the language of time or number. Begin to use sentence stems with some prompting.</p>	<p>Use non-verbal signals to indicate agreement or disagreement.</p> <p>Include 'because' in their contribution to justify ideas.</p>	<p>Speak clearly when presenting learning to the class. E.g. recording a presentation for the showcase.</p> <p>Use sentence stems independently even if not always appropriately.</p>	<p>Retell a story to a small group. Recognising when events are out of sequence and self-correcting.</p> <p>Be able to independently take turns and ensure all members contribute.</p>	<p>Speak clearly and confidently when explaining displayed learning to an adult in the showcase.</p> <p>Recognise when the wrong stem has been used and choose a more appropriate one.</p>	<p>Speak clearly and confidently using a script e.g. live presentation in showcase.</p> <p>Request a book from the librarian. Explaining the title or topic and maintaining eye contact.</p>	
Year 2	<p>Using non-verbal signals confidently to indicate the contribution they wish to make: agree, disagree or build. Choose the most appropriate stem independently.</p>	<p>Justify their agree/disagree choice with relevant explanations.</p> <p>Use technical, subject-specific vocabulary when explaining opinions.</p>	<p>Begin to understand the importance of posture when speaking.</p> <p>Use taught vocabulary independently, even if not always accurately.</p>	<p>Moderate tone and volume to match the audience.</p> <p>Retell an event calmly in logical order e.g. on the playground.</p>	<p>Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus.</p> <p>Be able to change their mind in response to another person's argument. E.g. the opinion continuum.</p>	<p>Be aware of where to look or stand to ensure the audience can hear clearly. Take on the instigator role in a trio discussion.</p> <p>Include taught vocabulary appropriately and independently in discussions.</p>	
Year 3	<p>Vary tone of voice for humorous or sad parts of a story telling.</p> <p>Notice when someone has no contributed and invite them to speak.</p>	<p>Take on the challenger role in a small discussion.</p> <p>Be able to confidently change their mind e.g. opinion continuum.</p>	<p>Use awareness of audience to support choice of formal/informal language.</p> <p>Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.</p>	<p>Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience.</p>	<p>Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction.</p> <p>Be able to explain why they have changed their mind e.g. opinion continuum.</p>	<p>Begin to summarise the opinion of one contributor.</p> <p>Know which strand they are practising and explain why that is important to effective talk.</p>	

Language Structures – Based on Tower Hamlets Progression in Language Structures

Year 4	Confidently summarise the contribution of one participant in logical order.	Pause at appropriate points to allow for an audience's reaction. E.g. in the comic poetry competition.	Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right.'	Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.	Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Deliver a short teaching session to a small group of younger children.	Write own short contribution to be delivered during the showcase.
Year 5	Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day. Self-assess own delivery of short recorded presentation. targets to work on this year.	Write a coherent discussion text in response to a whole-class stimulus. Deliver that argument to a larger audience of their peers. (Yr grp)	Use effective exploratory and evaluative language to clarify thinking during a discussion.	Present learning to parents in pupil-led parent meetings. Use evaluative stems to support the discussion of successes and next steps.	Independently discuss a question in a small group, maintaining focus on the question and roles.	Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.
Year 6	Use humour appropriately a effectively to engage an audience.	To project voice to the back of the large hall and maintain volume and pitch through several short spoken contributions.	Use wider world knowledge to support views when participating in debates. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.	Choose appropriately formal language when participating in debates and formal discussions. Structure a persuasive speech effectively using taught language techniques.	To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition. Be able to reply to questions from the audience.	Speak confidently and naturally to an audience of known and unknown adults during the end of year production.

The Language of Argument

Year Group	Structures
Reception	<p>He / She didn't share / take turns I think..... Why? you think this? It is.....</p> <p>I want to..... I think..... What do you think? It's not.....</p> <p>I like..... I don't like..... I don't think..... Why do Yes because..... No because.....</p>
Year One	<p>Yes/ No because.....I like..... because..... and.....I don't like..... because..... and.....I agree with..... because.....It is right..... It is wrong.....</p>
Year Two	<p>No because..... Yes because..... I agree / disagree because..... I think..... because.... and also because..... However..... Also.....</p>
Year Three	<p>An argument for is..... because.... 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>
Year Four	<p>An argument for ....is.... 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.....</p>
Year Five	<p>In my opinion..... should be banned. I have two main reasons for believing this. First of all, as I'm sure you'll agree,..... My second important reason for wanting to ban..... is that..... Perhaps some people would argue that .....that..... However, I would point out that..... It is clear that a ban on.....would be a great step forward!</p>
Year Six	<p>On the one hand..... but..... Convince me that..... I am convinced..... Given that.....</p>

The Language of Deduction – Making an assumption based on prior knowledge

Language Structures – Based on Tower Hamlets Progression in Language Structures

Year Group	Structures
Reception	It will.....because..... I think I will..... I think.....because..... It is.....because..... It has.....because..... Why do you think this is a .....? What can you see? Why did.....happen? .....happened because.....
Year One	I think that..... I think that .....because..... It is.....because..... .....happened because..... What do you think happened?
Year Two	Say how the characters feel and explain why. I think that.....because..... This happened.....because..... I know this..... What do you think happened? How do you know that.....?
Year Three	I conclude that.....because..... I found that.....because..... As a result of.....I conclude that..... After looking at the data/information/results I conclude that..... On observing I found that.....
Year Four	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.....
Year Five	The fact is..... In effect..... Given that.....then..... I deduce/deduct..... I have worked out..... In conclusion..... I conclude.....
Year Six	The facts lead to..... Based on..... Been lead to the conclusion that..... The evidence leads to..... Having considered..... This infers that.....

The Language of Comparison – comparing and contrasting

Year Group	Structures
Reception	It is the same because.. It looks the same because... It feels the same because... It tastes the same because... It sounds the same because... It is different / They are different because.. It is not the same. This is.....and that is.....
Year One	They are the same because..... They are different because.....is.....and.....is..... They are alike because they are both.....
Year Two	They are the same because..... They are similar because..... They are different because.... is.....and.....is..... They are alike because they are both..... It feels different because this one..... and that one.....
Year Three	..... and..... are both..... and..... are alike in that..... and..... are similar because..... and..... are different in that..... is.....but.....is..... is.....but.....is..... is.....while.....is
Year Four	.....and..... are both..... and..... are alike in that..... and..... are similar because..... and..... have the following points in common: ..... One similarity between.....and..... is that..... Another is..... A further..... One difference is..... A further difference.....
Year Five	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.....

Year Six	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.....
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The Language of Description

Year Group	Structures
Reception	It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like..... It looks like..... It tastes like..... because..... It sounds like..... It smells like..... It is the same because..... It is different because..... As above, use This ..... looks like .....
Year One	etc It is..... and..... The..... is..... and..... This is ..... They are ..... They are.....because..... It is a (adjective) / (noun) .....has ..... have .....
Year Two	It / This is.....and..... This has ..... and ..... The.....is.....and..... They are.....and..... I feel.....because..... This is a big, round, red, beach ball
Year Three	It looks/feels/sounds/smells like ..... It appears to be.....because..... It seems to be.....as..... I think it looks like.....due to..... It reminds me of.....because / therefore / meanwhile..... Why? How? What? Tell Me About...
Year Four	It looks/feels/tastes/sounds/smells like ..... It appears to be.....because..... It seems to be like.....because..... I think it looks like.....because..... It reminds me of.....because..... Why? How? What? Tell Me About...
Year Five	It looks/feels/tastes/sounds/smells like ..... It appears to be.....because..... It seems to be like.....because..... I think it looks like.....because..... It reminds me of.....because..... Why? How? What? Tell Me About...
Year Six	In comparison to..... Idioms e.g. Peas in a pod Develop / Introduce metaphors and similes.

The Language of Evaluating

Year Group	Structures
Reception	I made this train. “I like the way the wheels rotate” I’ve done this picture. “I can see you have put lots of detail in there, flowers, people, trees” I like this because..... I made this..... I did this..... I’ve done this... ..
Year One	I found.....hard/easy because..... I like / dislike because..... I feel that.....next time. I could..... In my opinion.....because.....
Year Two	I think my..... /book is.....because..... Next time I could..... I found.....hard/easy because..... I like / dislike.....because..... It was interesting because.....I like this because..... I like the part where.....because..... What I found hard about this work was..... I found this piece of work hard/easy because
Year Three	I found this work..... because..... Next time I could/would/..... Maybe you could try..... / I feel that..... I enjoyed it because..... was successful / ambitious because..... You could improve this work by..... ..
Year Four	I enjoyed.....because..... was successful / ambitious because..... You could improve this work by.....Maybe you could try..... Next time I / you could / would.....
Year Five	My view is that.....because..... This is supported by the fact that..... In my opinion.....furthermore.....However..... Possible improvements may include.....
Year Six	My view is that..... In my opinion..... This is supported by the fact that..... Furthermore.....however..... Possible improvements may include..... Or alternatively.....

The Language of Explanation

Year Group	Structures
Reception	It is..... You put..... I / He / She ..... It is..... because..... This is..... That is.....because..... The..... is..... They are / were..... When.....
Year One	I..... because..... When I.....because..... After I..... How..... Why..... Where..... When..... Sometimes incorporating sequence language structures.

Language Structures – Based on Tower Hamlets Progression in Language Structures

Year Two	I.....because..... When I .....because..... After I..... The.....because..... We/They.....because..... How..... Why..... Where..... When.....
Year Three	How..... Why..... Where..... When..... What..... After..... Then / As a result of / Later / because .....
Year Four	How..... Why..... Where..... When..... What..... After..... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because
Year Five	Because of..... x happened For example..... In conclusion..... To begin with..... As a result of..... The reason(s) for.....
Year Six	..... such as ..... Due to.....x has / is..... In summary..... Owing to.....x has / is..... This has altered..... Evidently.....

The Language of Explanation – in a mathematical context

Year Group	Structures
Reception	I've got the ..... one It's the same/ different ..... It's the same number. They / We both have..... There is one more..... Its one less..... Another one..... I have more..... They/We have two each Altogether I have..... I think..... .....heavier..... / .....lighter.....
Year One	I know.....because..... .....is in-between/after/before because..... .....comes before.....because..... .....comes after.....because..... So then..... The answer is.....because.....
Year Two	I started at 5 because the..... and.....are both..... I jumped on/up in .....because..... and.....are different in that..... This makes.....so I ..... So then I.....because..... I know.....because.....
Year Three	If you.....then..... First..... After that..... I know.....because..... and..... are alike in that..... / .....and.....are similar because..... is.....but..... is..... / .....is.....while.....is..... When....., ..... / If....., ..... , so .....
Year Four	We know that.....so/because..... / It can't be.....so/because..... So it must be.....so/because..... / I agree/disagree with you because..... A major difference between.....and.....is that..... Some ways in which.....and.....differ are....., So..... / ..... As a result, .....
Year Five	I think the question means.....so the answer would be..... I know that.....therefore I would try out..... If the.....add up to.....then the total number must be..... Knowing this means we can work out what's missing! ..... as a result, ..... .....therefore..... The reason..... is that.....is due to.....
Year Six	First I.....Then.....Next.....Finally..... I approached it methodically (by)..... I was systematic.....(when/because) I looked at the whole problem and broke it down into steps..... We could possibly.....or..... So far I have discovered/worked out that.....

The Language of Hypothesis

Language Structures – Based on Tower Hamlets Progression in Language Structures

Year Group	Structures
Reception	How do you know e.g. ‘The porridge is hot’? It is.....because..... I think.....because..... It will.....because..... The.....is.....because..... What do you think? What will happen if.....?
Year One	I think.....because.....and..... I don’t think.....because.....and..... will happen because.....
Year Two	I think this.....because..... I know this, so I think ..... This will happen because.....
Year Three	Because I know that.....I know ..... Due to this.....I know that.....
Year Four	Because I know that ....., I know that..... Due to the fact that.....I know that.....will happen Maybe it’s because .....
Year Five	It is true that..... Can we prove that..... In conclusion..... I would like to prove / disprove..... Perhaps the reason is .....
Year Six	Based on the evidence I have been presented with, I can conclude..... Taking everything into account..... Having analysed..... Having pondered..... If we accept this hypothesis, what else will be true? Given this, it is likely that .....

The Language of Opinion

Year Group	Structures
Reception	I like / don’t like..... It is good/nice/beautiful It is not nice ‘What do you think?’ I think..... I think it will..... It will..... because..... I think..... because..... I think that..... What do you think? What will happen if.....? If.....?
Year One	I think..... I think.....because..... I like.....best.....because..... My partner thinks..... I agree because..... I disagree because.....
Year Two	I think.....because ..... I prefer.....because..... My partner thinks..... I agree/disagree because.....
Year Three	I agree/disagree because..... I appreciate/understand.....’s opinion because/as/due to..... However I feel.....because/as/due to..... My opinion/view is.....because/as/due to..... I believe.....because..... What is your opinion.....How do you feel.....Why do you feel.....
Year Four	I agree/I disagree because..... I appreciate ...’s opinion because..... Due to..... However I think differently because..... Most reasonable people would agree that.....because..... What is your opinion on the issue of bullying? How would you feel if you were being bullied/in that situation?
Year Five	Therefore / In my opinion / I believe He considers... It is my opinion that.....however others may/might believe.....
Year Six	Consequently / Based on fact / Because of my beliefs..... To hold the view / After consideration After / On reflection It is my understanding that..... The facts lead me to the conclusion that.....

The Language of Prediction



Language Structures – Based on Tower Hamlets Progression in Language Structures

Year Group	Structures
Reception	I think it will..... ‘What do you think will happen?’ It will..... The.....will..... The.....is going to..... This will.....because..... What do you think will happen next? What will happen if.....
Year One	I think..... I think.....because..... (prior knowledge) I predict.....will happen. They are the same because..... (comparing)
Year Two	.....same..... similar..... different..... I think.....because..... I predict that.....because..... I think they will be alike because they are both..
Year Three	I predict that.....because..... however/meanwhile/therefore/also..... I predict that.....after / as a result of ..... This is probable because..... and.....are different in that.....therefore as a result..... After.....I predict that..... The outcome will be.....because..... What do you think? How did you come to that prediction?
Year Four	I predict that.....because.....however..... Due to the fact that..... (extension of because) As a result of.....this will happen because..... All events lead on to.....because..... Because.....and.....are similar, I predict that.....will happen. The outcome will be.....due to..... Based on.....I predict that..... After hearing all the evidence, I think that..... will happen
Year Five	I predict that..... I believe / I think..... might / or..... If..... Then..... X has happened, therefore I think.....
Year Six	In light of.....I predict..... There is a high / low probability..... The chances of/The likelihood of/Due to the fact that/Upon consideration of the relevant factors

The language of Retelling

Year Group	Structures
Reception	First I..... First we..... Then..... After..... And then..... What did you do first? Then what happened? .....happened first. Next.....happened. Then.....happened. ....happened last. Next.....and.....happened. At the end.....happened. ....happened in the beginning. ....happened in the middle. ....happened in the end.
Year One	My partner said..... Retelling stories – Once upon a time.... One day..... Long ago..... ‘What happened next?’
Year Two	My partner said..... First, Next, Then, After that, Finally.. At last ... Suddenly .... ‘What happened next?’ ‘What did...?’
Year Three	Once upon a time..... Once there was..... As a result of..... Meanwhile..... Later on..... Eventually ..... Unfortunately..... Luckily..... I remember that..... Then this happened..... During..... Lastly..... In the end..... To conclude / In conclusion.....
Year Four	In the beginning..... Subsequently..... (time connectives) On the other side of the forest..... Back at home ..... I remember that..... With hindsight..... Reflecting upon..... In the event that..... Lastly.... In the end..... To conclude / In conclusion / To sum up.....
Year Five	First, Next, Then, After that, Finally.. ‘What happened next?’ ‘What did...?’
Year Six	First, Next, Then, After that, Finally.. ‘What happened next?’ ‘What did...?’ In summary..... The consequence of.....

The Language of Sequencing

Year Group	Structures
Reception	First..... Next..... Then..... After that..... and then.....happened first. Next.....happened. Then.....happened. ....happened last. It is.....because..... It is.....
Year One	First I will..... Next I would..... Then I..... After that I..... Finally I.....
Year Two	First..... (First put the hat on) Next..... After that..... Finally..... Last of all.....
Year Three	First.....because..... Next.....however..... Then.....therefore..... Finally/Eventually/Lastly.....because.....
Year Four	Firstly.....because/however/therefore/after a while/meanwhile/ in addition..... Next..... Then..... Finally/Eventually/Lastly..... In conclusion.....
Year Five	Meanwhile..... Following this / that..... In the beginning.....
Year Six	Whilst X was..... Y was..... During X – Y happened. Initially the..... were..... However.....

