

Bowdon Church School Oracy Framework

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking (formal & informal)	• talk about personal experiences	• express an opinion	• express opinions, giving reasons	• explain information and ideas using relevant vocabulary	• explain information and ideas using subject-specific vocabulary	• explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids	• present topics and ideas clearly to a range of audiences, using formal language and varying what they say and how they say it to interest listeners, e.g. expression, tone of voice, volume, gestures
	• share information about themselves	• talk about things they have made or done, giving appropriate detail	• provide appropriate answers to questions	• with support, organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation	• organise talk so that audiences can follow what is being said	• demonstrate awareness of the listener by organising talk effectively so that others understand e.g. giving background information, providing a brief summary of main points	• speak clearly and fluently, using the appropriate register and varying expression, tone and volume, to keep listeners interested
	• use words, phrases and simple sentences	• include relevant vocabulary to develop or sequence their ideas	• extend their ideas or accounts by development of ideas and sequencing	• speak clearly, starting to vary expression	• speak clearly, varying expression	• speak clearly, using formal language when required, and projecting voice effectively to a large audience, e.g. event for parents/carers, presentation to visitors	• gauge audience response and adapt content accordingly
	• express likes and dislikes	• speak audibly in front of the class	• speak clearly to a range of audiences	• choose to use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor	• adapt talk without prompting, showing understanding of the differences between informal and formal talk	• respond to listeners' questions and comments constructively and in detail	• argue a convincing case and sustain a point of view using subject knowledge effectively, e.g. in role or debate
	• speak audibly to a group	• understand the term 'scholar sentence' and know how to agree, disagree and build using sentence stems	• use scholar sentences and agree, disagree and build upon others' points using sentence stems	• speak in scholar sentences and agree, disagree and build upon others' points without promoting	• speak in scholar sentences and agree, disagree and build upon others' points, unprompted	• speak in scholar sentences and agree, disagree and build upon others' points, unprompted	• respond to others' views positively and appropriately when challenged
				• understand the word 'oracy' and how a Year 3 child can demonstrate good oracy skills	• understand the word 'oracy' and how a Year 4 child can demonstrate good oracy skills	• understand the word 'oracy' and how a Year 5 child can demonstrate good oracy skills	• have a clear understanding of speaking in scholar sentences and what good oracy skills look like
Listening (showing & proving)	• track the speaker and remain calm and still whilst listening for a short period (10 minutes)	• track the speaker and remain calm and still whilst listening for a longer period (upto 15 minutes)	• track the speaker and remain calm and still whilst listening for a longer period (upto 20 minutes)	• track the speaker and remain calm and still whilst listening for a sustained period (upto 25 minutes)	• track the speaker and remain calm and still whilst listening for a sustained period (upto 30 minutes)	• track the speaker and remain calm and still whilst listening for a sustained period (upto 40 minutes)	• track the speaker and remain calm and still whilst listening for a sustained period (upto 1 hour)
	• show that they have listened to others, e.g. by drawing a picture	• listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions	• listen to others with concentration, understanding the main points and asking for clarification if needed	• listen carefully and make connections between what they are learning and what they already know	• listen carefully to presentations and show understanding of main points	• listen carefully to presentations and show understanding of the speakers' conclusions or opinions	• respond positively and thoughtfully to new ideas and alternative points of view, asking pertinent questions
	• join in, repeat or memorise rhymes, songs and stories	• join in, repeat or memorise a range of rhymes and songs	• retell narratives or information that they have heard, sequencing events correctly	• check understanding by asking relevant questions or making relevant comments	• after listening, respond, giving views on what the speaker has said	• listen to others, asking questions and responding to both the content and the speakers' viewpoints	• listen to explanations or points of view and identify the main points in order
	• ask questions about something that has been said	• retell narratives or information that they have heard	• show understanding of what they have heard by asking relevant questions to find out specific information		• after listening, ask questions or use information they have heard		• respond to others with thoughtful questions and comments
		• show understanding of what they have heard by asking questions to find out more information					• identify bias and misinformation
Collaborating (with peers & adults)	• exchange ideas in one-to-one and small group discussions	• contribute to conversations and respond to others, taking turns when prompted	• contribute to discussion, keeping a focus on the topic and taking turns to talk	• contribute to group discussions, keeping a focus on the topic and help everyone take part	• contribute to group discussions, sharing ideas and information and making sure everyone is heard.	• contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up	• contribute purposefully to group discussion e.g. leading, encouraging and supporting others to achieve agreed outcomes
	• take part in activities alongside others, with some interaction.	• take part in activities with others and talk about what they are doing.	• share activities and information to complete a task.	• use talk purposefully to complete a task in a group.	• help a group to reach agreement despite different opinions	• build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas.	• follow up points in group discussions, showing agreement or disagreement giving reasons, to reach consensus and agree actions
	• disagree kindly	• disagree politely	• disagree politely and with reasons	• disagree politely and with clear reasons	• have an open mind and be prepared to change it!	• reach shared decisions, where everyone is heard	• work productively with unfamiliar peers and/or adults, to reach shared decisions