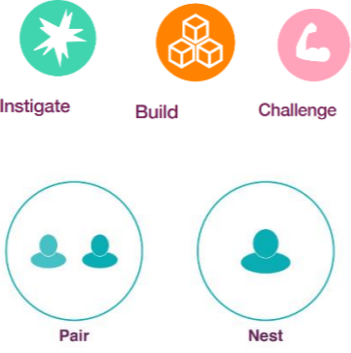
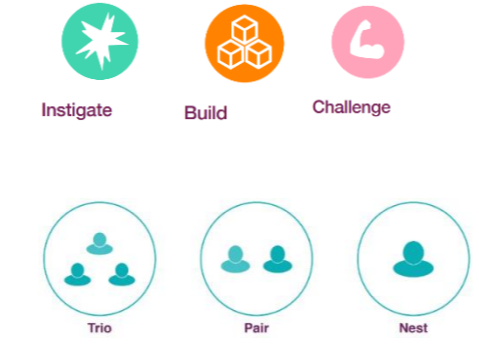
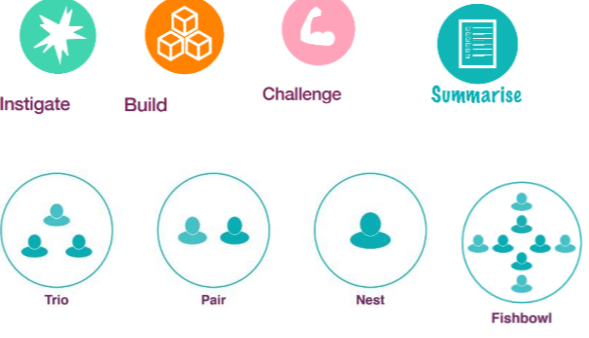

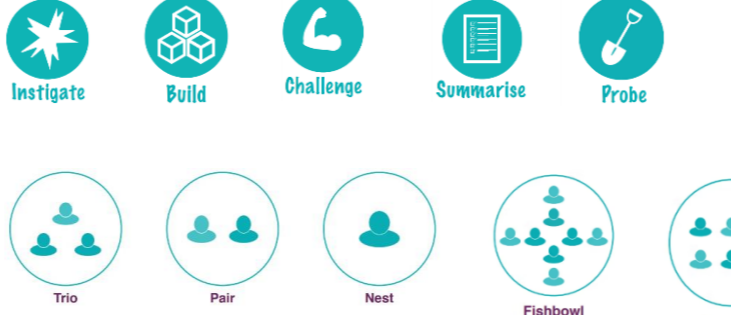




Year group	Talk Tactics and Groupings	Sentence stems	Opportunities for Oracy
<p><b>EYFS</b></p> <p>At this stage we have put the emphasis on pupils’ fundamental oracy skills such as speaking loud enough to be heard, beginning to join ideas together, asking questions and taking turns. We use Helicopter Stories, Drawing Club and Poetry basket to focus on vocabulary development and to build confidence in speaking. Paired talk is structured and visual prompts are given to pupils to help remind them of expectations. Knees to knees, eyes to eyes and other Developing Early Language strategies are used.</p> <p>V21 Developing Early Language strategies</p> <p>See visual progression map below.</p>		<p>“I think...”</p> <p>“Yes, and...”</p> <p>“I disagree because...”</p>	<p>Speak to a partner during a lesson</p> <p>Role play with specific vocabulary</p> <p>Learn new songs, rhymes and poems</p> <p>Listen to a visiting speaker</p> <p>Poetry Basket and Drawing Club</p> <p>Helicopter stories</p>
<p><b>Year 1</b></p> <p>We continue the strong start made in EYFS, and develop additional structures to develop high quality oracy. At this stage we use our Literacy learning objective about raising questions to teach children how to ask questions to find out more information and develop discussion.</p> <p>The use of Talk Through stories directly teaches children Tier 2 vocabulary.</p> <p>V21 Developing Early Language strategies are consolidated and children begin to use oracy skills taught in different contexts, such as with visitors to school.</p> <p>A focus on vocabulary across curriculum subjects begins in Year 1, and children use the linguistic strand to develop their skills in learning and using new vocabulary.</p>		<p>“I think...”</p> <p>“Yes, and...”</p> <p>“I disagree because...”</p> <p>“I agree because...”</p>	<p>Recount the events of the Gunpowder Plot in History</p> <p>Establish paired and group discussion to share opinions</p> <p>Increased structures around turn taking.</p> <p>Proof of listening to show understanding.</p> <p>Speaking like an art expert about final pieces.</p> <p>Perform a poem in assembly.</p>
<p><b>Year 2</b></p> <p>At this stage we build upon the strong start given in EYFS and Year 1 and put emphasis on beginning to have more self and audience awareness, considering which language is appropriate and thinking about speech being structured and purposeful. Vocabulary continues to be a focus, with curriculum planning demonstrating a progression in Tier 2 vocabulary. Year 2 trips and visits as part of ‘100 things to do before leaving Samares’ offer a variety of opportunities for children to put their oracy skills into practice and we see an increase in the amount of unfamiliar settings and people that children begin to talk to. Language interventions such as WELCOMM continue into Year 2 ensuring that all children are equipped with the language comprehension required to meet age related expectations.</p>		<p>“I think...”</p> <p>“Yes, and...” “Building on X’s idea...”</p> <p>“I disagree because...”</p> <p>“I agree because...”</p>	<p>Collaborative art project</p> <p>Performance poetry</p> <p>Make and serve a cream tea</p> <p>Speak to unfamiliar people in a real context – careers visitors</p> <p>School Council elections</p>

<p><b>Year 3</b></p> <p>At this stage, to build upon Key Stage 1 and EYFS, pupils are taught how to adapt to different situations and audiences, tailoring speech to a particular audience and being more aware of group dynamics and how to influence these. Children appraise each other's oracy skills using the oracy framework. Children develop confidence in speaking and listening in a range of group scenarios. By Key Stage 2, children are taught to use 5 of the different Voice21 grouping mechanisms and these are used in both discrete oracy lessons as well as the wider curriculum to elevate learning. Children have increased opportunities to partake in pupil conferencing, the School Council, and work with a range of external providers.</p>		<p>"I would like to start by saying..."</p> <p>"Building on X's idea"</p> <p>"I disagree because..."</p> <p>"Our discussion focused on..."</p> <p>"Why do you think..."</p>	<p>Learn new sports</p> <p>Drama workshop with Art Centre Jersey</p> <p>School Council elections</p> <p>Present/perform in assembly to parents</p>
<p><b>Year 4</b></p> <p>In Year 4 we start to introduce more unfamiliar audiences for the children to speak in front of, whilst building upon the learnt skills in previous year groups with increased vocabulary complexity. The Key Stage 2 curriculum at this point focuses on embedding learnt skills and knowledge and oracy is no different. Children are taught how to use more advanced vocabulary accurately and are given a range of opportunities to use their oracy skills to enhance their learning – for example increased use of discussion, open ended collaborative projects, and ownership over leading school events – such as a charity fundraiser.</p>		<p>"I would like to start by saying..."</p> <p>"Building on X's idea... "I agree and would like to add..."</p> <p>"I disagree because..." "To challenge you X, I think..."</p> <p>"Our discussion focused on..." "So far we have talked about..."</p> <p>"Why do you think..." "Can you provide and example..."</p>	<p>Learn a musical instrument</p> <p>Performance to parents</p> <p>Charity fundraising</p> <p>School Council elections</p> <p>Residential trip to Crabbe</p>
<p><b>Year 5</b></p> <p>A focus on higher level vocabulary builds on the prior learning of previous year groups to add greater sophistication to speech. Further opportunity for speaking to unfamiliar audiences and questioning visiting speakers is given through activities such as the States Chamber debate, and welcoming visiting speakers into class. Peer Mediation training begins in Year 5, giving additional opportunities to hone oracy skills – particularly in the social &amp; element strand. Learning often draws upon multiple strands of the oracy framework, and children are able to make links between these – choosing appropriate oracy skills to help them communicate effectively.</p>		<p>"I would like to start by saying..." "We haven't yet talked about..."</p> <p>"Building on X's idea... "I agree and would like to add..."</p> <p>"I disagree because..." "To challenge you X, I think..."</p> <p>"Our discussion focused on..." "So far we have talked about..."</p> <p>"Why do you think..." "Can you provide and example..."</p> <p>"So are you saying..." "Does that mean..."</p>	<p>Festival of Words</p> <p>Drama workshop</p> <p>French Experience</p> <p>States Chamber debate</p> <p>School Council elections</p> <p>Peer Mediation training</p>

<p><b>Year 6</b></p> <p>Year 6 continues to develop pupils' ability to adapt to different situations and audiences. The opportunities for presentational talk increases again this year – resulting in opportunities for all children to speak in more high pressured environments and performances at an island-wide level.</p> <p>A focus on higher level vocabulary builds on the prior learning of previous year groups to add greater sophistication to speech. Skills of appraising oracy are honed, using the language of the framework to develop each other's language skills. Opportunities to present in a 'high stakes' environment through the JB's Burger Challenge and Speak Up Speak Out are given to enhance pupil's opportunities to speak in-front of unfamiliar audiences for a given purpose – all of which draws upon each strand of the Oracy Framework.</p>		<p>"I would like to start by saying..." "We haven't yet talked about..."</p> <p>"Building on X's idea..." "I agree and would like to add..." "X's idea made me think..."</p> <p>"I disagree because..." "To challenge you X, I think..." "I understand your point of view but have you thought about..."</p> <p>"Our discussion focused on..." "So far we have talked about..." "The main points raised today..."</p> <p>"Why do you think..." "Can you provide an example..." "What evidence do you have to support X idea?"</p> <p>"So are you saying..." "Does that mean..." "Can you clarify what you mean?"</p>	<p>Listen to a famous author</p> <p>Poetry recital</p> <p>JB's Burger Challenge to guest judging panel</p> <p>Organise an event for parents</p> <p>Peer mediation</p> <p>Speak Up Speak Out Jersey</p> <p>School Council elections</p>
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### Nursery Oracy Progression

 Physical	 Look at the person speaking	 Speak at an appropriate volume	 Speak slowly
 Linguistic	 To use talk in play	 To join phrases with 'because', 'so', 'could', 'if', 'but'	 To use new vocabulary
 Cognitive	 To understand why questions	 To use 'and' to link ideas	 To describe what is happening now and next
 Social and Emotional	 To listen to others	 To take turns to speak	 To listen to a group

### Reception Oracy Progression

 Physical	 Speak audibly so they can be heard and understood	 Use gesture to support meaning in play	 Use body language to show listening
 Linguistic	 To use talk in play	 To join phrases with 'because', 'so', 'could', 'if', 'but'	 To use learnt topic vocabulary
 Cognitive	 To ask questions	 To use 'because' to develop their ideas	 To describe what has happened in detail
 Social and Emotional	 To listen attentively in a pair	 To take turns to speak independently	 To participate in discussion