

Stukeley Federation - Progression in Oracy

		KS1		KS2				
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.	<ul style="list-style-type: none"> • express an opinion on familiar subjects • talk about things they have made or done, explaining the process • include some detail and some relevant vocabulary to extend their ideas or accounts • speak audibly, conveying meaning to listeners beyond their friendship group • adopt a role using appropriate language 	<ul style="list-style-type: none"> • express opinions, giving reasons, and provide appropriate answers to questions • extend their ideas or accounts by sequencing what they say and including relevant details • speak clearly to a range of audiences • adopt a specific role, using appropriate language in structured situations 	<ul style="list-style-type: none"> • explain information and ideas using relevant vocabulary • organise what they say so that listeners can understand, e.g. <i>emphasising key points, sequencing an explanation</i> • speak clearly, varying expression to help listeners • use language appropriate to more formal situations, e.g. <i>during an assembly, talking to a visitor</i> • keep in role and support others in role play 	<ul style="list-style-type: none"> • explain information and ideas using supportive resources, e.g. <i>on-screen and web-based materials</i> • organise talk so that different audiences can follow what is being said, e.g. <i>giving background information, providing a brief summary of main points</i> • adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group • explore different situations through role play 	<ul style="list-style-type: none"> • explain information and ideas, exploring and using ways to be convincing, e.g. <i>use of vocabulary, gesture, visual aids</i> • speak clearly, using formal language and projecting voice effectively to a large audience, e.g. <i>event for parents/carers, presentation to visitors</i> • explore issues and themes through role play 	<ul style="list-style-type: none"> • express issues and ideas clearly, using specialist vocabulary and examples • speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested • explore challenging or contentious issues through sustained role play 	

Listening	<p>Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly</p>	<ul style="list-style-type: none"> listen to others, with growing attention, usually responding appropriately, <i>e.g. carrying out instructions</i> join in, repeat or memorise a range of rhymes and songs retell narratives or information that they have heard show understanding of what they have heard by asking questions to find out more information 	<ul style="list-style-type: none"> listen to others with concentration, understanding the main points and asking for clarification if needed retell narratives or information that they have heard, sequencing events correctly show understanding of what they have heard by asking relevant questions to find out specific information 	<ul style="list-style-type: none"> listen carefully and make connections between what they are learning and what they already know check understanding by asking relevant questions or making relevant comments 	<ul style="list-style-type: none"> listen carefully to presentations and show understanding of main points after listening, respond, giving views on what the speaker has said 	<ul style="list-style-type: none"> listen carefully to presentations using techniques to remember the main points, <i>e.g. making notes, summarising</i> listen to others, asking questions and responding to both the content and the speakers' viewpoints 	<ul style="list-style-type: none"> listen carefully to presentations and show understanding of the speakers' conclusions or opinions respond to others with questions and comments which focus on reasons, implications and next steps
Collaboration and Discussion	<p>After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions, which contain several parts in a sequence.</p>	<ul style="list-style-type: none"> contribute to conversations and respond to others, taking turns when prompted take part in activities with others and talk about what they are doing. 	<ul style="list-style-type: none"> contribute to discussion, keeping a focus on the topic and taking turns to speak share activities and information to complete a task. 	<ul style="list-style-type: none"> contribute to group discussion, sharing ideas and information use talk purposefully to complete a task in a group. 	<ul style="list-style-type: none"> contribute to group discussion and help everyone take part help a group to reach agreement, <i>e.g. considering reasons or consequences, keeping focus on the topic.</i> 	<ul style="list-style-type: none"> contribute to group discussion, taking some responsibility for completing the task well, <i>e.g. introducing relevant ideas, summing up</i> build on and develop the ideas of others in group discussions, <i>e.g. by asking questions to explore further, offering more ideas.</i> 	<ul style="list-style-type: none"> contribute purposefully to group discussion to achieve agreed outcomes follow up points in group discussions, showing agreement or disagreement giving reasons.

Vocabulary
Example of Tier 2 Words

amazing
basket
bend
caterpillar
cave
chimney
costume
crash
delighted
double
enormous
filthy
flat
forest
freezing
giant
gloomy
grin
hatch
honest
invitation
mask
mountain
pain
pretend
rescue
roar
rough
scratch
slippery
sneaky
steep
striped
thick
ticket
worried

additional
adventure
annoy
believe
boiled
calm
connect
delicious
demolish
direction
dozen
evening
factory
fresh
gravity
greedy
grumpy
luxury
nature
nervous
nibble
pale
reflect
scar
shelter
shiver
similar
timid
transportation
tremble
vanish
warn
wealthy
whisper (ing)
wonder
zigzag

astonished
chaotic
coax
contribute
crouched
devastated
distress
dusk
endless
familiar
frantic
ghastly
heroic
irritate
mischievous
mysterious
nuisance
outrageous
possession
precious
queasy
ruined
scent
scramble
shabby
shivering
stern (ly)
stumble
submerge
swerved
tremendous
vague
valiant
venture
wailed
weary

absurd
alternate
ambitious
amateur
anxious
appreciate
cautious
clutched
compassion
crucial
despise
draught
essential
exchanged
hesitant
identical
identify
illuminate
immense
isolated
nestled
obedient
perched
preferred
preserve
quivering
reassure
require
resemble
seize
shimmer
sympathetic
transferred
tremendous
vigorous
unwilling

allegiance
anticipation
arrogant
barren
blunder
consequence
diligent
dwell
elaborate
futile
hostile
inept
inevitable
loathe
meagre
monotonous
odious
omniscient
optimist
persecute
predicament
primitive
prominent
radiating
reluctant
remorse
rigorous
sanctuary
smouldering
stifle
subsequent
terrain
trait
treacherous
vacate
vital

aspire
acrid
bellow
bewilder
canine
catastrophe
concur
conjure
devour
distraught
flabbergast
hunches
impede
infamous
insinuate
lavish
legitimate
lurk
maroon
quench
melancholy
noteworthy
notorious
obnoxious
pelt
plagued
predatory
robust
shirk
simultaneously
sullen
unscathed
vindictive
vocation
wince
wrath

agile
apprehend
articulate
audacious
authority
avid
bizarre
clarify
confiscate
conventional
crucial
deceptive
desolate
disgruntled
elite
enhance
exceptional
excruciating
flustered
gaunt
haggard
heritage
imperative
luminous
onslaught
perspective
plausible
proficient
pungent
rebuke
revenue
shackle
sublime
trepidation
turbulent
ultimate

1. Select appropriate words to teach; 'Tier 2' words – those that are frequent in writing, rather than everyday conversation, and are used in a variety of contexts. This is where we have focused our vocabulary learning.
2. Teach words in context. That is to say, all the vocabulary we have taught has been encountered through a text, because words only have meaning in context. For some words and phrases, we have taught the meaning explicitly before reading. For others, the meaning is deduced implicitly through reading.
3. Give children the opportunity to deduce meaning for themselves. We do not learn vocabulary by looking up words in dictionaries. Instead, we are more likely to develop understanding of meaning through hearing words in context, and emulating that meaning. Images can help with this, so picture books have been valuable in KS1.
4. Give children the opportunity to write new words in sentences. This gives us a chance to assess understanding, but also prepares the children to apply their newly acquired vocab in their writing later on.
5. Explore links between new vocabulary. This might be links to words the children already know, words related in morphology, antonyms or synonyms. By widening the scope of vocabulary teaching in this way, the children become exposed to many more words than those they encounter in a text.
6. Display new words in the classroom. This means that children are consistently exposed to the words they have learnt, and are always thinking about how to include them in their own writing.