



Progression in oracy across the curriculum version 3							
	Physical	Cognitive	Linguistic	Social & emotional	Tower Hamlets sentence stems to be used to support progression in language.		
	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Look at the speaker. Take turns in a conversation with a peer. Begin to use sentence stems with some prompting. Take on the instigator role in a discussion Begin using non-verbal signals to indicate the contribution they wish to make. Agree, disagree or build.</p>	<p>To maintain eye contact with a partner or familiar adult. Take on the challenger and builder roles in a small discussion. Justify their agree/disagree choice with relevant explanations. Be able to confidently change their mind e.g. opinion continuum. Use non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build.</p>		<p>Choose the most appropriate stem independently. To speak clearly so they can be heard by peers and familiar adults. Begin to summarise the opinion of one contributor. Notice when someone has not contributed and invite them to speak.</p>	<p>Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience. Moderate tone and volume to match the audience. Be able to independently take turns and ensure all members contribute. To take on the summariser role for a trio</p>	<p>Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. Know the names of the four strands of the framework. Use taught vocabulary independently, even if not always accurately. Take on the clarifier role</p>	<p>Take on the prober role in a trio discussion. Speak clearly and confidently when explaining displayed learning to an adult in the showcase. With support, identify a suitable question in response to a stimulus.</p>
Year 4	<p>Introduce talk tactics (Instigator, Builder, Prober and Summariser) Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade. Begin to understand the importance of posture and gesture when speaking. Confidently summarise the contribution of a group discussion in a logical order To use 'if' and 'might' to explain how they could improve their work next time.  (Social and emotional embed year 3)</p>	<p>Use awareness of audience to support choice of formal / informal language. Be aware of where to look or stand to ensure the audience can hear clearly.  (Social and emotional embed year 3)</p>		<p>Know which strand they are practising and explain why that is important to effective talk. Pause at appropriate points to allow for an audience's reaction. E.g. in the comic poetry competition.  (Social and emotional embed year 3)</p>	<p>Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance. Be able to explain why they have changed their mind e.g. opinion continuum. Show awareness of taught collocations and recognise when something 'just doesn't sound right.'</p>	<p>Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Vary tone of voice for humorous or sad parts of a story telling. (Introduce the clarifier role)</p>	<p>Write own short contribution to be delivered during the showcase. Deliver a short teaching session to a small group of younger children.</p>
Year 5	<p>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 a short recorded presentation. Set targets to work on this year.  (linguistic embed year 4)</p>	<p>Write a coherent discussion text in response to a whole-class stimulus. Deliver that argument to a larger audience of their peers. (Yr grp) (Introduce the talk tactics) Use the appropriate talk tactic  (linguistic embed year 4)</p>		<p>Use effective exploratory and evaluative language to clarify thinking during a discussion. (Introduce the talk tactics)</p>	<p>Present learning to parents in pupil-led parent meetings. Use evaluative stems to support the discussion of successes and next steps.  (Introduce the clarifier role)</p>	<p>Independently discuss a question in a small group, maintaining focus on the question and roles. (Introduce the prober role)</p>	<p>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. (Introduce the prober role)</p>
Year 6	<p>Introduce talk tactics (Instigator, Builder, Prober and Summariser) Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade. To project voice to the back of the large hall and maintain volume and pitch through several short spoken contributions.</p>	<p>Introduce the remaining talk tactics and embed those introduced in Autumn 1 Structure a persuasive speech effectively using taught language techniques.</p>		<p>Use wider world knowledge to support views when participating in debates. Use humour appropriately and effectively to engage an audience.</p>	<p>Choose appropriately formal language when participating in debates and formal discussions. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.</p>	<p>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.</p>	<p>Speak confidently and naturally to an audience of known and unknown adults during the end of year production.</p>