

| Oracy – Programme of Study   |  |   |   |
|--|--|---|---|
|  | Speaking   | Listening   | Presenting and Performing   |
| 30 - 50 months   | <ul style="list-style-type: none"> <li>• Use talk to explain what is happening and recall past experiences</li> <li>• Begin to use more complex sentences; using and/because</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen to others when conversation interests them</li> </ul>   | <ul style="list-style-type: none"> <li>• Sing a few familiar songs</li> </ul>   |
| 40 - 60 months   | <ul style="list-style-type: none"> <li>• Use talk to clarify thinking, ideas, feelings and events</li> </ul>   | <ul style="list-style-type: none"> <li>• Maintain attention, concentrate and sit quietly during an appropriate activity</li> </ul>  | <ul style="list-style-type: none"> <li>• Use language to imagine and recreate roles and experiences in play</li> </ul>  |
| 2021 ELGs  | <ul style="list-style-type: none"> <li>• Participate in small group and one-to-one discussions, offering own ideas</li> <li>• Offer explanations for why things might happen</li> <li>• Express ideas and feelings about their experiences</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen attentively and respond with relevant questions, comments and actions</li> <li>• Make comments and ask questions to clarify understanding of what they have heard</li> <li>• Hold conversation with peers and adults</li> </ul> | <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories</li> <li>• Sing a range of nursery rhymes and songs</li> <li>• Perform songs and stories with others</li> </ul> |
| Year 1 and 2<br>Content is taught at a level appropriate to the age/ability of the pupil | <ul style="list-style-type: none"> <li>• Ask relevant questions to extend understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of standard English</li> </ul> | <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>                      | <ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>  |

\*See *Communicating the Curriculum* guidance statements from The Communication Trust