

Oracy Fundamentals – Programme of Study			
	Speaking	Listening	Presenting and Performing
40-60 months	<ul style="list-style-type: none"> Use talk to clarify thinking, ideas, feelings and events 	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during an appropriate activity 	<ul style="list-style-type: none"> Use language to imagine and recreate roles and experiences in play
ELG	<ul style="list-style-type: none"> Use a range of vocabulary in imaginative ways to express ideas or explain actions or events 	<ul style="list-style-type: none"> Children listen attentively in a range of situations 	<ul style="list-style-type: none"> Represent their own ideas, thoughts and feelings through role-play and stories
These statements apply to all years. Content is taught at a level appropriate to the age/ability of the pupil	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Speak audibly and fluently Articulate and justify answers, arguments and opinions Participate in discussions, presentations, performance and role-play 		

KS1 years 1 and 2

	Speaking	Listening	Presenting and performing
KS1 (year 1 and 2)	<ul style="list-style-type: none"> Confidence in speaking Asking relevant questions Participate actively in conversations 	<ul style="list-style-type: none"> Maintain attention Listen and respond 	<ul style="list-style-type: none"> Working with others Participate in discussions, presentations, performances, role play, improvisations and debates, short speeches.

These statements apply to all years. Content is taught at a level appropriate to the age/ability of the pupil	<ul style="list-style-type: none"> Listening actively and responding appropriately - Voice 21 Working with others – Guiding or managing interactions – turn taking. Ask relevant questions to extend their understanding and knowledge. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
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KS2

	Speaking	Listening	Presenting and performing
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KS2	<ul style="list-style-type: none"> • Asking questions to extend knowledge. • Participate actively in conversations and discussions • initiating and responding to topics. 	<ul style="list-style-type: none"> • Working with others • Listen and respond • Listen actively • Consider different viewpoints. Building on the contributions from others 	<ul style="list-style-type: none"> • Confidence in speaking • Participate in discussions, presentations, performances, role play, improvisations and debates, short speeches.
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<p>These statements apply to all years. Content is taught at a level appropriate to the age/ability of the pupil</p>	<ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates, short speeches. • Confidence in speaking – self- assurance – Liveliness and flair. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Gain, maintain and monitor the interest of the listener(s) • Working with others – Guiding or managing interactions – turn taking. • Audience awareness – Taking account of the level of understanding of the audience.
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	Speaking	Listening	Presenting and performing
KS3	<ul style="list-style-type: none"> • Working with others • Asking questions to extend knowledge. • Participate actively in conversations, debates and discussions initiating and responding to topics 	<ul style="list-style-type: none"> • Listen and respond • Listen actively • Gain, maintain and monitor the interest of the listener. • Consider different viewpoints. Building on the contributions from others 	<ul style="list-style-type: none"> • Confidence in speaking • Audience awareness • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

These statements apply to KS3. Content is taught at a level appropriate to the age/ability of the pupil	<ul style="list-style-type: none"> • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Using standard English confidently in a range of formal and informal contexts, including classroom discussion. • Participating in formal debates and structured discussions, summarising and/or building on what has been said. • Listening actively and responding appropriately. • Gain, maintain and monitor the interest of the listener(s) • Working with others – Guiding or managing interactions – turn taking. • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
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KS4

	Speaking	Listening	Presenting and performing
KS4	<ul style="list-style-type: none"> • Working with others • Gain, maintain and monitor the interest of the listener. • Asking questions to extend knowledge. • Participate actively in conversations initiating and responding to topics. • Using Standard English when the context and audience require it. 	<ul style="list-style-type: none"> • Listen and respond • Listen actively • Consider different viewpoints. Building on the contributions from others. • Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation. 	<ul style="list-style-type: none"> • Confidence in speaking • Audience awareness • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

These statements apply to KS4. Content is taught at a level appropriate to the age/ability of the pupil	<ul style="list-style-type: none"> • Using Standard English when the context and audience require it. • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. • Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.
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	<ul style="list-style-type: none">• Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation.• Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines.• Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates.
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