







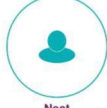



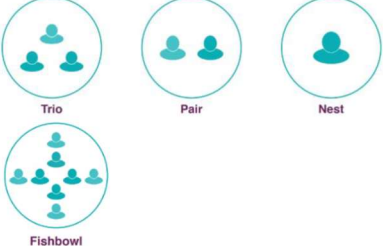

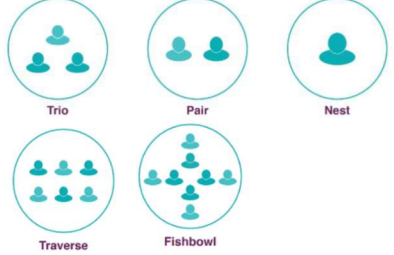

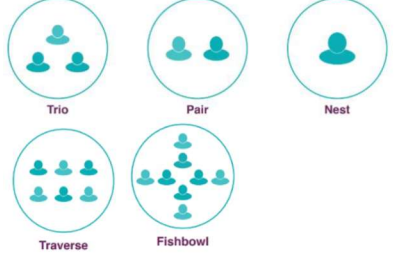

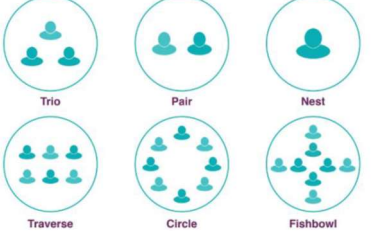

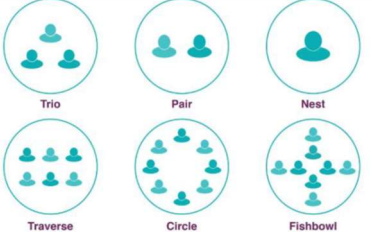


## Oracy progression at Trinity School

| Year group  | Talk tactics   | Groupings  | Sentence stems introduced             | Trinity Curriculum opportunities  |
|---|--|--|---------------------------------------|---|
| <p style="text-align: center;"><b>Nursery</b></p> <p>In Nursery, we have put the emphasis on developing the pupils' fundamental oracy skills, such as speaking loudly enough to be heard, looking at the speaker and active listening. We then build on this by taking turns when talking and joining ideas together. We use Helicopter Stories, Tapestry time, book sharing opportunities, singing to focus on vocabulary development and to build confidence in speaking.</p> <p>V21 Developing Early Language strategies training implemented.</p> |   <p style="text-align: center;">Instigate    Build</p>  |   <p style="text-align: center;">Pair                  Nest</p>   | <p>"I think..."<br/>"Yes, and..."</p> | <ul style="list-style-type: none"> <li>• Talk partners introduced</li> <li>• Tapestry learning explanations</li> <li>• Helicopter stories introduced</li> <li>• Show and tell introduced</li> <li>• 'Now press play' introduced</li> <li>• Singing</li> <li>• Christmas singing (adult audience)</li> <li>• Community link work</li> <li>• Poppy Biscuits to Parishioners</li> <li>• Due to in the moment planning, we will not always do the same thing, however previous examples have included: News reports for the gingerbread man;</li> </ul>   |
| <p style="text-align: center;"><b>Reception</b></p> <p>In reception, as in Nursery, we are keeping the emphasis on pupils' oracy skills such as speaking loud enough to be heard, beginning to join ideas together, asking questions and taking turns and being an active listener. We use Helicopter Stories, Tapestry time, book sharing opportunities, to focus on vocabulary development and to build confidence in speaking.</p> <p>V21 Developing Early Language strategies training implemented.</p>   |    <p style="text-align: center;">Instigate    Build    Challenge</p> |   <p style="text-align: center;">Pair                  Nest</p> | <p>"I disagree because..."</p>        | <ul style="list-style-type: none"> <li>• Sharing creative work with Nursery. (WAGOLL)– sharing models created with junk to show Nursery how we build with a purpose or create an object.</li> <li>• Talk partners and learning partners</li> <li>• Participating in 'life in Reception' for new parents' evening.</li> <li>• Nativity (adult audience)</li> <li>• Book buddies with Year 6</li> <li>• Community link work</li> <li>• Poppy Biscuits to Parishioners</li> <li>• Tapestry sharing times, talking about home life/weekends</li> <li>• No press play – focus on facial expressions</li> <li>• Helicopter stories</li> <li>• Class assembly in the summer term</li> <li>•</li> </ul> |

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| <p style="text-align: center;"><b>Year 1</b></p> | <p>In Year 1, we progress from the strong start made in EYFS, and develop additional structures to support children in developing high quality oracy skills. We teach children how to ask questions to develop discussion and to find out more about a subject. Our use of high quality text drivers and Word Aware strategies, supports vocabulary development.</p> <p>V21 Developing Early Language strategies training implemented.</p> |  <p>Instigate    Build    Challenge</p>                  |  <p>Trio    Pair    Nest</p>                 | <p>"I agree because..."</p>   | <ul style="list-style-type: none"> <li>• Talk trios introduced</li> <li>• Class assemblies introduced</li> <li>• Harvest poem performance</li> <li>• Attending whole school and key stage assemblies (including different visitors)</li> <li>• Weather reports</li> <li>• Letters to Reception/transition and video about life in Year 1 for Reception</li> <li>• Letters to future selves (Oracy link?)</li> <li>• Use of iPads for recording/appraising themselves</li> <li>• Join TAGs</li> <li>• Christmas performance</li> <li>• Sharing lunch with Year 5</li> <li>• Talk topics</li> <li>• Hot seating introduced</li> <li>• Lollipop sticks – instructional talk</li> <li>• Listening to HC speeches</li> </ul> |
| <p style="text-align: center;"><b>Year 2</b></p> | <p>During the Year 2 year, we continue to build on the strong start that the pupils had in EYFS and Year 1 and we begin to expose the children to more opportunities where they consider their audience, thinking about which language is appropriate to use, making their speech more structured and purposeful. We continue to have a strong focus on vocabulary through using high quality text drivers and Word Aware strategies.</p>  |  <p>Instigate    Build    Challenge</p> <p>Summarise</p> |  <p>Trio    Pair    Nest</p> <p>Fishbowl</p> | <p>"Building on X's idea..."</p> <p>"Why do you think that?"</p> <p>"Can you think of another example?"</p> <p>"Who would like to start?"</p> | <ul style="list-style-type: none"> <li>• 'think, pair, share' introduced</li> <li>• Sharing work with Year 4 and 5 – double page spreads/art work</li> <li>• Performance poetry</li> <li>• Probots – computing</li> <li>• Martin Luther King speech (History)</li> <li>• Playscripts – Guided reading and English</li> <li>• Class Assembly</li> <li>• Peer assessment – giving partners feedback on work</li> <li>• Echo reading</li> </ul>  |

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| <p style="text-align: center;"><b>Year 3</b></p> | <p>Moving into Key Stage 2, children are in a strong position to build on prior learning in EYFS and KS1. A greater emphasis on adapting language to different scenarios and audiences. Children will begin to be more aware of group dynamics and how to tailor their speech to a particular audience. They will develop their confidence in speaking and listening in a range of different scenarios. Children learn to appraise each others' oracy skills using the framework.</p> |  |  | <p>"I would like to start by saying..."</p> <p>"Our discussion focused on..."</p> <p>"Why do you think..."</p> <p>"Thank you for sharing your idea however I respectfully disagree because..."</p> | <ul style="list-style-type: none"> <li>• Memory jar explanations</li> <li>• Story jar explanations</li> <li>• Poetry performance</li> <li>• French – speaking and listening</li> <li>• Jerriais – speaking and listening</li> <li>• 'silent summariser' introduced</li> <li>• Continuum line explanations</li> <li>• Freezeframes – what can you see?</li> <li>• Environmental impact presentation (video on GC)? Linked to writing journey.</li> <li>• Class Assembly</li> <li>• Careers Fair – extending questions asked.</li> </ul>   |
| <p style="text-align: center;"><b>Year 4</b></p> | <p>Building upon prior learning, in Year 4, there is an increased emphasis on adapting and tailoring speech to different audiences and situations, an awareness of group dynamics and their influence on these. In Year 4, we challenge them with more unfamiliar audiences to speak in front of, which builds on their previously learned skills, using increasingly complex vocabulary.</p>   |  |  | <p>"Building on X's idea..."</p> <p>"I agree and would like to add..."</p> <p>"To challenge you X, I think..."</p> <p>"So far we have talked about..."</p> <p>"Can you provide and example..."</p> | <ul style="list-style-type: none"> <li>• Poetry recital</li> <li>• Reporting as an archaeologist (History)</li> <li>• French – speaking and listening</li> <li>• Discussions about assumptions (PSHE)</li> <li>• Talent show (zoo residential)</li> <li>• Class assembly – poetry recital / play performance / singing</li> <li>• Careers fair – Asking questions and engaging in conversations with adults about careers.</li> <li>• Maths – explaining, proving and disproving answers, sharing knowledge by building on others' ideas.</li> <li>• Text driver oracy activities – e.g. Interview with a shark – role playing interview scenarios.</li> <li>• Coding in computing – giving and following instructions.</li> <li>• History – living timelines</li> <li>• Now press play – Rainforests / Vikings / Electricity / Stone age</li> </ul> |

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| <p style="text-align: center;"><b>Year 5</b></p> | <p>In year 5, we build upon the work done in Lower Key Stage 2. Children speak to different audiences and are able to tailor their speech, show an awareness of group dynamics and the influence they have on these. Through work using Text Drivers and Word Aware we build on the high level of vocabulary we build up the sophistication of the pupils' speech.</p>                              |  |  | <p>"I would like to start by saying..."</p> <p>"We haven't yet talked about..."</p> <p>"Why do you think..."</p> <p>"So are you saying..."</p> <p>"Does that mean..."</p>   | <ul style="list-style-type: none"> <li>• States Chamber debate</li> <li>• Peer mentoring introduced</li> <li>• Immersive French experience</li> <li>• Poetry Slam</li> <li>• Persuasive argument (which subject?)</li> <li>• Computing – mixed media/video</li> <li>• Science project- presenting</li> <li>• Group projects and presenting</li> <li>• In class debates</li> <li>• Paired work</li> <li>• Whole class reading</li> <li>• Crabbe – which links?</li> <li>• Careers fair</li> <li>• Class Assembly</li> <li>• Bikability- articulate challenges</li> </ul>   |
| <p style="text-align: center;"><b>Year 6</b></p> | <p>In the final year of primary school children learn to adapt their speech to different situations and audiences, showing greater sophistication in their speaking, tailoring to the needs of the situation, including humour. Appraising the oracy skills of peers, using the framework is refined and all children have the opportunity to apply to be a house captain or school ambassador.</p> |  |  | <p>"X's idea made me think..."</p> <p>"I understand your point of view but have you thought about..."</p> <p>"The main points raised today..."</p> <p>"Can you provide an example..."</p> <p>"What evidence do you have to support X idea?"</p> <p>"Can you clarify what you mean?"</p> | <ul style="list-style-type: none"> <li>• Hot-seating Alexander the Great (History)</li> <li>• Burger/pizza challenge</li> <li>• Poetry recital</li> <li>• Hampshire Writing (English) - hot seating/drama/discussions</li> <li>• Peer feedback – WAGOLL shares</li> <li>• French – talking, listening and repeating</li> <li>• History – agreeing and disagreeing with peers</li> <li>• Leaver's assembly</li> <li>• Team bonding activities – school residential</li> <li>• No outsiders' discussions</li> <li>• Youth Parliament</li> <li>• Book buddies with Reception</li> <li>• Leavers' assembly</li> <li>• Arts Centre workshops (eg Holocaust memorial) – history link</li> <li>• Residential Trip – DT -PE</li> <li>• School ambassador role opportunity</li> <li>• School Council Network meetings (Y6 School Council TAG members)</li> <li>• Speak Up, Speak Out speech</li> <li>• House Captain speeches</li> <li>• Presentations to new EY parents</li> <li>• De Putron challenge for 3 children</li> <li>• Jersey Sings</li> <li>• Open evening presentations to parents</li> </ul> |