

Roundswell Community Primary Academy
Progression of Skills, Knowledge and Understanding in Oracy

Year 1	<p>O1.1 Listen with sustained concentration to all speakers</p> <p>O1.2 Listen and follow instructions accurately, asking for help and clarification if needed</p> <p>O1.3 Introduce the 'Talk for Maths' principles.</p> <p>O1.4 Using an audible voice, retell stories and describe incidents from their own experience</p> <p>O1.5 Be able to ask and answer questions and make relevant contributions in a range of contexts</p> <p>O1.6 Take turns to speak, listening to the suggestions of others and talk about what they are going to do</p> <p>O1.7 Be able to express a view on a given topic. In groups, decide how to report the group's view to the class</p> <p>O1.8 Be able to participate in adult-led conflict resolution</p> <p>O1.9 Compose sentences orally (warm up a sentence) so children can use auditory skills to support understanding of complete sentences.</p>
Year 2	<p>O2.1 Listen with sustained concentration to all speakers, asking relevant questions, seeking clarification and following instructions accurately</p> <p>O2.2 Consolidate the principles of "Talk for Maths."</p> <p>O2.3 Identify clearly what they have learnt, describing key points</p> <p>O2.4 Using an audible voice, describe and reflect upon incidents from their own experience</p> <p>O2.5 Explain ideas and processes using language and gestures appropriately</p> <p>O2.6 Respond to presentations, describing characters, repeating some highlights and making relevant contributions about what they have seen or heard</p> <p>O2.7 To be guided at times to participate in discussions and consider the opinions of others, using some evidence</p> <p>O2.8 Be able to compromise in order to make group decisions</p> <p>O2.9 Be able to participate in conflict resolution, sometimes supported by an adult</p> <p>O2.10 Compose sentences orally (warm up a sentence), so children can use auditory skills to support understanding of complete and compound sentences, as well as building up more varied language choices</p> <p>O2.11 Be able to say what they like and dislike, giving reasons</p>
Year 3	<p>O3.1 Listen with sustained concentration to all speakers, following up the points of others, showing whether they agree or disagree in group and whole class discussions</p> <p>O3.2 Continue to establish and expect 'Talk for Maths' principles within the class</p> <p>O3.3 Explain or give reasons to support their views and choices</p> <p>O3.4 Develop an enquiring mind, asking questions readily to extend their thinking.</p> <p>O3.5 Using an audible voice, confidently describe and reflect upon feelings, experiences and relationships</p> <p>O3.6 Explain and discuss their understanding of topics, describing relevant points.</p> <p>O3.7 Explain processes or present information, ensuring relevant details are included and sequenced, as well as exploring how to end effectively</p> <p>O3.8 Appreciate different viewpoints</p> <p>O3.9 Be able to use their sense personal indignation to speak up for others</p> <p>O3.10 Compose and rehearse sentences orally (warm up a sentence), so children can progressively build up a rich and varied language</p>
Year 4	<p>O4.1 Continue to establish and expect 'Talk for Maths' principles within the classroom, as ground rules for dialogue</p> <p>O4.2 Listen to and identify the main points of each speaker, comparing and discussing their views and how it was presented.</p> <p>O4.3 In light of alternative viewpoints, respond appropriately to the contributions of others</p> <p>O4.4 Continue to develop an enquiring mind, asking questions readily to extend their thinking</p> <p>O4.5 Coherently convey detailed information for all listeners</p> <p>O4.6 Take on different roles within groups, including scribe, reporter, leader/ controller</p> <p>O4.7 Compose and rehearse sentences orally (warm up a sentence), so children can progressively build up a rich and varied language</p> <p>O4.8 Be able to research, discuss and debate topical issues and problems, taking into account the views of others.</p>
Year 5	<p>O5.1 Continue to establish and expect 'Talk for Maths' principles within the classroom, as ground rules for dialogue.</p> <p>O5.2 Coherently and confidently convey detailed information for all listeners</p> <p>O5.3 Continue to develop an enquiring mind, asking questions readily to extend their thinking and exploring</p>

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	<p>different question types.</p> <p>O5.4 Be able to use their understanding of different viewpoints to develop an informed view of their own</p> <p>O5.5 Present a spoken argument, using persuasive devices and language, as well as sequencing points logically and defending opposing views with some reasoned evidence.</p> <p>O5.6 Identify some aspects of talk which vary between formal and informal occasions.</p> <p>O5.7 Take on different roles within groups, including scribe, reporter, leader/ controller, understanding the process of decision making.</p> <p>O5.8 Explain and discuss their understanding of topics through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>O5.9 Be able to ask and answer questions relevant to the focus of the enquiry</p> <p>O5.10 Compose and rehearse sentences orally (warm up a sentence), so children can continue to build up a rich and varied language within complex sentence structures</p>
Year 6	<p>O6.1 Continue to establish and expect 'Talk for Maths' principles within the classroom, as ground rules for dialogue.</p> <p>O6.2 When listening for a sustained period, take notes for different purposes, identifying how note taking varies depending on context and purpose.</p> <p>O6.3 Coherently and confidently convey detailed information for all listeners</p> <p>O6.4 Use Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p> <p>O6.5 Give short speeches and presentations, expressing their own ideas and keeping to the point</p> <p>O6.6 Be able to develop/change position as a result of discussion/ argument and provide reasoned evidence for their view. Use negotiation tools and techniques.</p> <p>O6.7 Participate in formal debates and structured discussions, summarising and/or building on what has been said to explore topics and issues of relevancy and interest.</p> <p>O6.8 Understand and use a variety of ways to criticise constructively and respond to criticism.</p> <p>O6.9 Consider examples of conflict and resolution, exploring the language used.</p> <p>O6.10 Be able to use appropriate language and terms to describe, interpret and evaluate their own and others' work.</p> <p>O6.11 Compose and rehearse sentences orally (warm up a sentence), so children can continue to build up a rich and varied language within complex sentence structures</p>

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Newport Community School Primary Academy

Progression of Drama Skills

Year 1	<ul style="list-style-type: none"> • Explore familiar themes and characters through improvisation and role play. • Act out well known stories, using voices for different characters. • Tell each other why they like a performance. • Be able to participate in adult-led conflict resolution
Year 2	<ul style="list-style-type: none"> • In groups, present parts of traditional stories, own stories or aspects of their work across the curriculum to their peers. • Adopt appropriate roles in small or large groups, considering alternative endings and actions. • Begin to think about how mood and atmosphere are created in performances. • Take an active role in the year group performance, learning parts by heart. • Be able to participate in conflict resolution, sometimes supported by an adult
Year 3	<ul style="list-style-type: none"> • Use some drama strategies and conventions to explore stories and issues. • Present characters and events through dialogue to engage the interest of an audience. • Identify and discuss qualities of others' performances. • Be able to participate in conflict resolution
Year 4	<ul style="list-style-type: none"> • Develop scripts, exploring how characters can be developed in terms of gesture, voices and movements, especially with the year group performance in mind. • Use drama strategies and conventions to explore stories and issues. • Show how the behaviour of different characters and roles can be interpreted from different viewpoints. • Comment constructively on plays and performances, discussing effects and how they are achieved.
Year 5	<ul style="list-style-type: none"> • Use drama conventions to explore relevant issues and actions. • Reflect on how working in role helps to explore complex issues. • Using dramatic conventions, perform a scripted scene and discuss the effects created.
Year 6	<ul style="list-style-type: none"> • Improvise and use a range of drama conventions to explore a variety of feelings, themes and issues. • Consider the impact of a live/recorded performance, identifying how tension, mood and atmosphere was created, as well as identifying dramatic ways of conveying characters' ideas • Consider how to adapt a performance for a given audience • Rehearse and perform play scripts in order to discuss language use and meaning, using intonation, tone, volume and action to add impact. Take control of the way their role is presented in the year group performance.