

BEDS ENGLISH Oracy skills progression

	Physical	Linguistic	Cognitive	Social/Emotional	Experiences
EYFS	<ul style="list-style-type: none"> • Speak clearly with appropriate volume • Look at who is talking and who you are talking to • Begin to use gestures to support delivery meaning in play e.g. pointing at parts of a plant. 	<ul style="list-style-type: none"> • Use talk in play to practice new vocabulary: e.g: lighter, heavier. • Begin to speak in sentences, joining phrases with words such as “if, because, so, could, but.” 	<ul style="list-style-type: none"> • Use ‘because’ to develop their ideas • Make contributions that match what has been asked • Ask simple questions 	<ul style="list-style-type: none"> • Look at someone who is speaking to you. • Wait for a turn – take turns to speak, when working in a group. 	<ul style="list-style-type: none"> • To speak to a partner during whole class teaching • Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did
Teaching ideas					
<ul style="list-style-type: none"> ✚ Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say ‘How can I help you today?’ ‘Yes, let me get that for you. One moment’. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. ‘Wow you sounded just like a grown up shopkeeper!’ ✚ Support pupils’ understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. ✚ Support pupils’ understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. ‘Perfect partners sit calmly and face each other when they are listening’. ✚ Introduce new language and sentence stems through call and repeat, ‘my turn, your turn’. ✚ Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. ‘tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!’ ✚ Build pupils’ confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow? 					
Year 1	<ul style="list-style-type: none"> • Look at who is talking to you and you are talking to • Speak clearly and confidently in a range of contexts • Use appropriate tone of voice in the right context (projecting voice for large audience) • Use hand gestures to support delivery in presentational talk (pointing to something being discussed) 	<ul style="list-style-type: none"> • Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller • Take opportunities to try out new language, even if it is not always correctly used • Use sentence stems to link to other’s ideas in group discussion e.g. ‘I agree with... because...’ ‘linking to...’ • Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally 	<ul style="list-style-type: none"> • Offer reasons for their opinions • Recognise when they haven’t understood something and ask a question to help with this • Disagree with someone else’s opinion politely • Explain ideas and events in chronological order 	<ul style="list-style-type: none"> • Listen and respond appropriately to others • Be willing to change their mind based on what they have heard • Begin to organise group discussions independently of an adult 	<ul style="list-style-type: none"> • To take part in small group discussions without an adult. • To be filmed speaking and use this for reflection • To speak in front of a larger audience e.g. during an assembly.
Teaching ideas					
<ul style="list-style-type: none"> ✚ Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle. ✚ To take part in small group discussions without an adult. ✚ To be filmed speaking and use this for reflection ✚ To speak in front of a larger audience e.g. during an assembly 					

	Physical	Linguistic	Cognitive	Social/Emotional	Experiences
Year 2	<ul style="list-style-type: none"> Start to use gesture to support the delivery of ideas eg. gesturing towards somebody if referencing their idea or counting off ideas on their fingers as they say them 	<ul style="list-style-type: none"> Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom Use sentence stems to signal when they are building or challenging others' ideas in group 	<ul style="list-style-type: none"> Make connections between what has been said and their own and others' experiences Ask questions to find out more about a subject Build on other's ideas in discussion 	<ul style="list-style-type: none"> Start to develop an awareness of audience e.g. what might interest a certain group Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them Recite/deliver short pre-prepared material to an audience 	<ul style="list-style-type: none"> Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom. Participate in a short 'show and tell' session.
	Teaching ideas <ul style="list-style-type: none"> Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience e.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point. Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground. Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'. Use hot-seating and question tennis to develop pupils' questioning skills. Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them. Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers. 				
Year 3	<ul style="list-style-type: none"> Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk Consider position and posture when addressing an audience 	<ul style="list-style-type: none"> Be able to use specialist language to describe their own and others' talk Use specialist vocabulary e.g. speak like an archaeologist Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable' 	<ul style="list-style-type: none"> Offer opinions that aren't their own Reflect on discussions and identify how to improve Be able to summarise a discussion Reach shared agreements in discussions 	<ul style="list-style-type: none"> Speak with confidence in front of an audience Adapt the content of their speech for a specific audience 	<ul style="list-style-type: none"> Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist. Become a storyteller for an authentic audience. Present to an audience of older or younger students. Chair a discussion. Hold a class meeting.
	Teaching ideas <ul style="list-style-type: none"> Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority. Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions. Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion. Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too. 				

	Physical	Linguistic	Cognitive	Social/Emotional	Experiences
Year 4	<ul style="list-style-type: none"> Consider movement when addressing an audience Use pauses for effect in presentational talk. e.g. when telling an anecdote or telling a joke 	<ul style="list-style-type: none"> Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain 	<ul style="list-style-type: none"> Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event Ask probing questions Reflect on their own oracy skills and identify areas of strength and areas to improve 	<ul style="list-style-type: none"> Use more natural and subtle prompts for turn taking Start to develop empathy with an audience Consider the impact of their words on others when giving feedback 	<ul style="list-style-type: none"> To use talk for a specific purpose e.g. to persuade or to entertain. To speak in front of a larger audience of adults e.g. a group of eight. To collaboratively solve a problem. To speak with an unknown adult for a specific purpose, e.g. for market research or making an order. Create TV or Radio adverts. Mock election hustings Peer teaching Perform poetry by heart
	Teaching ideas				
	<ul style="list-style-type: none"> Introduce pupils to sentence stems to cite evidence and ask probing questions. Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions. Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement. Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event. When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group. 				
Year 5	<ul style="list-style-type: none"> Project their voice to a large audience Gestures become increasingly natural 	<ul style="list-style-type: none"> Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions 	<ul style="list-style-type: none"> Draw upon knowledge of the world to support their own point of view and explore different perspectives eg. in a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel' Identify when a discussion is going off topic and be able to bring it back on track 	<ul style="list-style-type: none"> Listen for extended periods of time Speak with flair and passion 	<ul style="list-style-type: none"> Enter a debate competition Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. Leading a parents' evening. Compering a school talent show or event. Slam poetry Stand up comedy
	Teaching ideas				
	<ul style="list-style-type: none"> Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'. Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals. Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice. Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...' 				

	Physical	Linguistic	Cognitive	Social/Emotional	Experiences
Year 6	<ul style="list-style-type: none"> • Speak fluently in front of an audience. • Have a stage presence • Consciously adapt tone, pace and volume of voice within a single situation 	<ul style="list-style-type: none"> • Vary sentences structures and length for effect when speaking • Be comfortable using idiom and expressions 	<ul style="list-style-type: none"> • Construct a detailed argument or complex narrative • Spontaneously respond to increasingly complex questions, citing evidence where appropriate 	<ul style="list-style-type: none"> • Use humour effectively • Be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions 	<ul style="list-style-type: none"> • Give a speech to an audience of peers and adults • Lead School Council • Mentor or teach younger students • Lead an assembly. • Act as a tour guides for prospective parents. • Record their own sports commentary.
	Teaching ideas				
	<ul style="list-style-type: none"> ✚ Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change. ✚ Practise 'power poses' to explore physical aspects of speaking ✚ Teach structures for building evidence-based arguments 				

EYFS Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
I agree with / I disagree	It's the same because	It's the same/different...because	I think it will...
I think...	It's different because	They / we both have...	This will....because
I don't think....	This is... and that is....	Altogether we / I have	I know that..
It will...because		I know... because	
I like the way...		It looks / smells / feels / tastes / sounds like...	

Year 1 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
Yes / no because...	They are the same / different because... is ... and ... is ...	I ...because	I think... because
I don't like / do like...because	They are alike because they are both....	When I ...because	I predict...
I agree / disagree with...		It is ... and...	I think...will happen because
It is right / wrong because...		It is a/an (adjective) (noun)	I know that
I think / don't think that...		After I...	

Year 2 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
Yes / no because...	They are the same / different because... is ... and ... is ...	I ...because	I think... will happen because
I don't like / do like...because	They are alike because they are both....	When I ...because	I predict...because
I agree / disagree with...	They are similar because	It is ... and...	I know that
It is right / wrong because...	They are different because	It is (adjective) (noun)	
I think / don't think that...		After / Before I...	
I believe...			
I think that...			
In my opinion...			
However... Also....			

Year 3 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
An argument for/against is...	They are the same / different because... is ... and ... is ...	I ...because	I think... will happen because
I don't like / do like...because	They are alike because they are both....	When I ...because	I predict...because
I agree / disagree with...	They are similar because	It is ... and....	I think...will happen because
It is right / wrong because...	They are different because	It is (adjective) (noun)	This is probable because...
I think / don't think that...		After / Before I....	After...I predict that...
I believe...		I think it looks it looks / feels/smells/sounds like...	This is a result of...
In my opinion... / My view is		It reminds me of...	
I understand but / however...			
I accept your opinion / decision but/however...			
I think that...			
However...			
Also...			
Building on what you're saying...			

Year 4 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
An argument for/against is...because...	They are the same / different because...	I ...because	I think... will happen because
I don't like / do like...because	They are alike because they are both....	When I ...because	I predict...because
I agree / disagree with...	One similarity / difference is...	It is and...	This is probable because...
It is right / wrong because...	They are different because	It is (adjective) (noun)	After...I predict that... because
I think / don't think that...	A further similarity / difference is...	After / Before I...	Due to the fact that...
I believe...			As a result of...
In my opinion...		It reminds me of...	The outcome will be...
I understand your point of view however...		As a result...	Based on... I predict that
I appreciate ...'s opinion / decision but/however...		Meanwhile	After hearing all the evidence...
I think that...		Furthermore	
However, I think differently because		Eventually	
I see it differently...		In contrast to...	
Most reasonable people would agree that...		Because	
Building on what you're saying...			

Year 5 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
An argument for/against is...because...	In some ways...	In conclusion...	I think... will happen because
The two main reasons for believing this...	Another feature they have in common...	To begin with...	I predict...because
My first/second important reason...	Furthermore they are both..	Because of...x happened	This is probable because...
Perhaps some people would argue...	However, they also differ in some ways...	It seems to be like...	After...I predict that... because
However, I would point out...	A further similarity / difference is...	After / Before I....	Due to the fact that...
In opinion, it is clear...		It reminds me of...	As a result of...
I understand your point of view however...		As a result...	The outcome will be...
I appreciate ...'s opinion / decision but/however...		Meanwhile	Based on... I predict that
However, I think differently because		Furthermore	After hearing all the evidence...
I see it differently...		Eventually	
Most reasonable people would agree that...		In contrast to...	
Building on what you're saying...		The reasons for...	

Year 6 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
I am convinced...	In some ways...	In conclusion...	I think... will happen because
Given that...	Another feature they have in common...	To begin with...	I predict...because
Based on fact...	Furthermore they are both..	Because of...x happened	This is probable because...
Perhaps some people would argue...	However, they also differ in some ways...	It seems to be like...	After...I predict that... because
However, I would point out...	A further similarity / difference is...	After / Before I....	Due to the fact that...
Having pondered /analysed...		It reminds me of...	As a result of...
I understand your point of view however...		As a result...	The outcome will be...
I appreciate ...'s opinion / decision but/however...		Meanwhile	Based on... I predict that
However, I think differently because		Furthermore	After hearing all the evidence...
Taking everything into account		Eventually	In light of...
Most reasonable people would agree that..		In comparison to..	In summary
Building on what you're saying...		The reasons for...	

Primary Drama

Drama education varies substantially from school to school, due in large part to the subject being present only as part of the English programme of study, rather than a subject in its own right. The primary National Curriculum refers to the study of drama in relation to a learner's development of spoken language and identifies that learner oracy greatly impacts reading and writing attainment. Yet, the impact that the study of drama can have on any given learner is vast, as it arms them with an array of transferrable academic and social/emotional skills that will follow them well into adulthood.

Drama has the potential to greatly impact learners with SEND in the primary school environment, but care must be taken to not assume automatic accessibility because of the inclusive nature of the subject. Teachers, as with all subjects, must consider the specific needs of the pupils and make adaptations to address these.

How can drama benefit learners with literacy difficulties?

Inference Development

The primary National Curriculum expects learners to be able to draw inferences such as 'inferring characters' feelings, thoughts, and motives from their actions', and to justify these inferences with evidence from the text. For many learners this is not a simple ask, and for learners who struggle with literacy, this can feel insurmountable – some learners will be trying to juggle the range of reading skills whilst simultaneously trying to decode the words in text.

At its core, drama focuses on the exploration of characters and the situations that they find themselves in. Utilising drama strategies such as role-play, thought tracking or hot seating, enables learners to put themselves in the metaphorical shoes of a character and consider how they themselves may feel or respond in given scenarios. For many this can be a transformative experience, that allows them to gain a deeper understanding of a text, that others may gain through reading, thereby supporting the development of inference skills.

The flexible nature of drama as a tool for exploration also means that it can benefit learners at any stage in the reading process. Consider how powerful it could be, if used prior to reading a text, rather than after. If learners can explore a character's situation through imaginative play in advance, teachers are provided with a tangible reference point to use in discussion with those that struggle with literacy. The focus then shifts from solely using the language to comprehend the 'why', to learners using their experiences as a basis. They are then, with careful support, able to make the important links between the 'experience in the space' and the 'language on the page'.

Justifying Opinions

A key aspect of drama study is the evaluation and analysis of performance work. Through this, learners develop their capacity for explanation and providing justifications to support their conclusions, as well as their critical thinking and problem-solving skills. This might begin in Key Stage 1 with a simple identification of what they enjoyed, but as learners progress through the key stages, this can slowly move towards a deeper analysis of performance skills or directorial decisions, such as the use of space and levels to convey meaning. This process greatly benefits learners who have difficulties with literacy, as the discussion-based approach allows them to hear model responses from peers, as well as feedback from the teacher, which they can use as a basis for constructing their own responses. The verbal nature of this can remove the initial barrier that some learners face when they put pen to paper, but over time, it can contribute to a growth in confidence and self-esteem.

As they become more confident in this skill, teachers are afforded the opportunity to weave in more challenging vocabulary or sentence structures, thus supporting learners with literacy difficulties to make progress. Furthermore, as the evaluation of performance work can be subjective, it provides the opportunity for discussion and debate. The ability to articulate and justify arguments or opinions developed through these activities will hold learners in good stead not just in reading or writing, where pupils are expected to edit their work for improvement, but throughout their lives.

Primary Drama

Standard vs. Non-Standard English

By exploring a range of characters from different contexts, learners are given the opportunity to experiment with language and vary the 'quality and variety of language' that they are exposed to. For example, consider how the protagonist of Berlie Doherty's *Street Child*, Jim Jarvis, speaks in contrast to other characters within the text or perhaps to those in other texts the learners may have explored.

To ask learners who struggle with literacy what vocabulary is considered formal or informal, standard or non-standard can be very difficult, as some will require a great deal of support to identify meaning in the first instance, let alone the specific context within which certain words should be used. But, through an opportunity to play with language in a 'safe' and 'supportive' low-stakes environment, learners can be guided towards a consideration of how these can be appropriately applied to given situations and thus how to modify their own speech to meet the needs of varying contexts and for different audiences/purposes.

How can drama benefit learners who struggle to participate in social situations?

Drama is a natural part of life. Many learners engage in fictional/make-believe scenarios during play even before formalised schooling. This process provides learners with a way to explore their own sense of self in relation to others. Even when assuming a role different to themselves, learners consider morality, looking at what is wrong and what is right, as well as how to solve the 'problem' within their play. It is therefore important to consider how drama in school can be used to support learners in exploring difficult issues, express their emotions and develop lifelong skills such as self-reflection or empathy, in a structured and supportive environment.

Emotional Intelligence

Social stories and comic strip conversations are common tools utilised to support learners with SEND. Explorative strategies, such as the conscience corridor or forum theatre, can also be valuable methods for exploring situations in response to the social and emotional needs of learners who struggle to engage in social situations. Establishing a fictional scenario where learners have to consider how a character might be feeling and having them vocalise this in the conscience corridor can be a powerful tool for building empathy and/or understanding of how people behave or respond in a social situation, particularly as each child will find different ways to verbalise these emotions. Hearing these responses can have a positive impact on learners, as they may be able to associate these with their own experiences, or in some instances, the way it is phrased by a peer may resonate with them more than a conversation with an adult.

Alternatively, having learners act out the scenario in a forum theatre style, allowing them to pause the action, make adaptations to how characters react within the situation and see the impact these changes have, is an engaging way for teachers to address the concept of choice and consequence. As the scenario develops, the learners can see cause and effect and again make links with their own behaviours outside of the drama bubble.

Following up either of these models with a discussion allows the learners to support their choices with reasoning, whilst carefully considered questioning from the teacher will help them to see how this learning might be applied to their own lives. As well as developing social/emotional skills, activities such as these support the development of key skills such as listening, collaboration and mutual respect.

Confidence Building

The charity Scope identifies that learners with SEND can struggle to stay motivated in school for a variety of reasons, including frustration at their own progress or a lack of confidence and self-esteem. The study of drama can greatly support learners to combat these feelings and have positive experiences across their primary education. The development of skills such as diaphragmic breathing, vocal projection and enunciation supports learners in communicating clearly, but for some learners with SEND, this can lead to a feeling of self-assuredness as their opinions are heard, understood, and counted. In addition, the study of drama supports learners to consider their physicality and the way they hold themselves. Through a deeper understanding of this, e.g., posture and gait, learners can be encouraged to stand or sit taller which studies have shown can have a subliminal impact on a person's confidence.

Strategies provided in the [secondary drama guidance](#) can also be applied in the primary classroom to ensure learning is scaffolded to promote effective learning for all.