



WEMBLEY PRIMARY SCHOOL

WPS Progression in Oracy Across the Curriculum

Tower Hamlets sentence stems to be used to support progression in language.

Key: **Italics/Bold** Target Tracker
Black font National Curriculum

	Physical	Cognitive	Linguistic	Social and Emotional
Reception	<p>Speak audibly so they can be heard and understood by a talk partner.</p> <p>To maintain eye contact with a partner or familiar adult.</p> <p>Speak audibly so they can be heard and understood in a trio.</p> <p>Use gestures to support meaning e.g. in a T4W recital.</p> <p>Speak audibly so they can be heard and understood by the class e.g. in a plan, do, review session.</p>	<p>Describe an experienced event to a partner including 'and' to elaborate.</p> <p>Ask a relevant question about a story.</p> <p>To explain how or why something happened using 'because' or 'so'.</p>	<p>Express needs clearly to a familiar adult or peer.</p> <p>State their point of view simply to a larger group (up to 5 people).</p> <p>Use 'because', 'then', 'but' when explaining their plan and outcomes.</p> <p>To use 'if' and 'might' to explain how to improve their work next time.</p>	<p>Look at the speaker.</p> <p>Take turns in games and speaking.</p>
Year 1	<p>Speak clearly and confidently in a small group of known peers.</p> <p>Use non-verbal signals to indicate agreement or disagreement.</p> <p>Speak clearly when presenting learning to the class e.g. recording a presentation for the showcase.</p> <p>Speak clearly and confidently when explaining displayed learning to an adult in the showcase.</p> <p>Speak clearly and confidently using a script e.g. live presentation in showcase.</p>	<p><i>Recognise and use the language relating to dates, including days, days of the week, months and years. Sequence events using the language of time or number (including telling the time throughout the day first using o'clock and then half past).</i></p> <p><i>Describe position, direction, movement, including whole, half, quarter and three-quarter turns e.g. left/right, top/middle/bottom, forwards/backwards, up/down, close/far, inside/outside.</i></p> <p><i>Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.</i></p> <p>Include 'because' in their contribution to justify ideas.</p> <p>Retell a story to a small group. Recognising when events are out of sequence and self-correcting.</p> <p><i>In working scientifically, ask simple questions and recognise they can be asked in different ways.</i></p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Discuss the significance of the title and events.</p> <p>Recite some poems and rhymes by heart.</p>	<p>Begin to use sentence stems with some prompting. Use sentence stems independently even if not always appropriately.</p> <p>Recognise when the wrong stem has been used and choose a more appropriate one.</p> <p>Say out loud what he/she is going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Read aloud his/her writing clearly enough to be heard by the group and the teacher</p>	<p>Be able to independently take turns and ensure all members contribute.</p> <p>Request a book.</p> <p>Maintain eye contact when speaking and listening.</p>
Year 2	<p>Using non-verbal signals confidently to indicate the contribution they wish to make.</p> <p>Agree, disagree or build.</p> <p>Begin to understand the importance of posture when speaking.</p> <p>Moderate tone and volume to match the audience.</p> <p>Maintain suitable posture throughout a spoken contribution.</p>	<p>Justify their agree/disagree choice with relevant explanations.</p> <p>Retell an event calmly in logical order e.g. on the playground.</p> <p>With support, identify a suitable question in response to a stimulus.</p> <p>Take on the instigator role in a trio discussion.</p>	<p>Choose the most appropriate stem independently.</p> <p>Use technical, subject-specific vocabulary when explaining opinions.</p> <p>Use taught vocabulary independently, even if not always accurately.</p> <p>Include taught vocabulary appropriately and independently in discussions.</p>	<p>Be able to change their mind in response to another person's argument e.g. the opinion continuum.</p>

	<p>Be aware of where to look or stand to ensure the audience can hear clearly.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Discuss sequences of events in a book and how items of information are related.</p> <p>Discuss his/her favourite words and phrases. Answer and ask questions.</p>		
<p>Year 3/4</p>	<p>Vary tone of voice for humorous or sad parts of a story telling.</p> <p>Pause at appropriate points to allow for an audience's reaction.</p> <p>Project voice to the back of the hall and maintain that without shouting. e.g. during a performance</p> <p>Year 3 National Curriculum Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clear.</p> <p>Year 4 National Curriculum Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clear.</p>	<p>Take on the challenger role in a small discussion. Explain the purpose of their talk. e.g. to discuss, entertain, inform, instruct or persuade.</p> <p>Deliver a short presentation (with notes) to an unfamiliar audience.</p> <p>Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons.</p> <p><i>Estimate and read time with increasing accuracy to the nearest minute; compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m/p.m, morning, afternoon, noon and midnight.</i></p> <p><i>Describe the properties of 2D and 3D shapes using accurate language, including lengths of lines, acute and obtuse for angles, greater than or less than for right angles.</i></p> <p><i>Describe positions on a 2D grid as coordinates in the first quadrant.</i></p> <p><i>Describe movements between positions as translations of a given unit to the left/right and up/down.</i></p> <p>Explain reasoning in maths to the class in a logical way.</p> <p>Adapt explanation to suit audience reaction.</p> <p><i>Ask relevant questions with reasoning and use different types of scientific enquiries to answer them.</i></p> <p><i>Make a clear and reasoned report on findings from scientific enquiries.</i></p> <p><i>Use relevant scientific language to discuss ideas (with reasoning) and communicate findings in ways that are appropriate for different audiences.</i></p> <p>Begin to summarise the opinion of one contributor. Be able to reply to questions from the audience.</p> <p>Year 3 National Curriculum Listen to and discuss a range of fiction, plays, non-fiction and reference books or textbooks.</p> <p>Ask questions to improve understanding of a text.</p> <p>Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</p>	<p>Use awareness of audience to support choice of formal/informal language.</p> <p>Show awareness of taught collocations and recognise when something 'just doesn't sound right.'</p> <p>Deliver a short teaching session to a small group of younger children.</p> <p>Year 3 National Curriculum Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and increasing range of sentence structures.</p> <p>Year 4 National Curriculum Discuss words and increasingly complex phrases that capture the reader's interest and imagination.</p> <p>Ask reasoned questions to improve his/her understanding of a text.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and increasing range of sentence structures.</p>	<p>Notice when someone has not contributed and invite them to speak.</p> <p>Be able to confidently change their mind e.g. opinion continuum.</p> <p>Be able to explain why they have changed their mind e.g. opinion continuum.</p>

		<p>Year 4 National Curriculum Listen to and discuss a range of fiction, plays, non-fiction and reference books or textbooks.</p> <p>Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</p>		
<p>Year 5/6</p>	<p>Use gestures effectively to engage and persuade the audience e.g. when pitching ideas to the school council for the charity day.</p> <p>To project voice to the back of the large hall and maintain volume and pitch through several short-spoken contributions.</p> <p>To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition.</p> <p>Speak confidently and naturally to an audience of known and unknown adults during the end of year production.</p> <p>Year 5/6 National Curriculum Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.</p> <p>Perform own compositions, using appropriate intonation, volume and movement, so that the meaning is clear.</p>	<p><i>Pronounce mathematical vocabulary correctly and confidently.</i></p> <p><i>Know and use the vocabulary of prime numbers, prime factors and composite numbers.</i></p> <p><i>Use and understand the terms factor, multiple, prime, square and cube numbers.</i></p> <p><i>Use the whole number system, including saying, reading and writing numbers accurately.</i></p> <p><i>Identify, describe and represent the position of a shape following reflection or translation, using appropriate language and knowing the shape has not changed.</i></p> <p><i>Describe the properties of shape and explain how unknown angles and lengths can be derived from known measurements.</i></p> <p><i>Describe positions on the full coordinate grid (all four quadrants).</i></p> <p><i>Report and present finding from enquiries, including conclusions, causal relationships and explanations of and degree of trust in oral and written forms, such as displays and other presentations.</i></p> <p><i>Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas and talk about how scientific ideas have developed over time.</i></p> <p>Self-assess own delivery of a short, recorded presentation. Set targets to work on this year.</p> <p>Use effective exploratory and evaluative language to clarify thinking during a discussion.</p> <p>Present learning to parents in pupil-led parent meetings. Independently discuss a question in a small group, maintaining focus on the question and roles.</p> <p>Chair discussion of group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems Present the outcome of the discussion to the class.</p> <p>Use wider world knowledge to support views when participating in debates.</p> <p>Choose appropriately formal language when participating in debates and formal discussions.</p>	<p>Write a coherent discussion text in response to a whole-class stimulus.</p> <p>Use evaluative stems to support the discussion of successes and next steps.</p> <p>Structure a persuasive speech effectively using taught language techniques.</p> <p>Use humour appropriately and effectively to engage an audience.</p>	<p>Deliver that argument to a larger audience of their peers (year group).</p> <p>Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.</p>

		<p>Year 5 National Curriculum</p> <p>Listen to and discuss a range of fiction, plays, non-fiction and reference books or textbooks.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Ask questions to improve his/her understanding of a text.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, building on ideas and challenging views courteously.</p> <p>Explain and discuss understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Year 6 National Curriculum</p> <p>Continue to read and discuss an increasingly wide range of fiction, plays, non-fiction and reference books or textbooks.</p> <p>Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.</p> <p>Ask specific reasoned questions to improve his/her understanding of a text.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing with reasoning.</p> <p>Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, building on ideas and challenging views courteously with clear reasoning.</p> <p>Explain and discuss understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary.</p>		
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