



'As each one does their part, we grow in love'
Ephesians 4 vs.16



ORACY Progression

Whole School Overview

At Pimperne we understand the importance of enabling “children to talk fluently, with confidence and at length, using a wide range of vocabulary and language features that make the structure and content interesting for the listener.” (TalkWrite p.7) The evidence of impact of nurturing language development will be seen “in the children’s unsupported writing across the curriculum.” (TalkWrite p.10)

EYFS 4-5yrs	Year 1 5-6yrs	Year 2 6-7yrs	Year 3 7-8yrs	Year 4 8-9yrs	Year 5 9-10yrs	Year 6 10-11years
<p>1. Talk for all purposes in sentences of three words or more.</p> <ul style="list-style-type: none"> • Can talk about what we did at home. • Can talk about our favourite TV programmes. • Can talk about what we like doing best in school. <p>2. Start oral sentences in different ways e.g. I, my, the, this, he, she, it, etc.</p> <ul style="list-style-type: none"> • Can start sentences in different ways e.g. 'I like milk.'; 'My dog barks.'; 'She can run.'; 'The dog is brown.' <p>3. Join oral sentences using simple conjunctions e.g. and, but, so, if.</p> <ul style="list-style-type: none"> • Can use conjunctions to join two sentences e.g. 'I like milk and I like cake.'; 'I was late so I ran 	<p>1. Talk in a continuous stream of simple sentences.</p> <ul style="list-style-type: none"> • Can talk confidently for a few minutes about something they know well e.g. what they do at the weekend. <p>2. Extend many sentences using connectives e.g. and, but, so, if, when, because.</p> <ul style="list-style-type: none"> • Can use more than three different connectives (need not be all at once) e.g. 'I like milk when I have my cereal, but I do not like it on its own because sometimes it tastes bad. It goes bad in the sun and if it is in a hot place.' <p>3. Use simple adjectives in speech e.g. good, bad, nice, wet, dry, sunny, etc.</p> <ul style="list-style-type: none"> • Can use adjectives in 	<p>1. Talk confidently, mainly in simple sentences.</p> <ul style="list-style-type: none"> • Can talk for several minutes continuously, with confidence e.g. about a pet, a favourite story, or a television programme. <p>2. Use a range of simple sentence openers e.g. person - I, You, He, She, They, etc.; determiners - The, A, This, That; sequence openers - First, Next, Last, Before, After, etc.; time openers - Today, This morning, Yesterday, Next week, On Saturday, etc.</p> <ul style="list-style-type: none"> • Can start sentences in different ways e.g. 'You are a good reader.'; 'That is a good book.'; 'After school, I play out.'; 'Yesterday, I went shopping.' 	<p>1. Begin to open sentences in a wider range of ways in own talk e.g. time connectives, sequence connectives, adverbs ('ly' words), gerunds ('ing' words), or a wider range of connectives: when, if, because.</p> <ul style="list-style-type: none"> • Can use 'ly' openers e.g. 'Gently, I lifted up the pretty kitten.' • Can use 'ing' openers e.g. 'Hoping to be first, I raced to the shop.' • Can use connective openers e.g. 'Because I was late, I missed the bus.' <p>2. Start to use a wider range of suave sentence openers in games and activities (gerunds - 'ing' words).</p> <ul style="list-style-type: none"> • E.g. suave word to open the sentence: 'Hesitantly, 	<p>1. Join in games and activities to use a wide range of suave words e.g. nouns, verbs, adjectives, adverbs, gerunds, and connectives.</p> <ul style="list-style-type: none"> • Examples are provided in the Games section of the publication. <p>2. Use connectives such as although, however, despite, in spite of, unless, contrary to, nevertheless, etc. in games and activities.</p> <ul style="list-style-type: none"> • Can use some suave connectives e.g. 'I went for a walk despite the rain.'; 'Despite being hungry, I finished my homework.'; 'Contrary to rules, I ate my sweet in the classroom.'; 'I like hot dogs, however Mum doesn't buy me them.'; 'I hurried to the bus stop, 	<p>1. Talk confidently and fluently in a range of situations e.g. chat, role play, discussion, presentation, debate.</p> <ul style="list-style-type: none"> • Can change the tone and type of talk easily for different purposes. • Can use a range of suave connectives. • Can use a range of different and interesting sentence openers. <p>2. Change the style and tone of speech appropriately for context and purpose.</p> <ul style="list-style-type: none"> • Can use the different codes of speech in writing as appropriate. • Can make characters sound cross, surprised, excited, etc. <p>3. Use a range of different types of connectives in talk e.g.</p>	<p>1. Use all the strategies for 9 to 10-yearolds with confidence.</p> <p>2. Talk fluently and confidently, most of the time.</p> <p>3. Change the voice, register, or accent for different purposes.</p> <p>4. Structure sentences in a wide range of different ways for interest.</p> <p>5. Use a wide range of literary features in games and activities to model understanding and fluency.</p> <p>6. Start to use a range of sophisticated features such as the passive voice, complex groupings, or implicit links / references</p>



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	<p>talk e.g. 'I like tea in my red mug.'; 'It is a sunny day.'; 'We played a new game.'</p>	<p>3. Change sentence openers when asked, sometimes using time or sequence words, or adverbs.</p> <ul style="list-style-type: none"> • Can change the sentence opener when asked e.g. change the opener game: 'At the weekend, I went to the park.'; 'On Saturday, I went to the park.'; 'First, I went to the park.'; 'Quickly, I went to the park.' <p>4. Use a wider range of simple adjectives and adverbs in oral sentences e.g. adjectives - happy, sad, old, pretty, ugly, etc.; adverbs - slowly, quickly, angrily, quietly, etc.</p> <ul style="list-style-type: none"> • Can use a wide range of describing words (adjectives and adverbs) e.g. 'The tired dog looks sad.'; 'The old house is ugly.'; 'She ran quickly down the long road.' <p>5. Use a wider range of connectives in talk e.g. and, but, so, when, if, because, too, as well as, etc.</p> <ul style="list-style-type: none"> • Can use a wide range of connectives to join or extend sentences e.g. 'I will go to the shop, if it stops raining.'; 'I ate a bun 	<p>I opened the box.'; 'Hunggrily, I devoured the sandwich.'; 'Doing exercise is good for your health.'; 'As we ate lunch, we talked about our pets.'; 'Reading is my best hobby.'; 'Watching TV makes me sleepy.'</p> <p>3. Begin to use a wider range of adjectives and adverbs in own talk.</p> <ul style="list-style-type: none"> • Can use a range of describing words (adjectives and adverbs) e.g. 'I like sweet fruit and ice cream.'; 'Jon ran quickly to the shop.'; 'Mum always buys amazing cakes.' <p>4. Use some suave connectives e.g. as, as well as, instead of, although, when prompted.</p> <ul style="list-style-type: none"> • Can use a range of connectives e.g. 'Instead of football, we went swimming.'; 'I like hot dogs, although Mum doesn't buy me them.' <p>5. Use a wider range of time and sequence connectives e.g. early on, after, soon after, shortly before, just before, after that, after a while, in a short time, etc.</p>	<p>nevertheless I missed the bus.'</p> <p>3. Name and use a wide range of punctuation in games and activities e.g. . ! ? , ' ... " " () -</p> <ul style="list-style-type: none"> • Can name and use a wide range of punctuation (eight or more) e.g. 'Punctuate Bud's work for him and then say what punctuation it needed.' <p>4. Talk confidently and fluently.</p> <ul style="list-style-type: none"> • Can talk, without preparation, about recent experiences, family, pets, learning, or things they have enjoyed. <p>5. Change the style of talk from local speak to both Standard English and suave speak, and back, in games and activities.</p> <ul style="list-style-type: none"> • Can change confidently between local speak, Standard English, and suave speak e.g. 'Oh dear, Bud has written in local speak today. It says, "Us went ter t' shop." Can you turn it into Standard English please?' <p>6. Change the voice for questions, exclamation,</p>	<p>although, however, despite, contrary to, unless, nevertheless, additionally, in addition, furthermore, except, alternatively, consequently, including, etc. in games and activities.</p> <ul style="list-style-type: none"> • Can use suave connectives e.g. 'Which is the connective in this sentence?'; 'Spot the connectives.'; 'Suave up the connective in this sentence.'; 'Insert suave connectives in the spaces.' <p>4. Open sentences in a range of different ways with confidence, when talking: time, sequence, adverbs ('ly' words), connectives, gerunds ('ing' words) e.g. 'Hoping to see...'; 'Rushing down the road, I...'; 'Carrying the heavy...'</p> <ul style="list-style-type: none"> • Can use suave sentence openers e.g. 'Can you put a suave opener at the beginning of each of these sentences?'; 'Can you underline the suave sentence openers in Bud's writing?'; 'Can you change two of the sentence openers in Bud's work to suave openers?' 	<p>forwards and backwards between paragraphs and sections in games and activities.</p> <ul style="list-style-type: none"> • Can use a range of literary features and techniques e.g. passive voice: 'The cake was eaten by the child.'; complex grouping: 'All their favourite foods were there: chicken legs with curried rice; fat sausages with golden chips; cheesecake covered in ice cream; and the biggest slices of birthday cake you could wish for.'; implicit link back: 'It all ended well and Jo's early fear that his mother might not get back safely was proved to be totally wrong.' <p>7. Can present at length, orally, on one subject.</p>
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		<p>as well as my soup.'; 'Can you play out when you get home?'</p> <p>6. Start sentences in a wider range of ways, including with adverbs, time and sequence connectives, and a wider range of connectives when asked.</p> <ul style="list-style-type: none"> • Can start sentences in a wider range of ways including 'ly' words and connectives e.g. 'When I went to the park...'; 'If I had been to the park...'; 'After I had been to the park, 'slowly, I went to the park...' <p>7. Use given suave words in games and activities.</p> <ul style="list-style-type: none"> • Can use one or two suave words in games e.g. 'Can anyone remember what hesitantly means?'; 'Can you start a sentence with hesitantly?'; 'Where could you put hesitantly in this sentence?'; 'I climbed the stairs at bedtime.'; Show two options e.g. 'I climbed the stairs hesitantly...'; 'Hesitantly, I climbed...' 	<ul style="list-style-type: none"> • Can use one or two suave connectives e.g. despite, contrary to, although. • E.g. time and sequence connectives: 'I shall go to the market tomorrow, if it doesn't rain.'; 'Just before it rained, I dashed to the store.'; 'We went for a river side walk soon after the rain stopped.'; 'Next, we had our lunch.' <p>6. Name and use a wider range of punctuation in games and activities e.g. . ! ? , ' " "</p> <ul style="list-style-type: none"> • Can recognise and name six or more pieces of punctuation e.g. 'How many different sorts of punctuation has Bud used? Name them? Where could he have used a question mark?' <p>7. Use a wider range of suave words in talk and games when prompted.</p>	<p>suspense, anticipation, and volume.</p> <ul style="list-style-type: none"> • Can use appropriate expression in speaking voice when reading aloud. <p>7. Explain features of different types of writing e.g. letter, diary item, report, explanation.</p> <ul style="list-style-type: none"> • Can name the features of three or more types of writing. 	<p>5. Start to use literary features in oral games and activities e.g. groupings, clauses, dialect, metaphor, simile, alliteration, onomatopoeia.</p> <ul style="list-style-type: none"> • Can use one or more literary features in writing and games. • Can use one or more literary features e.g. 'Bud has written in local speak again. Please turn it into suave speak with a literary feature.'; 'Where has Bud used a literary feature today?'; 'Spot the literary features in this passage.' • Starting to use literary features e.g. grouping: 'The small red box, the shabby old book, and the tube of sweets all fell out of my bag.'; clauses: 'The scared little dog, left alone by the path, waited for his owner to come.'; dialect: 'The old woman looked up as I passed and grumbled, "Yer bes' not ride yer bike on't grass yer knows."'; metaphor: 'He has a heart of gold.'; simile: 'He is as old as the hills.'; alliteration: 'The cute and cuddly cat curled up on the cushion.'; onomatopoeia: 'The hiss of the snake...' 	
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					<p>6. Change the voice or language to model different types of punctuation e.g. exclamation, question, parenthesis (asides and embedded clauses), quotation within speech. • Can use a variety of punctuation for different effects in writing and change the voice appropriately when reading the writing aloud e.g. exclamations: 'The man shouted, "Get out!"'; questions: 'The man sighed, "Will I ever get home?"'; parenthesis: 'Mrs Green, head of the school, made me very welcome.' 'Bats - often seen at dusk - are nocturnal creatures.' 'Ellie took my last sweet (she was always doing that) and ate it!'; quotation within speech: 'The teacher began, "I want you all to think of a famous quotation you know, such as 'Beware the Ides of March,' and find a reason to use it in your writing today.'"</p> <p>7. Explain the characteristics of most genres / types of text.</p>	
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					8. Change the register of speech for different purposes e.g. Standard English, received pronunciation, or suave speak; local speak or dialect	
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