



Progression in Oracy

	Literacy Tree	Behaviour Curriculum / PD	Collective Worship/Events	RE Curriculum	Science
EYFS	<ul style="list-style-type: none"> Listen attentively in a range of situations. Engage in story time, joining in with repeated phrases. Express ideas and feelings using complete sentences. Ask and answer simple questions to develop understanding. Develop confidence in speaking in front of peers. Follow simple conversational rules, such as taking turns and making eye contact. 	<ul style="list-style-type: none"> Responding to good morning Making eye contact Turning to face the speaker Taking turns Please & thank you Asking for things 	<p>In class & KS AoW:</p> <ul style="list-style-type: none"> Respond to prayers Offer personal prayers Reading of short prayers <p>Whole School inc parents:</p> <ul style="list-style-type: none"> Nativity play Mothers' Day service 	<ul style="list-style-type: none"> Identify and name their personal responses to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) and say why they respond in that way. 	<ul style="list-style-type: none"> Listen to and discuss scientific concepts through stories and play. Use simple scientific vocabulary when exploring the natural world. Ask basic questions about observations (e.g., "Why is the sky blue?"). Express ideas about what they see, hear, and feel. Take turns in discussions about scientific topics.
Y1	<ul style="list-style-type: none"> Speak clearly and audibly in full sentences. Use newly acquired vocabulary appropriately. Listen to and respond to others with relevant comments or questions. Retell familiar stories in sequential order. Take part in discussions, following conversational rules. Express feelings and opinions with reasons 	<ul style="list-style-type: none"> Saying & responding to good morning Making eye contact Turning to face the speaker Taking turns Please & Thank you Asking for things in sentence 	<p>In class & KS AoW respond to prayers</p> <ul style="list-style-type: none"> Offer personal prayers <p>Reading of short prayers</p> <p>Whole School inc parents:</p> <ul style="list-style-type: none"> Nativity play Mothers' Day service Short readings 	<p>Play with possibilities, asking 'what if?' questions, saying what they wonder about and suggesting answers, imagining how they and others are feeling.</p> <ul style="list-style-type: none"> Identify and name their personal responses to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) and say why they respond in that way. 	<ul style="list-style-type: none"> Use appropriate scientific vocabulary when discussing topics. Ask simple scientific questions and attempt to explain observations. Describe materials, animals, and plants using relevant terminology. Express thoughts and ideas about simple experiments. Listen to others' ideas and take part in group discussions
Y2	<ul style="list-style-type: none"> Speak in full sentences, using an expanding vocabulary. Use appropriate volume, tone, and pace for different situations. 		<p>In class & KS AoW respond to prayers</p> <ul style="list-style-type: none"> Offer personal prayers 	<ul style="list-style-type: none"> Express a point of view with a relevant reason. 	



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	<ul style="list-style-type: none"> • Ask and answer more detailed questions. • Retell narratives with greater detail and expression. • Begin to adapt speaking style for different audiences. • Use conjunctions to develop explanations in spoken language. • Take turns and build on others' ideas in discussions. 		<p>Reading of short prayers</p> <ul style="list-style-type: none"> • Planning & leading a AoW including explaining Gather & Respond sections <p>Whole School inc parents:</p> <ul style="list-style-type: none"> • Nativity play • Mothers' Day service • Short scripture readings scripture 	<ul style="list-style-type: none"> • Express a preference with a relevant reason • Listen to the stories and experiences of others from different communities and ask questions about the stories and experiences of others. 	<ul style="list-style-type: none"> • Ask and answer questions about scientific processes and observations. • Explain simple cause-and-effect relationships in science (e.g., "Plants need water to grow"). • Retell the steps of a simple scientific investigation. • Participate in discussions about scientific findings.
Y3	<ul style="list-style-type: none"> • Speak confidently in a range of contexts, including group discussions. • Use standard English where appropriate. • Develop awareness of persuasive and emotive language. • Plan and deliver short presentations. • Use varied sentence structures to enhance meaning. • Ask relevant questions to deepen understanding. • Listen carefully and make relevant contributions in discussion. 	<ul style="list-style-type: none"> • Tracking the speaker • Look interested • Stay engaged • Greetings • Please & Thank you • Requesting in a polite way 	<p>In class & KS & whole school AoW respond to prayers</p> <ul style="list-style-type: none"> • Offer personal prayers • Reading of prayers & responses • Reading of scripture • Projection of voice • Planning & leading a AoW including • Easter Play • Carol Service • Readings in church 	<p>Play with possibilities, asking 'what if?' questions, suggesting answers and imagining consequences and implications for themselves and others.</p> <ul style="list-style-type: none"> • Suggest meanings considering the maker's intention, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) • Express a point of view with reasons that relate to sources/experiences. 	<ul style="list-style-type: none"> • Use precise scientific vocabulary to explain ideas. • Formulate relevant scientific questions and hypotheses. • Discuss observations and suggest explanations using evidence. • Present findings from experiments using clear speech. • Take part in structured discussions, building on others' ideas.
Y4	<ul style="list-style-type: none"> • Speak clearly and expressively in formal and informal settings. • Adapt speech for different purposes, e.g., storytelling, debating. • Organise and structure spoken ideas logically. 		<p>In class & KS & whole school AoW respond to prayers</p> <ul style="list-style-type: none"> • Offer personal prayers • Reading of prayers & responses 	<ul style="list-style-type: none"> • Express a judgement with relevant reasons, having considered different preferences. • Explore people's different worldviews and the reasons 	<ul style="list-style-type: none"> • Explain scientific concepts clearly, using technical terms appropriately. • Ask deeper questions to explore scientific ideas. • Describe methods and results of investigations with clarity.



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	<ul style="list-style-type: none"> • Use appropriate intonation, volume, and emphasis. • Evaluate and provide constructive feedback on spoken performances. • Engage in role play and drama to explore characters and themes. 		<ul style="list-style-type: none"> • Reading of scripture • Projection of voice • Planning & leading a AoW including • Easter Play • Carol Service readings in church 	for their responses to life and to questions of meaning and purpose.	<ul style="list-style-type: none"> • Justify scientific reasoning using evidence. • Engage in debates and discussions about scientific theories.
Y5	<ul style="list-style-type: none"> • Use a range of spoken techniques, including rhetorical questions and figurative language. • Adapt speech for different audiences, showing awareness of formality. • Justify opinions and respond constructively to counterarguments. • Deliver structured presentations with clarity and confidence. • Take leadership in group discussions, guiding conversation effectively. • Listen attentively and build on others' ideas with elaboration. 	<ul style="list-style-type: none"> • Tracking the speaker • Look interested • Stay engaged • Greetings • Please & Thank you • Requesting in a polite way • Begin to rephrase the previous speaker • Using language of disagreement & debate 	In class & KS & whole school AoW respond to prayers <ul style="list-style-type: none"> • Offer personal prayers • Reading of prayers & responses • Reading of scripture • Projection of voice • Planning & leading a AoW including • Carol Service • Readings in church • End of Year Play 	Play with possibilities, asking 'what if?' questions, building logical theories, and imagining different people's responses. <ul style="list-style-type: none"> • Explore how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music etc) • Appreciate differing points of view are not all equally valid. 	<ul style="list-style-type: none"> • Use scientific vocabulary to explain processes and concepts in depth. • Develop and articulate well-reasoned arguments in scientific discussions. • Present findings in a structured manner using charts, graphs, and models. • Explain conclusions based on data and evidence. • Engage critically in group discussions, offering and evaluating different viewpoints.
Y6	<ul style="list-style-type: none"> • Speak fluently and articulately in a range of contexts. • Use sophisticated vocabulary and rhetorical devices. • Debate confidently, using logical argumentation and persuasive techniques. • Present ideas clearly, using an engaging delivery style. 		In class & KS & whole school AoW respond to prayers <ul style="list-style-type: none"> • Offer personal prayers • Reading of prayers & responses • Reading of scripture • Projection of voice 	<ul style="list-style-type: none"> • Articulate the reasons which might lead to judgements different to their own, recognising that some questions are difficult to answer. • Consider people's different worldviews, using evidence to express insight into differences in 	<ul style="list-style-type: none"> • Speak confidently about scientific concepts using advanced vocabulary. • Lead discussions on scientific topics, encouraging balanced participation. • Debate scientific issues with logical argumentation and evidence.



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	<ul style="list-style-type: none">• Evaluate the effectiveness of spoken communication and refine accordingly.• Lead and facilitate group discussions with clear objectives and balanced participation.		<ul style="list-style-type: none">• Planning & leading a AoW including• Carol Service• Readings in church• End of Year Play• Leadership through chaplaincy – leading others inc younger pupils• Talking to other chaplains in the trust• Acting as tour guides for school open days	their responses and offer reasoned arguments why they disagree with some features.	<ul style="list-style-type: none">• Present research findings effectively, using appropriate scientific language.• Evaluate and critique scientific explanations and conclusions
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RE Curriculum 'Discern' Overview:

Play with possibilities, asking 'what if?' questions.

- Say what they wonder about.
- Recognise similarities and differences.
- Point out what is the same and what is different.
- Express a point of view or a preference.
- Listen to different viewpoints.
- Support a preference with reasons.
- Explain differences.
- Construct arguments.
- Weigh strengths and weaknesses.
- Arrive at justified conclusions.
- Recognise complexity with reference to different interpretations and historical context.