

BLPP Oracy Intent & Progression Map

BLPP LTP for Oracy

Development EYFS-KS2

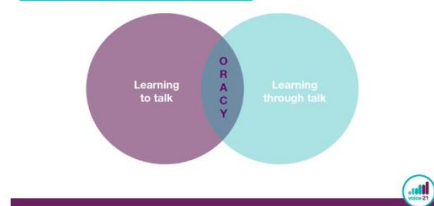


BLPP Definition of Oracy



The ability to articulate ideas, develop understanding and engage with others through spoken language, listening and communication.

What is oracy?



The framework is informed by key research, including *I Can Talk*, *Voice 21*, *Typical Talk at Primary*, *Universally Speaking*, and *Development Matters*, ensuring that expectations are age-appropriate and aligned with children's developmental stages. To provide clarity

and ease of use, oracy has been divided into four key strands:

By planning for opportunity to develop these aspects across each year group and term, children gradually build confidence, fluency, and control in their spoken communication, enabling them to express themselves effectively in a range of contexts.

Additional Information:

Examples of language which may be used by children are **red**.

Examples of links to the BLPP curriculum are in **blue**

KPIs are bold and underlined

Oracy Opportunities are suggested for each term. These include key texts and poems which have been progressively mapped out and include a range of poem types and authors. Experiences are also suggested but these may be adapted to each setting depending on topics and themes.

EYFS Early Learning Goals:

- Communication and Language: Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Communication and Language: Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Communication and Language: Speaking- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

National Curriculum Objectives Spoken Language Year 1-6:

The Oracy Framework

The Oracy Framework has divided oracy skills into four strands:



Cognitive

The deliberate application of thought to what you're saying.



Linguistic

Knowing which words and phrases to use, and using them.



Physical

Making yourself heard, using your voice and body as an instrument.



Social & Emotional

Engaging with the people around you; knowing you have the right to speak.

BLPP Oracy Intent & Progression Map



- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

The BLPP Oracy Framework

The BLPP Oracy Framework is underpinned by the partnership's work alongside Voice 21. The BLPP Oracy Framework has been broken down into 3 separate frameworks for: EYFS, KS1 & KS2 with overarching KPIs in each of the four strands.

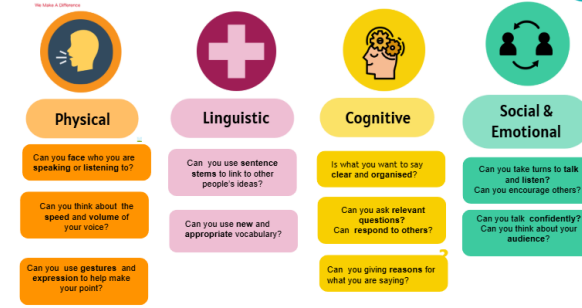
BLPP Oracy Intent & Progression Map



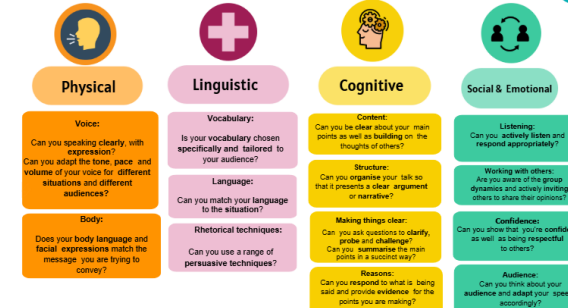
EYFS The Oracy Framework



KSI The Oracy Framework



KS2 The Oracy Framework



Discussion Guidelines



Discussion Guidelines



Foundation Stage One - Oracy Opportunities

FS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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BLPP Oracy Intent & Progression Map



Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Overarching Theme: Rhyme Time.	Overarching Theme: Rhyme Time 2	Overarching Theme: Let's Celebrate	Overarching Theme: Let's Celebrate 2	Overarching Theme: I would like to be	Overarching Theme: Emergency Emergency!!!	Overarching Theme: What's in your garden?	Overarching Theme: What's in your fridge?	Overarching Theme: Bears, Bears, Bears.	Overarching Theme: Pets, Pets, Pets.	Overarching Theme: Pirates & Places	Overarching Theme: I do like to be beside the seaside
Experience & Opportunities: Making Scrambled eggs.	Experience & Opportunities: Mixing – making angel delight Royal day – who was the king or queen why are they in so many nursery rhymes	Experience & Opportunities: Decorating buns in line with celebration. Family Members in	Experience & Opportunities: Decorating buns in line with celebration. Family Members in to discuss celebrations	Experience & Opportunities: Baking Bread	Experience & Opportunities: Kneading making bread Local Police Visit Visit to the local fire station Visit from paramedic	Experience & Opportunities: World Book Day Butterfly growing set. Minibest visit in school Planting opportunities	Experience & Opportunities: World Book Day Making a fruit salad Picnic Visit to school kitchen	Experience & Opportunities: Teddy Bear Picnic	Experience & Opportunities: Visit from a vet	Experience & Opportunities: Pirate Dress up Day Making Ice Lollies Sports Day	Experience & Opportunities: Sports Day Seaside Day Making ice lollies - chopping / peeling fruit
Going on a bus ride				Members of public in to discuss careers				Making Sandwiches for the picnic			
Star Six: Each Peach Pear Plum	Star Six: Each Peach Pear Plum	Star Six: We're going a bear hunt	Star Six: We're going a bear hunt	Star Six: Pants	Star Six: Pants	Star Six: Dear Zoo	Star Six: Dear Zoo	Farm / Zoo visit		Star Six: The Train Ride	Star Six: The Train Ride
								Star Six: Dinosaur Roar	Star Six: Dinosaur Roar		



EYFS The Oracy Framework



Physical



Linguistic



Cognitive



Social & Emotional

Can you speak loudly and clearly enough to be heard by everyone?

Can you start to join your ideas together?
Can you use words like **and**, **because** and **but**?

Can you ask questions?

Can you take turns to talk and listen?



FS:	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance
Autumn	<u>Pays attention to a dominant stimulus</u> (someone talking) but can easily be distracted Pays attention to own choice of activity but may move quickly between activities. Enjoys rhymes and demonstrates listening by trying to join in with actions and / or vocalisations.	New vocabulary is explicitly taught including explaining words and concepts e.g. <i>scrambled, rhyme, party, celebration, decorate, independent, tripod grip</i> Children are acquiring names for common objects, members of staff, children in the base and basic wants / needs e.g. <i>drink, toilet, hurt, Miss / Mr</i>	Copies familiar expressions 'Oh Dear' 'All gone' 'Finished now' 'Toilet time' <u>Beginning to put two words together independently:</u> e.g. <i>more juice, want toy, my go</i>	Enjoys rhyme by trying to vocalisation: <i>Noodle Mus</i> Alongside ac with what t <i>animal noise</i> Daily opport nursery rhy



Levelled Up Listening



- Summarise the speaker's ideas.
- Asking questions that dig deeper
- Asking questions to clarify understanding
- Reacting and refocusing
- Offering nods or words of encouragement
- Look at the speaker
- Be calm and still
- Give 100% of their focus to the person speaking



BLPP Oracy Intent & Progression Map



Spring	Understands simple sentences at 3 word carrying sentences / instructions: – throw the ball, pick up the pencil, get the book. Can select familiar objects by name and will go and find objects when asked i.e book, scissors, paper.	Rapidly acquiring "doing words" (verbs) and "describing words" (adjectives). They start using specific names for objects rather than just "that" or pointing	Moving from two-word phrases to short sentences e.g., "I want the car." "I want the blue car" "I need juice." Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot.)	Can recall and recite repertoire of songs – including Nursery Rhymes, Music Interaction songs, Poetry Basket and Charanga.	Beginning to talk about people or things which are not present e.g. mummy at work, dog at home, Beginning to ask simple questions. E.g. when is it dinner? Who are you? Still may have evident grammatical errors	Uses different volumes (whispering vs. shouting) and begins to control pitch during role-play e.g., shouting HELP! HELP! FIRE! FIRE! E.g. whispering around the minibeasts
Summer	Beginning to understand more complex sentences 'put your toys away and sit on the carpet' Can answer simple "Who," "What," and "Where" questions about a familiar story or their day. "who lives in your house?" "what did you have for dinner?"	Use a wider range of vocabulary. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.	Experimenting with the sounds of language—rhyming, alliteration, and nonsense words are common and encouraged. Linked through Charanga, Poetry Basket, Phonics input and environment play	Engage in extended conversations about stories, learning new vocabulary E.g. star six texts, texts from literacy input, story time – Kipper at the Beach, Pirates Love Underpants.	Beginning to understand the "ping-pong" nature of conversation, moving away from "collective monologues" where children talk at each other rather than with each other. Using a variety of questions – who, where what when to peers and adults. E.g. who are you? What is that? When is outside time? Holds a conversation with 1 other jumping from topic to topic of their interest.	Starts to understand that looking at a listener helps the message land, though it may still be fleeting.

Foundation Stage Two - Oracy Opportunities

FS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Cycle 1</u> Overarching Theme: All About Me Experience & Opportunities: Local Area Walk Going on a bus ride Rice Crispy Buns Grandparent Day Star Six: The Gruffalo	<u>Cycle 1</u> Overarching Theme: Let's Celebrate Experience & Opportunities: Library Visit Panto Making fruity flapjack Family Members to discuss celebrations in different cultures Star Six: Pass the Jam Jim	<u>Cycle 1</u> Overarching Theme: Once Upon a Time Experience & Opportunities: Farm Visit Going on a bus Gingerbread Men Star Six: Farmer Duck	<u>Cycle 1</u> Overarching Theme: It's a Bugs life Experience & Opportunities: World Book Day Butterfly growing set. Minibeast visit in school Planting opportunities Fruit Kebabs Star Six: Duck in a Truck	<u>Cycle 1</u> Overarching Theme: Animal Antics Experience & Opportunities: Making Pizza Virtual Natural History Museum Tour Fossil Making Star Six: The Tiger who came to Tea	<u>Cycle 1</u> Overarching Theme: Ocean Treasures Experience & Opportunities: Plan & Make Smoothies Sports Day Star Six: Not Now Benard



Social & Emotional

Can you
speak
**loudly and
clearly
enough** to be
heard by
everyone?

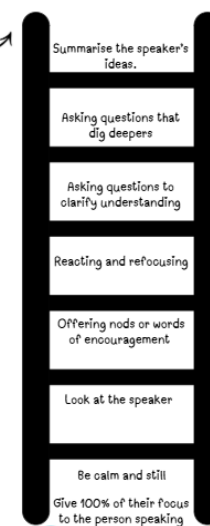
Can you start to join your ideas together?
Can you use words like **and**, **because** and **but**?

Can you ask questions?

Can you **take turns to talk and listen?**



Levelled Up Listening



F52	Cognitive	Linguistic			Social and Emotional		Physical																																		
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	Expressions and Gestures																																			
Autumn	Can notice, sit and listen to an adult and know this is important Single channelled attention - can shift to different task if their attention is fully obtained – using the child’s name to regain focus. Developing understanding of simple concepts (e.g. fast, slow, good, bad, kind, unkind.)	Begins to use new words heard in a story/poem. New vocabulary is explicitly taught including explaining words and concepts e.g. private, vile, mystery, curious, nocturnal, enormous, generous, excited. <table><tr><td>Mimosa (Beady) When I see the Fox</td><td>Mimosa (Sigs) The Fox</td><td>Mimosa (Beady) The Yellow Umbrella</td><td>Mimosa (Clocks) What Will We See Tomorrow?</td><td>Mimosa (Claps) How Does the Wind Feel?</td><td>Mimosa (Clocks) How Is Life? Can't</td></tr><tr><td>I am</td><td>It is / it</td><td>It is / it / what</td><td>I am / it is</td><td>It is / I am</td><td>It is</td></tr><tr><td>Circle Innocent Honey</td><td>Private I see Mystery</td><td>Generous Lovers Innocent</td><td>Eerie Dood Curious Enormous</td><td>Excited Tender Happy</td><td>Circle I am Kind</td></tr><tr><td>Stimulus (Book) Only one You - Linda Krantz</td><td>Stimulus (Book) Kind - Alison Green</td><td>Stimulus (Book) Don't Eat the Teacher</td><td>Stimulus (Book) Colour Monster -</td><td>Stimulus (Book) The Heavy Toy - Daniel Postgate</td><td></td></tr><tr><td>Initial / final sounds</td><td>Initial / final sounds</td><td>caption</td><td>caption / I am</td><td>I am</td><td></td></tr><tr><td>Peaceful Enthusiasm Chill</td><td>Generous Selfless Content</td><td>Excited Anxiety Joyful</td><td>Tired Embarrassed Silly</td><td>Surprised Nervous Shocked</td><td></td></tr></table> Begins to use pronouns and basic plurals. E.g. she / he / I	Mimosa (Beady) When I see the Fox	Mimosa (Sigs) The Fox	Mimosa (Beady) The Yellow Umbrella	Mimosa (Clocks) What Will We See Tomorrow?	Mimosa (Claps) How Does the Wind Feel?	Mimosa (Clocks) How Is Life? Can't	I am	It is / it	It is / it / what	I am / it is	It is / I am	It is	Circle Innocent Honey	Private I see Mystery	Generous Lovers Innocent	Eerie Dood Curious Enormous	Excited Tender Happy	Circle I am Kind	Stimulus (Book) Only one You - Linda Krantz	Stimulus (Book) Kind - Alison Green	Stimulus (Book) Don't Eat the Teacher	Stimulus (Book) Colour Monster -	Stimulus (Book) The Heavy Toy - Daniel Postgate		Initial / final sounds	Initial / final sounds	caption	caption / I am	I am		Peaceful Enthusiasm Chill	Generous Selfless Content	Excited Anxiety Joyful	Tired Embarrassed Silly	Surprised Nervous Shocked		Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables: e.g. ‘potato – tatta’, ‘banana – nana’ Uses a variety of question words (Who, what, where) to gain understanding and clarity. Daily opportunities to learn and perform nursery rhymes and poems.	Events may not always be joined in the right order: e.g. “I went on the slide at the park. I listened to songs in the car. The swing went really high.” Retells favourite stories using favourite phrases - using some of their own words: e.g. “.....he said can't catch me, run as fast as you can. The fox said he will eat him.” Develop social phrases e.g. “How are you today?” What is for dinner?	To speak audibly so they can be heard and understood To use gestures to support meaning in play - this will be evident within the environment: examples include - Starting to use more complex “enactive” play (pretending to hold a phone or steering a wheel). Makaton
	Mimosa (Beady) When I see the Fox	Mimosa (Sigs) The Fox	Mimosa (Beady) The Yellow Umbrella	Mimosa (Clocks) What Will We See Tomorrow?	Mimosa (Claps) How Does the Wind Feel?	Mimosa (Clocks) How Is Life? Can't																																			
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Spring	Responds to what they hear with relevant comments Can answer a ‘How’ or ‘Why’ question e.g. “How does snow melt?” “Heat makes it melt” “Why does my body need sleep?” “to help me grow” Listens to others in 1:1 conversations or small groups with topics of interests to them Joins in with repeated refrains and anticipates key events in stories. E.g. Run run as fast as you can..	Developing strong bank of vocabulary which has been explicitly taught through quality texts and stimulus: <table><tr><td>Mimosa (Beady) The Three Billy Goats Gruff</td><td>Mimosa (Beady) Little Red Riding Hood</td><td>Mimosa (Beady) The Gingerbread Man</td><td>Mimosa (Beady) The Gingerbread Man</td><td>Mimosa (Beady) Jack and the Beanstalk</td></tr><tr><td>Giddy Worried Brillog</td><td>Happily Worried Dejected</td><td>Sheep Gingerbread Goat</td><td>Colours Candy Sugar</td><td>Travelling Dangerous Beasts</td></tr><tr><td>Mimosa (Sigs) The Three Billy Goats Gruff</td><td>Mimosa (Beady) The Three Billy Goats Gruff</td><td>Mimosa (Beady) Little Red Riding Hood</td><td>Mimosa (Beady) The Gingerbread Man</td><td>Mimosa (Beady) Jack and the Beanstalk</td></tr><tr><td>Circle Innocent Honey</td><td>Private I see Mystery</td><td>Generous Lovers Innocent</td><td>Eerie Dood Curious Enormous</td><td>Excited Tender Happy</td></tr><tr><td>Stimulus (Book) Only one You - Linda Krantz</td><td>Stimulus (Book) Kind - Alison Green</td><td>Stimulus (Book) Don't Eat the Teacher</td><td>Stimulus (Book) Colour Monster -</td><td>Stimulus (Book) The Heavy Toy - Daniel Postgate</td></tr><tr><td>Initial / final sounds</td><td>Initial / final sounds</td><td>caption</td><td>caption / I am</td><td>I am</td></tr><tr><td>Peaceful Enthusiasm Chill</td><td>Generous Selfless Content</td><td>Excited Anxiety Joyful</td><td>Tired Embarrassed Silly</td><td>Surprised Nervous Shocked</td></tr></table> Knows words can be put into groups and can give common examples in them: e.g. Fruits: banana, apple, mango, strawberry	Mimosa (Beady) The Three Billy Goats Gruff	Mimosa (Beady) Little Red Riding Hood	Mimosa (Beady) The Gingerbread Man	Mimosa (Beady) The Gingerbread Man	Mimosa (Beady) Jack and the Beanstalk	Giddy Worried Brillog	Happily Worried Dejected	Sheep Gingerbread Goat	Colours Candy Sugar	Travelling Dangerous Beasts	Mimosa (Sigs) The Three Billy Goats Gruff	Mimosa (Beady) The Three Billy Goats Gruff	Mimosa (Beady) Little Red Riding Hood	Mimosa (Beady) The Gingerbread Man	Mimosa (Beady) Jack and the Beanstalk	Circle Innocent Honey	Private I see Mystery	Generous Lovers Innocent	Eerie Dood Curious Enormous	Excited Tender Happy	Stimulus (Book) Only one You - Linda Krantz	Stimulus (Book) Kind - Alison Green	Stimulus (Book) Don't Eat the Teacher	Stimulus (Book) Colour Monster -	Stimulus (Book) The Heavy Toy - Daniel Postgate	Initial / final sounds	Initial / final sounds	caption	caption / I am	I am	Peaceful Enthusiasm Chill	Generous Selfless Content	Excited Anxiety Joyful	Tired Embarrassed Silly	Surprised Nervous Shocked	Uses well-formed sentences: e.g. “I had chips for my dinner..” but with some errors: e.g. “I ate it.” “I was running with X” with some errors: “I ranned/ runned with x” “Me and X runned /ranned”	Perform a short rhyme in song or as a poem. Learn simple traditional rhymes and poems as a class / group. “Incy Wincy” “Old MacDonald” “5 little monkeys” Charanga, Noodle, Music Interaction	Confidently take part in individual and group situations – circle times, partner talk, whole class learning and group activities. Joins in and organises co-operative role play with friends and can pretend to be someone else talking. Develop pronunciation of multisyllabic words through quality texts, teaching sessions and intensive interactions and use independently in play. Eg: farmyard, enchantment, drawbridge, extraordinary.	
Mimosa (Beady) The Three Billy Goats Gruff	Mimosa (Beady) Little Red Riding Hood	Mimosa (Beady) The Gingerbread Man	Mimosa (Beady) The Gingerbread Man	Mimosa (Beady) Jack and the Beanstalk																																					
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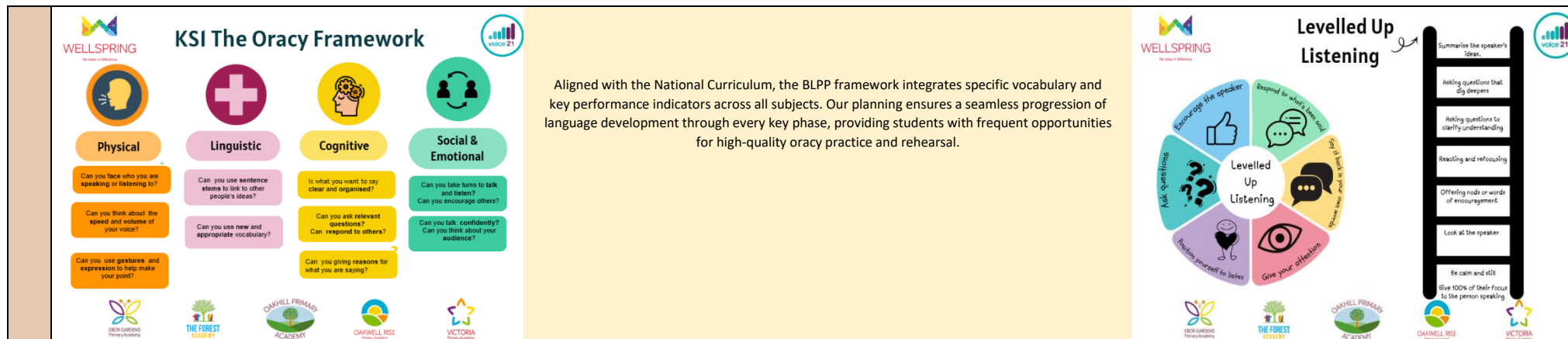


		Insects: spider, ant, worm, ladybird.		Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle		
Summer	Listens to and understands instructions about what they are doing, without needing to look up. Understands 2 to 3 part spoken instructions: e.g. "Put your coat on your peg, put your bookbag away and sit on the carpet." Demonstrates understanding of prepositions and can use these in communication correctly e.g. on the box, under the table, next to the chair	Understands a range of related words to describe concepts: e.g. hot, cold, large, tiny rough, shiny, smooth. Uses words more specifically to make the meaning clearer: e.g. "I saw a tiny insect. It was a black ant."	Begin to use the correct tense e.g. 'I can run' 'I am running' 'I ran' 'The dog is sitting' 'The dog can sit' 'The dog was sat' Joins phrases with words such as: e.g. and, because, but	Lists events with some detail: e.g. "I went to the park. I played on the big swing. I played football on the wet grass."	Confidently starts conversations with individuals and in group situations -including adults. Uses language appropriate to ask, negotiate, give opinions and discuss ideas and feelings in play e.g. "Are we going to the shop today? Can I buy some sweets? Please, I'll be hungry." Is able to express a point of view and say if they agree or disagree. I agree / I disagree	To recognise facial expressions and body language associated with e.g. happiness - smiling sadness - crying and anger - scowling, fear – wide open eyes, eyebrows pointing down.

Key Stage One – Year One

Y1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Cycle 1 Key texts & Stimulus: Bears fictional and non-fictional -including Paddington, Winnie the Pooh & Pandas. Experiences & Opportunities: To speak to a partner during whole class teaching and feedback to the class. Star Six: Hairy Maclary	Cycle 2 Key texts & Stimulus: Space focus including – Beegu, Meet the Planets, Look Up & Meep. Experiences & Opportunities: To speak to a partner during whole class teaching and feedback to the class. Star Six: Hairy Maclary	Cycle 1 Key texts & Stimulus: Fictional Characters Experiences & Opportunities: To listen and respond to a class suggestion building on previous contributions Star Six: Where's my teddy?	Cycle 2 Key texts & Stimulus: Fictional Characters Experiences & Opportunities: To listen and respond to a class suggestion building on previous contributions Star Six: Where's my teddy?	Cycle 1 Key texts & Stimulus: Traditional Tales Experiences & Opportunities: Pupil's will go on an external trip and have pre-planned questions for an adult or member of staff from the venue (internal visitor) Star Six: Mr Grumpy's Outing	Cycle 2 Key texts & Stimulus: Traditional Tales Experiences & Opportunities: Pupil's will go on an external trip and have pre-planned questions for an adult or member of staff from the venue (Victorian Classroom / Residential home). Star Six: Mr Grumpy's Outing	Cycle 1 Key texts & Stimulus: Julia Donaldson Experiences & Opportunities: To take part in small group discussions without an adult - stimulus provided with clear modelling and direction of expectation. Star Six: Where the Wild Thing's Are	Cycle 2 Key texts & Stimulus: Picture books including Farmer Duck, Giraffe's can't dance, Funny Bones Experiences & Opportunities: To take part in small group discussions without an adult - stimulus provided with clear modelling and direction of expectation. Star Six: : Where the Wild Things Are	Cycle 1 Key texts & Stimulus: Don't go, Man on the Moon, Bear & the Hare, Piper. Experiences & Opportunities: To speak in front of a larger audience e.g. during an assembly or class (Poetry Slam) Star Six: Rumble in the Jungle	Cycle 2 Key texts & Stimulus: Bubbles, A fox and a mouse, The Snowman, The Egg The Great Dragon, Where the Wild Things are Experiences & Opportunities: To speak in front of a larger audience e.g. during an assembly or class (Poetry Slam) Star Six: Rumble in the Jungle	Cycle 1 Key texts & Stimulus: The Way Back Home, The Egg The Great Dragon, Where the Wild Things are Experiences & Opportunities: To share work they are proud of with parents explaining the topic and learning. Star Six: Six Dinner Sid	Cycle 2 Key texts & Stimulus: The Rainbow Fish, Bear & The Piano, The Way Back Home Experiences & Opportunities: To share work they are proud of with parents explaining the topic and learning. Star Six: Six Dinner Sid

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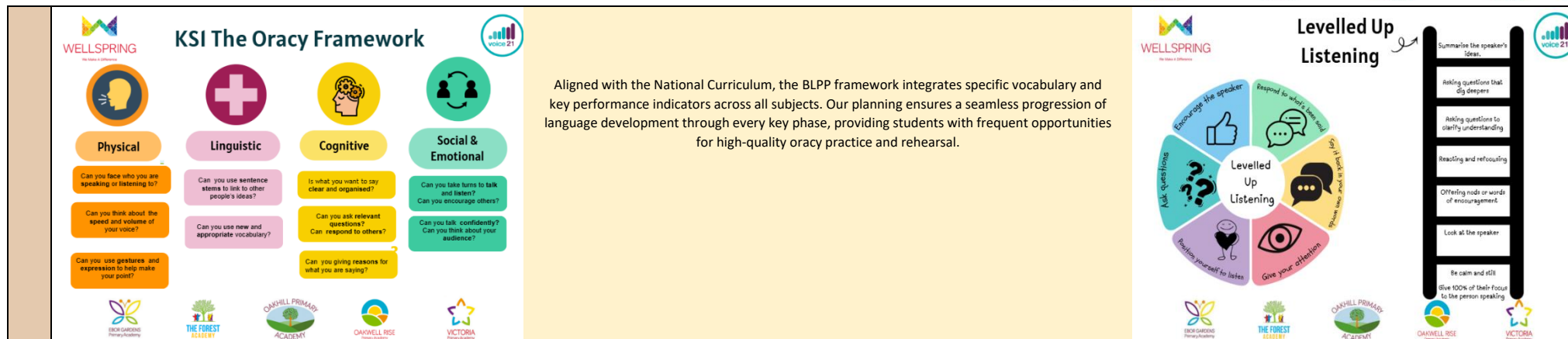


			Speech is clear with occasional errors, especially with consonant blends in line with their phonic knowledge.			
Summer	Able to follow stories without pictures or prompts and call recall events from these. Understands and can answer questions such as: who, why, when, where and how? Corrects themselves when they realize a word doesn't quite fit. Still may need some support around this such as hearing it back to support correcting.	To use vocabulary appropriately, specific to the topic at hand. A habitat is a place an animal lives. I would use a compass to help me go in the right direction.	Can say the sounds in multisyllabic words e.g. forest, model, second Speech is clear with occasional errors, especially with consonant blends in line with their phonic knowledge.	Make mainly appropriate tense choices Daily opportunities to learn and perform nursery rhymes and poems.	Listens to others and is willing to change their mind based on what they have heard To disagree with someone else's opinion politely To organise group discussions independently of an adult	To use the appropriate tone of voice in the right context e.g. speaking politely when talking to a visitor

Key Stage One – Year Two

Y2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	Key texts & Stimulus: Bears fictional and non-fictional -including Paddington, Winnie the Pooh & Pandas. Experiences & Opportunities: Participate in class discussions following the class rules e.g. say the name, ask the question, turn to them Star Six: The Rainbow Fish	Key texts & Stimulus: Space focus including – Beegu, Meet the Planets, Look Up & Meep. Experiences & Opportunities: Participate in class discussions following the class rules e.g. say the name, ask the question, turn to them Star Six: The Rainbow Fish	Key texts & Stimulus: Fictional Characters Experiences & Opportunities: Speak to unfamiliar people with real purpose e.g. asking question to visitors during workshops or trips. Star Six: Pumpkin Soup	Key texts & Stimulus: Fictional Characters Experiences & Opportunities: Speak to unfamiliar people with real purpose e.g. asking question to visitors during workshops or trips. Star Six: Pumpkin Soup	Key texts & Stimulus: Traditional Tales Experiences & Opportunities: Participate in short show and tell to a small group of peers. Star Six: Five Minutes Peace	Key texts & Stimulus: Traditional Tales Experiences & Opportunities: Participate in short show and tell to a small group of peers. Star Six: Five minutes Peace	Key texts & Stimulus: Picture books including Farmer Duck, Giraffe's can't dance, Funny Bones Experiences & Opportunities: Participate in class hot seating activities asking questions of characters fictional or non-fictional with prior learning to support Star Six: Room on the Broom	Key texts & Stimulus: Picture books including Farmer Duck, Giraffe's can't dance, Funny Bones Experiences & Opportunities: Participate in class hot seating activities asking questions of characters fictional or non-fictional with prior learning to support Star Six: Room on the Broom	Key texts & Stimulus: Don't go, Man on the Moon, Bear & the Hare, Piper. Experiences & Opportunities: To speak or perform in front of a larger audience e.g. during an assembly or class (Poetry Slam) Star Six: Wriggle and Roar	Key texts & Stimulus: Bubbles, A fox and a mouse, The Snowman, Jack-Jack Attack. Experiences & Opportunities: To speak or perform in front of a larger audience e.g. during an assembly or class (Poetry Slam) Star Six: Wriggle and Roar	Key texts & Stimulus: The Way Back Home, The Egg The Great Dragon, Where the Wild Things are Experiences & Opportunities: To share work they are proud of with parents / children from around school explaining the topic and learning. Star Six: Funny Bones	Key texts & Stimulus: The Rainbow Fish, Bear & The Piano, The Way Back Home Experiences & Opportunities: To share work they are proud of with parents / children / staff from around school explaining the topic and learning. Star Six: Funny Bones

BLPP Oracy Intent & Progression Map



BLPP Oracy Intent & Progression Map



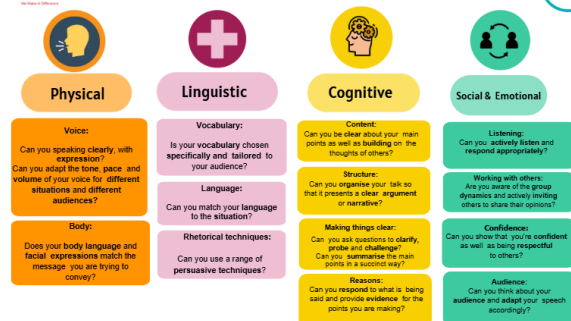
		"unhappy, unkind, undo all have 'un' at the beginning"	Speech is clear with occasional errors, especially with consonant blends in line with their phonic knowledge.	Charanga, Noodle Music, Music Extravaganza and Poetry Slam	Can disagree politely with a peer's idea and offer an alternative "point of view."	
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Lower Key Stage Two – Year 3

Y3	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	<u>Cycle 1</u>	<u>Cycle 2</u>	<u>Cycle 1</u>	<u>Cycle 2</u>	<u>Cycle 1</u>	<u>Cycle 2</u>	<u>Cycle 1</u>	<u>Cycle 2</u>	<u>Cycle 1</u>	<u>Cycle 2</u>	<u>Cycle 1</u>	<u>Cycle 2</u>
	Key texts & Stimulus:	Key texts & Stimulus:	Key texts & Stimulus:	Key texts & Stimulus:	Key texts & Stimulus:	Key texts & Stimulus:	Key texts & Stimulus:	Key texts & Stimulus:	Key texts & Stimulus:	Key texts & Stimulus:	Key texts & Stimulus:	Key texts & Stimulus:
	The Boy Who Grew Dragons DK – Stone Age	The Guard Dog The Sheep Pig DK Egyptians	Charlie & The Chocolate Factory Grendell – A Cautionary Tale	Mr Gum The Tear Thief	Pugs of The Frozen North Poetry – The sound collector, From a Railway Carriage, The Tiger's Tale	Run Wild Poetry - Creeping Beauty	The Iron Man DK Vikings	Planet Omar Tudors & Victorians	Charlotte's Web The Lost Happy Endings	Varjak Paw Arthur & The Golden Rope	The Miraculous Journey of Edward Tulane	The Lion, The Witch and th Wardrobe
	Experiences & Opportunities: Become a storyteller for an authentic audience.	Experiences & Opportunities: Become a storyteller for an authentic audience	Experiences & Opportunities: Hold a class meeting using class discussion guidelines	Experiences & Opportunities: Hold a class meeting using class discussion guidelines	Experiences & Opportunities: Take on an expert role e.g. to deliver a talk or speech as a scientist, historian.	Experiences & Opportunities: Chair a discussion in class with a small group of peers	Experiences & Opportunities: Chair a discussion in class with a small group of peers	Experiences & Opportunities: Chair a discussion in class with a small group of peers	Experiences & Opportunities: Present to an audience of older or younger students a topic of interest individual	Experiences & Opportunities: Present to an audience of older or younger students a topic of interest individual or in a group	Experiences & Opportunities: To perform a poem in front of a larger audience class / phase / whole school	Experiences & Opportunities: To perform a poem in fron of a larger audience class / phase / whole school
	Star Six: Cinnamon	Star Six: Cinnamon	Star Six: Winnie the Witch	Star Six: Winnie the Witch	Star Six: The Crocodile	Star Six: The Crocodile	Star Six: Please Mrs Butler	Star Six: Please Mrs Butler	Star Six: The Pirate's Next Door	Star Six: The Pirate's next Door	Star Six: <	



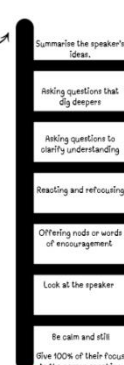
KS2 The Oracy Framework



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Levelled Up Listening



BLPP Oracy Intent & Progression Map



Y3	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	Expressions and Gestures
Autumn	<u>Listens to key information and makes relevant, related comments</u> Identifies clearly when they haven't understood e.g. "Why are they mammals?" "Which period were the Egyptians?" Will ask relevant questions in a widening variety of situations e.g. showing a visitor round school and asking them questions relevant to their visit	Joins in discussions about an activity using topic vocabulary: e.g. "I know that evaporation turns water into vapor before it falls back down as precipitation." "A river curves to make a meander and the water wears away the land using erosion."	Uses regular and unusual word endings: e.g. swam, caught, jumped, -tion, -ous, <u>Speech is clear, uses words with three consecutive consonants together or words with lots of syllables</u> e.g. scratch or straight; specifically and introduction.	Use basic intonation, tone, and volume to convey meaning, with simple gestures to support key words. E.g. talking about mountains go on their tip toes and stretch arms up high to demonstrate height of the mountain.	<u>Understands conversational rules</u> e.g. Nods in agreement or acknowledgement To speak with confidence in front of an audience	<u>Considers position and posture when addressing an audience</u> e.g. stood up straight and looking towards the audience
Spring	<u>Begin to justify or explain</u> e.g. I think that Goldilocks is a villain because she breaks into houses and that is against the law To be able to summarise a discussion In our discussion, we identified that the UK is an island nation in Europe. We compared the human geography, like big urban cities, to physical features like rolling hills and jagged coastlines. We also concluded that our temperate climate means we have four distinct seasons.	Uses a range of words related to time and measurement: e.g. length, decade	To make precise language choices e.g. instead of describing a rock as 'hard' use 'rough' When talking about the size of an object beyond big/small/little. To use specialist vocabulary to justify, explain and relay information - I believe Van Gogh used vibrant yellows to show happiness. He used complementary colours, like orange and blue, to make the flowers stand out against the background."	<u>Makes clear connections between ideas or thoughts</u> e.g. This is similar to....	Uses formal language when appropriate in some familiar situations: e.g. Meeting a head teacher to ask for resources for a topic	When presenting is able to maintain head up for short periods of time without needing to look at floor or words.
Summer	To offer opinions that aren't their own but supported by evidence / research. <u>Even though we think it's wrong now, people back then thought it was okay for children to work in mines because the tunnels were too small for grown-ups to fit through.</u> <u>To reach shared agreement in group discussions to answer a question</u>	Moving away from the generic verbs and nouns and using tier 2/3 vocabulary independently within speech – e.g. to maintain, emerge, verify	To be able to use specialist language to describe their own and others' talk	Personal story-telling (retell or recount) has a good structure with a distinct point, an exciting event, clear resolution and conclusion e.g. <u>We were all talking about it when we got back to school because it was a really good trip</u>	To adapt the content of their speech for a specific audience	<u>Deliberately varies tone of voice in order to convey meaning</u> e.g. speeds up during an exciting part of a story. Inflection in voice when asking questions

Lower Key Stage Two – Year 4

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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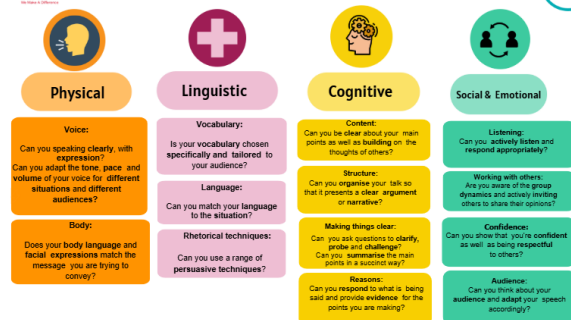
BLPP Oracy Intent & Progression Map



Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Key texts & Stimulus: The Boy Who Grew Dragons DK – Stone Age Experiences & Opportunities: to speak in front of a larger audience of adults e.g. a group of eight. Star Six: Water Horse	Key texts & Stimulus: The Guard Dog The Sheep Pig DK Egyptians Experiences & Opportunities: to speak in front of a larger audience of adults e.g. a group of eight. Star Six: Water Horse	Key texts & Stimulus: Charlie & The Chocolate Factory Grendell – A Cautionary Tale Experiences & Opportunities: To speak with an unknown adult for a specific purpose, e.g. for market research or making an order. Star Six: Nothing here in the Hotel	Key texts & Stimulus: Mr Gum The Tear Thief Experiences & Opportunities: To speak with an unknown adult for a specific purpose, e.g. for market research or making an order. Star Six: Nothing here in the Hotel	Key texts & Stimulus: Pugs of The Frozen North Poetry – The sound collector, From a Railway Carriage, The Tiger's Tale Experiences & Opportunities: Create Radio adverts. Star Six: Starbird	Key texts & Stimulus: Run Wild Poetry - Creeping Beauty Experiences & Opportunities: Create Radio adverts. Star Six: Starbird	Key texts & Stimulus: The Iron Man DK Vikings Experiences & Opportunities: To receive feedback from a peer or audience member on their oracy skills Star Six: Jumanji	Key texts & Stimulus: Planet Omar Tudors & Victorians Experiences & Opportunities: To receive feedback from a peer or audience member on their oracy skills Star Six: Jumanji	Key texts & Stimulus: Charlotte's Web The Lost Happy Endings Experiences & Opportunities: To use talk for a specific purpose e.g. to persuade or to entertain Star Six: The Burrowers	Key texts & Stimulus: Varjak Paw Arthur & The Golden Rope Experiences & Opportunities: To use talk for a specific purpose e.g. to persuade or to entertain Star Six: The Burrowers	Key texts & Stimulus: The Miraculous Journey of Edward Tulane Experiences & Opportunities: Perform poetry by heart and with performance Star Six: Stitch Head	Key texts & Stimulus: The Lion, The Witch and the Wardrobe Experiences & Opportunities: Perform poetry by heart and with performance Star Six: Stitch Head



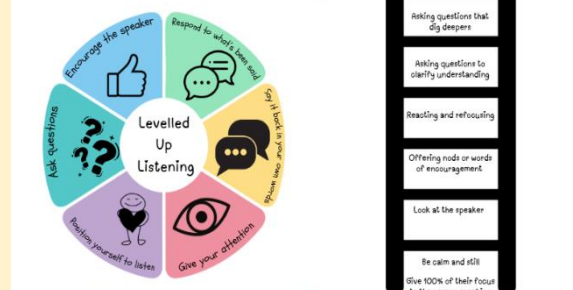
KS2 The Oracy Framework



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Levelled Up Listening



Cognitive	Linguistic	Social and Emotional	Physical
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BLPP Oracy Intent & Progression Map



Y4	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	Expressions and Gestures
Autumn	Is beginning to recognise the difference between open and closed questions and start to apply/use these appropriately. Eg. CQ – Did the Egyptians have houses with flat roofs to keep them cool? OQ – How did Egyptians keep their houses cool? <u>To ask probing questions</u> "What makes you say that?" "How do you know that is true?"	Uses a wide range of verbs to express their thoughts, or about cause and effect: e.g. "If we all walk to school, there will be less pollution in the air which means fewer people may develop asthma."	Uses complex sentences to communicate clearly and explain further "Charlie is feeling ecstatic and grateful because he is able to share the experience with Grandpa Joe." It connects the emotion to the specific event.	<u>Adds detail or leaves information out according to how much is already known by the listener</u> They recognise the listener's lack of "prior knowledge" and add a comparison to make it clear.	Uses tone of voice, stress on words and gestures naturally to add meaning <u>To use more natural and subtle prompts for turn taking</u>	Uses movement purposefully when addressing an audience e.g. stepping forward for emphasis, using open gestures, body language. Anti Bullying Week
Spring	To be able to give supporting evidence e.g. making connections from texts read or topics covered. Able to infer meaning, reason and predict: e.g. "I think you might want to wear comfortable shoes" means we are going to be walking / stood for extended pieces	<u>In familiar situations can recognise when to use formal language e.g.</u> presenting to the class, discussion with a school governor about the curriculum To understand the effect of using verbs and adverbs in more formal speech e.g. "I used devoured instead of ate because it shows a greater level of hunger."	Uses complex grammar and sentences to clarify, summarise, explain and plan e.g. "Because the weather isn't good, we will have to move our event to the hall so it can still go ahead."	<u>Structure information with key ideas e.g.</u> can explain a sequence of events in a particular era of history, can give reasons for their thoughts about an issue including their personal feelings about it	Uses language for range of different reasons e.g. persuading, defending, explaining	Demonstrates appropriate facial expressions to match the tone of their speech
Summer	Make expanded comments with supporting detail in response to others' viewpoints Peer Viewpoint: "I think Mining was dangerous." Expanded Response: "I agree it was dangerous because it was very dark in the tunnel, there was a risk the tunnels could collapse whilst miners were down there." To reflect on their own oracy skills and identify areas of strength and areas to improve. To reflect on discussions and identify how to improve	<u>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk</u>	Consider the words and phrasing they use to express their ideas through specific planned activities Poetry Slam World Changers - Curriculum Champions Presentations	Vary tone and volume to match the mood of the poem, storytelling, reports by incorporating more deliberate actions for emphasis	<u>To be able to empathise with an audience</u> To consider the impact of their words on others when giving feedback	To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke

Upper Key Stage Two – Year 5

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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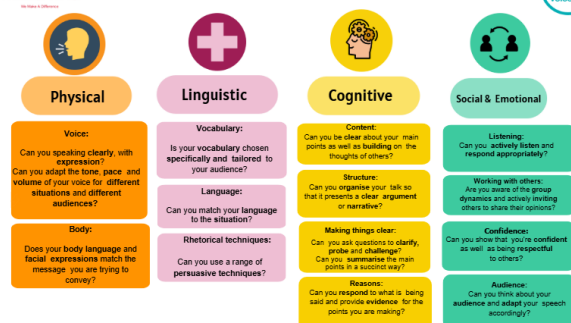
BLPP Oracy Intent & Progression Map



Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Key texts & Stimulus: There's a boy in the girl's bathroom Ancient Greeks Experiences & Opportunities: Create a news style report on the school Star Six: The Boy at the back of the class	Key texts & Stimulus: The Tulip Touch Mayans Experiences & Opportunities: Create a news style report on the school Star Six: The Boy at the Back of the class	Key texts & Stimulus: Who Let the God's out Geography Focus Experiences & Opportunities: Lead a parents' evening or assembly . Star Six: Five Children and IT	Key texts & Stimulus: Wonder Geography Focus Experiences & Opportunities: Lead a parents' evening or assembly. Star Six: Five Children and IT	Key texts & Stimulus: Shackleton's Journey Romans Experiences & Opportunities: Ignite Talks Students prepare a 2-minute presentation on a topic they are an "expert" in, focusing on maintaining eye contact and engaging the audience without reading from a script. Star Six: The White Giraffe	Key texts & Stimulus: Goodnight Mr Tom War Experiences & Opportunities: Ignite Talks Students prepare a 2-minute presentation on a topic they are an "expert" in, focusing on maintaining eye contact and engaging the audience without reading from a script. Star Six: The White Giraffe	Key texts & Stimulus: Kensuke Kingdom Geography Focus Experiences & Opportunities: Meet Professionals e.g. Councillors, Medical Professionals etc. and ask about their job Star Six: The Clockwork Crow	Key texts & Stimulus: Holes Geography Focus Experiences & Opportunities: Meet Professionals e.g. Councillors, Medical Professionals etc. and ask about their job Star Six: The Clockwork Crow	Key texts & Stimulus: Boy in the Tower Space Experiences & Opportunities: Enter a debate competition Star Six: Skellig	Key texts & Stimulus: Pax Crime & Punishment Experiences & Opportunities: Enter a debate competition Star Six: Skellig	Key texts & Stimulus: Malamander Geography Focus Experiences & Opportunities: To perform a piece of poetry to a large audience Star Six: Millions – the not so great train robbery	Key texts & Stimulus: Room 13 Geography Focus Experiences & Opportunities: To perform a piece of poetry to a large audience Star Six: Millions – the not so great train robbery



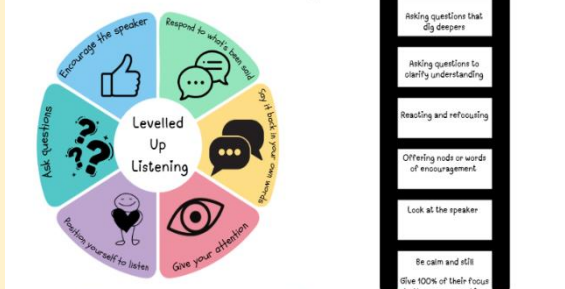
KS2 The Oracy Framework



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Levelled Up Listening



Y5	Cognitive	Linguistic	Social and Emotional	Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations
			Conversations and Social Interaction	Expressions and Gestures

BLPP Oracy Intent & Progression Map



Autumn	<u>Sustains active listening to both what is said and the way it is said</u> Understand the purpose of different question types e.g., <i>open, closed, rhetorical</i> .	Makes choices from a wide and varied vocabulary e.g. <i>timid instead of shy, stated instead of said</i> . Sentences average about 7 to 10 words - longer in stories than in conversation <u>Uses questions and prompts to help conversations flow</u>	Uses long and complex sentence structures e.g. <i>"Because of the weather, I am going to ensure that I am suitably dressed"</i> Presents entertaining information or stories which include memorable details and specific vocabulary Uses complex joining words and adverbials within their talk to make language flow e.g. <i>meanwhile, therefore, yet, however</i>	Listening for extended periods of time Vocabulary is well-chosen and specific to the conversation.	Uses controlled gestures to enhance meaning e.g. <i>hand movements to illustrate a point, adjusting stance for emphasis</i> .
	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives e.g. <i>In a discussion about recycling – uses plastic is wrong</i> To identify when a discussion is going off topic and to be able to bring it back on track	Uses sophisticated words but the meaning might not always be accurate e.g. <i>"My friend is endearing"</i>	<u>To use an increasingly sophisticated range of sentence stems with fluency and accuracy</u> Evaluate the effectiveness and impact of their own and others' word choices e.g. <i>adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates</i> Everyday language is detailed and not always about their immediate experience. <i>"Wealthy Romans lived in villas featuring sophisticated hypocaust systems, which circulated warm air beneath the floors to combat the damp British climate."</i>	To speak with flair and passion <u>Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others</u> <i>Discussing whether Shackleton should have left some men behind on Elephant Island. Student A: "I think it was a huge risk to leave 22 men on a frozen beach while he sailed for help." Student B "I agree that the risk was massive, building on that, if he hadn't taken that risk, they all would have eventually starved. So, while it was dangerous, it was actually the only logical choice for survival."</i>	Shows awareness of space and audience positioning and use floor well when talking.
Spring					
Summer	Is able to pose increasingly thoughtful questions to both their peers and to adults <i>"The Industrial Revolution started our reliance on coal, do you think the inventors would feel responsible for the environmental issues we are facing in 2026"</i>	Is able to use a growing range of vocabulary to speculate and hypothesize E.g. <i>Based on our initial findings, we can hypothesize that the parachute with the larger surface area will create more air resistance, potentially slowing the fall.</i>	<u>Selects the appropriate register depending on where they are, who they are with and what they are doing</u> e.g. Formal style with the headteacher in school; relaxed and informal with family at home; and colloquial with friends and relatives where appropriate	<u>Perform, use a range of intonation, pace, pauses, tone and volume so that the meaning is clear to an audience</u>	Children are becoming better at sensing the "temperature" of a room and adjusting their speech to be more empathetic, inclusive, and persuasive. To project their voice to large audience and maintain controlled speech with volume and pace.

Upper Key Stage Two – Year 6

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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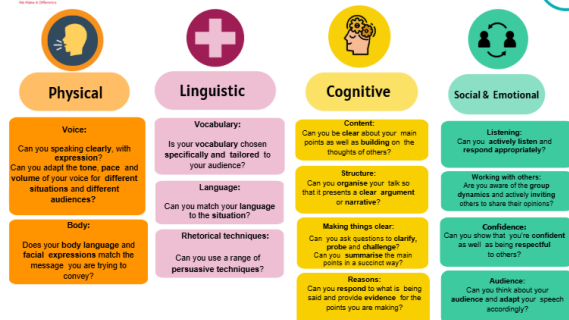
BLPP Oracy Intent & Progression Map



Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Key texts & Stimulus: There's a boy in the girl's bathroom Ancient Greeks Experiences & Opportunities: Give a speech to an audience of peers and adults with research and evidence. Star Six: Brightstorm	Key texts & Stimulus: The Tulip Touch Mayans Experiences & Opportunities: Give a speech to an audience of peers and adults with research and evidence. Star Six: Brightstorm	Key texts & Stimulus: Who Let the God's out Geography Focus Experiences & Opportunities: Mentor or teach younger pupils (GIVE focus SWTW) Star Six: The Nowhere Emporium	Key texts & Stimulus: Wonder Geography Focus Experiences & Opportunities: Mentor or teach younger pupils (GIVE focus SWTW) Star Six: The Nowhere Emporium	Key texts & Stimulus: Shackleton's Journey Romans Experiences & Opportunities: Interview or be interviewed by another pupil Star Six: Night Bus Hero	Key texts & Stimulus: Goodnight Mr Tom War Experiences & Opportunities: Interview or be interviewed by another pupil Star Six: Night Bus Hero	Key texts & Stimulus: Kensuke Kingdom Geography Focus Experiences & Opportunities: Lead an assembly for the phase. Star Six: The Girl who Speaks Bear	Key texts & Stimulus: Holes Geography Focus Experiences & Opportunities: Lead an assembly for the phase Star Six: The Girl who Speaks Bear	Key texts & Stimulus: Boy in the Tower Space Experiences & Opportunities: Enter a debate competition Star Six: The Girl of Ink & Stars	Key texts & Stimulus: Pax Crime & Punishment Experiences & Opportunities: Enter a debate competition Star Six: The Girl of Ink & Stars	Key texts & Stimulus: Malamander Geography Focus Experiences & Opportunities: Act as a tour guide for prospective parents / visitors Star Six: The Star outside my Window	Key texts & Stimulus: Room 13 Geography Focus Experiences & Opportunities: Act as a tour guide for prospective parents / visitors Star Six: The Star outside my Window



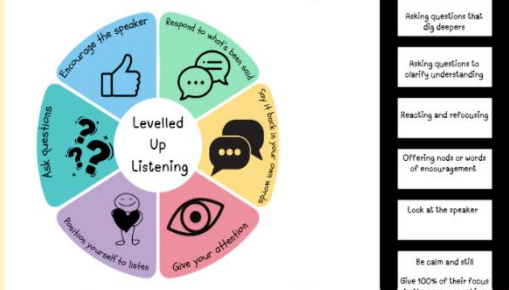
KS2 The Oracy Framework



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Levelled Up Listening



Y6	Cognitive	Linguistic	Social and Emotional	Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations
			Conversations and Social Interaction	Expressions and Gestures

BLPP Oracy Intent & Progression Map



Autumn	To construct a detailed argument or complex narrative Importance of healthy eating, dangers and risks of smoking / drinking alcohol. The benefits of breakfast club. School Uniforms.	Knows that words can have two meanings and uses them appropriately. Can't always explain how they are linked e.g. 'cool – you look cool, it is cool in here.	To vary sentence structures and length for effect when speaking e.g. Short snappy sentences for effect and other sentences structures used	Perform poems by heart with intonation, tone and volume so that the meaning is clear to an audience.	To use humour effectively To be able to read a room or a group and take action accordingly	Uses a combination of gestures, facial expressions, and movement to engage and influence an audience
Spring	Is able to understand and use different types of questions to suit different types of situations e.g. open, closed, rhetorical Understands simple jokes and simple idioms, but can't really explain why they are funny or what they mean e.g. it is raining cats and dogs	Explains how and why words and phrases have been adapted for an argument Uses sophisticated words with increasing accuracy e.g. ““My friend is endearing	Knows when a sentence is not grammatically correct and can explain rules of grammar. It should be 'If I were' rather than 'If I was' because I am talking about a hypothetical situation	Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises by stating key points in a logical order	Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions Giving advice: I really liked your use of personification, but I'd suggest using a more powerful verb here to show the character's anger. Receiving advice: That's a good point about my punctuation. I hadn't noticed I'd missed the commas in my list; I'll add those in now to make it clearer for the reader."	To speak fluently in front of an audience in a wide range of situations
Summer	To spontaneously respond to increasingly complex questions, citing evidence where appropriate In my opinion, school uniforms should definitely be kept because they make everyone feel equal. If we wore our own clothes, some people might get bullied for not having the latest designer trainers or expensive hoodies. Furthermore, wearing a uniform saves time in the morning. My mum always says it's much easier to just put on my blazer rather than arguing about what to wear. However, some people argue that uniforms are uncomfortable and stop us from being individuals. Even though that might be true, I believe that showing our personality through our work is more important than showing it through our clothes	Can use a wide range of vocabulary to speculate about possible outcomes in narrative and real-life situations When adding multiple bulbs to this specific series circuit, the most probable result is a decrease in the brightness of each component. This phenomenon occurs because the voltage is shared; therefore, the flow of current will likely encounter more resistance. Should we decide to swap the battery for one with a higher voltage, the bulbs would potentially return to their original luminosity	To be comfortable using idiom and expressions After winning the 100m race, I was on cloud nine	Deliver with confident, dynamic expression, using voice, movement, and facial expression to fully engage an audience	Can confidently vary grammar and vocabulary to suit the audience, purpose and context Realises when people don't fully understand and tries to help them. Let me rephrase that for you Let me explain again.	Adapts physical delivery to suit different speaking situations e.g. formal vs. informal, persuasive vs. storytelling To be confident when speaking to an audience for different purposes knowing that they are trying to convey

Poems to Perform

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS 1	This is the way we brush our teeth Song – Title Here (britishcouncil.org)	If you're super and you know it	Wheels on the bus	Days of the week song	1,2,3,4,5 once I caught a fish alive	Down in the jungle
FS 2	Bathtime Bathtime Centre for Literacy in Primary Education	Moon Rocket Moon Rocket Centre for Literacy in Primary Education	Plane Spotting Plane Spotting Centre for Literacy in Primary Education	BeWare BEwAre! Centre for Literacy in Primary Education	The Rhythm of Life The rhythm of life Centre for Literacy in Primary Education	Big Green Crocodile https://clpe.org.uk/poetry/poems/big-green-crocodile
Y1	Monster March Monster March Centre for Literacy in Primary Education	Pirate Pete Pirate Pete Centre for Literacy in Primary Education	Let me do it Let Me Do It Centre for Literacy in Primary Education	Hey let's go Hey, Let's Go! Centre for Literacy in Primary Education	Who Has Seen the Wind? by Christina Rossetti Poetry Foundation (classic)	Hide and Seek Hide and Seek Centre for Literacy in Primary Education
Y2	The dinosaur rap Dinosaur Rap (speakupstudio.com.au)	30 days has September: Netherton C of E Primary School - Year 2 Poems	Please Mrs Butler: Please Mrs Butler Centre for Literacy in Primary Education (clpe.org.uk)	The Thinkers Rap Thinker's Rap Centre for Literacy in Primary Education	'Pleasant Sounds' by John Clare: 7 classic poems to read with primary-school children TheSchoolRun (classic)	Let's Invent a Monster Let's Invent a Monster Centre for Literacy in Primary Education

BLPP Oracy Intent & Progression Map



Y3	The sound collector Resource-Lesson-1-Sound-Collector-Poem.pdf (oaklandsinfants.org)	Goldilocks Goldilocks on CCTV Centre for Literacy in Primary Education (clpe.org.uk)	School tomorrow – excuses for mum School tomorrow - excuses for Mum Centre for Literacy in Primary Education (clpe.org.uk)	Journey Journey Centre for Literacy in Primary Education (clpe.org.uk)	'The Pied Piper of Hamelin' by Robert Browning 7 classic poems to read with primary-school children TheSchoolRun (classic)	Cat-rap Cat-rap Centre for Literacy in Primary Education (clpe.org.uk)
Y4	Catching Up on Sleep by Roger McGough - Scottish Poetry Library	Thought Machine Centre for Literacy in Primary Education (clpe.org.uk) (free verse)	Talk us through it, Charlotte Talk us through it, Charlotte Centre for Literacy in Primary Education (clpe.org.uk)	The Land of Blue Centre for Literacy in Primary Education (clpe.org.uk)	'What Are Heavy?' By Christina Rossetti 7 classic poems to read with primary-school children TheSchoolRun (classic)	Words are ours Centre for Literacy in Primary Education (clpe.org.uk) (list)
Y5	SchoolPoster_DontPutMustard.pdf Don't POEM Kids Poems and Stories With Michael Rosen	Nothing to Do Centre for Literacy in Primary Education (clpe.org.uk) (strict verse)	The Mrs Butler Blues Centre for Literacy in Primary Education (clpe.org.uk)	Free Centre for Literacy in Primary Education (clpe.org.uk) (list)	'The Tyger' by William Blake 7 classic poems to read with primary-school children TheSchoolRun (classic)	Everyone Comes from Somewhere Everyone Comes From Somewhere Centre for Literacy in Primary Education
Y6	Tips for the New Boy Centre for Literacy in Primary Education	What the teacher said when asked: What er we avin for geography, Miss? Centre for Literacy in Primary Education	If— by Rudyard Kipling Poetry Foundation	What do we do with a variation? Centre for Literacy in Primary Education (clpe.org.uk)	Jabberwocky Jabberwocky by Lewis Carroll Poetry Foundation	Strest Centre for Literacy in Primary Education