

Core Knowledge in Speaking: Articulacy and Oracy

What is the core knowledge needed for progression in speaking for each stage of development? What do we do to ensure children progress through the stages rapidly?	Simplified overview of what we do to work through each stage. Highlight what we do if children struggle with a phase.
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	Area:	What should we be doing to ensure progression? How to support those who struggle at each stage?	How does this impact on Reading and Writing?
PHYSICAL	Pronunciation: individual phonemes pronounced correctly.	Listening to stories, rhymes and modelling clear, over emphasised pronunciation. Encourage children to watch your mouth muscles and for them to mimic.	Reading: impacts on blending. Writing: Impacts on graphemes chosen to represent the sounds <i>they</i> hear in spoken language.
	Articulation: Fully pronouncing each word.	Listening to stories, rhymes and modelling clear, over emphasised pronunciation. Learn poems and rhymes by heart. Saying one word each to articulate and demonstrate what constitutes 'a word.' Encourage children to watch your mouth muscles and for them to mimic.	Reading: looking at 'a' word and knowing where to begin and end blending. Writing: Use or omission of finger spaces. Do they know what 'a word' is?
	Voice Projection: Audible by others.	Reciting known poems/rhymes and stories. Incorporating speaking out loud in every teaching session. Good modelling. Use of PAW each week. (Prosody, Articulacy, Write)	Reading: Impacts on ability to blend more complex words and their comprehension of text. Writing: hearing the individual phonemes, where spaces should be and punctuation.
	Pace of speech: Not mumbling/too fast/too slow.	Good modelling. Over emphasising speaking clearly for an audience. Fluency and Prosody sessions and PAW sessions.	Reading: Ability to read fluently and develop prosody. Writing: hearing the individual phonemes and words. Knowing where spaces should be and punctuation.
	Tonal variation: to match meaning.	Fluency and Prosody sessions. Teacher modelling. Debating/Oracy projects and Poetry Recitals. Inviting children speak in front of class about things that interest them.	Reading: Prosody and comprehension of text. Inference and deduction skills. Writing: Choosing appropriate vocabulary within their own writing.
	Body language: Gesture and facial expressions to match meaning, audience, and purpose.	Fluency and Prosody sessions. Teacher modelling. Debating/Oracy projects and Poetry Recitals. Inviting children speak in front of class about things that interest them.	Reading: Prosody and comprehension of text. Inference and deduction skills. Writing: Choosing appropriate vocabulary within their own writing.
	Eye contact: to address the audience.	Fluency and Prosody sessions. Teacher modelling. Debating/Oracy projects and Poetry Recitals. Inviting children speak in front of class about things that interest them.	Confidence to convey meaning and address an audience in a variety of contexts.

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LANGUAGE	<p>Vocabulary: have a range, breadth and depth of vocabulary to use as well as making apt choices.</p>	<p>Explicitly plan and teach a wide range of rich vocabulary. Revisit, revise and use the vocabulary in a wide range of contexts. Model how to delve into your own word bank and expand vocabulary choices- exploring synonyms, antonyms, etymology in WCR, English, Spelling and the rest of the curriculum.</p>	<p>Reading: Wider range of vocabulary = wider range of text accessible with deeper comprehension. Writing: If you can't say it and understand it, you won't be able to write it appropriately within an appropriate context.</p>
	<p>Register: appropriate to audience and purpose (e.g. formal)</p>	<p>Fluency and Prosody sessions. Teacher modelling. Debating/Oracy projects and Poetry Recitals. Inviting children speak in front of class about things that interest them.</p>	<p>Reading: Prosody and comprehension of text. Inference and deduction skills. Writing: Choosing appropriate vocabulary and style for variety of purposes and audiences.</p>
	<p>Grammar: speak grammatically correctly. (e.g. 'you were' not 'you was')</p>	<p>Teacher modelling. We must always speak correctly.</p>	<p>Reading: Prosody and comprehension of text. Inference and deduction skills. Writing: We write how we speak. If our grammar is wrong in our speaking, it will be wrong in our writing.</p>
	<p>Techniques: to match a purpose and audience, e.g. mimicry, humour, rhetorical questions, irony, using correct register for the audience etc.</p>	<p>Sharing books. R4P. Fluency and Prosody sessions. Teacher modelling. Debating/Oracy projects and Poetry Recitals. Inviting children speak in front of class about things that interest them.</p>	<p>Reading: Prosody and comprehension of text. Inference and deduction skills. Writing: Choosing appropriate vocabulary and style for variety of purposes and audiences.</p>
THINKING	<p>Content: Able to convey meaning. Build on rather than repeat words/ view of others in a conversation/discussion.</p>	<p>Teacher modelling. Debating/Oracy projects. Inviting children speak in front of class about things that interest them.</p>	<p>Reading: Discussing texts. Summarising, predicting and interpreting what has been said succinctly. Writing: We write how we speak.</p>
	<p>Structure: Organisation of sentences in talk.</p>	<p>Teacher modelling. Debating/Oracy projects. Inviting children speak in front of class about things that interest them. PAW sessions.</p>	<p>Reading: Discussing texts. Summarising, predicting and interpreting what has been said succinctly. Writing: We write how we speak. Organising our thoughts in writing so that it can be understood by the audience. Punctuation.</p>
	<p>Clarifying and Summarising: Ask questions to clarify understanding and find out more.</p>	<p>Teacher modelling. Debating/Oracy projects. Inviting children speak in front of class about things that interest them. PAW sessions.</p>	<p>Reading: Discussing texts. Summarising, predicting, and interpreting what has been said succinctly. Writing: We write how we speak. Clarity of the written word.</p>

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	Summarise own thoughts clearly without 'filler' words e.g. basically, so, erm, like etc		
	Self-Regulation: maintaining concentration and not losing flow.	Teacher modelling. Debating/Oracy projects. Inviting children speak in front of class about things that interest them. PAW sessions.	Reading: Discussing texts. Summarising, predicting, and interpreting what has been said succinctly. Writing: We write how we speak. Clarity of the written word.
	Reasoning: Give reasons to support views with clarity.	Teacher modelling. Debating/Oracy projects. Inviting children speak in front of class about things that interest them. PAW sessions.	Reading: Discussing texts. Summarising, predicting, and interpreting what has been said succinctly. Writing: We write how we speak. Clarity of the written word with reasons.
SOCIAL & EMOTIONAL	Working with others: Turn taking and not speaking over others. Coping with interactions appropriately.	Teacher modelling. Debating/Oracy projects. Inviting children speak in front of class about things that interest them.	
	Listening and Responding: Listening actively and responding appropriately based on what has been said/heard.	Teacher modelling. Debating/Oracy projects. Inviting children speak in front of class about things that interest them. PAW sessions. GW assemblies.	Reading: Discussing texts.
	Confidence: to speak in variety of contexts. Engaging the audience with appropriate register, liveliness and flair.	Teacher modelling. Debating/Oracy projects. Inviting children speak in front of class about things that interest them. GW assemblies.	Reading: Prosody. Writing: Engaging a range of audiences.
	Audience Awareness: Responding to audience understanding of what you have said and adjusting, adapting clarifying your meaning for the audience appropriately.	Teacher modelling. Debating/Oracy projects. Inviting children speak in front of class about things that interest them. GW assemblies.	Reading: Comprehension of what has been read. Writing: Engaging a range of audiences.

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