

BLPP Oracy Intent & Progression Map

BLPP LTP for Oracy Development EYFS-KS2

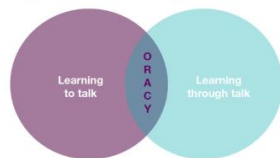


BLPP Definition of Oracy



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

What is oracy?



The BLPP Oracy Intent and Progression Map has been carefully designed and structured to ensure all of the children from Foundation Stage to Key Stage Two receive and experience rich oracy opportunities throughout their school life. The plan has been created in line with the BLPP curriculum and ensures a progressive approach to the development of speaking and listening skills which should be embedded as the child grows. Rich experiences provide a vital, shared stimulus ensuring every student has a meaningful "hook" to anchor new vocabulary and ideas. These authentic opportunities transition oracy from a theoretical exercise into a practical tool, supporting students to adapt their communication for real-world audiences and unpredictable contexts. By embedding these moments across the curriculum, our schools transform talk from a passive classroom requirement into an active engine for cognitive growth and social confidence.

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:

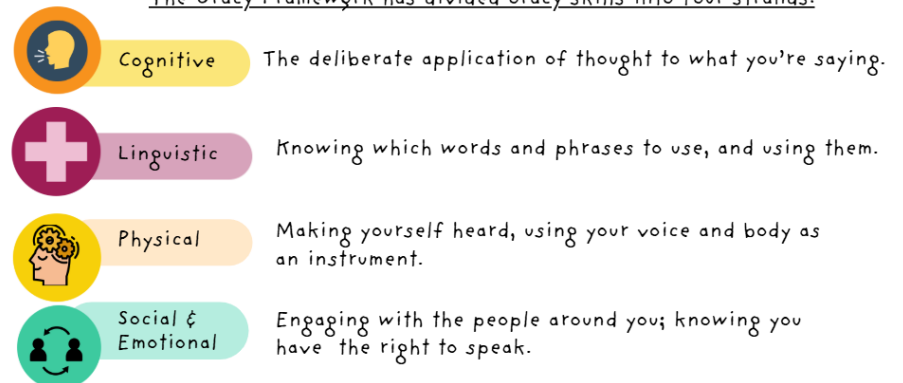
Examples of language which may be used by children are **red**.

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

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.

The Oracy Framework

The Oracy Framework has divided oracy skills into four strands:



BLPP Oracy Intent & Progression Map



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:

- 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

BLPP Oracy Intent & Progression Map



The BLPP Oracy Framework

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

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?

KSI The Oracy Framework

Physical	Linguistic	Cognitive	Social & Emotional
Can you face who you are speaking or listening to? Can you think about the speed and volume of your voice? Can you use gestures and expression to help make your point?	Can you use sentence stems to link to other people's ideas? Can you use new and appropriate vocabulary?	Is what you want to say clear and organised? Can you ask relevant questions? Can you respond to others? Can you give reasons for what you are saying?	Can you take turns to talk and listen? Can you encourage others? Can you talk confidently? Can you think about your audience?

KS2 The Oracy Framework

Physical	Linguistic	Cognitive	Social & Emotional
Voice: Can you speak clearly with expression? Can you adjust the tone, pace, and volume of your voice for different situations and different audiences? Body: Does your body language and facial expressions match the message you are trying to convey?	Vocabulary: Is your vocabulary chosen specifically and tailored to your audience? Language: Can you match your language to the situation? Rhetorical techniques: Can you use a range of persuasive techniques?	Content: Can you be clear about your main points as well as building on the thoughts of others? Structure: Can you organise your talk so that it presents a clear, argument or narrative? Making things clear: Can you ask questions to clarify, probe and challenge? Can you summarise the main points in a succinct way? Reasons: Can you respond to what is being said and provide evidence for the points you are making?	Listening: Can you actively listen and respond appropriately? Working with others: Are you aware of the group dynamics and actively inviting others to share their opinions? Confidence: Can you show that you're confident as well as being respectful to others? Audience: Can you think about your audience and adapt your speech accordingly?

Discussion Guidelines

- We give proof of active listening
- We build, challenge, summarise, clarify and probe other's ideas
- We invite other's to our discussion
- We respect other's ideas
- We are prepared to have our mind changed
- In a group task, we try to reach a shared agreement

Discussion Guidelines

- We give proof of active listening.**
 - Are you looking at the speaker?
 - Are your hands and feet still?
 - Are you thinking about what is being said?
- We build, challenge, summarise, clarify, and probe each other's ideas**
 - I would agree with you and I would like to add...
 - I disagree because...
 - So far we have talked about...
 - Does that mean...?
 - Could you provide an example to explain that further?
- We invite others into our discussion**
 - What do you think...
 - Would you like to share an idea...
- We respect others' ideas.**
 - Are you acknowledging other people's opinions?
 - Are you being polite?
 - Are you staying calm?
 - Are you letting other people finish their sentence?
- We are prepared to change our mind**
 - I did think ... however, I now agree with ... because...
 - At first I thought... but now I think...
- In a group task, we try to reach a shared agreement.**
 - All our opinions are valid so can we combine them?
 - I am willing to compromise so...

BLPP Oracy Intent & Progression Map



FSI	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
	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. Going on a bus ride	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 Members of public in to discuss careers	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. Minibeast visit in school Planting opportunities	Experience & Opportunities: World Book Day Making a fruit salad Picnic Visit to school kitchen	Experience & Opportunities: World Book Day Teddy Bear Picnic Making Sandwiches for the picnic Farm / Zoo visit	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
	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	Star Six: Dinosaur Roar	Star Six: Dinosaur Roar	Star Six: The Train Ride	Star Six: The Train Ride



EYFS The Oracy Framework



Physical

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



Linguistic

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



Cognitive

Can you ask questions?

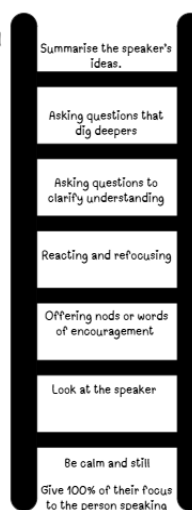


Social & Emotional

Can you take turns to talk and listen?



Levelled Up Listening



FS



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	<p>Pays attention to a dominant stimulus (someone talking) but can easily be distracted Pays attention to own choice of activity but may move quickly between activities.</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions and / or vocalisations.</p>	<p>New vocabulary is explicitly taught including explaining words and concepts e.g. scrambled, rhyme, party, celebration, decorate, independent, tripod grip</p> <p>Children are acquiring names for common objects, members of staff, children in the base and basic wants /needs e.g. drink, toilet, hurt, Miss / Mr</p>	<p>Copies familiar expressions 'Oh Dear' 'All gone' 'Finished now' 'Toilet time'</p> <p>Beginning to put two words together independently: e.g. more juice, want toy, my go</p>	<p>Enjoys rhymes and demonstrates listening by trying to join in with actions and / or vocalisations Rhyme Time Topic, Charanga, Noodle Music, Music Interaction</p> <p>Alongside adults can make sounds in line with what they hear - tractor - chug chug, animal noises - meow, meow, Daily opportunities to learn and perform nursery rhymes and poems.</p>	<p>Using gestures to support when oral communication is (sometimes) limited -reaching for book and saying 'want it'</p> <p>Develops confidence to speak in a small, familiar group (e.g. Circle Time / Jigsaw Sessions) or to their key adult.</p>	<p>Using natural gestures - waving bye-bye, waving hello, pointing, nodding, shaking head - to reinforce their needs.</p> <p>Begins to turn their body / head toward the person speaking - eye contact may be fleeting</p>
Spring	<p>Understands simple sentences at 3 word carrying sentences / instructions: - throw the ball, pick up the pencil, get the book.</p> <p>Can select familiar objects by name and will go and find objects when asked i.e. book, scissors, paper.</p>	<p>Rapidly acquiring "doing words" (verbs) and "describing words" (adjectives). They start using specific names for objects rather than just "that" or pointing</p>	<p>Moving from two-word phrases to short sentences e.g., "I want the car." "I want the blue car" "I need juice."</p> <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot.)</p>	<p>Can recall and recite repertoire of songs - including Nursery Rhymes, Music Interaction songs, Poetry Basket and Charanga.</p>	<p>Beginning to talk about people or things which are not present e.g. mummy at work, dog at home,</p> <p>Beginning to ask simple questions. E.g. when is it dinner? Who are you? Still may have evident grammatical errors</p>	<p>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 minibests</p>
Summer	<p>Beginning to understand more complex sentences 'put your toys away and sit on the carpet'</p> <p>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?"</p>	<p>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'.</p>	<p>Experimenting with the sounds of language—rhyming, alliteration, and nonsense words are common and encouraged.</p> <p>Linked through Charanga, Poetry Basket, Phonics input and environment play</p>	<p>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.</p>	<p>Beginning to understand the "ping-pong" nature of conversation, moving away from "collective monologues" where children talk at each other rather than <i>with</i> each other.</p> <p>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?</p> <p>Holds a conversation with 1 other jumping from topic to topic of their interest.</p>	<p>Starts to understand that looking at a listener helps the message land, though it may still be fleeting.</p>

BLPP Oracy Intent & Progression Map



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



EYFS The Oracy Framework



Physical

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



Linguistic

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



Cognitive

Can you **ask questions**?



Social & Emotional

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



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



FS2	Cognitive	Linguistic	Social and Emotional	Physical
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BLPP Oracy Intent & Progression Map



	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	Expressions and Gestures																																																	
Autumn	<p>Can notice, sit and listen to an adult and know this is important</p> <p>Single channelled attention - can shift to different task if their attention is fully obtained - using the child's name to regain focus.</p> <p>Developing understanding of simple concepts (e.g. fast, slow, good, bad, kind, unkind.)</p>	<p>Begins to use new words heard in a story/poem.</p> <p>New vocabulary is explicitly taught including explaining words and concepts e.g. private, vile, mystery, curious, nocturnal, enormous, generous, excited.</p> <table border="1"> <tr> <td>Stimulus (Book) <i>Alvin and the Chipmunks</i></td> <td>Stimulus (Clip) <i>Top Gear</i></td> <td>Stimulus (Book) <i>The Railway Inspector</i></td> <td>Stimulus (Book) <i>Why, What & the Whoddy</i></td> <td>Stimulus (Clip) <i>How come the car won't start? Why does the car start?</i></td> <td>Stimulus (Book) <i>There is a Catch</i></td> </tr> <tr> <td>Jan</td> <td>Eliza</td> <td>It's / I've</td> <td>Jan / It</td> <td>It's / Jan</td> <td>It's</td> </tr> <tr> <td>Curious</td> <td>Private</td> <td>Generous</td> <td>Enormous</td> <td>Excited</td> <td>Delicious</td> </tr> <tr> <td>Unkind</td> <td>Vile</td> <td>Mystery</td> <td>Nocturnal</td> <td>Enormous</td> <td>Excited</td> </tr> </table> <table border="1"> <tr> <td>Stimulus (Book) <i>Only One You - Linda Kratz</i></td> <td>Stimulus (Book) <i>Kind - Alison Green</i></td> <td>Stimulus (Book) <i>Don't Let the Teacher</i></td> <td>Stimulus (Book) <i>Colour Monster -</i></td> <td>Stimulus (Book) <i>The Hairy Ter - Daniel Postgate</i></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</td> <td>Generous</td> <td>Excited</td> <td>Tired</td> <td>Scaring</td> </tr> <tr> <td>Enormous</td> <td>Selfish</td> <td>Anxiety</td> <td>Embarrassed</td> <td>Hollow</td> </tr> <tr> <td>Chat</td> <td>Simple</td> <td>Combin</td> <td>Subbing</td> <td>Shuddere</td> </tr> </table>	Stimulus (Book) <i>Alvin and the Chipmunks</i>	Stimulus (Clip) <i>Top Gear</i>	Stimulus (Book) <i>The Railway Inspector</i>	Stimulus (Book) <i>Why, What & the Whoddy</i>	Stimulus (Clip) <i>How come the car won't start? Why does the car start?</i>	Stimulus (Book) <i>There is a Catch</i>	Jan	Eliza	It's / I've	Jan / It	It's / Jan	It's	Curious	Private	Generous	Enormous	Excited	Delicious	Unkind	Vile	Mystery	Nocturnal	Enormous	Excited	Stimulus (Book) <i>Only One You - Linda Kratz</i>	Stimulus (Book) <i>Kind - Alison Green</i>	Stimulus (Book) <i>Don't Let the Teacher</i>	Stimulus (Book) <i>Colour Monster -</i>	Stimulus (Book) <i>The Hairy Ter - Daniel Postgate</i>	Initial / Final sounds	Initial / Final sounds	caption	caption / I am	I am	Peaceful	Generous	Excited	Tired	Scaring	Enormous	Selfish	Anxiety	Embarrassed	Hollow	Chat	Simple	Combin	Subbing	Shuddere	<p>Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables: e.g. 'potato - tatto', 'banana - nana'</p> <p>Uses a variety of question words (Who, what, where) to gain understanding and clarity.</p> <p>Begins to use pronouns and basic plurals. E.g. she / he / I</p>	<p>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."</p> <p>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."</p> <p>Daily opportunities to learn and perform nursery rhymes and poems.</p>	<p>Develop social phrases e.g. "How are you today? What is for dinner?"</p> <p>To use gestures to support meaning in play - this will be evident within the environment: examples include -</p> <p>Starting to use more complex "enactive" play (pretending to hold a phone or steering a wheel).</p> <p>Makaton</p>	<p>To speak audibly so they can be heard and understood</p> <p>To use gestures to support meaning in play - this will be evident within the environment: examples include -</p> <p>Starting to use more complex "enactive" play (pretending to hold a phone or steering a wheel).</p> <p>Makaton</p>
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Spring	<p>Responds to what they hear with relevant comments</p> <p>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"</p> <p>Listens to others in 1:1 conversations or small groups with topics of interests to them</p> <p>Joins in with repeated refrains and anticipates key events in stories. E.g. Run run as fast as you can..</p>	<p>Developing strong bank of vocabulary which has been explicitly taught through quality texts and stimulus:</p> <table border="1"> <tr> <td>Stimulus (Book) <i>The Three Billy Goats Gruff</i></td> <td>Stimulus (Book) <i>Little Red Riding Hood</i></td> <td>Stimulus (Book) <i>The Gruffalo</i></td> <td>Stimulus (Book) <i>The Gruffalo</i></td> <td>Stimulus (Book) <i>The Gruffalo</i></td> <td>Stimulus (Book) <i>Jack and the Beanstalk</i></td> </tr> <tr> <td>Gruff</td> <td>Gruff</td> <td>Gruff</td> <td>Gruff</td> <td>Gruff</td> <td>Gruff</td> </tr> <tr> <td>Gruff</td> <td>Gruff</td> <td>Gruff</td> <td>Gruff</td> <td>Gruff</td> <td>Gruff</td> </tr> <tr> <td>Gruff</td> <td>Gruff</td> <td>Gruff</td> <td>Gruff</td> <td>Gruff</td> <td>Gruff</td> </tr> </table> <p>Knows words can be put into groups and can give common examples in them: e.g. Fruits: banana, apple, mango, strawberry</p> <p>Insects: spider, ant, worm, ladybird.</p>	Stimulus (Book) <i>The Three Billy Goats Gruff</i>	Stimulus (Book) <i>Little Red Riding Hood</i>	Stimulus (Book) <i>The Gruffalo</i>	Stimulus (Book) <i>The Gruffalo</i>	Stimulus (Book) <i>The Gruffalo</i>	Stimulus (Book) <i>Jack and the Beanstalk</i>	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	Gruff	<p>Uses well-formed sentences: e.g. "I had chips for my dinner.." but with some errors: e.g. "I eated it."</p> <p>"I was running with X" with some errors: "I ranned/ runned with x" "Me and X runned /ranned"</p>	<p>Perform a short rhyme in song or as a poem.</p> <p>Learn simple traditional rhymes and poems as a class / group.</p> <p>"Incy Wincy"</p> <p>"Old MacDonald"</p> <p>"5 little monkeys"</p> <p>Charanga, Noodle, Music Interaction</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p>	<p>Confidently take part in individual and group situations - circle times, partner talk, whole class learning and group activities.</p> <p>Joins in and organises co-operative role play with friends and can pretend to be someone else talking.</p>	<p>Develop pronunciation of multisyllabic words through quality texts, teaching sessions and intensive interactions and use independently in play.</p> <p>Eg: farmyard, enchantment, drawbridge, extraordinary.</p>																									
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Summer	<p>Listens to and understands instructions about what they are doing, without needing to look up.</p> <p>Understands 2 to 3 part spoken instructions: e.g. "Put your coat on your peg, put your bookbag away and sit on the carpet."</p> <p>Demonstrates understanding of prepositions and can use these in communication correctly e.g. on the box, under the table, next to the chair</p>	<p>Understands a range of related words to describe concepts: e.g. hot, cold, large, tiny rough, shiny, smooth.</p> <p>Uses words more specifically to make the meaning clearer: e.g. "I saw a tiny insect. It was a black ant."</p> <table border="1"> <tr> <td>Stimulus (Book) <i>Lighthouse Keepers Lunch</i></td> <td>Stimulus (Book) <i>Tiddler - Julia Donaldson</i></td> <td>Stimulus (Book) <i>Compton in the Ocean</i></td> <td>Stimulus (Book) <i>What a Submarine</i></td> <td>Stimulus (Clip) <i>Ripper and the Seaside King</i></td> </tr> <tr> <td>Compton</td> <td>Compton</td> <td>Compton</td> <td>Compton</td> <td>Compton</td> </tr> <tr> <td>Compton</td> <td>Compton</td> <td>Compton</td> <td>Compton</td> <td>Compton</td> </tr> <tr> <td>Compton</td> <td>Compton</td> <td>Compton</td> <td>Compton</td> <td>Compton</td> </tr> </table>	Stimulus (Book) <i>Lighthouse Keepers Lunch</i>	Stimulus (Book) <i>Tiddler - Julia Donaldson</i>	Stimulus (Book) <i>Compton in the Ocean</i>	Stimulus (Book) <i>What a Submarine</i>	Stimulus (Clip) <i>Ripper and the Seaside King</i>	Compton	Compton	Compton	Compton	Compton	Compton	Compton	Compton	Compton	Compton	Compton	Compton	Compton	Compton	Compton	<p>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'</p> <p>Joins phrases with words such as: e.g. and, because, but</p>	<p>Lists events with some detail:</p> <p>e.g. "I went to the park. I played on the big swing. I played football on the wet grass."</p>	<p>Confidently starts conversations with individuals and in group situations -including adults.</p> <p>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."</p> <p>Is able to express a point of view and say if they agree or disagree. I agree / I disagree</p>	<p>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.</p>																													
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BLPP Oracy Intent & Progression Map



Key Stage One – Year One

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
	<p>Cycle 1 Poem/Song: Hey You! 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</p>	<p>Cycle 2 Poem/Song: Hey You! 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</p>	<p>Cycle 1 Song/Poem: Rhythm in the way we walk 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?</p>	<p>Cycle 2 Song/Poem: Rhythm in the way we walk 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?</p>	<p>Cycle 1 Poem/Song: In the Groove 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</p>	<p>Cycle 2 Poem/Song: In the Groove 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</p>	<p>Cycle 1 Poem/Song: Round and Round 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</p>	<p>Cycle 2 Poem/Song: Round and Round 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</p>	<p>Cycle 1 Poem/Song: Your Imagination 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</p>	<p>Cycle 2 Poem/Song: Your Imagination Key texts & Stimulus: Bubbles, A fox and a mouse, The Snowman, Jack-Jack Attack. 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</p>	<p>Cycle 1 Poem/Song: Reflect, Reflect, Replay Key texts & Stimulus: The Way Back Home, The Egg Experiences & Opportunities: To share work of with parents explaining the topic and learning. Star Six: Six Dinner Sid</p>	<p>Cycle 2 Poem/Song: Reflect, Reflect, Replay 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</p>



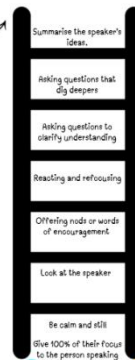
KSI The Oracy Framework



Aligned with the National Curriculum, the BLPP framework integrates specific vocabulary and key performance indicators across all subjects. Our planning ensures a seamless progression of language development through every key phase, providing students with frequent opportunities for high-quality oracy practice and rehearsal.



Levelled Up Listening



Key Stage One – Year One

BLPP Oracy Intent & Progression Map



Y1	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	Shows variability in listening behaviours – may still move around and fiddle but still listening and digesting information. To offer reasons for their opinions and explain e.g. <i>I want to go in the car because its fast</i> <u>To recognise when they haven't understood something and asks a question to help with this</u> Understands complex 2 to 3 step instructions e.g. "Put your PE kit away from yesterday, then choose a pencil from the pot and write your name on your paper."	<u>To take opportunities to try out new language, even if not always used correctly</u> Uses specific adjectives to describe properties (e.g., <i>smooth, transparent, brittle</i>). Beginning to talk in a range of tenses, e.g. <i>play, playing, played, will play.</i>	Speech is clear with occasional errors, especially with consonant blends in line with their phonic knowledge. <table border="1"> <tr> <td>STAGE 4 (4-5 years)</td> <td>s</td> <td>zorp</td> <td>raig</td> <td>efab</td> <td>uf</td> <td>Sun becomes sun</td> </tr> <tr> <td></td> <td>r</td> <td>zorp</td> <td>raig</td> <td>efab</td> <td>d</td> <td>Zig becomes zig</td> </tr> <tr> <td></td> <td>i</td> <td>zorp</td> <td>raig</td> <td>efab</td> <td>d</td> <td>Jump becomes jump</td> </tr> <tr> <td>STAGE 5 (5 years)</td> <td>r</td> <td>zorb</td> <td>rige</td> <td>uf</td> <td>w</td> <td>Rain becomes rain</td> </tr> <tr> <td>STAGE 6 (6 years)</td> <td>v</td> <td>zorp</td> <td>raig</td> <td>efab</td> <td>b/d</td> <td>Van becomes van</td> </tr> <tr> <td></td> <td>z</td> <td>zorp</td> <td>raig</td> <td>efab</td> <td>b/d</td> <td>Van becomes van</td> </tr> <tr> <td></td> <td>z</td> <td>zorp</td> <td>raig</td> <td>efab</td> <td>b/d</td> <td>Van becomes van</td> </tr> <tr> <td>STAGE 7 (7 years)</td> <td>th</td> <td>zorp</td> <td>raig</td> <td>efab</td> <td>v</td> <td>Brother becomes brother</td> </tr> <tr> <td>STAGE 8 (8-9 years)</td> <td>th</td> <td>zorp</td> <td>raig</td> <td>efab</td> <td>td</td> <td>Thin becomes thin</td> </tr> </table> <u>Asks lots of questions to find out specific information including 'How' and 'Why'</u>	STAGE 4 (4-5 years)	s	zorp	raig	efab	uf	Sun becomes sun		r	zorp	raig	efab	d	Zig becomes zig		i	zorp	raig	efab	d	Jump becomes jump	STAGE 5 (5 years)	r	zorb	rige	uf	w	Rain becomes rain	STAGE 6 (6 years)	v	zorp	raig	efab	b/d	Van becomes van		z	zorp	raig	efab	b/d	Van becomes van		z	zorp	raig	efab	b/d	Van becomes van	STAGE 7 (7 years)	th	zorp	raig	efab	v	Brother becomes brother	STAGE 8 (8-9 years)	th	zorp	raig	efab	td	Thin becomes thin	Tells stories that set the scene, have a basic plot and a sequence of events – using stimulus around them such as pictures from books. Recite some rhyme and traditional poems by heart. <i>Daily opportunities to learn and perform nursery rhymes and poems.</i>	Takes turns in a 1-to-1 conversation with an adult or peer. Make comments relevant to the topic- easily prompted by adult to move on if it takes over	Begins to show facial expressions that match their ideas e.g. <i>happiness - smiling, sadness - crying and anger - scowling, fear - wide open eyes, eyebrows pointing down.</i>
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Spring	Explains ideas and events in chronological order, beginning to use time connectives (some may be mixed) e.g.: <i>First I went on the bus, then we had to pay and sit down. After, we got off the bus.</i> <u>Can indicate two channelled attention</u> , e.g. paying attention to something of interest for a short or long period – can both listen and do for short periods of time.	To use conjunctions to organise and sequence ideas e.g. firstly, then, next. <i>Recounts Writing First the Gingerbread Man escaped out and jumped out of the window. Then he ran as fast he could.</i> <u>To use sentence stems to link to other's ideas in group discussion</u> e.g. 'I think... because ...'	<u>Joins phrases with words such as:</u> e.g. if, could, when <i>E.g. After dinner I could go outside.</i> <i>I can go to play when I've finished my job.</i> Speech is clear with occasional errors, especially with consonant blends in line with their phonic knowledge.	Use character voices in context. Using intonation, rhythm and phrasing to make meaning clearer to others. Recite nursery rhymes, poems or songs in a group – <i>Charanga, Noodle Music & Music Interaction</i>	Follows the thread of a group discussion and waits for a gap to speak. Takes turns to talk, listen, and respond in two-way conversations and groups.	Use a wider range of gestures to emphasise meaning e.g. <i>open hands for sharing, shrugging for uncertainty</i>																																																															
Summer	Able to follow stories without pictures or prompts and call recall events from these. Understands and can answer questions such as: <i>who, why, when, where and how?</i> 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.	<u>To use vocabulary appropriately, specific to the topic at hand</u> <i>A habitat is a place an animal lives. I would use a compass to help me go in the right direction.</i>	Can say the sounds in multisyllabic words e.g. <i>forest, model, second</i> Speech is clear with occasional errors, especially with consonant blends in line with their phonic knowledge.	Make mainly appropriate tense choices <i>Daily opportunities to learn and perform nursery rhymes and poems.</i>	Listens to others and is willing to change their mind based on what they have heard <u>To disagree with someone else's opinion politely</u> To organise group discussions independently of an adult	<u>To use the appropriate tone of voice in the right context</u> e.g. speaking politely when talking to a visitor																																																															

BLPP Oracy Intent & Progression Map



Key Stage One - Year Two

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
	<p>Cycle 1 Poem/Song: Hands, Feet, Heart! 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</p>	<p>Cycle 2 Poem/Song: Hands, Feet, Heart! 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</p>	<p>Cycle 1 Song/Poem: Ho, Ho, Ho! 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</p>	<p>Cycle 2 Song/Poem: Ho, Ho, Ho! 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</p>	<p>Cycle 1 Poem/Song: I wanna play in the band Key texts & Stimulus: Traditional Tales Experiences & Opportunities: Participate in short show and tell to a small group of peers. Star Six: Five Minutes Peace</p>	<p>Cycle 2 Poem/Song: I wanna play in the band Key texts & Stimulus: Traditional Tales Experiences & Opportunities: Participate in short show and tell to a small group of peers. Star Six: Five minutes Peace</p>	<p>Cycle 1 Poem/Song: Zoo Time Key texts & Stimulus: Julia Donaldson Experiences & Opportunities: Participate in class hot seating activities asking questions of characters Star Six: Room on the Broom</p>	<p>Cycle 2 Poem/Song: Zoo Time 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</p>	<p>Cycle 1 Poem/Song: Friendship Song 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</p>	<p>Cycle 2 Poem/Song: Friendship Song 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</p>	<p>Cycle 1 Poem/Song: Reflect, Rewind, Replay Key texts & Stimulus: The Way Back Home, The Egg Home, The Great Dragon, Where the Wild Things are Experiences & Opportunities: To share work explaining the topic and learning. Star Six: Funny Bones</p>	<p>Cycle 2 Poem/Song: Reflect, Rewind, Replay 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</p>

WELLSPRING **KSI The Oracy Framework**

Physical
Can you face who you are speaking or listening to?
Can you think about the speed and volume of your voice?
Can you use gestures and expression to help make your point?

Linguistic
Can you use sentence stems to link to other people's ideas?
Can you use new and appropriate vocabulary?

Cognitive
Is what you want to say clear and organised?
Can you ask relevant questions?
Can you respond to others?
Can you give reasons for what you are saying?

Social & Emotional
Can you take turns to talk and listen?
Can you encourage others?
Can you talk confidently?
Can you think about your audience?

Aligned with the National Curriculum, the BLPP framework integrates specific vocabulary and key performance indicators across all subjects. Our planning ensures a seamless progression of language development through every key phase, providing students with frequent opportunities for high-quality oracy practice and rehearsal.

WELLSPRING **Levelled Up Listening**

Levelled Up Listening

- Encourage the speaker
- Respond to what's been said
- Give your attention
- Listen
- React
- Ask questions
- Repeat yourself to listen

Summarize the speaker's ideas.

Asking questions that dig deeper

Asking questions to clarify understanding

Repeating and rephrasing

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



Y2	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	<p>To ask questions to find out more about a subject. E.g. Why is some plastic squashy (like a bottle) and some plastic hard (like a Lego brick)?"</p> <p>To build on others' ideas in discussions with sentence stems as support e.g. I agree with X I think if you tell someone your full name online it is dangerous.</p> <p>Ask for meaning of unknown words they have heard e.g. what does absorbent mean?</p>	<p>Can guess the word from clues, or give others clues using shape, size, function, etc.</p> <p>e.g. My number has 3 tens. It has more than 4 ones but less than 7 ones. Which two numbers could it be.</p>	<p>To use sentence stems to signal when they are building on or challenging others' ideas e.g. linking to ____, I disagree____</p> <p>Speech is clear with occasional errors, especially with consonant blends in line with their phonic knowledge.</p>	<p>Begins to be aware of what the listener already knows and checks: e.g. "You know the shop is, right? Well, that's where the park is, across the road."</p> <p>Retell what will happen in a story sequencing the main events adding some detail</p>	<p>To start to develop an awareness of audience e.g. what might interest a certain group</p> <p>Copies others' language and begins to be aware of current peer language.</p>	<p>Using hands to describe size, shape, or emotion (e.g., wide arms for something "huge").</p>
Spring	<p>To make connections between what has been said and their own and others' experiences.</p> <p>We found out that plastic doesn't soak up the water. That must be why my raincoat is made of plastic, so I don't get wet when it rains at playtime.</p> <p>Chest and face is facing the person they are talking to. Show awareness to move independently if someone from a different direction begins speaking.</p>	<p>Uses newly learnt words in a specific and appropriate way: e.g. "Mum, do you know that transparent means it's see through."</p> <p>Selects specific vocabulary to influence the listener (e.g., in a persuasive speech).</p>	<p>Uses different ways to join phrases to help explain or justify an event: e.g. "You are younger than me so you go to bed earlier."</p> <p>Speech is clear with occasional errors, especially with consonant blends in line with their phonic knowledge.</p>	<p>They can speak in full sentences without losing their breath halfway through.</p> <p>Children are beginning to "pre-form" shorter, more concise sentences in their head. This mental "buffer" allows them to estimate how much breath they need before they even open their mouth rather than 'think as they go'</p>	<p>Uses and experiments with different styles of talking with different people</p> <p>Contributes purposefully to discussions : A "purposeful" contribution means they are adding value to the "thinking" of the group or class discussion.</p> <p>"I think we should use the blue paint because it looks like the cold sea Sarah was talking about."</p>	<p>Realising that talking too fast makes people confused. They begin to experiment with pausing for effect.</p> <p>Their facial expressions matches their words (e.g., looking serious when telling a sad story).</p>
Summer	<p>Starts to ignore unimportant information.</p> <p>Can retell a story or explain a process (like a science experiment) in the correct chronological order using words like <i>first, next, and finally</i>.</p>	<p>Compares words, the way they look, sound or mean e.g. "There are two words 'meet' that you eat, and you 'meet' when you greet someone."</p> <p>"unhappy, unkind, undo all have 'un' at the beginning"</p>	<p>Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when, although</p> <p>Speech is clear with occasional errors, especially with consonant blends in line with their phonic knowledge.</p>	<p>To adapt how they speak in different situations according to audience</p> <p>Recite poems /songs <i>individually</i> and begins to use appropriate tone and pace.</p> <p>Charanga, Noodle Music, Music Extravaganza and Poetry Slam</p>	<p>Confident delivery of short pre-prepared material.</p> <p>To be aware of others who have not spoken and to invite them into discussion.</p> <p>Can disagree politely with a peer's idea and offer an alternative "point of view."</p>	<p>Use deliberate gestures to enhance storytelling and explanations (e.g., acting out emotions, using hands for emphasis).</p>

BLPP Oracy Intent & Progression Map



Lower Key Stage Two – Year 3

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

KS2 The Oracy Framework

Physical
Voice: Can you speak clearly, with expression?
Can you adapt the tone, pace and volume of your voice for different situations and different audiences?
Body: Does your body language and facial expressions match the message you are trying to convey?

Linguistic
Vocabulary: Is your vocabulary chosen specifically and tailored to your audience?
Language: Can you match your language to the situation?
Rhetorical techniques: Can you use a range of persuasive techniques?

Cognitive
Content: Can you be clear about your main points as well as building on the thoughts of others?
Structure: Can you organise your talk so that it presents a clear argument or narrative?
Making things clear: Can you ask questions to clarify, probe and challenge?
Can you summarise the main points in a succinct way?
Reasons: Can you respond to what is being said and provide evidence for the points you are making?

Social & Emotional
Listening: Can you actively listen and respond appropriately?
Working with others: Are you aware of the group dynamics and actively inviting others to share their opinions?
Confidence: Can you show that you're confident as well as being respectful to others?
Audience: Can you think about your audience and adapt your speech accordingly?

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Levelled Up Listening

Levelled Up Listening

- Encourage the speaker
- Respond to what's been said
- Give your attention
- Give your feedback
- Ask questions

Levelled Up Listening Ladder:

- Summarise the speaker's ideas.
- Asking questions that dig deeper
- Asking questions to clarify understanding
- Reacting and re-voicing
- 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



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	<p>Listens to key information and makes relevant, related comments</p> <p>Identifies clearly when they haven't understood e.g. "Why are they mammals?"</p> <p>"Which period were the Egyptians?"</p> <p>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</p>	<p>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."</p> <p>"A river curves to make a meander and the water wears away the land using erosion."</p>	<p>Uses regular and unusual word endings: e.g. swam, caught, jumped, -tion, -ous,</p> <p>Speech is clear, uses words with three consecutive consonants together or words with lots of syllables e.g. scratch or straight; specifically and introduction.</p>	<p>Use basic intonation, tone, and volume to convey meaning, with simple gestures to support key words.</p> <p>E.g. talking about mountains go on their tip toes and stretch arms up high to demonstrate height of the mountain.</p>	<p>Understands conversational rules e.g. Nods in agreement or acknowledgement</p> <p>To speak with confidence in front of an audience</p>	<p>Considers position and posture when addressing an audience e.g. stood up straight and looking towards the audience</p>
Spring	<p>Begin to justify or explain e.g. I think that Goldilocks is a villain because she breaks into houses and that is against the law</p> <p>To be able to summarise a discussion</p> <p>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.</p>	<p>Uses a range of words related to time and measurement: e.g. length, decade</p>	<p>To make precise language choices e.g. instead of describing a rock as 'hard' use 'rough'</p> <p>When talking about the size of an object beyond big/small/little.</p> <p>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."</p>	<p>Makes clear connections between ideas or thoughts e.g. This is similar to....</p>	<p>Uses formal language when appropriate in some familiar situations: e.g. Meeting a head teacher to ask for resources for a topic</p>	<p>When presenting is able to maintain head up for short periods of time without needing to look at floor or words.</p>
Summer	<p>To offer opinions that aren't their own but supported by evidence / research. 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.</p> <p>To reach shared agreement in group discussions to answer a question</p>	<p>Moving away from the generic verbs and nouns and using tier 2/3 vocabulary independently within speech - e.g. to maintain, emerge, verify</p>	<p>To be able to use specialist language to describe their own and others' talk</p>	<p>Personal story-telling (retell or recount) has a good structure with a distinct point, an exciting event, clear resolution and conclusion e.g. We were all talking about it when we got back to school because it was a really good trip</p>	<p>To adapt the content of their speech for a specific audience</p>	<p>Deliberately varies tone of voice in order to convey meaning e.g. speeds up during an exciting part of a story. Inflection in voice when asking questions</p>

BLPP Oracy Intent & Progression Map

Lower Key Stage Two – Year 4



Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
	<p>Cycle 1 Poem/Song: Mamma Mia</p> <p>Key texts & Stimulus: The Boy Who Grew Dragons DK - Stone Age</p> <p>Experiences & Opportunities: to speak in front of a larger audience of adults e.g. a group of eight.</p> <p>Star Six: Water Horse</p>	<p>Cycle 2 Poem/Song: Mamma Mia</p> <p>Key texts & Stimulus: The Guard Dog The Sheep Pig DK Egyptians</p> <p>Experiences & Opportunities: to speak in front of a larger audience of adults e.g. a group of eight.</p> <p>Star Six: Water Horse</p>	<p>Cycle 1 Song/Poem: Glockenspiel Stage 2</p> <p>Key texts & Stimulus: Charlie & The Chocolate Factory Grendell - A Cautionary Tale</p> <p>Experiences & Opportunities: To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.</p> <p>Star Six: Nothing here in the Hotel</p>	<p>Cycle 2 Song/Poem: Glockenspiel Stage 2</p> <p>Key texts & Stimulus: Mr Gumm The Tear Thief</p> <p>Experiences & Opportunities: To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.</p> <p>Star Six: Nothing here in the Hotel</p>	<p>Cycle 1 Poem/Song: Stop!</p> <p>Key texts & Stimulus: Pugs of The Frozen North Poetry - The sound collector, From a Railway Carriage, The Tiger's Tale</p> <p>Experiences & Opportunities: Create Radio adverts.</p> <p>Star Six: Starbird</p>	<p>Cycle 2 Poem/Song: Stop!</p> <p>Key texts & Stimulus: Run Wild Poetry - Creeping Beauty</p> <p>Experiences & Opportunities: Create Radio adverts.</p> <p>Star Six: Starbird</p>	<p>Cycle 1 Poem/Song: Lean on Me</p> <p>Key texts & Stimulus: The Iron Man DK Vikings</p> <p>Experiences & Opportunities: To receive feedback from a peer or audience member on their oracy skills</p> <p>Star Six: Jumanji</p>	<p>Cycle 2 Poem/Song: Lean on Me</p> <p>Key texts & Stimulus: Planet Omar Tudors & Victorians</p> <p>Experiences & Opportunities: To receive feedback from a peer or audience member on their oracy skills</p> <p>Star Six: Jumanji</p>	<p>Cycle 1 Poem/Song: Bla</p> <p>Key texts & Stimulus: Charlotte's Web The Lost Happy Endings</p> <p>Experiences & Opportunities: To use talk for a specific purpose e.g. to persuade or to entertain</p> <p>Star Six: The Burrowers</p>	<p>Cycle 2 Poem/Song: Bla</p> <p>Key texts & Stimulus: Varjak Paw Arthur & The Golden Rope</p> <p>Experiences & Opportunities: To use talk for a specific purpose e.g. to persuade or to entertain</p> <p>Star Six: The Burrowers</p>	<p>Cycle 1 Poem/Song: Reflect, Reflect, Replay</p> <p>Key texts & Stimulus: The Miraculous Journey of Edward Tulane Poetry</p> <p>Experiences & Opportunities: Perform poetry by heart and with performance</p> <p>Star Six: Stitch Head</p>	<p>Cycle 2 Poem/Song: Reflect, Reflect, Replay</p> <p>Key texts & Stimulus: The Lion, The Witch and the Wardrobe Poetry</p> <p>Experiences & Opportunities: Perform poetry by heart and with performance</p> <p>Star Six: Stitch Head</p>

KS2 The Oracy Framework

Physical
Voice: Can you speak clearly, with expression? Can you adapt the tone, pace and volume of your voice for different situations and different audiences?
Body: Does your body language and facial expressions match the message you are trying to convey?

Linguistic
Vocabulary: Is your vocabulary chosen specifically and tailored to your audience?
Language: Can you match your language to the situation?
Rhetorical techniques: Can you use a range of persuasive techniques?

Cognitive
Content: Can you be clear about your main points as well as building on the thoughts of others?
Structure: Can you organise your talk so that it presents a clear argument or narrative?
Making things clear: Can you ask questions to clarify, probe and challenge? Can you summarise the main points in a succinct way?
Reasons: Can you respond to what is being said and provide evidence for the points you are making?

Social & Emotional
Listening: Can you actively listen and respond appropriately?
Working with others: Are you aware of the group dynamics and actively inviting others to share their opinions?
Confidence: Can you show that you're confident as well as being respectful to others?
Audience: Can you think about your audience and adapt your speech accordingly?

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Levelled Up Listening

Levelled Up Listening

- Encourage the speaker
- Respond to what's been said
- Give your attention
- Give your attention
- Respond to what's been said
- Encourage the speaker

Skills to be developed:

- Summarise the speaker's ideas.
- Ask questions that dig deeper
- Ask questions to clarify understanding
- Repeating and rephrasing
- 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



Y4	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	<p>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? To ask probing questions "What makes you say that?" "How do you know that is true?"</p>	<p>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."</p>	<p>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.</p>	<p>Adds detail or leaves information out according to how much is already known by the listener They recognise the listener's lack of "prior knowledge" and add a comparison to make it clear.</p>	<p>Uses tone of voice, stress on words and gestures naturally to add meaning To use more natural and subtle prompts for turn taking</p>	<p>Uses movement purposefully when addressing an audience e.g. stepping forward for emphasis, using open gestures, body language. Anti Bullying Week</p>
Spring	<p>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</p>	<p>In familiar situations can recognise when to use formal language e.g. 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."</p>	<p>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."</p>	<p>Structure information with key ideas e.g. 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</p>	<p>Uses language for range of different reasons e.g. persuading, defending, explaining</p>	<p>Demonstrates appropriate facial expressions to match the tone of their speech</p>
Summer	<p>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</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk</p>	<p>Consider the words and phrasing they use to express their ideas through specific planned activities Poetry Slam World Changers Presentations</p>	<p>Vary tone and volume to match the mood of the poem, storytelling, reports by incorporating more deliberate actions for emphasis</p>	<p>To be able to empathise with an audience To consider the impact of their words on others when giving feedback</p>	<p>To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke</p>

BLPP Oracy Intent & Progression Map

Upper Key Stage Two – Year 5



Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
	<p>Cycle 1 Poem/Song: Livin' on a Prayer</p> <p>Key texts & Stimulus: There's a boy in the girl's bathroom Ancient Greeks</p> <p>Experiences & Opportunities: Create a news style report on the school</p> <p>Star Six: The Boy at the back of the class</p>	<p>Cycle 2 Poem/Song: Livin' on a Prayer</p> <p>Key texts & Stimulus: The Tulip Touch Mayans</p> <p>Experiences & Opportunities: Create a news style report on the school</p> <p>Star Six: The Boy at the Back of the class</p>	<p>Cycle 1 Song/Poem: Classroom Jazz 1</p> <p>Key texts & Stimulus: Who Let the God's out Geography Focus</p> <p>Experiences & Opportunities: Lead a parents' evening or assembly</p> <p>Star Six: Five Children and IT</p>	<p>Cycle 2 Song/Poem: Classroom Jazz 1</p> <p>Key texts & Stimulus: Wonder Geography Focus</p> <p>Experiences & Opportunities: Lead a parents' evening or assembly</p> <p>Star Six: Five Children and IT</p>	<p>Cycle 1 Poem/Song: What Makes you feel my love!</p> <p>Key texts & Stimulus: Shackleton's Journey Romans</p> <p>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.</p> <p>Star Six: The White Giraffe</p>	<p>Cycle 2 Poem/Song: What Makes you feel my love!</p> <p>Key texts & Stimulus: Goodnight Mr Tom War</p> <p>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.</p> <p>Star Six: The White Giraffe</p>	<p>Cycle 1 Poem/Song: Fresh Prince of Belair</p> <p>Key texts & Stimulus: Kensuke Kingdom Geography Focus</p> <p>Experiences & Opportunities: Meet Professionals e.g. Councillors, Medical Professionals etc. and ask about their job</p> <p>Star Six: The Clockwork Crow</p>	<p>Cycle 2 Poem/Song: Fresh Prince of Belair</p> <p>Key texts & Stimulus: Holes Geography Focus</p> <p>Experiences & Opportunities: Meet Professionals e.g. Councillors, Medical Professionals etc. and ask about their job</p> <p>Star Six: The Clockwork Crow</p>	<p>Cycle 1 Poem/Song: Dancing in the Street</p> <p>Key texts & Stimulus: Boy in the Tower Space</p> <p>Experiences & Opportunities: Enter a debate competition</p> <p>Star Six: Skellig</p>	<p>Cycle 2 Poem/Song: Dancing in the Street</p> <p>Key texts & Stimulus: Pax Crime & Punishment</p> <p>Experiences & Opportunities: Enter a debate competition</p> <p>Star Six: Skellig</p>	<p>Cycle 1 Poem/Song: Reflect, Reflect, Rewind, Replay</p> <p>Key texts & Stimulus: Malamander Geography Focus</p> <p>Experiences & Opportunities: To perform a piece of poetry to a large audience</p> <p>Star Six: Millions – the not so great train robbery</p>	<p>Cycle 2 Poem/Song: Reflect, Reflect, Rewind, Replay</p> <p>Key texts & Stimulus: Room 13 Geography Focus</p> <p>Experiences & Opportunities: To perform a piece of poetry to a large audience</p> <p>Star Six: Millions – the not so great train robbery</p>

WELLSPRING The Wellspring of Learning & Wellbeing

KS2 The Oracy Framework

Physical

Voice:
Can you speak clearly, with expression?
Can you adopt the tone, pace and volume of your voice for different situations and different audiences?

Body:
Does your body language and facial expressions match the message you are trying to convey?

Linguistic

Vocabulary:
Is your vocabulary chosen specifically and tailored to your audience?

Language:
Can you match your language to the situation?

Rhetorical techniques:
Can you use a range of persuasive techniques?

Cognitive

Content:
Can you be clear about your main points as well as building on the thoughts of others?

Structure:
Can you organise your talk so that it presents a clear argument or narrative?

Making things clear:
Can you ask questions to clarify, probe and challenge?
Can you summarise the main points in a succinct way?

Reasons:
Can you respond to what is being said and provide evidence for the points you are making?

Social & Emotional

Listening:
Can you actively listen and respond appropriately?

Working with others:
Are you aware of the group dynamics and actively inviting others to share their opinions?

Confidences:
Can you show that you're confident as well as being respectful to others?

Audience:
Can you think about your audience and adapt your speech accordingly?

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WELLSPRING The Wellspring of Learning & Wellbeing

Levelled Up Listening

Encourage the speaker
Respond to what the speaker says
Ask questions
Levelled Up Listening
Give your attention
Be calm and still

Summarize the speaker's ideas.

Asking questions that dig deeper

Asking questions to clarify understanding

Reacting and re-voicing

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



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
Autumn	<p>Sustains active listening to both what is said and the way it is said</p> <p>Understand the purpose of different question types e.g., <i>open, closed, rhetorical.</i></p>	<p>Makes choices from a wide and varied vocabulary e.g. <i>timid instead of shy, stated instead of said.</i></p>	<p>Uses long and complex sentence structures e.g. <i>"Because of the weather, I am going to ensure that I am suitably dressed"</i></p> <p>Sentences average about 7 to 10 words - longer in stories than in conversation</p> <p>Uses questions and prompts to help conversations flow</p>	<p>Presents entertaining information or stories which include memorable details and specific vocabulary</p> <p>Uses complex joining words and adverbials within their talk to make language flow e.g. <i>meanwhile, therefore, yet, however</i></p>	<p>Listening for extended periods of time</p> <p>Vocabulary is well-chosen and specific to the conversation.</p>	<p>Uses controlled gestures to enhance meaning e.g. <i>hand movements to illustrate a point, adjusting stance for emphasis.</i></p>
	<p>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></p> <p>To identify when a discussion is going off topic and to be able to bring it back on track</p>	<p>Uses sophisticated words but the meaning might not always be accurate e.g. <i>"My friend is endearing"</i></p>	<p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy</p>	<p>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></p> <p>Everyday language is detailed and not always about their immediate experience.</p> <p><i>"Wealthy Romans lived in villas featuring sophisticated hypocaust systems, which circulated warm air beneath the floors to combat the damp British climate."</i></p>	<p>To speak with flair and passion</p> <p>Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others</p> <p><i>Discussing whether Shackleton should have left some men behind on Elephant Island.</i> 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."</p>	<p>Shows awareness of space and audience positioning and use floor well when talking.</p>
Spring	<p>Is able to pose increasingly thoughtful questions to both their peers and to adults</p> <p><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></p>	<p>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></p>	<p>Selects the appropriate register depending on where they are, who they are with and what they are doing e.g. Formal style with the headteacher in school; relaxed and informal with family at home; and colloquial with friends and relatives where appropriate</p>	<p>Perform, use a range of intonation, pace, pauses, tone and volume so that the meaning is clear to an audience</p>	<p>Children are becoming better at sensing the "temperature" of a room and adjusting their speech to be more empathetic, inclusive, and persuasive.</p>	<p>To project their voice to large audience and maintain controlled speech with volume and pace.</p>
Summer						

BLPP Oracy Intent & Progression Map



Upper Key Stage Two – Year 6

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
	<p>Cycle 1 Poem/Song: Happy</p> <p>Key texts & Stimulus: There's a boy in the girl's bathroom Ancient Greeks</p> <p>Experiences & Opportunities: Give a speech to an audience of peers and adults with research and evidence.</p> <p>Star Six: Brightstorm</p>	<p>Cycle 2 Poem/Song: Happy</p> <p>Key texts & Stimulus: The Tulip Touch Mayans</p> <p>Experiences & Opportunities: Give a speech to an audience of peers and adults with research and evidence.</p> <p>Star Six: Brightstorm</p>	<p>Cycle 1 Song/Poem: Classroom Jazz 2</p> <p>Key texts & Stimulus: Who Let the God's out Geography Focus</p> <p>Experiences & Opportunities: Mentor or teach younger pupils (GIVE focus 5WTW)</p> <p>Star Six: The Nowhere Emporium</p>	<p>Cycle 2 Song/Poem: Classroom Jazz 2</p> <p>Key texts & Stimulus: Wonder Geography Focus</p> <p>Experiences & Opportunities: Mentor or teach younger pupils (GIVE focus 5WTW)</p> <p>Star Six: The Nowhere Emporium</p>	<p>Cycle 1 Poem/Song: A New Year Carol</p> <p>Key texts & Stimulus: Shackleton's Journey Romans</p> <p>Experiences & Opportunities: Interview or be interviewed by another pupil</p> <p>Star Six: Night Bus Hero</p>	<p>Cycle 2 Poem/Song: A New Year Carol</p> <p>Key texts & Stimulus: Goodnight Mr Tom War</p> <p>Experiences & Opportunities: Interview or be interviewed by another pupil</p> <p>Star Six: Night Bus Hero</p>	<p>Cycle 1 Poem/Song: You've got a Friend</p> <p>Key texts & Stimulus: Kensuke Kingdom Geography Focus</p> <p>Experiences & Opportunities: Lead an assembly for the phase.</p> <p>Star Six: The Girl who Speaks Bear</p>	<p>Cycle 2 Poem/Song: You've got a friend</p> <p>Key texts & Stimulus: Holes Geography Focus</p> <p>Experiences & Opportunities: Lead an assembly for the phase</p> <p>Star Six: The Girl who Speaks Bear</p>	<p>Cycle 1 Poem/Song: Music and Me</p> <p>Key texts & Stimulus: Boy in the Tower Space</p> <p>Experiences & Opportunities: Enter a debate competition</p> <p>Star Six: The Girl of Ink & Stars</p>	<p>Cycle 2 Poem/Song: Music and Me</p> <p>Key texts & Stimulus: Pax Crime & Punishment</p> <p>Experiences & Opportunities: Enter a debate competition</p> <p>Star Six: The Girl of Ink & Stars</p>	<p>Cycle 1 Poem/Song: Reflect, Reflect, Rewind, Replay</p> <p>Key texts & Stimulus: Malamander Geography Focus</p> <p>Experiences & Opportunities: Act as a tour guide for prospective parents / visitors</p> <p>Star Six: The Star outside my Window</p>	<p>Cycle 2 Poem/Song: Reflect, Rewind, Replay</p> <p>Key texts & Stimulus: Room 13 Geography Focus</p> <p>Experiences & Opportunities: Act as a tour guide for prospective parents / visitors</p> <p>Star Six: The Star outside my Window</p>

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Vocabulary: Is your vocabulary chosen specifically and tailored to your audience?
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Rhetorical techniques: Can you use a range of persuasive techniques?

Cognitive
Content: Can you be clear about your main points as well as building on the thoughts of others?
Structure: Can you organise your talk so that it presents a clear argument or narrative?
Making things clear: Can you ask questions to clarify, probe and challenge? Can you summarise the main points in a succinct way?
Reasons: Can you respond to what is being said and provide evidence for the points you are making?

Social & Emotional
Listening: Can you actively listen and respond appropriately?
Working with others: Are you aware of the group dynamics and actively inviting others to share their opinions?
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- Encourage the speaker
- Respond to what's been said
- Give your attention
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- Encourage the speaker

Levelled Up Listening Ladder:

- Summarise the speaker's ideas.
- Asking questions that dig deeper
- Asking questions to clarify understanding
- Reacting and re-voicing
- Offering nods or words of encouragement
- Look at the speaker
- Be calm and still
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BLPP Oracy Intent & Progression Map



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
Autumn	<p>To construct a detailed argument or complex narrative</p> <p>Importance of healthy eating, dangers and risks of smoking / drinking alcohol. The benefits of breakfast club. School Uniforms.</p>	<p>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.</p>	<p>To vary sentence structures and length for effect when speaking</p> <p>e.g. Short snappy sentences for effect and other sentences structures used</p>	<p>Perform poems by heart with intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>To use humour effectively</p> <p>To be able to read a room or a group and take action accordingly</p>	<p>Uses a combination of gestures, facial expressions, and movement to engage and influence an audience</p>
Spring	<p>Is able to understand and use different types of questions to suit different types of situations</p> <p>e.g. open, closed, rhetorical</p> <p>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</p>	<p>Explains how and why words and phrases have been adapted for an argument</p> <p>Uses sophisticated words with increasing accuracy e.g. "My friend is endearing"</p>	<p>Knows when a sentence is not grammatically correct and can explain rules of grammar.</p> <p>It should be 'If I were' rather than 'If I was' because I am talking about a hypothetical situation</p>	<p>Adapt the structure of talk in ways which support meaning and show attention to the listener</p> <p>e.g. clearly summarizes by stating key points in a logical order</p>	<p>Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions</p> <p>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.</p> <p>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."</p>	<p>To speak fluently in front of an audience in a wide range of situations</p>
Summer	<p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate</p> <p>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</p>	<p>Can use a wide range of vocabulary to speculate about possible outcomes in narrative and real-life situations</p> <p>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</p>	<p>To be comfortable using idiom and expressions</p> <p>After winning the 100m race, I was on cloud nine</p>	<p>Deliver with confident, dynamic expression, using voice, movement, and facial expression to fully engage an audience</p>	<p>Can confidently vary grammar and vocabulary to suit the audience, purpose and context</p> <p>Realises when people don't fully understand and tries to help them.</p> <p>Let me rephrase that for you</p> <p>Let me explain again.</p>	<p>Adapts physical delivery to suit different speaking situations e.g. formal vs. informal, persuasive vs. storytelling</p> <p>To be confident when speaking to an audience knowing that they are trying to convey</p>

BLPP Oracy Intent & Progression Map



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
Y3	The sound collector Resource-Lesson-L-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