

RE Skills Progression and Oracy

Non- Negotiables: Year 1

Unlocking learning through oracy

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| <ul style="list-style-type: none">● Speak clearly and loudly enough to communicate meaningfully.● Ask questions about matters of interest.● Express feelings and ideas when talking about matters of interest.● Start to answer questions with more than one word adding detail to their speech.● Start to understand how to take turns when speaking.● Start to listen to others and respond appropriately. | <ul style="list-style-type: none">● Join in with imaginative play taking on the role of different familiar characters.● Speak in complete sentences after an adult has modelled this.● Recount an event or experience in sentences.● Begin to understand how to change language when speaking to different listeners, e.g. peers and adults. |
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Non- Negotiables: Year 2

Unlocking learning through oracy

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| <ul style="list-style-type: none">● Ask questions to gain information and clarify meaning.● Begin to develop and explain their ideas.● Express themselves using complete sentences when required.● Make more specific vocabulary choices, e.g. technical language.● Usually listen carefully and respond appropriately.● Take turns when talking in pairs or small groups. | <ul style="list-style-type: none">● Offer appropriate comments in paired or small group discussion.● Hold the attention of listeners by adapting the way they talk.● Use new vocabulary learned in daily sessions with increased confidence. |
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By the end of KS1, Most children should be able to -

Know about & Understand

A1. Describe, explain and analyse beliefs, and practises, recognising the diversity which exists within and between communities;

Recall and name different beliefs and practises, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;

Know about & Understand

A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;

Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;

Know about & Understand

A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;

Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;

Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;

Express and Communicate

B1. Explain reasonably their ideas about how beliefs, practises and forms of expression influence individuals and communities;

Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;

Express and Communicate

B2. Express with increasing discernment their personal reflections

Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;

<p>and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	
<p>Express and communicate B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Notice and respond sensitively to some similarities between different religions and world views;</p>
<p>Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p>
<p>Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>	<p>Find out about and respond with ideas to examples of cooperation between people who are different;</p>
<p>Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

Non- Negotiables: Year 3

Unlocking learning through oracy

- Talk and listen confidently in different situations.
- Show they have listened carefully by asking relevant questions.
- Develop and explain their ideas giving reasons.
- Sequence and communicate ideas in an organised and logical way in complete sentences as required.
- Vary the amount of detail – dependent on purpose and audience.
- Participate fully in paired and group discussions.
- Show understanding of the main points in a discussion.

- Retell a story using narrative language, adding relevant detail.
- Show they have listened carefully through making relevant comments.
- Formally present ideas or information to an audience.
- Recognise that meaning can be expressed in different ways dependent on the context.
- Vary the use and choice of vocabulary including technical language – dependent on the purpose and audience.
- Read their work aloud clearly enough to be heard by their peers and the teacher

Non- Negotiables: Year 4

Unlocking learning through oracy

- Talk and listen confidently in a wide range of contexts.
- Ask questions to clarify or develop understanding.
- Give an answer and justify it with evidence.
- Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required.
- Show understanding of the main points and significant details in a discussion.
- Show they have listened carefully through making relevant comments.

- With increasing confidence, vary the use and choice of vocabulary (including technical language) dependent on the purpose and audience.
- Formally present ideas or information to an audience with increasing confidence.
- Present work to an audience using appropriate intonation and control the tone and volume so that the meaning is clear.

- Increasingly able to adapt what they say to meet the needs of the audience/listener.

Non- Negotiables: Year 5

Unlocking learning through oracy

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| <ul style="list-style-type: none"> ● Adapt spoken language to the audience, purpose and context. ● Develop ideas and opinions with relevant detail. ● Express ideas and options justifying a point of view. ● Show understanding of the main points, significant details and implied meanings in a discussion. ● Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views. ● Confidently, vary the use and choice of vocabulary (including technical language) dependent on the purpose and audience. | <ul style="list-style-type: none"> ● Begin to use hypothetical language to consider more than one possible solution. ● Understand and begin to select the appropriate register according to the context. |
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Non- Negotiables: Year 6

Unlocking learning through oracy

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| <ul style="list-style-type: none"> ● Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence. ● Ask questions to develop ideas and make contributions that take account of others' views. ● Use evidence to support ideas and opinions. ● Explain ideas and opinions – elaborating to make meaning explicit. | <ul style="list-style-type: none"> ● Pay close attention to, and consider the view and opinions of, others in discussions. ● Make contributions to discussions, evaluating others' ideas and responding to them. ● Apply accurately and vary the use and choice of vocabulary (including technical language) dependent on the purpose and audience. |
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- Take an active part in discussions, taking different roles.
- Use hypothetical speculative language to express possibilities.
- Debate an issue maintaining a focused point of view.

By the end of KS2, Most children should be able to -

Know about & Understand

A1. Describe, explain and analyse beliefs, and practises, recognising the diversity which exists within and between communities;

Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;

Know about & Understand

A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;

Know about & Understand

A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;

Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;

<p>Express and Communicate</p> <p>B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</p>
<p>Express and Communicate</p> <p>B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p>
<p>Express and communicate</p> <p>B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p>
<p>Gain & deploy skills:</p> <p>C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p>
<p>Gain & deploy skills:</p> <p>C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;</p>
<p>Gain & deploy skills:</p> <p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>

people's lives.	
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