

Oracy Progression (overview)



	Physical	Linguistic	Cognitive	Social & Emotional
EYFS	<p>Speak audibly so as to be heard and understood.</p> <p>Use gestures to support meaning in play.</p>	<p>Use talk in play to practise new vocabulary.</p> <p>Join in phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p>	<p>Use 'because' to develop ideas.</p> <p>Make relevant contributions and asks questions.</p> <p>Describe events.</p>	<p>Focus on the person speaking.</p> <p>Take turns to speak when working in a group.</p>
Year 1	<p>Use the appropriate tone of voice in different contexts. E.g. speaking calmly when resolving an issue.</p> <p>Speak clearly and confidently in different contexts.</p>	<p>Use vocabulary specific to the topic at hand.</p> <p>Take opportunities to try out new language.</p> <p>Use sequencers to organise ideas e.g. firstly, secondly.</p>	<p>Offer reasons for opinions.</p> <p>Disagree with someone else's opinion respectfully.</p> <p>Explain ideas and events in chronological order.</p> <p>Ask a question to clarify meaning.</p>	<p>Listen to others and be willing to change own thinking.</p> <p>Take part in small group discussions without adult support.</p>
Year 2	<p>Use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on fingers as they are being shared.</p>	<p>Adapt speech in different situations according to audience.</p> <p>Use sentence stems to signal when supporting or challenging others' ideas.</p>	<p>Ask questions to find out more about a subject.</p> <p>Build on others' ideas in discussions</p> <p>Make connections between what has been said and own and others' experiences.</p>	<p>Develop an awareness of audience e.g. what might interest a certain group.</p> <p>Be aware of others who have not spoken and to invite them into discussion.</p> <p>Be able to deliver short pre-prepared material.</p>
Year 3	<p>Deliberately vary tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.</p> <p>Consider position and posture when addressing an audience.</p>	<p>Use specialist vocabulary.</p> <p>Make precise language choices e.g. instead of describing a cake as 'nice' using 'delicious'.</p>	<p>Share opinions that aren't their own.</p> <p>Reflect on discussions and identify how to improve.</p> <p>Be able to summarise a discussion.</p> <p>Reach shared agreement in discussions.</p>	<p>Adapt the content of their speech for a specific audience.</p> <p>To speak with confidence in front of an audience.</p>
Year 4	<p>Consider movement when addressing an audience.</p> <p>Use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p>	<p>Carefully consider words and phrasing e.g. selecting newly acquired topic specific vocabulary.</p>	<p>Be able to give supporting evidence e.g. citing a text, a previous example or an historical event.</p> <p>Ask probing questions.</p> <p>Reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	<p>Use more natural and subtle prompts for turn taking.</p> <p>Be able to empathise with an audience.</p> <p>Consider the impact of their words on others when giving feedback.</p>
Year 5	<p>Project voice to a large audience.</p> <p>Gestures to become increasingly natural.</p>	<p>Use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p>	<p>Be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>Identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>Listen for extended periods of time.</p> <p>Speak with flair and enthusiasm.</p>
Year 6	<p>Speak fluently in front of an audience.</p> <p>Consciously adapt tone, pace and volume of voice.</p>	<p>Vary sentence structures and length for effect when speaking.</p> <p>Comfortable using idiom and expressions.</p>	<p>Construct a detailed argument or complex narrative.</p> <p>Spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p>	<p>Use humour effectively.</p> <p>Be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</p>