




Oracy Progression Document




Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Physical</p> 	<p>Speak so they are heard and understood.</p> <p>To use gestures to support meaning in play.</p>	<p>To speak audibly so they can be heard and understood.</p> <p>To use gestures to support meaning in play.</p>	<p>To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</p> <p>To speak clearly and confidently in a range of contexts</p>	<p>To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea or counting off ideas on their fingers as they say them.</p>	<p>Deliberately varies 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>Considers position and posture when addressing an audience.</p>	<p>To consider movement when addressing an audience.</p> <p>To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.</p>	<p>To project their voice to large audience.</p> <p>For gestures to become increasingly natural.</p>	<p>To speak fluently in front of an audience.</p> <p>To have a stage presence.</p> <p>Consciously adapt tone, pace and volume of voice within a single situation.</p>

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<p>Linguistic</p> 	<p>To use talk in play to practice new vocabulary.</p> <p>To join phrases with words such as 'and', 'so'.</p>	<p>To use talk in play to practice new vocabulary.</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p>	<p>To use vocabulary appropriate specific to the topic at hand.</p> <p>To take opportunities to try out new language, even if not always used correctly.</p> <p>To use sentence stems to link to</p>	<p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p>	<p>To be able to use specialist language to describe their own and others' talk.</p> <p>To use specialist vocabulary.</p> <p>To make precise language choices e.g. instead of describing a cake</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>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p>	<p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions.</p>

			<p>other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p>		<p>as 'nice' using 'delectable'.</p>			
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<p>Cognitive</p> 	<p>Participate in small group class and one-to-one discussion, offering their own ideas.</p> <p>To describe events that have happened to them.</p>	<p>To use 'because' to develop their ideas.</p> <p>To make relevant contributions and asks questions.</p> <p>To describe events that have happened to them in detail.</p>	<p>To offer reasons for their opinions.</p> <p>To recognise when they haven't understood something and asks a question to help with this.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p>	<p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p>	<p>To offer opinions that aren't their own.</p> <p>To reflect on discussions and identify how to improve.</p> <p>To be able to summarise a discussion.</p> <p>To reach shared agreement in discussions.</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>To ask probing questions.</p> <p>To reflect on their own oracy skills and identify areas of strength and areas to improve.</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. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'.</p> <p>To identify when a discussion is going off topic and to be</p>	<p>To construct a detailed argument or complex narrative.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p>

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<p>Social and emotional</p> 	<p>Listen attentively looking at someone who is speaking to them and take turns.</p>	<p>To look at someone who is speaking to them.</p> <p>To take turns to speak when working in a group.</p>	<p>Listens to others and is willing to change their mind based on what they have heard.</p> <p>To organise group discussions independently of an adult.</p>	<p>To start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>To be aware of others who have not spoken and to invite them into discussion.</p> <p>Confident delivery of short pre-prepared material.</p>	<p>To adapt the content of their speech for a specific audience.</p> <p>To speak with confidence in front of an audience.</p>	<p>To use more natural and subtle prompts for turn taking.</p> <p>To be able to empathise with an audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>	<p>Listening for extended periods of time.</p> <p>To speak with flair and passion.</p>	<p>To use humour effectively.</p> <p>To 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>