





Oracy Progression Map

	Reception	Yr1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
 <p>Physical</p>	<ul style="list-style-type: none"> • Speaking clearly at appropriate volume • Looking at who is talking and who you are talking to—sitting still • Beginning to use gesture to support delivery eg. pointing at parts of plant they are discussing 	<ul style="list-style-type: none"> • To project their voice to a large audience. • Continue to use gesture to support delivery eg. pointing at parts of plant they are discussing • Use body language to show active listening and support meaning when speaking eg nodding along, facial expressions. 	<ul style="list-style-type: none"> • Speaking clearly at appropriate volume and pace in a range of contexts • Gestures to become increasingly natural to support speech • Natural use of body language and facial expressions • Consider position and posture when addressing an audience. • To speak clearly and confidently in a range of contexts. 	<ul style="list-style-type: none"> • To deliberately select gestures that support the delivery of ideas eg. gesturing towards someone if referencing their ideas • Consider movement when addressing an audience. • To use pauses for effect in presentational talk eg. then telling an anecdote or joke • To speak fluently in front of an audience. 	<ul style="list-style-type: none"> • To deliberately select movement and gesture when addressing an audience. • To use pauses for effect in presentational talk eg. then telling an anecdote or joke • To use the appropriate tone of voice in the right context eg. speaking calmly when resolving an issue in the playground • To speak fluently in front of an audience. 	<ul style="list-style-type: none"> • Deliberately varies tone of voice in order to convey meaning eg speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story. • Consciously adapt tone, pace and volume of voice within a single situation. • To speak fluently in front of an audience. • To use the appropriate tone of voice in the right context eg. speaking calmly when resolving an issue in the playground • To have a stage presence. 	<ul style="list-style-type: none"> • Deliberately varies tone of voice in order to convey meaning eg speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story. • Consciously adapt tone, pace and volume of voice within a single situation. • To speak fluently in front of an audience. • To use the appropriate tone of voice in the right context eg. speaking calmly when resolving an issue in the playground • To have a stage presence.

Skill	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
 <p data-bbox="107 140 219 172">Linguistic</p>	<ul data-bbox="291 76 560 510" style="list-style-type: none"> • Speaking in sentences • Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller • Start to answer what, where, when, how and why questions • Using joining connectives for longer sentences 	<ul data-bbox="589 76 806 1021" style="list-style-type: none"> • Speaking in sentences • Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller • Start to answer what, where, when, how and why questions • Using joining connectives for longer sentences • To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because..' 'linking to...' 	<ul data-bbox="835 76 1108 742" style="list-style-type: none"> • Speaking in sentences • Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller • Start to answer what, where, when, how and why questions • Using joining connectives for longer sentences • To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because..' 'linking to...' 	<ul data-bbox="1140 76 1355 1204" style="list-style-type: none"> • To vary sentence structures and length for effect when speaking • To use conjunctions to organise and sequence ideas eg. firstly, secondly, finally • To use sentence stems to signal when they are building on or challenging other's ideas. • To take opportunities to try out new language, even if not always used correctly. • To adapt how they speak in different situations according to audience 	<ul data-bbox="1395 76 1612 1101" style="list-style-type: none"> • To vary sentence structures and length for effect when speaking • To use conjunctions to organise and sequence ideas eg. firstly, secondly, finally • To use an increasingly sophisticated range of sentence stems with fluency and accuracy. • To use vocabulary appropriate specific to the topic at hand. • To understand common idioms and expressions 	<ul data-bbox="1646 76 1870 1069" style="list-style-type: none"> • To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. • To use specialist vocabulary. • Beginning to consider the use of specialist language to describe their own and others' talk. • To be comfortable using idioms and expressions. • To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk. 	<ul data-bbox="1901 76 2128 1125" style="list-style-type: none"> • To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. • To judge when appropriate to use specialist language. • To be able to use specialist language to describe their own and others' talk. • To use humour, irony, sarcasm and mimicry • To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.

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 <p data-bbox="107 153 237 181">Cognitive</p>	<ul data-bbox="286 76 555 414" style="list-style-type: none"> • Answers that match what has been asked; relevant, appropriate • Retell stories and experiences. • To ask simple questions. 	<ul data-bbox="582 76 801 434" style="list-style-type: none"> • Answers that match what has been asked; relevant, appropriate • Retell stories and experiences. • To ask simple questions. 	<ul data-bbox="826 76 1088 762" style="list-style-type: none"> • To be able to build on others ideas in discussions. • To make connections between what has been said and their own and others' experiences. • To recognise when they haven't understood something and asks a question to help with this. • To disagree with someone's opinion politely. 	<ul data-bbox="1124 76 1344 893" style="list-style-type: none"> • To build on, challenge and summarise others' ideas in discussions. • To offer reasons for their opinions. • To begin to reflect on their oracy skills and identify areas of strength and areas to improve. • To ask questions to find out more about a subject. 	<ul data-bbox="1375 76 1608 1024" style="list-style-type: none"> • To structure extended presentational talk eg beginning, middle and end. • To offer opinions that aren't their own. • To identify when a discussion is going off topic, and to be able to bring it back on track. • To be able to summarise a discussions. • To reflect on their oracy skills and identify areas of strength and areas to improve. 	<ul data-bbox="1637 76 1870 1123" style="list-style-type: none"> • To structure a detailed argument or complex narrative. • To reach shared agreement in their discussions. • To be able to give supporting evidence eg citing a text, a previous example or a historical event. • To reflect on discussions and identify how to improve. • To ask probing questions. • To explain ideas and events in chronological order. 	<ul data-bbox="1892 76 2130 1420" style="list-style-type: none"> • To structure their talk in abstract and sophisticated ways eg using curricular structure, grouping ideas by a theme. • To be able to negotiate-recognise the importance of giving ground and be able to do this. • To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate. • To cite evidence, with mature and appropriate reference points. • To reflect on their own and others oracy and identify how to improve.

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 <p data-bbox="107 150 232 197">Social and Emotional</p>	<ul data-bbox="291 76 564 379" style="list-style-type: none"> • Waiting for a turn • Listening and responding appropriately • Building friendships • Using language to express needs and feelings (e.g. rather than snatching). 	<ul data-bbox="591 76 810 485" style="list-style-type: none"> • Waiting for a turn • Listening and responding appropriately • Building friendships • Using language to express needs and feelings (e.g. rather than snatching). 	<ul data-bbox="837 76 1115 628" style="list-style-type: none"> • To take turns showing patience • To listen for extended periods of time. • To speak with increased confidence in front of a small audience. • Recite pre prepared material in front of an audience. • Begin to consider the impact of their words on others when giving feedback. 	<ul data-bbox="1142 76 1370 986" style="list-style-type: none"> • Take turns • Listen to others and is willing to change their mind based on what they have heard. • To speak with confidence in front of a larger audience. • To be aware of others who have not spoken and invite them into the discussion. • To be comfortable organising group talk eg as a chairperson. • To consider the impact of their words on others when giving feedback. 	<ul data-bbox="1393 76 1621 960" style="list-style-type: none"> • To use more natural and subtle prompts for turn taking. • To listen for extended periods of time, being prepared to change your mind. • Confident delivery of a short pre prepared task. • To start to develop an awareness of audience eg what might interest a certain group. • To consider the impact of their words on others when giving feedback and adapt appropriately. 	<ul data-bbox="1646 76 1874 896" style="list-style-type: none"> • To reflect careful listening skills in subsequent talk.. • To adapt the content of their speech for a specific audience. • To use humour effectively. • To speak with flair and passion. • To consider the impact of their words on others when giving feedback and be sensitive to their needs. • To organise group discussions independent of an adult. 	<ul data-bbox="1899 76 2128 1279" style="list-style-type: none"> • To reflect careful listening skills in subsequent talk. • To be able to read a room or a group and take action accordingly eg if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions. • To be able to empathise with the audience. • To be able to draw out sub text when listening. • To engage in conversation with an unfamiliar adult as an equal. • To consider the impact of their words on others when giving feedback and be sensitive to their needs.