





## Progression in Oracy

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <b>Physical</b> <b>Voice</b> - Pace of speaking - Tone variation - Clarity of pronunciation - Voice projection <b>Body language</b> - Gesture & posture - Facial expression & eye contact	<p>To turn your body towards the speaker for an appropriate amount of time.</p> <p>To speak to be heard clearly by others.</p>	<p>To use gesture to support meaning in play.</p> <p>To speak audibly so they can be heard and understood.</p>	<p>To show body language to show listening.</p> <p>To experiment with adjusting tone, volume and pace.</p>	<p>To use gesture to support the delivery of ideas <i>e.g gesturing towards someone if referencing their idea.</i></p> <p>To speak clearly and confidently in a range of contexts.</p>	<p>To consider position and posture when addressing an audience.</p> <p>To experiment with adjusting tone, volume and pace for different audiences.</p>	<p>To consider movement when addressing an audience.</p> <p>To consider how tone, volume and pace influence meaning.</p>	<p>For body language to become increasingly natural.</p> <p>To project their voice to a large audience.</p>	<p>To have a stage presence.</p> <p>To adjust tone, volume and pace for a given purpose and audience.</p>
 <b>Linguistic</b> <b>Vocabulary</b> - Appropriate vocabulary choice <b>Language</b> - Register - Grammar <b>Rhetorical techniques</b> - Rhetorical techniques such as metaphor, humour, irony & mimicry	<p>To use talk in play to practise new vocabulary</p> <p>To join phrases with words such as: <i>if, because, so could, but</i></p>	<p>To use talk in play to practise new vocabulary.</p> <p>To join phrases with words such as: <i>if, because, so could, but</i></p>	<p>To use vocabulary specific to the topic at hand.</p> <p>To take opportunities to try out new language.</p> <p>To use conjunctions to organise and sequence ideas <i>e.g firstly, next finally.</i></p> <p>To use sentence stems to link to other's ideas in group discussion, <i>e.g I agree with.. because.. Linking to..</i></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 use newly learnt vocabulary in an appropriate way.</p>	<p>To begin to use specialist vocabulary.</p> <p>To be able to use specialist language to describe their own and others' talk.</p> <p>To begin to use precise language choices (<i>e.g describing a cake as delectable instead of nice.</i>)</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 specialist vocabulary when discussing a known topic.</p>	<p>To use an increasingly sophisticated range of sentence stems with accuracy.</p> <p>To use specialist vocabulary appropriate to the topic at hand.</p>	<p>To vary sentence structures and length for effect when speaking.</p> <p>To become comfortable using idiom and expressions.</p> <p>To use sophisticated vocabulary appropriate to the context and purpose of talk.</p>

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 <b>Cognitive</b> <ul style="list-style-type: none"> <li><b>Content</b> <ul style="list-style-type: none"> <li>Choice of content to convey</li> <li>Meaning &amp; intention</li> <li>Building on the views of others</li> </ul> </li> <li><b>Structure</b> <ul style="list-style-type: none"> <li>Structure &amp; organisation of talk</li> </ul> </li> <li><b>Clarifying &amp; summarising</b> <ul style="list-style-type: none"> <li>Seeking information &amp; clarification through questioning</li> <li>Summarising</li> </ul> </li> <li><b>Self-regulation</b> <ul style="list-style-type: none"> <li>Maintaining focus on task</li> <li>Time management</li> </ul> </li> <li><b>Reasoning</b> <ul style="list-style-type: none"> <li>Giving reasons to support views</li> <li>Critically examining ideas &amp; views expressed</li> </ul> </li> </ul>	<p>To begin to understand how and why questions.</p> <p>To use 'and' to link ideas.</p> <p>To describe events currently happening and what might happen next.</p>	<p>To ask questions.</p> <p>To wonder about ideas.</p> <p>To use 'because' to develop their ideas.</p> <p>To describe events that have happened to them in detail.</p>	<p>To consider the merit of different viewpoints.</p> <p>To offer reasons for opinions.</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 a 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.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>To construct a detailed argument or complex narrative.</p> <p>To assess different viewpoints and present counter-arguments.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>To acknowledge and explain changes of position.</p>
 <b>Social &amp; Emotional</b> <ul style="list-style-type: none"> <li><b>Working with others</b> <ul style="list-style-type: none"> <li>Guiding or managing interactions</li> <li>Turn-taking</li> </ul> </li> <li><b>Listening &amp; responding</b> <ul style="list-style-type: none"> <li>Listening actively &amp; responding appropriately</li> </ul> </li> <li><b>Confidence in speaking</b> <ul style="list-style-type: none"> <li>Self assurance</li> <li>Liveliness &amp; flair</li> </ul> </li> <li><b>Audience awareness</b> <ul style="list-style-type: none"> <li>Taking account of level of understanding of the audience</li> </ul> </li> </ul>	<p>To listen to others.</p> <p>To take turns to speak with the support of an adult.</p>	<p>To listen attentively in a pair or small group.</p> <p>To take turns to speak with a partner independently.</p>	<p>Listen carefully to others.</p> <p>To participate in group discussions independently of an adult.</p>	<p>To encourage everyone to contribute.</p> <p>To develop an awareness of audience, <i>e.g what might interest a certain group.</i></p> <p>Confident delivery of short pre-prepared material.</p>	<p>Listen actively, questioning and responding to others.</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 develop an awareness of audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>	<p>Listen actively 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 if people look confused stopping to take questions.</p> <p>To develop an awareness of group dynamics and invite those who haven't spoken to contribute.</p>