

Progression of skills – Oracy



Physical
Linguistic
Cognitive
Social and Emotional

Skill - physical						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• speak clearly with appropriate volume</li> <li>• look at who is talking and who you are talking to</li> <li>• begin to use gestures to support delivery. E.g.: pointing</li> </ul>	<ul style="list-style-type: none"> <li>• speak clearly and confidently in a range of contexts</li> <li>• use appropriate tone of voice in the right context. E.g.: when addressing an audience</li> <li>• continue to use gesture to support delivery</li> </ul>	<ul style="list-style-type: none"> <li>• speak clearly and confidently with appropriate volume and pace in a range of contexts</li> <li>• gestures start to become increasingly more natural to support speech. E.g.: gesturing towards someone they are referencing</li> <li>• use body language to show active listening and support meaning when speaking. E.g.: nodding facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>• deliberately selects gestures that support the delivery of ideas. E.g.: gesturing towards someone they are referencing</li> <li>• deliberately varies tone of voice to convey meaning</li> <li>• consider position and posture when addressing an audience</li> </ul>	<ul style="list-style-type: none"> <li>• deliberately selects movement and gesture when addressing an audience</li> <li>• uses pauses for effect in presentational talk. E.g.: when telling a joke</li> <li>• uses the appropriate tone of voice in the right context. E.g.: speaking calmly when resolving an issue</li> </ul>	<ul style="list-style-type: none"> <li>• deliberately varies tone of voice in order to convey meaning</li> <li>• projects their voice to a large audience</li> <li>• gestures become increasingly more natural</li> <li>• consciously adapts tone, pace, and volume of voice within a single context</li> </ul>	<ul style="list-style-type: none"> <li>• speaks fluently in front of an audience</li> <li>• have a stage presence</li> <li>• consciously adapts tone, pace, and volume of voice</li> </ul>

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Skill - linguistic						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• uses talk in play to practise new vocabulary</li> <li>• begins to speak in sentences joining phrases with words such as: if, because, so, could, but</li> </ul>	<ul style="list-style-type: none"> <li>• speaks in sentences using joining phrases to link ideas</li> <li>• uses vocabulary appropriately, specific to the topic in hand</li> <li>• takes opportunities to try out new language, even if not always correctly used</li> <li>• uses sentence stems to link to others' ideas in group discussion. E.g.: I agree with... because...</li> <li>• uses conjunctions to organise and sequence ideas: firstly, secondly, finally</li> </ul>	<ul style="list-style-type: none"> <li>• speaks in sentences using joining phrases to create longer sentences</li> <li>• adapts how to speak in different situations according to the audience</li> <li>• uses sentence stems to signal when they are building or challenging others' ideas in a group</li> </ul>	<ul style="list-style-type: none"> <li>• able to use specialist language to describe their own and others' talk</li> <li>• uses specialist vocabulary</li> <li>• make precise language choices using strong adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• carefully considers the words and phrases used to express their ideas and how this supports the purpose of the talk</li> </ul>	<ul style="list-style-type: none"> <li>• uses an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and asks probing questions</li> <li>• considers the words and phrases used to express their ideas and how this supports the purpose of the talk</li> </ul>	<ul style="list-style-type: none"> <li>• uses and innovates an increasingly sophisticated range of sentence stems with fluency and accuracy</li> <li>• varies sentence structures and length for effect when speaking</li> <li>• is comfortable using idioms and expressions</li> </ul>

Skill – cognitive						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• uses 'because' to develop their ideas</li> <li>• makes relevant contributions that match what has been asked</li> <li>• asks simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• offers reasons for their opinions</li> <li>• recognises when they haven't understood something and ask a question</li> </ul>	<ul style="list-style-type: none"> <li>• asks questions to find out more about a subject</li> <li>• builds on others' ideas in discussions</li> <li>• makes connections between what has been said and their</li> </ul>	<ul style="list-style-type: none"> <li>• offers opinions that aren't their own (taking on the role of...)</li> <li>• begins to reflect on discussions and their own oracy skills and identifies areas of</li> </ul>	<ul style="list-style-type: none"> <li>• gives supporting evidence. E.g.: cite a text, a previous example, or a historic event</li> <li>• asks probing questions</li> </ul>	<ul style="list-style-type: none"> <li>• draws upon knowledge of the world to support their point of view and explore different perspectives</li> <li>• gives supporting evidence. E.g.: cite a</li> </ul>	<ul style="list-style-type: none"> <li>• constructs a detailed argument or complex narrative</li> <li>• spontaneously responds to an offer increasingly complex questions, citing</li> </ul>

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<ul style="list-style-type: none"> <li>describes events that have happened to them in detail</li> </ul>	<ul style="list-style-type: none"> <li>disagrees with someone else's opinion politely</li> <li>explains ideas and events in chronological order</li> </ul>	<p>own and others' experiences</p>	<p>strengths and areas to improve</p> <ul style="list-style-type: none"> <li>reaches shared agreement in class discussion</li> </ul>	<ul style="list-style-type: none"> <li>reflects on their own oracy skills and identifies strengths and areas to improve and begins to set their own targets</li> </ul>	<p>text, a previous example, or a historic event</p> <ul style="list-style-type: none"> <li>identifies when a discussion is going off topic and brings it back on track with support and use of sentence stems. E.g.: That might be true, however what do you think about...?</li> </ul>	<p>evidence where appropriate</p> <ul style="list-style-type: none"> <li>reflects on their own and others' oracy skills and identifies how to improve</li> </ul>
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Skill – social and emotional						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>looks at someone who is speaking to them</li> <li>waits for a turn, taking turns to speak, when working in a group</li> </ul>	<ul style="list-style-type: none"> <li>listens and responds appropriately to others</li> <li>is willing to change their mind based on what they have heard</li> <li>begins to organise group discussions independently of an adult</li> </ul>	<ul style="list-style-type: none"> <li>starts to develop and awareness of audience</li> <li>starts to show an awareness of others who have not spoken and invite them into the discussion</li> <li>recites/delivers short pre-prepared material to an audience</li> </ul>	<ul style="list-style-type: none"> <li>speaks with confidence in front of an audience</li> <li>begins to recognise different roles within a group</li> <li>adapts the content of their speech for a specific audience</li> </ul>	<ul style="list-style-type: none"> <li>uses more natural and subtle prompts for turn taking</li> <li>starts to develop empathy with an audience</li> <li>considers the impact of their words on others when giving feedback</li> </ul>	<ul style="list-style-type: none"> <li>listens for extended periods of time, including note taking</li> <li>adapts the content of their speech for a specific audience. E.g.: use of humour</li> <li>speaks with flair and passion</li> </ul>	<ul style="list-style-type: none"> <li>uses humour effectively</li> <li>begins to be able to read a room and take action accordingly. E.g.: if everyone looks disengaged, move on or change the topic or if people look confused then stopping to take questions</li> </ul>