

Oracy Progression Document: Reception

<p style="text-align: center;">Physical</p> 	<p style="text-align: center;">Linguistic</p> 	<p style="text-align: center;">Cognitive</p> 	<p style="text-align: center;">Social & Emotional</p> 
<p>To make eye contact with who we are talking to.</p> <p>To speak clearly so we can be understood</p> <p>To use gestures to support meaning in play.</p>	<p>To use talk in our play</p> <p>To practice new vocabulary.</p> <p>To speak in full sentences as appropriate.</p> <p>To join phrases with words such as 'and', 'but' 'because' 'so'.</p>	<p>To use 'because' to develop our ideas.</p> <p>To contribute at the right time.</p> <p>To make relevant contributions and ask questions.</p> <p>To describe events that have happened to us in some detail.</p>	<p>To take turns to speak when working in a group.</p> <p>To develop social phrases.</p> <p>To respond appropriately to what is being said or asked. E.g. staying on topic.</p>

Oracy Progression Document: Year 1

<p style="text-align: center;">Physical</p> 	<p style="text-align: center;">Linguistic</p> 	<p style="text-align: center;">Cognitive</p> 	<p style="text-align: center;">Social & Emotional</p> 
<p>To begin to use the appropriate tone of voice in different contexts. E.g. speaking calmly when resolving an issue.</p> <p>To begin to project our voices so we can be heard by others in class.</p>	<p>To use vocabulary specific to the topic.</p> <p>To take opportunities to try out new language.</p> <p>To organise and sequence ideas e.g. firstly, secondly, finally.</p>	<p>To ask a question when we haven't understood.</p> <p>To disagree with someone else's opinion politely.</p> <p>To order talk into beginning, middle and end.</p>	<p>To begin to show proof of listening - track the speaker.</p> <p>To listen to others and be willing to change our minds based on what we have heard.</p> <p>To support others in a discussion by being respectful to each other.</p>

Oracy Progression Document: Year 2

<p style="text-align: center;">Physical</p> 	<p style="text-align: center;">Linguistic</p> 	<p style="text-align: center;">Cognitive</p> 	<p style="text-align: center;">Social & Emotional</p> 
<p>To explore pace and expression when talking aloud.</p> <p>To use gestures 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>To adapt how we speak in different situations according to the audience.</p> <p>To use sentence stems and actions to signal when we are building on or challenging others' ideas.</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 using our background knowledge and others ideas.</p>	<p>To begin to show confidence when speaking in front of an audience.</p> <p>To show and understand what proof of listening looks like.</p> <p>To be aware of others who have not spoken and to invite them into discussion</p>

Oracy Progression Document: Year 3

<p style="text-align: center;">Physical</p> 	<p style="text-align: center;">Linguistic</p> 	<p style="text-align: center;">Cognitive</p> 	<p style="text-align: center;">Social & Emotional</p> 
<p>To use different tones of voice and adapt our voices to the context.</p> <p>To use subtle gestures and facial expressions to indicate a range of different emotions.</p> <p>To consider position and posture when addressing an audience</p>	<p>To use specialist vocabulary.</p> <p>To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</p> <p>To consider the level of formality needed</p>	<p>To respond appropriately to what is being said and give reasons for our views.</p> <p>To reflect on discussions and identify how to improve them.</p> <p>To be able to summarise a discussion.</p> <p>To reach shared agreement in discussions.</p>	<p>To speak with confidence in front of an audience.</p> <p>To show active listening.</p> <p>To adapt the content of our speech for a specific audience to gain their interest.</p>

Oracy Progression Document: Year 4

<p style="text-align: center;">Physical</p> 	<p style="text-align: center;">Linguistic</p> 	<p style="text-align: center;">Cognitive</p> 	<p style="text-align: center;">Social & Emotional</p> 
<p>To develop stage presence as a performer, thinking about how our body language impacts our delivery.</p> <p>To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p>	<p>To carefully consider the words and phrasing we use to express our ideas and how this supports the purpose of talk.</p> <p>To use grammar appropriate to the context.</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 offer opinions that are not our own.</p> <p>To reflect on our own oracy skills and identify areas of strength and areas to improve.</p>	<p>To be able to empathise with an audience.</p> <p>To use more subtle prompts for turn taking.</p> <p>To consider the impact of our words on others when giving feedback.</p>

Oracy Progression Document: Year 5

<p style="text-align: center;">Physical</p> 	<p style="text-align: center;">Linguistic</p> 	<p style="text-align: center;">Cognitive</p> 	<p style="text-align: center;">Social & Emotional</p> 
<p>To project our voices to a large audience.</p> <p>To adapt our gestures, posture, facial expression, tone of voice and pace to any context.</p>	<p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>To construct language effectively for a range of purposes, considering the formality. E.g. avoid yeah or like</p> <p>To begin to use rhetorical techniques e.g. humour, irony</p>	<p>To be clear about what we want to say and include suitable information.</p> <p>To be able to draw upon knowledge of the world to support our 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 respond appropriately without repeating what has been said.</p> <p>To listen for extended periods of time.</p> <p>To speak with flair and passion to maintain the interest of the listener.</p>

Oracy Progression Document: Year 6

<p style="text-align: center;">Physical</p> 	<p style="text-align: center;">Linguistic</p> 	<p style="text-align: center;">Cognitive</p> 	<p style="text-align: center;">Social & Emotional</p> 
<p>To speak fluently and clearly in front of a range of audiences.</p> <p>To adapt gestures, posture, facial expression, tone of voice and pace to engage others.</p> <p>To consciously adapt tone, pace and volume of voice within a single situation.</p>	<p>To vary grammar and sentence structures for effect when speaking.</p> <p>To be comfortable using idioms and expressions.</p> <p>To begin to use the subject specific language of different disciplines ensuring the appropriate level of formality. e.g. talking like a scientist, a historian, a mathematician or tour guide</p>	<p>To ask questions that clarify, probe and challenge.</p> <p>To construct a developed argument or narrative including evidence to support our ideas or opinions.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate</p>	<p>To take turns to talk more naturally and look for opportunities to include others e.g. through asking others opinions.</p> <p>To use humour effectively.</p> <p>To gain, maintain and monitor the interest of the listeners. e.g. moving on; changing topic or stopping to take questions</p>

Physical



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To make eye contact with who we are talking to.</p> <p>To speak clearly so we can be understood</p> <p>To use gestures to support meaning in play.</p>	<p>To begin to use the appropriate tone of voice in different contexts. E.g. speaking calmly when resolving an issue.</p> <p>To begin to project our voices so we can be heard by others in class.</p>	<p>To use gestures 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>To use different tones of voice and adapt our voices to the context.</p> <p>To use subtle gestures and facial expressions to indicate a range of different emotions.</p> <p>To consider position and posture when addressing an audience</p>	<p>To develop stage presence as a performer, thinking about how our body language impacts our delivery.</p> <p>To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p>	<p>To project our voices to a large audience.</p> <p>To adapt our gestures, posture, facial expression, tone of voice and pace to any context.</p>	<p>To speak fluently and clearly in front of a range of audiences.</p> <p>To adapt gestures, posture, facial expression, tone of voice and pace to engage others.</p> <p>To consciously adapt tone, pace and volume of voice within a single situation.</p>

Linguistic



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To use talk in our play</p> <p>To practice new vocabulary.</p> <p>To speak in full sentences as appropriate.</p> <p>To join phrases with words such as 'and', 'but' 'because' 'so'.</p>	<p>To use vocabulary specific to the topic.</p> <p>To take opportunities to try out new language.</p> <p>To organise and sequence ideas e.g. firstly, secondly, finally.</p>	<p>To adapt how we speak in different situations according to the audience.</p> <p>To use sentence stems and actions to signal when we are building on or challenging others' ideas.</p>	<p>To use specialist vocabulary.</p> <p>To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</p> <p>To consider the level of formality needed</p>	<p>To carefully consider the words and phrasing we use to express our ideas and how this supports the purpose of talk.</p> <p>To use grammar appropriate to the context.</p>	<p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>To construct language effectively for a range of purposes, considering the formality. E.g. avoid yeah or like</p> <p>To begin to use rhetorical techniques e.g. humour, irony</p>	<p>To vary grammar and sentence structures for effect when speaking.</p> <p>To be comfortable using idioms and expressions.</p> <p>To begin to use the subject specific language of different disciplines ensuring the appropriate level of formality. e.g. talking like a scientist, a historian, a mathematician or tour guide</p>

Cognitive



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To use 'because' to develop our ideas.</p> <p>To contribute at the right time.</p> <p>To make relevant contributions and ask questions.</p> <p>To describe events that have happened to us in some detail.</p>	<p>To ask a question when we haven't understood.</p> <p>To disagree with someone else's opinion politely.</p> <p>To order talk into beginning, middle and end.</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 using our background knowledge and others ideas.</p>	<p>To respond appropriately to what is being said and give reasons for our views.</p> <p>To reflect on discussions and identify how to improve them.</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 offer opinions that are not our own.</p> <p>To reflect on our own oracy skills and identify areas of strength and areas to improve.</p>	<p>To be clear about what we want to say and include suitable information.</p> <p>To be able to draw upon knowledge of the world to support our 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 ask questions that clarify, probe and challenge.</p> <p>To construct a developed argument or narrative including evidence to support our ideas or opinions.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate</p>

Social & Emotional



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To take turns to speak when working in a group.</p> <p>To develop social phrases.</p> <p>To respond appropriately to what is being said or asked. E.g. staying on topic.</p>	<p>To begin to show proof of listening - track the speaker.</p> <p>To listen to others and be willing to change our minds based on what we have heard.</p> <p>To support others in a discussion by being respectful to each other.</p>	<p>To begin to show confidence when speaking in front of an audience.</p> <p>To show and understand what proof of listening looks like.</p> <p>To be aware of others who have not spoken and to invite them into discussion</p>	<p>To speak with confidence in front of an audience.</p> <p>To show active listening.</p> <p>To adapt the content of our speech for a specific audience to gain their interest.</p>	<p>To be able to empathise with an audience.</p> <p>To use more subtle prompts for turn taking.</p> <p>To consider the impact of our words on others when giving feedback.</p>	<p>To respond appropriately without repeating what has been said.</p> <p>To listen for extended periods of time.</p> <p>To speak with flair and passion to maintain the interest of the listener.</p>	<p>To take turns to talk more naturally and look for opportunities to include others e.g. through asking others opinions.</p> <p>To use humour effectively.</p> <p>To gain, maintain and monitor the interest of the listeners. e.g. moving on; changing topic or stopping to take questions</p>

