

# St John & St James' C of E Primary School

## Oracy Skills Progression Map



	Physical	Linguistic	Cognitive	Social/Emotional
<b>Nursery</b>	<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 meaning e.g. pointing at parts of a plant.</li> </ul>	<ul style="list-style-type: none"> <li>• Use talk in play to practice new vocabulary: e.g: "That's light, that's heavy, more or less."</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple questions</li> <li>• Start to provide contributions which match what has been asked.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at someone who is speaking to you.</li> <li>• Waiting to speak, until it's your turn.</li> </ul>
<b>Reception</b>	<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> </ul>	<ul style="list-style-type: none"> <li>• Begin to speak in sentences, joining phrases with words such as "if, because, so, could, but."</li> <li>• Use key vocabulary from class texts in verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributions that match what has been asked</li> <li>• Expanding on ideas using "why"</li> <li>• Use 'because' to develop their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforcing looking at someone who is speaking to you.</li> <li>• Reinforcing waiting for a turn – take turns to speak when feeding back to a group.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Look at who is talking to you and you are talking to</li> <li>• Speak clearly and confidently in a range of contexts</li> <li>• Use appropriate tone of voice for context (projecting voice for large audience)</li> <li>• Use hand gestures to support delivery in presentational talk (pointing to something being discussed)</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in sentences using joining phrases to link ideas</li> <li>• Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller</li> <li>• Take opportunities to try out new language, even if it is not always correctly used</li> <li>• Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...'</li> <li>• Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</li> </ul>	<ul style="list-style-type: none"> <li>• Use 'because' to develop their ideas</li> <li>• Make relevant contributions that match what has been asked</li> <li>• Ask simple questions</li> <li>• Describe events that have happened to them in detail</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to others</li> <li>• Be willing to change their mind based on what they have heard</li> <li>• Begin to organise group discussions independently of an adult</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Look at who is talking to you and you are talking to.</li> <li>• Use body language to show active listening (nodding along, facial expressions)</li> <li>• Speak clearly and confidently with appropriate volume and pace.</li> <li>• Hand gestures when speaking become increasingly natural</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking in sentences using joining phrases to create longer sentences</li> <li>• Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom</li> <li>• Use sentence stems to signal when they are building or</li> </ul>	<ul style="list-style-type: none"> <li>• Offer reasons for their opinions</li> <li>• Recognise when they haven't understood something and ask a question</li> <li>• Disagree with someone else's opinion politely</li> <li>• Explain ideas and events in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• Start to develop an awareness of audience e.g. what might interest a certain group</li> <li>• Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them</li> <li>• Recite/deliver short pre-prepared material to an audience</li> </ul>

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	(such as pointing as someone when referencing their idea.)	challenging others' ideas in group'		
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas.</li> <li>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk</li> <li>Consider position and posture when addressing an audience</li> <li>Consider movement when addressing an audience</li> </ul>	<ul style="list-style-type: none"> <li>Be able to use specialist language to describe their own and others' talk</li> <li>Use specialist vocabulary e.g. speak like an archaeologist</li> <li>Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to find out more about a subject</li> <li>Build on others' ideas in discussions</li> <li>Make connections between what has been said and their own and others' experiences</li> <li>Offer opinions that aren't their own e.g. taking on a specific role in group work</li> <li>Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives</li> </ul>	<ul style="list-style-type: none"> <li>Speak with confidence in front of an audience</li> <li>Begin to recognise different roles within group talk e.g. chairperson</li> <li>Adapt the content of their speech for a specific audience</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Deliberately select movement and gesture when addressing an audience</li> <li>Use pauses for effect in presentational talk.</li> <li>Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</li> </ul>	<ul style="list-style-type: none"> <li>Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain</li> </ul>	<ul style="list-style-type: none"> <li>Reach shared agreement in discussions</li> <li>Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event <ul style="list-style-type: none"> <li>Ask probing questions</li> <li>Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use more natural and subtle prompts for turn taking</li> <li>Start to develop empathy with an audience</li> <li>Consider the impact of their words on others when giving feedback</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>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</li> <li>Project their voice to a large audience</li> <li>Gestures become increasingly natural</li> <li>Consciously adapt tone, pace and volume of voice within a single context.</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions</li> <li>Consider the words and phrases used to express their ideas and how this supports the purpose of talk</li> </ul>	<ul style="list-style-type: none"> <li>Draw upon knowledge of the world to support their own point of view and explore different perspectives</li> <li>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event</li> <li>Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true,</li> </ul>	<ul style="list-style-type: none"> <li>Listen for extended periods of time including notetaking, drawing visual</li> <li>Adapt the content of their speech for a specific audience e.g. use of humour</li> <li>Speak with flair and passion</li> </ul>

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			however what do you think about ...?	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Speak fluently in front of an audience.</li> <li>• Have a stage presence</li> <li>• Consciously adapt, tone, pace and volume of voice</li> </ul>	<ul style="list-style-type: none"> <li>• Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</li> <li>• Vary sentence structures and length for effect when speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a detailed argument or complex narrative</li> <li>• Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate</li> <li>• Reflect on their own and others' oracy skills and identify how to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Use humour effectively</li> <li>• Begin 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</li> </ul>