



**Progression of Oracy Skills (Adapted from Oracy Cambridge Framework) (Highlighted parts will need teaching discretely).**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>PHYSICAL</b>	<ul style="list-style-type: none"> <li>• Speak clearly with appropriate volume</li> <li>• Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing</li> <li>• Look at who is talking and who you are talking to</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate tone of voice in the right context e.g. To project their voice to a large audience.</li> <li>• Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing</li> <li>• Speak clearly and confidently in a range of contexts</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 natural to support speech e.g. gesturing towards someone if referencing their idea</li> <li>• Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions</li> </ul>	<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</li> <li>• Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas</li> <li>• Consider position and posture when addressing an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</li> <li>• Deliberately select movement and gesture when addressing an audience</li> <li>• To use pauses for effect in presentational talk e.g. when telling an anecdote or joke</li> </ul>	<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>• Consciously adapt tone, pace and volume of voice within a single context</li> <li>• Gestures become increasingly natural</li> <li>• Project their voice to a large audience</li> </ul>	<ul style="list-style-type: none"> <li>• Consciously adapt, tone, pace and volume of voice</li> <li>• Have a stage presence</li> <li>• Speak fluently in front of an audience.</li> </ul>
<b>LINGUISTIC</b>	<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 talk in play to practice new vocabulary e.g. lighter, heavier</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in sentences using joining phrases to link ideas</li> <li>• Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</li> <li>• Take opportunities to try out new language, even if it is not always correctly used</li> <li>• Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller</li> <li>• Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...'</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking in sentences using joining phrases to create longer sentences e.g. because/when</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 challenging others' ideas in group</li> </ul>	<ul style="list-style-type: none"> <li>• Use before, after, while and so to make sentences longer</li> <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 'ice' using 'delectable'</li> </ul>	<ul style="list-style-type: none"> <li>• Begin explanations or story sentences which phrases using 'later, before, after, while'</li> <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>• Use long sentences to talk about ideas</li> <li>• Consider the words and phrases used to express their ideas and how this supports the purpose of talk</li> <li>• Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions</li> </ul>	<ul style="list-style-type: none"> <li>• Be comfortable using idioms and expressions</li> <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>



<p><b>COGNITIVE</b></p>	<ul style="list-style-type: none"> <li>● Use 'because' to develop their ideas</li> <li>● Ask simple questions</li> <li>● Make relevant contributions that match what has been asked</li> <li>● Describe events that have happened to them in detail</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>● 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> </ul>	<ul style="list-style-type: none"> <li>● Ask relevant questions to find out more about a subject</li> <li>● Reach shared agreement in discussions</li> <li>● Offer opinions that aren't their own e.g. taking on the role of ...</li> <li>● Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve</li> </ul>	<ul style="list-style-type: none"> <li>● Ask probing question / a series of questions to have a conversation</li> <li>● Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event</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>	<ul style="list-style-type: none"> <li>● Ask a variety of follow up questions to find out more about the initial answer / information given</li> <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, however what do you think</li> </ul>	<ul style="list-style-type: none"> <li>● Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate</li> <li>● Construct a detailed argument or complex narrative</li> <li>● Reflect on their own and others' oracy skills and identify how to improve.</li> </ul>
<p><b>SOCIAL AND EMOTIONAL</b></p>	<ul style="list-style-type: none"> <li>● Speak Look at someone who is speaking to them</li> <li>● Wait for a turn. Taking turns to speak, when working in a group</li> </ul>	<ul style="list-style-type: none"> <li>● Speak Listen and respond appropriately to others</li> <li>● Begin to organise group discussions independently of an adult</li> <li>● Be willing to change their mind based on what they have heard</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>● Recite/deliver short pre-prepared material to an audience</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> </ul>	<ul style="list-style-type: none"> <li>● Adapt the content of their speech for a specific audience</li> <li>● Speak with confidence in front of an audience</li> <li>● Begin to recognise different roles within group talk e.g. chairperson</li> </ul>	<ul style="list-style-type: none"> <li>● Start to develop empathy with an audience</li> <li>● Speak and use more natural and subtle prompts for turn taking</li> <li>● Consider the impact of their words on others when giving feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Adapt the content of their speech for a specific audience e.g. use of humour</li> <li>● Listen for extended periods of time including notetaking</li> <li>● Speak with flair and passion</li> </ul>	<ul style="list-style-type: none"> <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> <li>● Speak Use humour effectively</li> </ul>