Northway Community Primary School

Progression in Oracy

Nursery

Physical	Linguistic	Cognitive	Social & Emotional
To give attention by turning body towards the speaker. To speak to be heard clearly by others.	To use familiar words with confidence. To use some taught vocabulary to describe. To choose words to explore and share their own ideas.	To begin to understand and ask how and why questions. To use 'and' to link their ideas. To describe events currently happening and what might happen next.	To listen and respond to others, e.g. through action or commnet To take turns to speak with the support of an adult.

Reception

Physical	Linguistic	Cognitive	Social & Emotional
To use gesture to support meaning in play. To speak audibly so they can be heard and understood.	To use talk in play to practise new or recently introduced vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. To choose language to discuss ideas and feelings.	To begin to comment on what others have said. To wonder about ideas. To use 'because' to develop and extend their ideas. To describe events that have happened to them in detail.	To listen attentively in a pair or small group, e.g. participate in a back and forth exchange. To take turns to speak with a partner independently.

Year 1

Physical	Linguistic	Cognitive	Social & Emotional
To use body language to show listening, e.g. turning to face the speaker, adjusting position to sit with a partner. To experiment with adjusting tone, volume and pace.	To use vocabulary specific to the topic at hand. To use conjunctions to organise and sequence ideas, e.g. first, next, finally. To begin to use appropriate vocabulary to agree/ disagree with others.	To consider the merits of different viewpoints and begin to link them, (e.g. I agree with… because…). To offer reasons for opinions. To explain ideas and events in chronological order. To ask a question when they haven't understood.	Listen carefully to others. To participate in group discussions independently of an adult. To disagree with someone else's opinion politely.

Year 2

Physical	Linguistic	Cognitive	Social & Emotional
To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To speak clearly and confidently in a range of contexts.	To adapt how they speak in different situations according to audience. To take opportunities to try out new language. To use newly learnt vocabulary in an appropriate way.	To ask questions to find out more about a subject. To build on others' ideas in discussions. To listen carefully to be able to make connections between what has been said and their own and others' experiences.	To encourage everyone to contribute, e.g. listen as well as share own ideas when working in a small group. To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre-prepared material.

Year 3

Physical	Linguistic	Cognitive	Social & Emotional
To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences. To show attention to the speaker, e.g. through facial expression.	To begin to use specialist vocabulary related to a subject area or topic. To be able to use specialist language to describe their own and others' talk, e.g. language of the Oracy Framework To begin to make precise language choices for effect (e.g. describing a cake as 'delectable' instead of 'nice').	To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To listen and respond to ideas, to reach shared agreement in discussions.	Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.

Year 4

Physical	Linguistic	Cognitive	Social & Emotional
To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.	To carefully consider the words and phrasing they use to express their ideas. To choose language to support the purpose for talk To routinely use specialist subject related vocabulary when discussing a known topic.	To be able to give supporting evidence, e.g. citing a text, a previous example or a historical event. To explore ideas and opinions by asking relevant questions. To reflect on their own oracy skills and identify areas of strength and areas to improve. To sequence ideas, e.g. when presenting or explaining.	To use more natural and subtle prompts for turn taking. To develop an awareness of audience. To consider the impact of t eir words on ot ers when giving feedback.

Year 5

Physical	Linguistic	Cognitive	Social & Emotional
For body language to become increasingly natural. To project t eir voice to a large audience.	To accurately signal a specific talk move in discussion (e.g. to signal a challenge, point of clarification etc.) To select specific vocabulary appropriate to the topic at and. To consider the formality of language.	To be able to draw upon knowledge of the world to support t eir own point of view. To seek to understand different perspectives, e.g. by asking thoug tful questions. To identify w en a discussion is going off topic and to be able to bring it back on track. To organise and group ideas to communicate information.	Listening actively for extended periods of time, e.g. ask questions and take notes. To speak wit flair and passion on a chosen and familiar topic.

Year 6

Physical	Linguistic	Cognitive	Social & Emotional
To have a stage presence, e.g. in a performance or presentation. To adjust tone, volume and pace for a given purpose and audience. To show interest in what the speaker is saying through use of body language.	To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions for effect. To use sophisticated vocabulary appropriate to the context and purpose of talk.	To construct a detailed argument or complex narrative. To listen to and assess different viewpoints and present counter-arguments. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To acknowledge and explain changes of position.	To use increasingly sophisticated techniques to engage listeners in presentational contexts. 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. To develop an awareness of group dynamics and invite those who haven't spoken to contribute. To listen and respond so turn taking is more subtle and conversation can flow naturally.