



## **Progression in Oracy – by Strand**

Year group	Physical	Linguistic	Cognitive	Social and Emotional
<b>FS1</b>	To turn your body towards the speaker for an appropriate amount of time. To speak to be heard clearly by others.	To use talk in play to practise new vocabulary. To join phrases with words such as 'if' 'so'.	To begin to understand how and why questions. To use 'and' to link their ideas. To describe events currently happening and what might happen next.	To listen to others. To take turns to speak with the support of an adult.
<b>FS2</b>	To use gesture to support meaning in play. To speak audibly so they can be heard and understood.	To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'but'.	To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail.	To listen attentively in a pair or small group. To take turns to speak with a partner independently.
<b>Year 1</b>	To use body language to show listening. To experiment with adjusting tone, volume and pace.	To use vocabulary appropriate and specific to the topic at hand. To take opportunities to try out new language. To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.	To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order.	To listen carefully to others. To participate in group discussions independently of an adult.
<b>Year 2</b>	To start 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 use sentence stems to signal when they are building on or challenging others' ideas. 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 make connections between what has been said and their own and others' experiences.	To encourage everyone to contribute. To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre-prepared material.
<b>Year 3</b>	To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences.	To begin to use specialist vocabulary. To be able to use specialist language to describe their own and others' talk. To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	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 reach shared agreement in discussions.	To 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.

<b>Year 4</b>	<p>To consider movement when addressing an audience.</p> <p>To consider how tone, volume and pace influence meaning.</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>To use specialist vocabulary when discussing a known topic.</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 reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	<p>To use more natural and subtle prompts for turn taking.</p> <p>To develop an awareness of audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>
<b>Year 5</b>	<p>For body language to become increasingly natural.</p> <p>To project their voice to large audience.</p>	<p>To use an increasingly sophisticated range of sentence stems with accuracy.</p> <p>To select specific vocabulary appropriate to the topic at hand.</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>To listen actively for extended periods of time.</p> <p>To speak with flair and passion.</p>
<b>Year 6</b>	<p>To have a stage presence.</p> <p>To adjust tone, volume and pace for a given purpose and audience.</p>	<p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions.</p> <p>To use sophisticated vocabulary appropriate to the context and purpose of talk.</p>	<p>To construct a detailed argument or complex narrative.</p> <p>To assess different viewpoints and present counter-arguments.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>To acknowledge and explain changes of position.</p>	<p>To use humour effectively.</p> <p>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.</p> <p>To develop an awareness of group dynamics and invite those who haven't spoken to contribute.</p>

Based on materials from

