

**St Dunstan’s RC Primary School**

**Oracy Progression** **Document 2023 / 2024**

|  |  |
| --- | --- |
| **Oracy -Progression of Skills - EYFS** | |
| **Physical**  • To speak audibly so they can be heard and understood  • To use gestures to support meaning in play | **Linguistic**  • To use talk in play to practice new vocabulary  • To join phrases with words such as ‘if’, ‘because’ ‘so’ ‘could’ ‘but’ |
| **Cognitive**  • To use ‘because’ to develop their ideas  • To make relevant contributions and asks questions  • To describe events that have happened to them in detail | **Social and emotional**  • To look at someone who is speaking to them  • To take turns to speak when working in a group |

|  |  |
| --- | --- |
| **Oracy -Progression of Skills - Year 1** | |
| **Physical**  • To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.  • To speak clearly and confidently in a range of contexts | **Linguistic**  • To use vocabulary appropriate specific to the topic at hand  • To take opportunities to try out new language, even if not always used correctly.  • 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. |
| **Cognitive**  • To offer reasons for their opinions  • To recognise when they have not understood something and asks a question to help with this.  • To disagree with someone else’s opinion politely.  • To explain ideas and events in chronological order. | **Social and emotional**  • Listens to others and is willing to change their mind based on what they have heard  • To organise group discussions independently of an adult. |

|  |  |
| --- | --- |
| **Oracy -Progression of Skills - Year 2** | |
| Physical  • To start to use gesture 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 | Linguistic  • 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. |
| Cognitive  • 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. | Social and emotional  • To start to develop an awareness of audience e.g. what might interest a certain group.  • To be aware of others who have not spoken and to invite them into discussion.  • Confident delivery of short pre-prepared material. |

|  |  |
| --- | --- |
| **Oracy -Progression of Skills - Year 3** | |
| **Physical**  • 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.  • Considers position and posture when addressing an audience. | **Linguistic**  • To be able to use specialist language to describe their own and others’ talk. • To use specialist vocabulary  • To make precise language e.g. instead of describing a cake as ‘nice’ using ‘delectable’. |
| **Cognitive**  • To offer opinions that are not their own.  • To reflect on discussions and identify how to improve.  • To be able to summarise a discussion.  • To reach shared agreement in discussions. | **Social and emotional**  • To adapt the content on their speech for a specific audience.  • To speak with confidence in front of an audience. |

|  |  |
| --- | --- |
| **Oracy -Progression of Skills - Year 3** | |
| **Physical**  • 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.  • Considers position and posture when addressing an audience. | **Linguistic**  • To be able to use specialist language to describe their own and others’ talk. • To use specialist vocabulary  • To make precise language e.g. instead of describing a cake as ‘nice’ using ‘delectable’. |
| **Cognitive**  • To offer opinions that are not their own.  • To reflect on discussions and identify how to improve.  • To be able to summarise a discussion.  • To reach shared agreement in discussions. | **Social and emotional**  • To adapt the content on their speech for a specific audience.  • To speak with confidence in front of an audience. |

|  |  |
| --- | --- |
| **Oracy -Progression of Skills – Year 4** | |
| **Physical**  • To consider movement when addressing an audience. ● To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. | **Linguistic**  • To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. |
| **Cognitive**  • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. ● To ask probing questions. ● To reflect on their own oracy skills and identify areas of strength and areas to improve | **Social and emotional**  • To use more natural and subtle prompts for turn taking. ● To be able to empathise with an audience. ● To consider the impact of their words on others when giving feedback. |

|  |
| --- |
| **Oracy -Progression of Skills – Year 4** |

|  |  |
| --- | --- |
| **Oracy -Progression of Skills – Year 5** | |
| **Physical**  ● To project their voice to large audience. ● For gestures to become increasingly natural. | **Linguistic**  ● To use an increasingly sophisticated range of sentence stems with fluency and accuracy |
| **Cognitive**  ● 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  . | **Social and emotional**  ● Listening for extended periods of time. ● To speak with flair and passion. |

|  |  |
| --- | --- |
| **Oracy -Progression of Skills – Year 6** | |
| **Physical**  ● To speak fluently in front of an audience. ● To have a stage presence. ● Consciously adapt tone, pace and volume of voice within a single situation. | **Linguistic**  ● To vary sentence structures and length for effect when speaking. ● To be comfortable using idiom and expressions. |
| **Cognitive**  ● To construct a detailed argument or complex narrative. ● To spontaneously respond to increasingly complex questions, citing evidence where appropriate.  . | **Social and emotional**  ● To use humour effectively. 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. |

 