



**St Dunstan's RC Primary School**

**Oracy Progression Document 2023 / 2024**

## Oracy -Progression of Skills - EYFS

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| <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• To speak audibly so they can be heard and understood</li> <li>• To use gestures to support meaning in play</li> </ul>   | <p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>• To use talk in play to practice new vocabulary</li> <li>• To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</li> </ul> |
| <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>• To use 'because' to develop their ideas</li> <li>• To make relevant contributions and asks questions</li> <li>• To describe events that have happened to them in detail</li> </ul> | <p><b>Social and emotional</b></p> <ul style="list-style-type: none"> <li>• To look at someone who is speaking to them</li> <li>• To take turns to speak when working in a group</li> </ul>                  |

## Oracy -Progression of Skills - Year 1

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| <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</li> <li>• To speak clearly and confidently in a range of contexts</li> </ul>   | <p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>• To use vocabulary appropriate specific to the topic at hand</li> <li>• To take opportunities to try out new language, even if not always used correctly.</li> <li>• To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</li> <li>• To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</li> </ul> |
| <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>• To offer reasons for their opinions</li> <li>• To recognise when they have not understood something and asks a question to help with this.</li> <li>• To disagree with someone else's opinion politely.</li> <li>• To explain ideas and events in chronological order.</li> </ul> | <p><b>Social and emotional</b></p> <ul style="list-style-type: none"> <li>• Listens to others and is willing to change their mind based on what they have heard</li> <li>• To organise group discussions independently of an adult.</li> </ul>  |

## Oracy -Progression of Skills - Year 2

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| <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>                                | <p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>• To adapt how they speak in different situations according to audience.</li> <li>• To use sentence stems to signal when they are building on or challenging others' ideas.</li> </ul>   |
| <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>• To ask questions to find out more about a subject.</li> <li>• To build on others' ideas in discussions.</li> <li>• To make connections between what has been said and their own and others' experiences.</li> </ul> | <p><b>Social and emotional</b></p> <ul style="list-style-type: none"> <li>• To start to develop an awareness of audience e.g. what might interest a certain group.</li> <li>• To be aware of others who have not spoken and to invite them into discussion.</li> <li>• Confident delivery of short pre-prepared material.</li> </ul> |

## Oracy -Progression of Skills - Year 3

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| <p><b>Physical</b></p> <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>• Considers position and posture when addressing an audience.</li> </ul> | <p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>• To be able to use specialist language to describe their own and others' talk. • To use specialist vocabulary</li> <li>• To make precise language e.g. instead of describing a cake as 'nice' using 'delectable'.</li> </ul> |
| <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>• To offer opinions that are not their own.</li> <li>• To reflect on discussions and identify how to improve.</li> <li>• To be able to summarise a discussion.</li> <li>• To reach shared agreement in discussions.</li> </ul>                                   | <p><b>Social and emotional</b></p> <ul style="list-style-type: none"> <li>• To adapt the content on their speech for a specific audience.</li> <li>• To speak with confidence in front of an audience.</li> </ul>   |

## Oracy -Progression of Skills – Year 4

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| <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>   | <p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>• To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</li> </ul>   |
| <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> | <p><b>Social and emotional</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> |

## Oracy -Progression of Skills – Year 5

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| <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• To project their voice to large audience. • For gestures to become increasingly natural.</li> </ul>   | <p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>• To use an increasingly sophisticated range of sentence stems with fluency and accuracy</li> </ul> |
| <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> | <p><b>Social and emotional</b></p> <ul style="list-style-type: none"> <li>• Listening for extended periods of time. • To speak with flair and passion.</li> </ul>   |

## Oracy -Progression of Skills – Year 6

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| <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>● To speak fluently in front of an audience.</li> <li>● To have a stage presence.</li> <li>● Consciously adapt tone, pace and volume of voice within a single situation.</li> </ul> | <p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>● To vary sentence structures and length for effect when speaking.</li> <li>● To be comfortable using idiom and expressions.</li> </ul>   |
| <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>● To construct a detailed argument or complex narrative.</li> <li>● To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</li> </ul>      | <p><b>Social and emotional</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> |

