St Andrew's CE Primary Oracy Progression

skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Physical	Look at who is talking and who you are talking to (adapt to look at forehead or chin) Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing	Speak clearly and confidently Use appropriate tone of voice Continue to use gesture to support delivery of meaning	Speak clearly and confidently with appropriate volume Gestures start to become increasingly natural to support speech Use body language to show active listening and support meaning when speaking e.g. nodding along,	Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively Consider position and posture when addressing an audience	To use pauses for effect in presentational talk e.g. when telling an anecdote or joke Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground	Deliberately varies tone e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story Project their voice to a large audience	Speak fluently in front of an audience. Have a stage presence – engage the audience through body language and voice

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Linguistic	Use talk in play to practice new vocabulary	Speak in sentences Using vocabulary	Adapt how to speak in different situations according to	Be able to use specialist language to describe their	Carefully consider the words and phrasing they use to express	Use an increasingly sophisticated range of sentence	Vary sentence structures and length for effect

	e.g. lighter, heavier Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'	appropriately specific to the topic in hand Take opportunities to try out new language, even if it is not always correctly used Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with… because...' 'linking to…'	the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom Use sentence stems to signal when they are building or challenging others' ideas in group'	own and others' talk Use specialist vocabulary e.g. speak like an archaeologist	their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain	stems with fluency and accuracy to cite evidence and ask probing questions	when speaking Be comfortable using idioms and expressions (explicitly taught for EAL)

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	Use 'because' to develop their ideas Make relevant contributions that match what has been asked Ask simple questions Describe events that have happened to them in detail	Offer reasons for their opinions Recognise when they haven't understood something and ask a question Disagree with someone else's opinion politely Explain in a chronological order	Build on others' ideas in discussions Make connections between what has been said and their own and others' experiences	Offer opinions that aren't their own e.g. taking on the role of … Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve Reach shared agreement in discussions	Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event Ask probing questions Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets	Draw upon knowledge of the world to support their own point of view and explore different perspectives 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 about …?	Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Look at someone who is speaking to them (see physical for	Listen and respond appropriately to others	Start to develop an awareness of audience e.g. what might	Speak with confidence in front of an audience	Start to develop empathy with an audience	Listen for extended periods of time including note-taking,	Begin to be able to read a room or a group and take action

Social and Emotional	adaptions for SEND) Wait for a turn. Taking turns to speak, when working in a group using hoop groups, talk tokens, etc.	Be willing to change their mind based on what they have heard Begin to organise group discussions independently of an adult	interest a certain group Start to show awareness of others who have not spoken and invite them into the discussion Recite/deliver short pre-prepared material to an audience	Begin to recognise different roles within group talk e.g. chairperson Adapt the content of their speech for a specific audience	Consider the impact of their words on others when giving feedback	Adapt the content of their speech for a specific audience e.g. use of humour Speak with flair and passion	accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions