

ORACY PROGRESSION OF SKILLS



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To consider movement when addressing an audience. To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke. 	<ul style="list-style-type: none"> To project their voice to large audience. For gestures to become increasingly natural. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To be able to use specialist language to describe their own and others' talk. To use specialist vocabulary. To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'. 	<ul style="list-style-type: none"> To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. 	<ul style="list-style-type: none"> To use an increasingly sophisticated range of sentence stems with fluency and accuracy. 	<ul style="list-style-type: none"> To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions.

<p>Cognitive</p>	<ul style="list-style-type: none"> To offer reasons for their opinions To recognise when they haven't 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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'. To identify when a discussion is going off topic and to be able to bring it back on track. 	<ul style="list-style-type: none"> To construct a detailed argument or complex narrative. To spontaneously respond to increasingly complex questions, citing evidence where appropriate.
<p>Social & Emotional</p>	<ul style="list-style-type: none"> Listens to others and is willing to change their mind based on what they have heard To organise group discussions independently of an adult. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Listening for extended periods of time. To speak with flair and passion. 	<ul style="list-style-type: none"> 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.
<p>Experiences</p>	<p><i>Children should be offered the opportunity and experience to develop the skills outlined above. These could include but are not limited to;</i></p> <ul style="list-style-type: none"> To take part in small group discussions without an adult. To be filmed speaking and use this for reflection To speak in front of a larger audience e.g. during an assembly. 	<p><i>Children should be offered the opportunity and experience to develop the skills outlined above. These could include but are not limited to;</i></p> <ul style="list-style-type: none"> Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom. Participate in a short 'show and tell' session. 	<p><i>Children should be offered the opportunity and experience to develop the skills outlined above. These could include but are not limited to;</i></p> <ul style="list-style-type: none"> Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist. Become a storyteller for an authentic audience. Present to an audience of older or younger students. Chair a discussion. Hold a class meeting. 	<p><i>Children should be offered the opportunity and experience to develop the skills outlined above. These could include but are not limited to;</i></p> <ul style="list-style-type: none"> To use talk for a specific purpose e.g. persuade / entertain. To speak in front of a larger audience of adults e.g. 8 or above To collaboratively solve a problem. To speak with an unknown adult for a specific purpose Create TV/Radio adverts. Mock election hustling Peer teaching Perform poetry by heart 	<p><i>Children should be offered the opportunity and experience to develop the skills outlined above. These could include but are not limited to;</i></p> <ul style="list-style-type: none"> Enter a debate competition BBC school report Create a Youtube Channel Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. Leading a parents' evening. Compering a school talent show or event. Slam poetry Stand up comedy 	<p><i>Children should be offered the opportunity and experience to develop the skills outlined above. These could include but are not limited to;</i></p> <ul style="list-style-type: none"> Give a speech to an audience of peers and adults. Lead School Council Mentor or teach younger students Lead an assembly. Act as a tour guides for prospective parents. Record their own sports commentary.

