

# ORACY PROGRESSION OF SKILLS



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	<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>	<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>	<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>	<ul style="list-style-type: none"> <li>To consider movement when addressing an audience.</li> <li>To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.</li> </ul>	<ul style="list-style-type: none"> <li>To project their voice to large audience.</li> <li>For gestures to become increasingly natural.</li> </ul>	<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>
Linguistic	<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>	<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>	<ul style="list-style-type: none"> <li>To be able to use specialist language to describe their own and others' talk.</li> <li>To use specialist vocabulary.</li> <li>To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</li> </ul>	<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>	<ul style="list-style-type: none"> <li>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> </ul>	<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 offer reasons for their opinions</li> <li>To recognise when they haven't 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>	<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>	<ul style="list-style-type: none"> <li>To offer opinions that aren't 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>	<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.</li> <li>To ask probing questions.</li> <li>To reflect on their own oracy skills and identify areas of strength and areas to improve.</li> </ul>	<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 meat because they believe killing animals is cruel'.</li> <li>To identify when a discussion is going off topic and to be able to bring it back on track.</li> </ul>	<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 &amp; 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>	<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>	<ul style="list-style-type: none"> <li>To adapt the content of their speech for a specific audience.</li> <li>To speak with confidence in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To use more natural and subtle prompts for turn taking.</li> <li>To be able to empathise with an audience.</li> <li>To consider the impact of their words on others when giving feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Listening for extended periods of time.</li> <li>To speak with flair and passion.</li> </ul>	<ul style="list-style-type: none"> <li>To use humour effectively.</li> <li>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>
<p><b>Experiences</b></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"> <li>To take part in small group discussions without an adult.</li> <li>To be filmed speaking and use this for reflection</li> <li>To speak in front of a larger audience e.g. during an assembly.</li> </ul>	<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"> <li>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.</li> <li>Participate in a short 'show and tell' session.</li> </ul>	<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"> <li>Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.</li> <li>Become a storyteller for an authentic audience.</li> <li>Present to an audience of older or younger students.</li> <li>Chair a discussion.</li> <li>Hold a class meeting.</li> </ul>	<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"> <li>To use talk for a specific purpose e.g. persuade / entertain.</li> <li>To speak in front of a larger audience of adults e.g. 8 or above</li> <li>To collaboratively solve a problem.</li> <li>To speak with an unknown adult for a specific purpose</li> <li>Create TV/Radio adverts.</li> <li>Mock election husting</li> <li>Peer teaching</li> <li>Perform poetry by heart</li> </ul>	<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"> <li>Enter a debate competition</li> <li>BBC school report</li> <li>Create a Youtube Channel</li> <li>Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.</li> <li>Leading a parents' evening.</li> <li>Compering a school talent show or event.</li> <li>Slam poetry</li> <li>Stand up comedy</li> </ul>	<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"> <li>Give a speech to an audience of peers and adults.</li> <li>Lead School Council</li> <li>Mentor or teach younger students</li> <li>Lead an assembly.</li> <li>Act as a tour guides for prospective parents.</li> <li>Record their own sports commentary.</li> </ul>

