



Grove Primary School

Oracy Skills Progression



	Physical  Pace, tone, clarity and projection. Gesture, posture, facial expression and eye contact.	Linguistic  Vocabulary, register, grammar and rhetoric.	Cognitive  Choice, viewpoints, structure, questioning, summarising, focus, time management and critical examination.	Social & Emotional  Interaction, turn taking, listening & responding, self-assurance, liveliness, flair and understanding of audience.
Nursery	To speak audibly so they can be heard and understood. To use gestures to support meaning in play.	To use talk in play to practice learned vocabulary. To join phrases with appropriate adjectives and verbs.	To develop their ideas. To make relevant contributions and asks questions. To describe events that have happened to them in sentences.	To look at someone who is speaking to them. To take turns to speak when working in a group.
Reception	To speak with appropriate projection so they can be heard and understood. To use facial expression, eye contact and posture to support meaning in play.	To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	To use 'because' to develop their ideas. To make relevant contributions and asks questions appropriate to the topic at hand. To describe events that have happened to them in detail.	To look at someone who is speaking to them for an extended period of time. To display emotion when speaking within a group.



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Year 1	<p>Use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</p> <p>Speak clearly and confidently in a range of contexts.</p> <p>Begin to show body language associated with careful listening.</p>	<p>Use vocabulary appropriate and specific to the topic at hand.</p> <p>Take opportunities to try out new language, even if not always used correctly.</p> <p>Use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'That could also ...'</p> <p>Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p>	<p>Offer reasons for their opinions.</p> <p>Recognise when they haven't understood something and ask a question to help with this.</p> <p>Disagree with someone else's opinion politely.</p> <p>Explain ideas and events in chronological order.</p>	<p>Listen to others and be willing to change their mind based on what they have heard.</p> <p>Organise group discussions independent of an adult.</p>
Year 2	<p>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.</p> <p>Show body language associated with careful listening.</p>	<p>Adapt how they speak in different situations according to audience.</p> <p>Use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>Mostly speak in grammatically correct sentences.</p>	<p>Ask questions to find out more about a subject.</p> <p>Build on others' ideas in discussions.</p> <p>Make connections between what has been said and their own and others' experiences.</p> <p>Answer using clear sentences.</p>	<p>Develop an awareness of audience e.g. what might interest a certain group.</p> <p>Awareness of others who have not spoken and to invite them into discussion.</p> <p>Confident delivery of short pre-prepared material.</p>



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Year 3	<p>Deliberately vary 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.</p> <p>Consider position and posture when addressing an audience.</p>	<p>Use specialist language to describe their own and others' talk.</p> <p>Use specialist vocabulary related to the topic.</p> <p>Make precise language choices e.g. instead of describing a cake as 'nice' using 'delicious'.</p> <p>Use language appropriate to the audience.</p>	<p>Offer opinions that aren't their own.</p> <p>Begin to offer support for their answers to questions with justifiable reasoning.</p> <p>Reflect on discussions and identify how to improve.</p> <p>Summarise a discussion.</p> <p>Reach shared agreement in discussions.</p> <p>Seek clarification when unclear.</p>	<p>Adapt the content of their speech for a specific audience.</p> <p>Speak with confidence in front of an audience.</p> <p>Make timely contributions.</p>
Year 4	<p>Consider movement when addressing an audience.</p> <p>Use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p>	<p>Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>Know and use language that is acceptable in formal and informal situations with increasing confidence.</p>	<p>Give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>Regularly offer answers that are supported with justifiable reasoning.</p> <p>Ask probing questions.</p> <p>Reflect on their own oracy skills and identify areas of</p>	<p>Use more natural and subtle prompts for turn taking.</p> <p>Empathise with an audience.</p> <p>Consider the impact of their words on others when giving feedback.</p>



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			<p>strength and areas to improve.</p> <p>Seek specific additional information when necessary.</p>	
Year 5	<p>Project their voice to large audience.</p> <p>Gestures to become increasingly natural.</p>	<p>Use an increasingly sophisticated range of sentence stems and full command of standard English with fluency and accuracy.</p> <p>Know and use language that is acceptable in formal and informal situations with confidence.</p>	<p>Draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. rather than saying 'X is a vegetarian so eating meat is wrong' saying, 'lots of people don't eat meat because they believe killing animals is cruel'.</p> <p>Understand how to answer questions that require more detailed answers and justification.</p> <p>Identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>Listen for extended periods of time.</p> <p>Speak with flair and passion.</p>
Year 6	<p>Speak fluently in front of an audience.</p>	<p>Vary sentence structures and length for effect when speaking. Use idiom and expressions confidently.</p>	<p>Construct a detailed argument or complex narrative.</p>	<p>Use humour effectively.</p>



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	<p>Have a stage presence. Consciously adapt tone, pace and volume of voice within a single situation.</p>	<p>Use a broad, deep and rich vocabulary to discuss a range of concepts. Confidently explain the meaning of words and offer alternative synonyms.</p>	<p>Spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>Regularly ask questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers with confidence in a range of situations.</p>	<p>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>
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