

# Oracy Progression of Skills

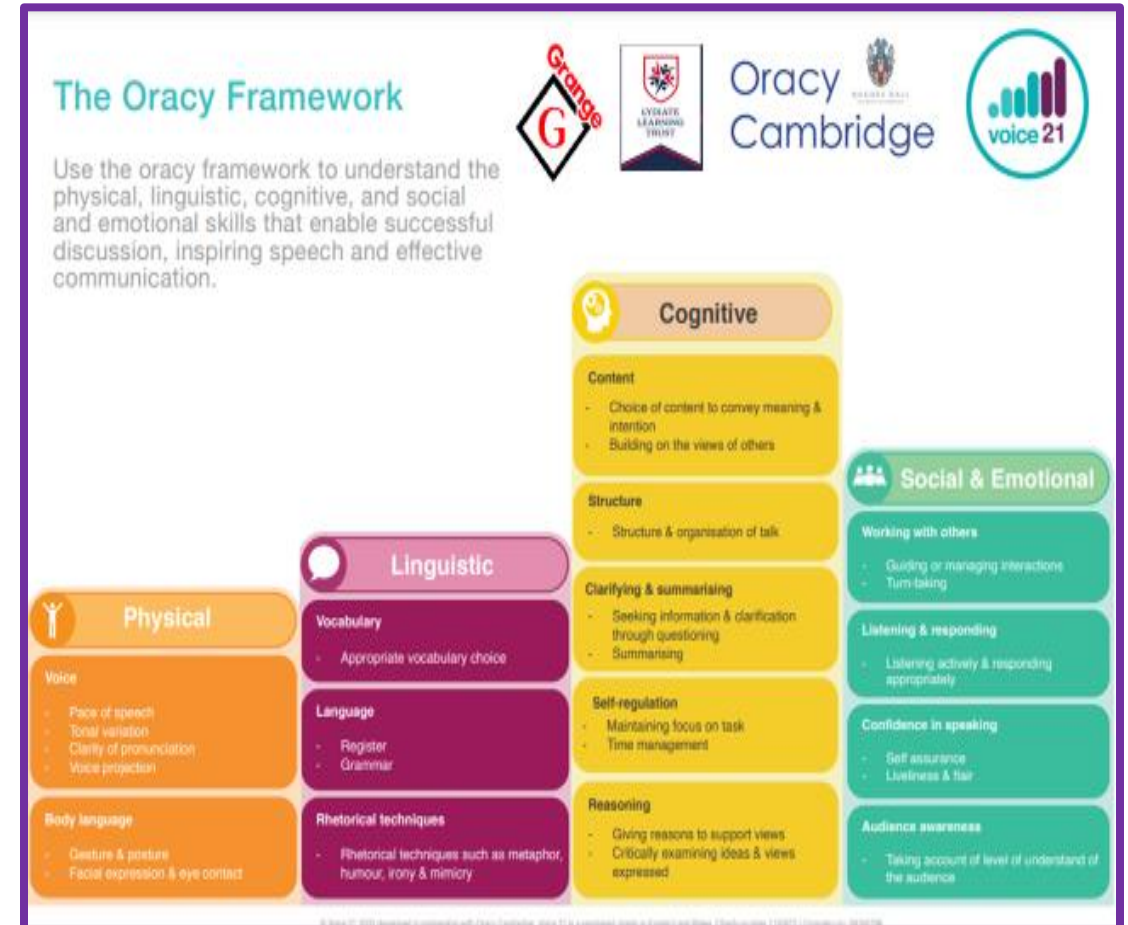
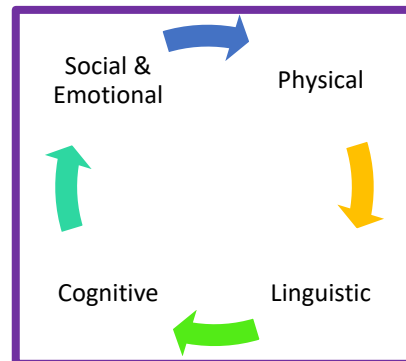


Starting in EYFS ( Nursery & reception) our pupils will embark upon a journey to develop their oracy skills as they progress through to year 6.

This journey allows pupils to develop their oracy skills across all four strands within the Voice 21 Oracy Framework. This includes developing key skills within aspects of physical, linguistic, cognitive and social and emotional oracy.





In order to build on prior learning we revisit the key skills taught in the previous year group to ensure pupils are secure before moving on to the next skill.

The delivery of skills is aligned with the  
The Grange Talk Guidelines



# Oracy Progression of Skills







EYFS				
EYFS	 Physical	 Linguistic	 Cognitive	 Social & Emotional
Autumn	<ul style="list-style-type: none"> <li>To speak audibly so they can be heard and understood.</li> </ul>	<ul style="list-style-type: none"> <li>To use talk in play to practise new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions.</li> <li>To wonder about ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Look at the person who is talking.</li> </ul>	<ul style="list-style-type: none"> <li>To join phrases with words such as 'if', 'because', 'so', 'could', 'but'.</li> </ul>	<ul style="list-style-type: none"> <li>To use 'because' to develop their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To take turns to speak.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>To use gesture to support meaning in play.</li> </ul>	<ul style="list-style-type: none"> <li>To use talk in play to practise new vocabulary.</li> <li>To join phrases with words such as 'if', 'because', 'so', 'could', 'but'.</li> </ul>	<ul style="list-style-type: none"> <li>To describe events that have happened to them in detail.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others.</li> <li>To take turns to speak.</li> </ul>

# Oracy Progression of Skills







## Progression of Skills Year 2

Year 2	 Physical	 Linguistic	 Cognitive	 Social & Emotional
Autumn	<ul style="list-style-type: none"> <li>To use body language to show listening.</li> <li>To experiment with adjusting tone, volume and pace.</li> </ul>	<ul style="list-style-type: none"> <li>To use vocabulary specific to the topic at hand.</li> <li>To take opportunities to try out new language.</li> <li>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</li> <li>To use sentence stems to link to other's ideas in group discussion e.g. I agree with...because...</li> </ul>	<ul style="list-style-type: none"> <li>To explain ideas and events chronological order.</li> <li>To offer reasons for opinions.</li> <li>To disagree with someone else's opinion politely.</li> <li>To consider the merits of different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>To listen carefully to others.</li> <li>To participate in group discussions independently of an adult.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>To speak clearly and confidently in a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <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 ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>To encourage everyone to contribute.</li> <li>To develop an awareness of audience e.g. what might interest a certain group.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</li> </ul>	<ul style="list-style-type: none"> <li>To adapt how they speak in different situations according to audience.</li> </ul>	<ul style="list-style-type: none"> <li>To make connections between what has been said and their own and others' experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Confident delivery of short pre-prepared material.</li> </ul>

# Oracy Progression of Skills







## Progression of Skills Year 3

Year 3	 Physical	 Linguistic	 Cognitive	 Social & Emotional
Autumn	<ul style="list-style-type: none"> <li>To speak clearly and confidently in a range of contexts.</li> <li>To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</li> </ul>	<ul style="list-style-type: none"> <li>To use sentence stems to signal when they are building on or challenging others' ideas.</li> <li>To adapt how they speak in different situations according to audience.</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions to find out more about a subject.</li> <li>To build on other's ideas in discussions.</li> <li>To make connections between what has been said and their own others experiences .</li> </ul>	<ul style="list-style-type: none"> <li>To encourage everyone to contribute.</li> <li>To develop an audience of audiences e.g. what might interest a certain group.</li> <li>Confident delivery of a short pre-prepared material.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>To experiment with adjusting tone, volume and pace for different audience.</li> </ul>	<ul style="list-style-type: none"> <li>To use specialist vocabulary.</li> <li>To be able to use specialist language to describe their own and others' talk.</li> </ul>	<ul style="list-style-type: none"> <li>To offer opinions that aren't their own.</li> <li>To reach a shared agreement in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>To speak with confidence in front of an audience.</li> <li>Listen actively, questioning and responding to others.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>To experiment with adjusting tone, volume and pace for different audience.</li> <li>To consider position and posture when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To use specialist vocabulary.</li> <li>To be able to use specialist language to describe their own and others' talk.</li> <li>To make precise language choices. (e.g.. Describing a cake as 'delectable' instead of nice.</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on discussions and identify how to improve.</li> <li>To be able to summarise a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>To adapt the content of their speech for a specific audience.</li> </ul>





# Oracy Progression of Skills

## Progression of Skills Year 4





Year 4	 Physical	 Linguistic	 Cognitive	 Social & Emotional
Autumn	<ul style="list-style-type: none"> <li>To experiment with adjusting tone, volume and pace for different audience.</li> <li>To consider position and posture when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To use specialist vocabulary.</li> <li>To be able to use specialist language to describe their own and others' talk.</li> <li>To make precise language choices. (e.g.. Describing a cake as 'delectable' instead of nice.</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 a shared agreement in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively, questioning and responding to others.</li> <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>
Spring	<ul style="list-style-type: none"> <li>To consider how tone, volume and pace influence meaning.</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 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> </ul>	<ul style="list-style-type: none"> <li>To use more natural and subtle prompts for turn taking.</li> <li>To consider the impact of their words on others when giving feedback.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>To consider how tone, volume and pace influence meaning.</li> <li>To consider movement when addressing an audience.</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 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 develop an awareness of audience.</li> </ul>

# Oracy Progression of Skills

## Progression of Skills Year 5

Year 5	 Physical	 Linguistic	 Cognitive	 Social & Emotional
Autumn	<ul style="list-style-type: none"> <li>To consider how tone, volume and pace influence meaning.</li> <li>To consider movement when addressing an audience.</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 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 use more natural and subtle prompts for turn taking.</li> <li>To develop an awareness of audience.</li> <li>To consider the impact of their words on others when giving feedback.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>For body language to become increasingly natural.</li> </ul>	<ul style="list-style-type: none"> <li>To use an increasingly sophisticated range of sentence stems with accuracy.</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.</li> </ul>	<ul style="list-style-type: none"> <li>Listening actively for extended periods of time.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>For body language to become increasingly natural.</li> <li>To project their voice to a large audience.</li> </ul>	<ul style="list-style-type: none"> <li>To use an increasingly sophisticated range of sentence stems with accuracy.</li> </ul>	<ul style="list-style-type: none"> <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 speak with flair and passion.</li> </ul>

# Oracy Progression of Skills

Progression of Skills Year 6				
Year 6	 Physical	 Linguistic	 Cognitive	 Social & Emotional
Autumn	<ul style="list-style-type: none"> <li>For body language to become increasingly natural.</li> <li>To project their voice to a large audience.</li> </ul>	<ul style="list-style-type: none"> <li>To use an increasingly sophisticated range of sentence stems with accuracy.</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.</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>Listening actively for extended periods of time.</li> <li>To speak with flair and passion.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>To adjust tone, volume and pace for a given purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>To vary sentence structures and length for effect when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>To construct a detailed argument or complex narrative.</li> <li>To assess different viewpoints and present counter arguments.</li> </ul>	<ul style="list-style-type: none"> <li>To develop an awareness of group dynamics and invite those who haven't spoken to contribute</li> </ul>
Summer	<ul style="list-style-type: none"> <li>To adjust tone, volume and pace for a given purpose and audience.</li> <li>To have a stage presence.</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>	<ul style="list-style-type: none"> <li>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</li> <li>To acknowledge and explain changes of position.</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 if people look confused stopping to take questions.</li> </ul>