



## Progression in Oracy at the Federation of St. Edmund's and St. Patrick's

Oracy Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>PHYSICAL</b></p> <p><b>Voice:</b> Pace of speech Tonal variation Clarity of pronunciation</p> <p><b>Body Language:</b> Gesture and posture Facial expression Eye contact</p>	<ul style="list-style-type: none"> <li>• Speak clearly with appropriate volume to be understood</li> <li>• Look at who is talking and who you are talking to</li> <li>• Begin to use gestures to support meaning e.g. <i>pointing at parts of a plant they are discussing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly and confidently in a range of contexts <i>eg in assembly, mass, reading aloud &amp; answering questions in class</i></li> <li>• Use appropriate tone of voice in the right context <i>e.g. to project their voice to a large audience.</i></li> <li>• Continue to use gesture to support meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly and confidently with appropriate volume and pace in a range of contexts</li> <li>• Gestures start to become increasingly natural to support speech e.g. <i>gesturing towards someone if referencing their idea or counting off ideas on their fingers as they name them – firstly, next</i></li> <li>• Use body language to show active listening and support meaning when speaking e.g. <i>nodding along, facial expressions</i></li> </ul>	<ul style="list-style-type: none"> <li>• Deliberately selects gestures that support the delivery of ideas e.g. <i>gesturing towards someone if referencing their ideas</i></li> <li>• Deliberately varies tone of voice in order to convey meaning e.g. <i>speaking authoritatively during an expert talk</i></li> <li>• Consider position and posture when addressing an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberately select movement and gesture when addressing an audience</li> <li>• To use pauses for effect in presentational talk e.g. <i>when telling an anecdote or joke</i></li> <li>• Use the appropriate tone of voice in the right context e.g. <i>speaking calmly when resolving an issue in the playground</i></li> </ul>	<p>Deliberately varies tone of voice in order to convey meaning e.g. <i>speaking with pathos when telling a sad part of a story</i></p> <ul style="list-style-type: none"> <li>• Project their voice to a large audience and consider movement when addressing an audience</li> <li>• Gestures become increasingly natural</li> <li>• Consciously adapt tone, pace and volume of voice</li> </ul>	<p>Speak fluently in front of an audience.</p> <ul style="list-style-type: none"> <li>• Be mindful of the style needed to deliver a type of talk</li> <li>• Have a stage presence</li> <li>• Consciously adapt, tone, pace and volume of voice</li> </ul>

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<p><b>Linguistic</b></p> <p><b>Vocabulary</b> Appropriate choice</p> <p><b>Language</b> Register Grammar</p> <p><b>Rhetorical techniques</b> Metaphor, humour, irony, mimicry</p>	<ul style="list-style-type: none"> <li>• Use talk in play to practice new vocabulary e.g. <i>lighter, heavier</i></li> <li>• Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in sentences using joining phrases to link ideas</li> <li>• Using vocabulary appropriately specific to the topic in hand e.g. <i>lighter/heavier rather than bigger and smaller</i></li> <li>• Take opportunities to try out new language, even if it is not always correctly used</li> <li>• Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...'</li> <li>• 'linking to...'</li> <li>• Use conjunctions to organise and sequence ideas e.g. <i>firstly, secondly, finally</i></li> </ul>	<ul style="list-style-type: none"> <li>• Speak in sentences using conjunctions to add more detail</li> <li>• Adapt how to speak in different situations according to the audience e.g. <i>interviewing a visitor</i></li> <li>• Use sentence stems to signal when they are building or challenging others' ideas in group'</li> <li>• To begin to use precise language choices to describe what they see, hear and feel</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to use specialist language to describe their own and others' talk</li> <li>• Use specialist vocabulary e.g. <i>speak like an archaeologist</i></li> <li>• Make precise language choices e.g. <i>instead of describing a cake as 'nice' use 'delectable'</i></li> <li>• Begin to vary language depending on formality</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. <i>to persuade or to entertain</i></li> </ul>	<ul style="list-style-type: none"> <li>• Consider the words and phrases used to express their ideas and how this supports the purpose of talk</li> <li>• Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions eg. <i>I'm inclined to think, Having listened to what you have said</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</li> <li>• Vary sentence structures and length for effect when speaking</li> <li>• Be comfortable using idioms and expressions</li> </ul>

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<p><b>COGNITIVE</b></p> <p><b>Content:</b> Building on the views of others</p> <p><b>Structure:</b> Structure and organisation of task</p> <p><b>Clarifying and summarising:</b> Seeking information and clarification through questioning Summarising</p> <p><b>Self regulation:</b> Maintain focus Time Management</p> <p><b>Reasoning:</b> Giving reasons to support views Critically examining ideas</p>	<ul style="list-style-type: none"> <li>• Use 'because' to develop their ideas</li> <li>• Make relevant contributions and ask questions to find out more information</li> <li>• Describe events that have happened to them in full sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Offer reasons for their opinions</li> <li>• Recognise when they haven't understood something and ask a question</li> <li>• Disagree with someone else's opinion politely</li> <li>• Explain ideas and events in chronological order</li> <li>• To ask questions to find out more about a subject <i>eg. who, what, when, where, why, which</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to find out more about a subject</li> <li>• Build on others' ideas in discussions</li> <li>• Make connections between what has been said and their own and others' experiences</li> <li>• Recognise when they haven't understood something and ask an appropriate questions to help clarify</li> </ul>	<ul style="list-style-type: none"> <li>• Offer opinions that aren't their own <i>e.g. taking on the role of ...</i></li> <li>• Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of <b>Talk Detectives</b></li> <li>• Reach shared agreement in discussion</li> <li>• Be able to summarise a discussion</li> <li>• Recognise when they haven't understood something and ask an appropriate questions to help clarify</li> </ul>	<ul style="list-style-type: none"> <li>• Give supporting evidence <i>e.g. citing a text (using sentence stems) a previous example or a historical event</i></li> <li>• Ask probing questions</li> <li>• Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets</li> <li>• Speculate and hypothesise when exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Draw upon knowledge of the world to support their own point of view and explore different perspectives</li> <li>• To be able to give supporting evidence</li> <li>• Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems <i>e.g. That might be true, however what do you think about ...?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Construct a detailed argument or complex narrative</li> <li>• Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate</li> <li>• Reflect on their own and others' oracy skills and identify how to improve</li> </ul>

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<p><b>SOCIAL &amp; EMOTIONAL</b></p> <p><b>Guided interactions:</b> Turn taking Listening and responding</p> <p><b>Confidence in speaking:</b> Self assurance Liveliness and flare</p> <p><b>Audience awareness:</b> Taking account of level of understanding of the audience</p>	<ul style="list-style-type: none"> <li>• Look at someone who is speaking to them</li> <li>• Wait for a turn. Taking turns to speak, when working in a group</li> <li>• Play with one or more other children, extending and elaborating play ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to others</li> <li>• Be willing to change their mind based on what they have heard</li> <li>• Begin to organise group discussions independently of an adult <i>eg. trio discussions</i></li> </ul>	<ul style="list-style-type: none"> <li>• Start to develop an awareness of audience <i>e.g. what might interest a certain group</i></li> <li>• Start to show awareness of others who have not spoken and invite them into the discussion <i>e.g. saying their name, asking them a question, turning to them</i></li> <li>• Recite/deliver short prepared material to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Speak with confidence in front of an audience</li> <li>• Begin to recognise different roles within group talk <i>e.g. chairperson</i></li> <li>• Adapt the content of their speech for a specific audience</li> <li>• Listen to others and be willing to change their mind based on what they have heard</li> </ul>	<ul style="list-style-type: none"> <li>• Use more natural and subtle prompts for turn taking</li> <li>• Start to develop empathy with an audience</li> <li>• Consider the impact of their words on others when giving feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for extended periods of time including notetaking, drawing visuals</li> <li>• Be a supportive listener</li> <li>• Adapt the content of their speech for a specific audience <i>e.g. use humour effectively</i></li> <li>• Speak with flair and passion</li> </ul>	<ul style="list-style-type: none"> <li>• Use humour effectively</li> <li>• Begin to be able to read a room or a group and take action accordingly <i>e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions</i></li> </ul>