

Oracy Progression Framework



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Physical</p> 	<p>To speak clearly.</p> <p>To face the person, you are talking to.</p> <p>To begin to use simple actions during play e.g. rocking a baby.</p>	<p>Speak clearly with appropriate volume.</p> <p>Look at who is talking and who you are talking to.</p> <p>Begin to use gestures to support meaning in play.</p> <p>To speak to be heard clearly by others</p>	<p>Look at who is talking to you, and you are talking to-</p> <p>use body language to show listening</p> <p>Speak clearly and confidently in a range of contexts</p> <p>To experiment using appropriate tone of voice for context</p>	<p>Look at who is talking to you, and you are talking to</p> <p>Use body language to show active listening (nodding along, facial expressions)</p> <p>Speak clearly and confidently with appropriate volume and pace.</p> <p>Hand gestures when</p>	<p>Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas.</p> <p>To experiment with adjusting tone, volume and pace for different audiences.</p> <p>Consider position and</p>	<p>Deliberately select movement and gesture when addressing an audience</p> <p>Use pauses for effect in presentation talk.</p> <p>Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</p>	<p>Deliberately varies tone of voice 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>Project their voice to a large audience.</p> <p>Gestures become increasingly natural.</p>	<p>Speak fluently in front of an audience.</p> <p>Have a stage presence</p> <p>Consciously adapt, tone, pace and volume of voice for a given purpose and audience.</p>

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		Turning your body towards the speaker.	(projecting voice for large audience) Use hand gestures to support delivery in presentational talk (pointing to something being discussed)	speaking become increasingly natural (such as pointing as someone when referencing their idea.)	posture when addressing an audience. Consider movement when addressing an audience.			
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Linguistic 	Begin to use new words in the correct context. Begin to speak in sentences joining	Use talks in play to practice new vocabulary Begin to speak in	Speak in sentences using joining phrases to link ideas, e.g. firstly, secondly, finally.	Speaking in sentences using joining phrases to create longer sentences	Be able to use specialist language to describe their own and others' talk.	Carefully consider the words and phrasing they use to express their ideas and how this supports the	Use an increasingly sophisticated range of sentence stems with fluency and accuracy.	To use sophisticated vocabulary appropriate to the context and purpose of talk.

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	<p>phrases with words such as 'and' and 'but'.</p>	<p>sentences joining phrases with words such as 'if, because, so, could, but'</p>	<p>Using vocabulary appropriately specific to the topic in hand.</p> <p>Take opportunities to try out new language, even if it is not always correctly used</p> <p>Use sentence stems to link to other's ideas in</p>	<p>Adapt how to speak in different situations according to the audience.</p> <p>Use sentence stems to signal when they are building or challenging others' ideas in group</p> <p>To use newly learnt vocabulary in an appropriate way.</p>	<p>Use specialist vocabulary e.g. speak like an archaeologist</p> <p>Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'</p>	<p>purpose of talk.</p> <p>To use specialist vocabulary when discussing a known topic.</p>	<p>To select specific vocabulary appropriate to the topic at hand.</p>	<p>Vary sentence structures and length for effect when speaking.</p>
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			group discussion e.g. 'I agree with... because...' 'linking to...'					
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<p>Cognitive</p> 	<p>To begin to ask questions to support my needs.</p> <p>To have thinking time with a matching object.</p> <p>To use 'and' to connect two ideas.</p>	<p>To ask questions.</p> <p>To wonder about ideas.</p> <p>To use 'because' to develop their ideas.</p> <p>Describe events that have</p>	<p>To consider the merits of different viewpoints.</p> <p>To offer reasons for opinions.</p> <p>To disagree with someone's</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</p>	<p>Offer opinions that aren't their own e.g. taking on the role of ...</p> <p>Begin to reflect on discussions and their own oracy skills and identify areas of</p>	<p>Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event.</p> <p>Ask probing questions.</p>	<p>Draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>To be able to give supporting evidence e.g. citing a text, a previous</p>	<p>Construct a detailed argument or complex narrative.</p> <p>Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.</p>

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	To describe events that have happened to them.	happened to them in detail and what might happen next.	else's opinion politely. Explain ideas and events in chronological order	and their own and others' experiences	strength and areas to improve through the introduction of Talk Detectives. To reach shared agreement in discussions	Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets.	example or a historical event Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?	Reflect on their own and others' oracy skills and identify how to improve.
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Social and Emotional	To listen to others and wait your turn to	To listen to others in a pair	Listen and respond appropriately	Start to develop an awareness of audience	Speak with confidence in front of	Use more natural and subtle	Listen for extended periods of time	Use humour effectively.

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	<p>speak (with physical objects if needed).</p>	<p>or small group. Take turns to speak (with adult support if needed).</p>	<p>ely to others. Begin to organise group discussions independently of an adult.</p>	<p>e.g. what might interest a certain group. To encourage everyone to contribute. Give confident delivery of short pre-prepared material.</p>	<p>an audience. Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience.</p>	<p>prompts for turn taking. Start to develop empathy with an audience. Consider the impact of their words on others when giving feedback.</p>	<p>including notetaking, drawing visual. To speak with flair and passion.</p>	<p>Begin to be able to read a room or a group and act accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions. To begin to develop an awareness of group dynamics and invite those who</p>
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