



## Sunnybrow Primary School

### Progression in Oracy

#### Physical

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Speak so that they can be heard by a partner or trio</p> <p>Look at who they are talking to.</p> <p>Show others what they are talking about.</p>	<p>Speak clearly at an appropriate volume so they can be heard and understood by a small group of children</p> <p>Look at who is talking and who is being spoken to whilst sitting or standing still</p> <p>Begin to use gesture to support delivery of talk</p>	<p>Project voice to suit a larger audience (class)</p> <p>Use non-verbal signals to indicate agreement or disagreement</p> <p>Use body language to show active listening and show meaning when speaking such as nodding along</p>	<p>Speak clearly in front of a small audience at an appropriate volume and pace in a range of contexts</p> <p>Be aware of where to look at stand to ensure the audience can hear clearly</p> <p>Natural use of body language and facial expressions to convey meaning</p> <p>Deliberately select gestures that support the delivery of ideas such as gesturing towards someone if referencing or to agree or disagree</p> <p>Consider position and posture when addressing an audience</p>	<p>Deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas</p> <p>Vary tone of voice for humorous or sad parts of story telling</p> <p>Consider movement when addressing an audience</p> <p>Use pauses for effect in presentational talk</p> <p>Speak fluently and clearly in front of a small audience</p>	<p>Use gestures and movement naturally to support speech when addressing a range of audience types</p> <p>Use anecdotes and jokes for effect in presentational talk</p> <p>Pause at appropriate points to allow for an audience's reaction</p> <p>Use the appropriate tone of voice in the right context such as speaking calmly when resolving an issue in the playground</p> <p>Project voice to the back of the hall and maintain that without shouting</p> <p>Develop a stage presence</p>	<p>Deliberately vary movement and gesture to convey meaning such as speaking authoritatively as an 'expert'</p> <p>Consciously adapt tone, pace and volume of voice within a single situation</p> <p>Speak fluently and clearly in front of any audience with an awareness of ethos, pathos and logos</p> <p>Adapt tone of voice in the right context such as reading</p> <p>Command the attention of an audience through speech and movement</p>	<p>Project voice to the back of the hall and maintain volume and pitch through several short spoken contributions</p> <p>Naturally vary movement and gesture to convey meaning</p> <p>Consciously adapt tone, pace and volume of voice within a range of situations</p> <p>Use posture, gestures and tone of voice to persuade the audience</p> <p>Adapt and coach others to use the appropriate tone of voice in the right context</p> <p>Command and sustain the attention of an audience through speech and movement</p>

## Linguistic

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Link thoughts together using and or because</p> <p>Use vocabulary based on things that are important to them</p> <p>Show an understanding of who, what, where, when and why questions</p> <p>Use a range of tenses</p>	<p>Express themselves in fully formed sentences</p> <p>Use specific vocabulary such as comparatives when describing objects and experiences</p> <p>Respond to what they hear with relevant comments, questions or actions</p> <p>Begin to use past, present and future forms accurately</p> <p>Use joining conjunctions for longer sentences (because, then, but, if, might)</p>	<p>Use specific vocabulary such as comparatives and superlatives when describing objects and experiences</p> <p>Respond to 'what, where, when, how and why' questions about their experiences and in response to stories or events</p> <p>Use appropriate conjunctions to form longer sentences and to organise and sequence ideas</p> <p>Use the past, present and future forms accurately</p> <p>Use sentence stems to link own ideas in group discussion e.g. 'I think that... because..' 'linking to...</p>	<p>Develop ideas through sustained discussion with peers</p> <p>Respond to open-ended questions with using a range of sentence stems</p> <p>Use joining conjunctions to form longer sentences when speaking to peers</p> <p>Listen and respond to the speaker, making simple comments and suggestions</p> <p>Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...</p>	<p>Vary sentence structures for effect when speaking</p> <p>Use conjunctions to organize and sequence ideas such as. firstly, secondly, finally</p> <p>Use sentence stems to signal when they are building on or challenging other's ideas</p> <p>Take opportunities to try out new language, even if not always used correctly</p>	<p>Vary sentence structures and length for effect when speaking</p> <p>Begin to vary vocabulary and grammar to suit audience</p> <p>Use an increasingly sophisticated range of sentence stems</p> <p>Use vocabulary appropriate specific to the topic with relevant detail</p> <p>Understand common idioms and expressions often used</p>	<p>Create and sustain roles and responsibilities with independence in groups</p> <p>Confidently vary vocabulary and grammar to suit audience</p> <p>Use an increasingly sophisticated range of sentence stems with fluency and accuracy</p> <p>Begin to use idioms and expressions naturally within appropriate contexts</p> <p>Carefully consider language used to express ideas and understand how this supports the purpose of the talk</p>	<p>Judge when appropriate to use subject specific language</p> <p>Use specialist language to describe their own and others' talk</p> <p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</p> <p>Use humour, irony, sarcasm and mimicry for effect</p> <p>Carefully consider language used to express ideas and adapt language according to audience</p>

## Cognitive

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Retell a simple event in the correct order</p> <p>Use talk to pretend, predict and recall</p>	<p>Give answers that match what has been asked, using because to develop ideas</p> <p>Retell stories and experiences</p> <p>Ask simple questions of peers</p>	<p>Give answers that match what has been asked and are relevant and appropriate</p> <p>Offer reasons for their opinions</p> <p>Recognise when they haven't understood something and asks 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>Explain their reasoning</p> <p>Ask effective questions</p> <p>Extend their ideas with some conjunctions</p>	<p>Build on others ideas during discussions. Challenge them politely</p> <p>Link their content to what has been discussed</p> <p>Paraphrase what has been said</p> <p>Make connections between what has been said and their own and others' experiences</p> <p>Ask open ended questions to support their understanding of a topic</p>	<p>Explain an idea or concept to someone else</p> <p>Build on, challenge and summarise others' ideas in structured discussions</p> <p>Offer reasons for their own opinions</p> <p>Begin to reflect on their oracy skills and identify areas of strength and areas to improve</p> <p>Ask questions to find out more about a subject</p> <p>Offer simple counterarguments for opinions of others'</p> <p>Choose appropriate content linking to the content in hand</p> <p>Reach a shared agreement in a discussion</p>	<p>Build on, challenge and summarise others' ideas during unstructured discussions</p> <p>Confidently build on all the discussion roles (builder, instigator, challenger, prober, summariser, clarifier)</p> <p>Structure extended presentational talk with a beginning, middle and end</p> <p>Offer reasons for their opinions and the opposing opinions of others, drawing on their own knowledge of the world</p> <p>Reflect on their oracy skills and identify areas of strength and areas to improve</p> <p>Disprove opposing arguments with appropriate evidence</p>	<p>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'</p> <p>Identify when a discussion is going off topic and to be able to bring it back on track, using sentence stems 'At feels like we're going a bit off topic here, let's get back to x'</p> <p>Reach a shared agreement in discussions and reflect on discussions and identify how to improve</p> <p>Give supporting evidence e.g. citing a text, a previous example or a historical event</p> <p>Ask probing questions to gain a deep understanding of a subject or matter</p> <p>Be able to foresee counterarguments to their own points in a debate using research and evidence</p> <p>Use all the discussion roles (builder, instigator, challenger, prober, summariser, clarifier) appropriately</p>	<p>Structure a detailed argument or complex narrative based on a topic</p> <p>Structure talk in abstract and sophisticated ways e.g. mind maps, summary notes, cue cards</p> <p>Recognise the importance of giving ground and be able to negotiate</p> <p>Cite evidence, with mature and appropriate reference points</p> <p>Reflect on their own and others oracy skills and identify how to improve</p> <p>Spontaneously respond to and offer increasingly complex rebuttal, citing evidence where appropriate</p> <p>Use all the discussion roles (builder, instigator, challenger, prober, summariser, clarifier) appropriately and without prompting</p>

## Social & Emotional

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Take turns talking with one other person</p> <p>Listen to what is being said</p> <p>Use talk to share ideas with friends</p>	<p>Understand the concept of turn taking when talking</p> <p>Look at someone when they are talking to them</p> <p>Listen and respond appropriately to simple questions</p> <p>Begin to build friendships through talk. Take turns talking in a small group</p> <p>Use language to express needs and feelings (e.g. rather than snatching)</p>	<p>Wait for a turn to talk in a small group</p> <p>Listen and respond appropriately to questions from peers and adults</p> <p>Be willing to change their mind based on what they have heard</p> <p>Form wider friendships and relationships both within and beyond the classroom through talk</p> <p>Use developed language to express needs and feelings</p>	<p>Take turns when talking to a small group showing patience. Be aware of someone who has not spoken and invite them into discussion</p> <p>Listen for extended periods of time and respond appropriately to questions from peers and adults</p> <p>Speak with increased confidence in front of a small audience</p> <p>Recite pre-prepared material in front of an audience</p>	<p>Adapt the content of their speech for a specific audience</p> <p>Speak with confidence in front of an audience</p> <p>Manage group discussions with more independence</p> <p>Begin to consider the impact of words on others when giving feedback</p> <p>Be comfortable organising group talk e.g. as a chairperson</p>	<p>Use more natural and subtle prompts for turn taking</p> <p>Listen for extended periods of time, being prepared to change your mind</p> <p>Deliver confidently a short pre prepared presentation task</p> <p>Start to develop an awareness of audience e.g. what might interest a certain group. Empathise with an audience</p> <p>Speak with passion and confidence on a topic that interests them</p>	<p>Reflect careful listening skills when talking in a group setting</p> <p>Adapt the content of their speech for a specific audience . Begin to read a room and take action accordingly (e.g. change topic, clarify if people look confused)</p> <p>Use humour effectively</p> <p>Speak with flair and passion</p> <p>Give feedback in a sensitive and appropriate manner and adapt appropriately according to recipient</p> <p>Organise and lead group discussions independent of an adult</p>	<p>Reflect careful listening skills in subsequent talk and empathizing with the audience</p> <p>Read a room or a group and take action accordingly (such as if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions)</p> <p>Draw out subtext when listening to a conversation or speech</p> <p>Naturally adapt when engaged in conversations in a range of contexts</p> <p>Give constructive feedback to peers and be sensitive to their needs</p>