

Oracy Progression Map

NC Objectives: Spoken Language		NC Reading Objectives: Linked to Spoken Language				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	<ul style="list-style-type: none"> • Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> *use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. *speak clearly and confidently in a range of contexts *begin to show body language associated with careful listening *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. *show body language associated with careful listening 	<ul style="list-style-type: none"> *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. *consider position and posture when addressing an audience. 	<ul style="list-style-type: none"> *consider movement when addressing an audience. *use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. 	<ul style="list-style-type: none"> *project their voice to large audience. *gestures to become increasingly natural. 	<ul style="list-style-type: none"> *speak fluently in front of an audience. *have a stage presence. *consciously adapt tone, pace and volume of voice within a single situation.
Linguistic	<ul style="list-style-type: none"> *use vocabulary appropriate specific to the topic at hand *take opportunities to try out new language, even if not always used correctly *use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' *use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. 	<ul style="list-style-type: none"> *adapt how they speak in different situations according to audience. *use sentence stems to signal when they are building on or challenging others' ideas. *mostly speak in grammatically correct sentences 	<ul style="list-style-type: none"> *use specialist language to describe their own and others' talk. *use specialist vocabulary related to the topic. *make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'. *use language appropriate to the audience 	<ul style="list-style-type: none"> *carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. *know and use language that is acceptable in formal and informal situations with increasing confidence 	<ul style="list-style-type: none"> *use an increasingly sophisticated range of sentence stems and full command of standard English with fluency and accuracy. *know and use language that is acceptable in formal and informal situations with confidence 	<ul style="list-style-type: none"> *vary sentence structures and length for effect when speaking. *use idiom and expressions confidently. *use a broad, deep and rich vocabulary to discuss a range of concepts *confidently explain the meaning of words and offer alternative synonyms
Cognitive	<ul style="list-style-type: none"> *offer reasons for their opinions *recognise when they haven't understood something and ask a question to help with this. *disagree with someone else's opinion politely. *explain ideas and events in chronological order. 	<ul style="list-style-type: none"> *ask questions to find out more about a subject. *build on others' ideas in discussions. *make connections between what has been said and their own and others' experiences. *answer using clear sentences 	<ul style="list-style-type: none"> *offer opinions that aren't their own. *begin to offer support for their answers to questions with justifiable reasoning *reflect on discussions and identify how to improve. *summarise a discussion. *reach shared agreement in discussions. *seek clarification when unclear 	<ul style="list-style-type: none"> *give supporting evidence e.g. citing a text, a previous example or a historical event. *regularly offer answers that are supported with justifiable reasoning *ask probing questions. *reflect on their own oracy skills and identify areas of strength and areas to improve. *seek specific additional information when necessary 	<ul style="list-style-type: none"> *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'. *understand how to answer questions that require more detailed answers and justification *identify when a discussion is going off topic and to be able to bring it back on track 	<ul style="list-style-type: none"> *construct a detailed argument or complex narrative. *spontaneously respond to increasingly complex questions, citing evidence where appropriate. *regularly ask questions to extend their understanding and knowledge *articulate and justify answers with confidence in a range of situations.
Social Emotional	<ul style="list-style-type: none"> *listen to others and be willing to change their mind based on what they have heard *organise group discussions independently of an adult. 	<ul style="list-style-type: none"> *develop an awareness of audience e.g. what might interest a certain group. *awareness of others who have not spoken and to invite them into discussion. *confident delivery of short pre-prepared material. 	<ul style="list-style-type: none"> *adapt the content of their speech for a specific audience. *speak with confidence in front of an audience *make timely contributions 	<ul style="list-style-type: none"> *use more natural and subtle prompts for turn taking. *empathise with an audience. *consider the impact of their words on others when giving feedback. 	<ul style="list-style-type: none"> *Listen for extended periods of time. *speak with flair and passion. 	<ul style="list-style-type: none"> *use humour effectively. *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.