Whinmoor St Paul's C of E Primary School

Oracy Progression Document.

WHINMOOR
ST. PAUL'S
C of E Primary School

"Every child is a unique child of God."

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Every Voice Matters. Every Light Shines.

Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Physical	To turn your body towards the speaker for an appropriate amount of time. To speak to be heard clearly by others.	Look at who is talking and who you are talking to (adapt to look at forehead or chin) Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing. To use gesture to support meaning in play. To speak audibly so they can be heard and understood.	Speak clearly and confidently Use appropriate tone of voice Continue to use gesture to support delivery of meaning To use body language to show listening. To experiment with adjusting tone, volume and pace.	Speak clearly and confidently with appropriate volume in a range of contexts. Gestures start to become increasingly natural to support speech Use body language to show active listening and support meaning when speaking e.g. nodding along,	Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively Consider position and posture when addressing an audience	To use pauses for effect in presentational talk e.g. when telling an anecdote or joke Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground To consider movement when addressing an audience.	Deliberately varies tone e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story Project their voice to a large audience. For body language to become increasingly natural.	Speak fluently in front of an audience. Have a stage presence – engage the audience through body language and voice To have a stage presence.

Skills	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To use talk in play to practise new vocabulary.	Use talk in play to practice new vocabulary e.g. lighter, heavier	Speak in sentences	Adapt how to speak in different situations according to the audience e.g.	Be able to use specialist language to describe their	Carefully consider the words and phrasing they use to express	Use an increasingly sophisticated range of sentence stems	Vary sentence structures and length for effect when speaking

Linguistic	To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'	Using vocabulary appropriately specific to the topic in hand Take opportunities to try out new language, even if it is not always correctly used Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with… because...' 'linking to…' To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.	asking questions of a museum curator or having a conversation with a visitor to the classroom Use sentence stems to signal when they are building or challenging others' ideas in group'. To use newly learnt vocabulary in an appropriate way.	own and others' talk Use specialist vocabulary e.g. speak like an archaeologist. To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').	their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain. To use specialist vocabulary when discussing a known topic.	with fluency and accuracy to cite evidence and ask probing questions. To select specific vocabulary appropriate to the topic at hand.	Be comfortable using idioms and expressions (explicitly taught for EAL) To use sophisticated vocabulary appropriate to the context and purpose of talk.

Skills	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To begin to understand how and	Use 'because' to develop their ideas	Offer reasons for their opinions	Build on others' ideas in discussions	Offer opinions that aren't their	Give supporting evidence e.g. citing a text	Draw upon knowledge of the world to support	Construct a detailed argument or

	why questions. To use 'and' to link their ideas. To describe events currently happening and what might happen next.	Make relevant contributions that match what has been asked Ask simple questions Describe events that have happened to them in detail	Recognise when they haven't understood something and ask a question Disagree with someone else's opinion politely Explain in a chronological order	Make connections between what has been said and their own and others' experiences	own e.g. taking on the role of … Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve Reach shared agreement in discussions	(using sentence stems) a previous example or a historical event Ask probing questions Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets	their own point of view and explore different perspectives 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 …?	complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate To acknowledge and explain changes of position. To assess different viewpoints and present counter-arguments.

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

 Social and Emotional	Look at someone who is speaking to them (see physical for adaptions for SEND) Wait for a turn. Taking turns to speak, when working in a group using hoop groups, talk tokens, etc.	Listen and respond appropriately to others Be willing to change their mind based on what they have heard Begin to organise group discussions independently of an adult	Start to develop an awareness of audience e.g. what might interest a certain group Start to show awareness of others who have not spoken and invite them into the discussion Recite/deliver short pre- prepared material to an audience	Speak with confidence in front of an audience Begin to recognise different roles within group talk e.g. chairperson Adapt the content of their speech for a specific audience	Start to develop empathy with an audience Consider the impact of their words on others when giving feedback	Listen for extended periods of time including note-taking, Adapt the content of their speech for a specific audience e.g. use of humour Speak with flair and passion	Begin to be able to 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