

Oracy Progression Map

NC Objectives: Spoken Language		NC Reading Objectives: Linked to Spoken Language				
<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. 		KS1: <ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves LKS2 <ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say UKS2: <ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views 				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	<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 	<ul style="list-style-type: none"> 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 situation.
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.