**St Mary’s Oracy Progression Document**

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|  | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Physical** | Speak clearly  Look at who is talking and who you are talking to | Speak clearly with appropriate volume  Look at who is talking and who you are talking to Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing | Speak clearly and confidently in a range of contexts  Use appropriate tone of voice in the right context e.g. To project their voice to a large audience. Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing | Speak clearly and confidently with appropriate volume and pace in a range of contexts  Gestures start to  become  increasingly natural to support speech e.g. gesturing towards someone if referencing their idea Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions | Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas  Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively  during an expert talk  Consider position and posture when addressing an audience | Deliberately select movement and gesture 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 | Deliberately varies 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 Project their voice to a large audience Gestures become  increasingly natural Consciously adapt tone, pace and volume of voice within a single context. | Speak fluently in front of an audience. Have a stage presence Consciously adapt, tone, pace and volume of voice |
|  | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Linguistic** | Use talk in play to practice new vocabulary | Use talk in play to practice new vocabulary e.g. lighter, heavier Begin to speak in sentences joining phrases with words such as ‘if, because, so, could, but’ | Speak in sentences using joining phrases to link ideas Using vocabulary appropriately specific to the topic in hand e.g.  lighter/heavier rather than bigger and smaller 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…’ Use conjunctions to organise and sequence ideas  e.g. firstly, secondly, finally | Speaking in sentences using joining phrases to create longer sentences Adapt how to speak in different situations according to the audience e.g. 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’ | Be able to use specialist language to describe their own and  others’ talk Use specialist vocabulary e.g. speak like an archaeologist Make precise language choices e.g. instead of describing a cake as ‘ice’ using  ‘delectable’ | Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain | Use an increasingly sophisticated range of sentence stems with fluency and accuracy  to cite  evidence and ask probing questions Consider the words and phrases used to  express their ideas and how this supports the  purpose of talk | Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy Vary sentence structures and length for effect when speaking Be comfortable using idioms and expressions |
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| **Cognitive** | Make relevant contributions that match what has been asked  Ask simple questions | Use ‘because’ to develop their ideas  Make relevant contributions that match what has been asked Ask simple questions Describe events that have  happened to  them in detail | Offer reasons for their opinions Recognise when they haven’t understood something and ask a question Disagree with someone else’s opinion politely Explain ideas and events in chronological order | 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 | Offer opinions that aren’t their 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 through the introduction of Talk Detectives Reach shared agreement in discussions | Give supporting evidence e.g. citing a text  (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 | Draw upon knowledge of the world to support their own point of view and explore different perspectives To be able to give supporting evidence e.g. citing a text, a previous 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 …? | Construct a detailed argument or  complex narrative  Spontaneously respond to and  offer increasingly complex  questions, citing evidence where appropriate  Reflect on their own and others’ oracy skills and identify how to improve. |
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| **Social and**  **Emotional** | Look at someone who is speaking to them | Look at someone who is speaking to them  Wait for a turn. Taking turns to speak, when working in a group | 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  e.g. saying their name, asking them a question, turning to them 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 | Use more natural and subtle prompts for turn taking  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 notetaking, drawing visual  Adapt the content of their speech for a specific audience e.g. use of humour Speak with flair  and passion | Use humour effectively 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 |