



Oracy

Progression of Skills

Hensingham Primary School

	Progression in Oracy					
	Physical	Cognitive	Linguistic	Social & emotional	Progression in Language sentence stems to be used alongside this.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate. Know the names of the four strands of the framework.	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). Look at the speaker.	Use gestures to support meaning eg in a T4W recital. Ask a relevant question about a story. Use the 'word of the day' accurately in conversation. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. Eg in a plan, do, review session. Use 'because', 'then' 'but' when explaining their plan and outcomes.	To explain how or why something happened using 'because' or 'so'. To use 'if and 'might' to explain how they could improve their work next time.
<b>Year 1</b>	Speak clearly and confidently in a small group of known peers. Sequence events using the language of time or number. Begin to use sentence stems with some prompting.	Use non-verbal signals to indicate agreement or disagreement. Include 'because' in their contribution to justify ideas.	Speak clearly when presenting learning to the class. E.g. recording a presentation for the showcase. Use sentence stems independently even if not always appropriately.	Retell a story to a small group. Recognising when events are out of sequence and self-correcting. Be able to independently take turns and ensure all members contribute.	Speak clearly and confidently when explaining displayed learning to an adult in the showcase. Recognise when the wrong stem has been used and choose a more appropriate one.	Speak clearly and confidently using a script e.g. live presentation in showcase. Request a book from the librarian. Explaining the title or topic and maintaining eye contact.
<b>Year 2</b>	Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build. Choose the most appropriate stem independently.	Justify their agree/disagree choice with relevant explanations. Use technical, subject-specific vocabulary when explaining opinions.	Begin to understand the importance of posture when speaking. Use taught vocabulary independently, even if not always accurately.	Moderate tone and volume to match the audience. Retell an event calmly in logical order e.g. on the playground.	Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Be able to change their mind in response to another person's argument. E.g. the opinion continuum.	Be aware of where to look or stand to ensure the audience can hear clearly. Take on the instigator role in a trio discussion. Include taught vocabulary appropriately and independently in discussions.
<b>Year 3</b>	Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.	Take on the challenger role in a small discussion. Be able to confidently change their mind e.g. opinion continuum.	Use awareness of audience to support choice of formal/informal language. Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.	Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience.	Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. Be able to explain why they have changed their mind e.g. opinion continuum.	Begin to summarise the opinion of one contributor. Know which strand they are practising and explain why that is important to effective talk.
<b>Year 4</b>	Confidently summarise the contribution of one participant in a logical order.	Pause at appropriate points to allow for an audience's reaction. E.g in the comic poetry competition.	Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right.'	Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.	Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Deliver a short teaching session to a small group of younger children.	Write own short contribution to be delivered during the showcase.
<b>Year 5</b>	Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day. Self-assess own delivery of a short recorded presentation. Set targets to work on this year.	Write a coherent discussion text in response to a whole-class stimulus. Deliver that argument to a larger audience of their peers. (Yr grp)	Use effective exploratory and evaluative language to clarify thinking during a discussion.	Present learning to parents in pupil-led parent meetings. Use evaluative stems to support the discussion of successes and next steps.	Independently discuss a question in a small group, maintaining focus on the question and roles.	Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.
<b>Year 6</b>	Use humour appropriately and effectively to engage an audience.	To project voice to the back of the large hall and maintain volume and pitch through several short spoken contributions.	Use wider world knowledge to support views when participating in debates. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.	Choose appropriately formal language when participating in debates and formal discussions. Structure a persuasive speech effectively using taught language techniques.	To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition. Be able to reply to questions from the audience.	Speak confidently and naturally to an audience of known and unknown adults during the end of year production.

## Oracy Progression Map: Primary

### Reception ( 4-5 years old)

Key skills to teach:				Experiences:
<b>Physical</b> <ul style="list-style-type: none"> <li>To speak audibly so they can be heard and understood</li> <li>To use gestures to support meaning in play</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>To use talk in play to practice new vocabulary</li> <li>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>To use 'because' to develop their ideas</li> <li>To make relevant contributions and asks questions</li> <li>To describe events that have happened to them in detail</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>To look at someone who is speaking to them</li> <li>To take turns to speak when working in a group</li> </ul>	<ul style="list-style-type: none"> <li>To speak to a partner during whole class teaching</li> <li>Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.</li> <li>Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.</li> </ul>
<b>Teaching ideas:</b> <ul style="list-style-type: none"> <li>Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!'</li> <li>Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.</li> <li>Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.</li> <li>Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.</li> <li>Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'</li> </ul>				
<ul style="list-style-type: none"> <li>Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?</li> </ul>				

## Year 1 (5-6 years old)

Key skills to teach:				Experiences
<b>Physical</b> <ul style="list-style-type: none"> <li>To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</li> <li>To speak clearly and confidently in a range of contexts</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>To use vocabulary appropriate specific to the topic at hand</li> <li>To take opportunities to try out new language, even if not always used correctly.</li> <li>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</li> <li>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>To offer reasons for their opinions</li> <li>To recognise when they haven't understood something and asks a question to help with this.</li> <li>To disagree with someone else's opinion politely.</li> <li>To explain ideas and events in chronological order.</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>Listens to others and is willing to change their mind based on what they have heard</li> <li>To organise group discussions independently of an adult.</li> </ul>	<ul style="list-style-type: none"> <li>To take part in small group discussions without an adult.</li> <li>To be filmed speaking and use this for reflection</li> <li>To speak in front of a larger audience e.g. during an assembly.</li> </ul>
Teaching ideas:				
<ul style="list-style-type: none"> <li>Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.</li> </ul>				
<ul style="list-style-type: none"> <li>Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.</li> <li>Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.</li> <li>As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'</li> <li>Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'</li> </ul>				

## Year 2 (6-7 years old)

Key skills to teach:				Experiences
<b>Physical</b> <ul style="list-style-type: none"> <li>To 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.</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>To adapt how they speak in different situations according to audience.</li> <li>To use sentence stems to signal when they are building on or challenging others' ideas.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To make connections between what has been said and their own and others' experiences.</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>To start to develop an awareness of audience e.g. what might interest a certain group.</li> <li>To be aware of others who have not spoken and to invite them into discussion.</li> <li>Confident delivery of short pre-prepared material.</li> </ul>	<ul style="list-style-type: none"> <li>Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.</li> <li>Participate in a short 'show and tell' session.</li> </ul>
Teaching ideas:				

- Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.
- Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
- Use hot-seating and question tennis to develop pupils' questioning skills.
- Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.
- Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.

### Year 3 (7-8 years old)

Key skills to teach:				Experiences
<b>Physical</b> <ul style="list-style-type: none"> <li>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.</li> <li>Considers position and posture when addressing an audience.</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>To be able to use specialist language to describe their own and others' talk.</li> <li>To use specialist vocabulary.</li> <li>To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>To offer opinions that aren't their own.</li> <li>To reflect on discussions and identify how to improve.</li> <li>To be able to summarise a discussion.</li> <li>To reach shared agreement in discussions.</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>To adapt the content of their speech for a specific audience.</li> <li>To speak with confidence in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.</li> <li>Become a storyteller for an authentic audience.</li> <li>Present to an audience of older or younger students.</li> <li>Chair a discussion.</li> <li>Hold a class meeting.</li> </ul>
<b>Teaching ideas:</b> <ul style="list-style-type: none"> <li>Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority.</li> <li>Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions.</li> <li>Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.</li> <li>Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too.</li> </ul>				
<ul style="list-style-type: none"> <li>Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.</li> <li>Play 'articulate' with specialist subject vocabulary.</li> </ul>				

### Year 4 (8-9 years old)

Moving away from just sharing information and to more specific purposes. A more sophisticated understanding of different contexts which goes beyond 'formal V informal'. Responding to academic questioning using knowledge.

Key skills to teach:				Experiences
<b>Physical</b> <ul style="list-style-type: none"> <li>To consider movement when addressing an audience.</li> <li>To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</li> <li>To ask probing questions.</li> <li>To reflect on their own oracy skills and identify areas of strength and areas to improve.</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>To use more natural and subtle prompts for turn taking.</li> <li>To be able to empathise with an audience.</li> <li>To consider the impact of their words on others when giving feedback.</li> </ul>	<ul style="list-style-type: none"> <li>To use talk for a specific purpose e.g. to persuade or to entertain.</li> <li>To speak in front of a larger audience of adults e.g. a group of eight.</li> <li>To collaboratively solve a problem.</li> <li>To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.</li> <li>To receive feedback from a peer or audience member on their oracy skills.</li> <li>Create TV or Radio adverts.</li> <li>Mock election hustings</li> </ul>
<b>Teaching ideas:</b> <ul style="list-style-type: none"> <li>Introduce pupils to sentence stems to cite evidence and ask probing questions.</li> <li>Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions.</li> </ul>				
<ul style="list-style-type: none"> <li>Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.</li> <li>Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.</li> <li>When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.</li> </ul>				<ul style="list-style-type: none"> <li>Peer teaching</li> <li>Perform poetry by heart</li> </ul>

## Year 5 (9-10 years old)

Talk at this age is much more reliant on knowledge, not just expert knowledge but knowledge of the world. Increasingly able to participate in high level spontaneous talk - not just subject matter of their own choosing and responding to academic questioning.

Key skills to teach:				Experiences
<b>Physical</b> <ul style="list-style-type: none"> <li>To project their voice to large audience.</li> <li>For gestures to become increasingly natural.</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>To be able to 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</li> </ul>	<b>Social and emotional</b> <ul style="list-style-type: none"> <li>Listening for extended periods of time.</li> <li>To speak with flair and passion.</li> </ul>	<ul style="list-style-type: none"> <li>Enter a debate competition</li> <li>BBC school report</li> <li>Create a Youtube Channel</li> <li>Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.</li> <li>Leading a parents' evening.</li> <li>Compering a school talent show or event.</li> <li>Slam poetry</li> <li>Stand up comedy</li> </ul>
		meat because they believe killing animals is cruel'. <ul style="list-style-type: none"> <li>To identify when a discussion is going off topic and to be able to bring it back on track.</li> </ul>		
Teaching ideas:				
<ul style="list-style-type: none"> <li>Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.</li> <li>Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.</li> <li>Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.</li> <li>Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'</li> </ul>				

**Year 6 (10 -11 years old)**

To develop their own style as a speaker; to have a sense of their place in discussions, and an increasingly subtle understanding of how to navigate different situations.

Key skills to teach:				Experiences
Physical	Linguistic <ul style="list-style-type: none"> <li>To vary sentence structures and</li> </ul>	Cognitive <ul style="list-style-type: none"> <li>To construct a detailed argument</li> </ul>	Social and emotional <ul style="list-style-type: none"> <li>To use humour effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Give a speech to an audience of peers and adults.</li> </ul>
<ul style="list-style-type: none"> <li>To speak fluently in front of an audience.</li> <li>To have a stage presence.</li> <li>Consciously adapt tone, pace and volume of voice within a single situation.</li> </ul>	length for effect when speaking. <ul style="list-style-type: none"> <li>To be comfortable using idiom and expressions.</li> </ul>	or complex narrative. <ul style="list-style-type: none"> <li>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Lead School Council</li> <li>Mentor or teach younger students</li> <li>Lead an assembly.</li> <li>Act as a tour guides for prospective parents.</li> <li>Record their own sports commentary.</li> </ul>
Teaching ideas:				
<ul style="list-style-type: none"> <li>Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.</li> <li>Practise 'power poses' to explore physical aspects of speaking</li> <li>Teach structures for building evidence-based arguments</li> </ul>				