

COLLINGWOOD PRIMARY SCHOOL Oracy Progression Map

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Physical	- Speaking clearly at an appropriate volume - Looking at who is talking and who you are talking to– sitting still - Beginning to use gesture to support delivery e.g. pointing at parts of plant they are discussing	- To project their voice to a large audience. - Continue to use gesture to support delivery e.g. pointing at parts of plant they are discussing - Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions.	- Speaking clearly at appropriate volume and pace in a range of contexts Gestures to become increasingly natural to support speech - Natural use of body language and facial expressions - Consider position and posture when addressing an audience. - To speak clearly and confidently in a range of contexts.	- To deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas - Consider movement when addressing an audience. - To use pauses for effect in presentation al talk e.g. then telling an anecdote or joke - To speak fluently in front of an audience.	- To deliberately select movement and gesture when addressing an audience. - To use pauses for effect in presentation al talk e.g. then telling an anecdote or joke - To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground - To speak fluently in front of an audience.	- 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. - Consciously adapt tone, pace and volume of voice within a single situation. - To speak fluently in front of an audience. - To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground - To have a stage presence.	- 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. - Consciously adapt tone, pace and volume of voice within a single situation. - To speak fluently in front of an audience. - To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground - To have a stage presence.

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 Linguistic	- Speaking in sentences - Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller - Start to answer what, where, when, how and why questions - Using joining conjunctions for longer sentences	- Speaking in sentences - Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller - Start to answer what, where, when, how and why questions - Using joining conjunctions for longer sentences - To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because..' 'linking to...'	- Speaking in sentences - Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller - Start to answer what, where, when, how and why questions - Using joining conjunctions for longer sentences - To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because..' 'linking to...'	- To vary sentence structures and length for effect when speaking - To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally - To use sentence stems to signal when they are building on or challenging other's ideas. - To take opportunities to try out new language, even if not always used correctly. - To adapt how they speak in different situations according to audience	- To vary sentence structures and length for effect when speaking - To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally - To use an increasingly sophisticated range of sentence stems with fluency and accuracy. - To use vocabulary appropriate specific to the topic at hand. - To understand common idioms and expressions	- To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. - To use specialist vocabulary. - Beginning to consider the use of specialist language to describe their own and others' talk. - To be comfortable using idioms and expressions. - To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.	- To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. - To judge when appropriate to use specialist language. - To be able to use specialist language to describe their own and others' talk. - To use humour, irony, sarcasm and mimicry - To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.

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 Cognitive	- Answers that match what has been asked; relevant, appropriate Retell stories and experiences. - To ask simple questions.	- Answers that match what has been asked; relevant, appropriate Retell stories and experiences. - To ask simple questions.	- To be able to build on others' ideas in discussions. - To make connections between what has been said and their own and others' experiences. - To recognise when they haven't understood something and asks a question to help with this. - To disagree with someone's opinion politely.	- To build on, challenge and summarise others' ideas in discussions. - To offer reasons for their opinions. - To begin to reflect on their oracy skills and identify areas of strength and areas to improve. - To ask questions to find out more about a subject.	- To structure extended presentational talk eg beginning, middle and end. - To offer opinions that aren't their own. - To identify when a discussion is going off topic, and to be able to bring it back on track. - To be able to summarise a discussion. - To reflect on their oracy skills and identify areas of strength and areas to improve.	- To structure a detailed argument or complex narrative. - To reach shared agreement in their discussions. - To be able to give supporting evidence e.g citing a text, a previous example or a historical event. - To reflect on discussions and identify how to improve. - To ask probing questions. - To explain ideas and events in chronological order.	- To structure their talk in abstract and sophisticated ways eg using curricular structure, grouping ideas by a theme. - To be able to negotiate & recognise the importance of giving ground and be able to do this. - To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate. - To cite evidence, with mature and appropriate reference points. - To reflect on their own and others' oracy and identify how to improve.

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 Social and Emotional	• Waiting for a turn • Listening and responding appropriately • Building friendships • Using language to express needs and feelings (e.g. rather than snatching).	• Waiting for a turn • Listening and responding appropriately • Building friendships • Using language to express needs and feelings (e.g. rather than snatching).	• To take turns showing patience • To listen for extended periods of time. • To speak with increased confidence in front of a small audience. • Recite pre prepared material in front of an audience. • Begin to consider the impact of their words on others when giving feedback.	• Take turns • Listen to others and is willing to change their mind based on what they have heard. • To speak with confidence in front of a larger audience. • To be aware of others who have not spoken and invite them into the discussion. • To be comfortable organising group talk e.g as a chairperson. • To consider the impact of their words on others when giving feedback.	• To use more natural and subtle prompts for turn taking. • To listen for extended periods of time, being prepared to change your mind. • Confident delivery of a short pre-prepared task. • To start to develop an awareness of audience eg what might interest a certain group. • To consider the impact of their words on others when giving feedback and adapt appropriately.	• To reflect careful listening skills in subsequent talk. • To adapt the content of their speech for a specific audience. • To use humour effectively. • To speak with flair and passion. • To consider the impact of their words on others when giving feedback and be sensitive to their needs. • To organise group discussions independent of an adult.	• To reflect careful listening skills in subsequent talk. • 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. • To be able to empathise with the audience. • To be able to draw out sub text when listening. • To engage in conversation with an unfamiliar adult as an equal. • To consider the impact of their words on others when giving feedback and be sensitive to their needs.

Experiences

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	- To speak to a partner during whole class teaching - Taking pupils to a local area building e.g. the library or post office to practice speaking to an unfamiliar adult to carry out a transaction. - Provide pupils with opportunities to speak for an extended period of time about something they are interested in, e.g. a favourite toy or what they did at the weekend.	- To take part in small group discussions without an adult. - To be filmed speaking and use this for reflection - To speak in front of a larger audience e.g. during an assembly. - To participate in group poetry performances.	- 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. - Participate in a short 'show and tell' session.	- Take on an expert role e.g. to deliver a talk or speech in role e.g. as an astrologist or archaeologist. - Become a storyteller for an authentic audience. - Present to an audience of older or younger students. - Chair a discussion. - Hold a class meeting. - Perform in a year group assembly.	- To use talk for a specific purpose e.g. to persuade or to entertain. - To speak in front of a larger audience of adults e.g. perform in a year group assembly. - To collaboratively solve a problem. - To receive feedback from a peer or audience member on their oracy skills. - Create TV or Radio adverts. - Mock election speeches - Peer teaching - Perform poetry by heart	- Enter a debate competition - BBC school report - Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. - Leading a parents' afternoon - Compering a school talent show or event. - Slam poetry - Record a sports commentary	- Give a speech to an audience of peers and adults. - Act as Young Leaders to mentor or teach younger students - Lead an assembly. - Act as a tour guides for prospective parents/visitors. - Record their own radio broadcast commentary on a key news event. - Act in a Leavers performance. - Help to chair School Council meetings. - Create a video performance e.g. How to video!

