


COLLINGWOOD PRIMARY SCHOOL Oracy Progression Map

Skill	Reception	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
 <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold; color: green;">Physical</div>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To deliberately select movement and gesture when addressing an audience. To use pauses for effect in presentation l 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.



Linguistic

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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...' 	<ul style="list-style-type: none"> 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...' 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

Cognitive



Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Answers that match what has been asked; relevant, appropriate Retell stories and experiences. To ask simple questions. 	<ul style="list-style-type: none"> Answers that match what has been asked; relevant, appropriate Retell stories and experiences. To ask simple questions. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

Social and Emotional



Experiences

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> To speak to a partner during whole class teaching Taking pupils to 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, for example a favourite toy or what they did at the weekend. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Take on an expert role e.g. to deliver a talk or speech 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. 	<ul style="list-style-type: none"> 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. a group of eight. To collaboratively solve a problem. To speak with an unknown adult for a specific purpose, e.g. for market research or making an order. 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 	<ul style="list-style-type: none"> Enter a debate competition BBC school report Create a Youtube Channel 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 Stand up comedy 	<ul style="list-style-type: none"> Give a speech to an audience of peers and adults. Lead School Council Mentor or teach younger students Lead an assembly. Act as a tour guides for prospective parents/visitors. Record their own sports commentary. Act in a Leavers performance. Help to chair School Council meetings.

