



Evercreech CofE Primary School

Progression in Oracy skills

<u>Year group</u>	<u>Physical</u>	<u>Cognitive</u>	<u>Linguistic</u>	<u>Social & Emotional</u>
EYFS	<ul style="list-style-type: none"> To speak audibly and clearly using full sentences To use my voice to show expression when retelling events To use gestures to support meaning in play 	<ul style="list-style-type: none"> To use conjunctions to link ideas with words such as 'if', 'because', 'so', 'could' and 'but' To use new words in play (recently introduced vocabulary) 	<ul style="list-style-type: none"> To say how I feel. To offer relevant contributions and ask questions I can explain why I can retell important events in my life 	<ul style="list-style-type: none"> To sit, look and listen To listen and respond by making comments and asking relevant questions To take turns to talk and maintain conversation
Year 1	<ul style="list-style-type: none"> To use the 'right' voice (inside voice, outside voice) To begin to use my voice to show expression when reading To speak clearly and confidently in a range of contexts 	<ul style="list-style-type: none"> To use different sentence stems, e.g. I agree with ... because To agree or disagree and say why To use vocabulary appropriate specific to the topic at hand To use conjunctions to organise and sequence ideas, e.g. first, next, then, after that and finally 	<ul style="list-style-type: none"> To say why I think something To build on other points of view To begin to challenge other points of view To ask for help when I do not understand 	<ul style="list-style-type: none"> To take turns in a group discussion with peers and might change my mind based on what I have heard To have a discussion without the help of an adult

Year 2	<ul style="list-style-type: none"> • To begin to use gestures and facial expressions to support my speech • To project my voice in a larger space 	<ul style="list-style-type: none"> • To use subject specific vocabulary • To use a variety of sentence openers • To begin to speak in Standard English • To begin to speak differently for different audiences and characters in direct speech • To use a variety of sentence stems to signal when I am building on or challenging others' ideas 	<ul style="list-style-type: none"> • To ask relevant questions • To make appropriate connections between what has been said and my own/others' experiences • To express a different opinion from others • To build on others' ideas in discussion 	<ul style="list-style-type: none"> • To begin to develop an awareness of audience • To make what I am saying exciting for my audience • To invite others to join in with discussions • To confidently deliver short, prepared material
Year 3	<ul style="list-style-type: none"> • To vary the tone of my voice for effect • To consider my position and posture when addressing an audience 	<ul style="list-style-type: none"> • To use specialist tier 3 vocabulary • To speak in Standard English • To be able to use specialist language to describe my own and others' talk • To make precise language choices 	<ul style="list-style-type: none"> • To summarise a discussion • To use speech to reach a shared agreement • To offer opinions that are not my own • To reflect on discussions and identify how to improve 	<ul style="list-style-type: none"> • To value other people's contributions to a discussion To speak with confidence in front of an audience • To adapt the content of direct speech for a specific audience • To confidently deliver longer, more complex pieces of material
Year 4	<ul style="list-style-type: none"> • To begin to consider movement when addressing an audience • To use pauses for effect in presentational talk 	<ul style="list-style-type: none"> • To use age-related sentence structures when speaking • To speak fluently in Standard English • To begin to make effective language choices 	<ul style="list-style-type: none"> • To justify opinions with supporting evidence • To reflect on my own oracy skills • To ask probing questions 	<ul style="list-style-type: none"> • To respond to an audience reaction • To understand when others disagree without taking it personally

				<ul style="list-style-type: none"> To establish roles within formal discussions and recognise subtle prompts for turn taking
Year 5	<ul style="list-style-type: none"> To use body language, facial expression and natural gestures to support my speech To speak with passion and flair To project my voice to a larger audience 	<ul style="list-style-type: none"> To apply a range of sentence stems with fluency and accuracy To make sophisticated vocabulary choices 	<ul style="list-style-type: none"> To direct discussions To ensure discussion remains on track To elaborate on my ideas and those of others To use speech to come to a compromise To draw upon knowledge of the world to support view points 	<ul style="list-style-type: none"> To explore different perspectives To listen for extended periods of time To speak to adults confidently and politely
Year 6	<ul style="list-style-type: none"> To have a stage presence To deliberately adapt pace, tone and volume of voice to read or perform with prosody To demonstrate confidence in front of an audience To project my voice to a larger audience 	<ul style="list-style-type: none"> To use a range of sentence structures for effect To feel comfortable using idioms and expression 	<ul style="list-style-type: none"> To negotiate an agreement To critically examine ideas and views of others and respond to them To elaborate using detailed descriptions, reasons and examples including when responding to increasingly complex questions 	<ul style="list-style-type: none"> To begin to use humour To read an audience and respond to their needs To develop appropriate content to match the purpose and audience

