



Oracy Progression at Meanwood C of E Primary School



CURRICULUM SUBJECT:		Oracy	SUBJECT LEADS:	Jack Martin Ella Parker
EYFS				
Physical				
Voice: To speak audibly so they can be heard and understood.				
Body language: To begin using gestures to support meaning in play.				
Linguistic				
Vocabulary: To talk in play to practise new vocabulary.				
Language: To take opportunities to try out new language, even if not always used correctly.				
Cognitive				
Content: To make relevant contributions and ask questions.				
Reasoning: To use because to develop their ideas.				
Clarifying and Summarising: To describe events that have happened to them in detail. To use first, next, then, after that and finally to sequence events.				
Social and Emotional				
Working with others: To take turns to speak when working in a group with an adult				
Listening and responding: To begin to look at someone who is speaking to them				
Confidence in speaking: To stand up in front of an audience.				
Year 1			Year 2	
Physical				
Voice	<ul style="list-style-type: none"> To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground. To speak clearly and confidently in a range of contexts. 		<ul style="list-style-type: none"> Begins to deliberately vary tone of voice in order to convey meaning. E.g. retelling stories and experiences. 	
Body Language	<ul style="list-style-type: none"> Stand up confidently when speaking 		<ul style="list-style-type: none"> 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. 	
Linguistic				
Vocabulary	<ul style="list-style-type: none"> To use vocabulary appropriate and specific to the topic/person they are speaking about/to 		<ul style="list-style-type: none"> To use vocabulary appropriate and specific to the topic/person they are speaking about/to 	



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Language	<ul style="list-style-type: none"> To take opportunities to try out new language, even if not always used correctly. To use conjunctions to sequence ideas. 	<ul style="list-style-type: none"> 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 E.g. formal/informal To use sentence stems to link other's ideas in group discussion. E.g. 'I agree with... because
Cognitive		
Content	<ul style="list-style-type: none"> To disagree with someone else's opinion politely To explain ideas and events in chronological order 	<ul style="list-style-type: none"> To build on others' ideas in discussions
Reasoning	<ul style="list-style-type: none"> To offer reasons for their opinions 	<ul style="list-style-type: none"> To make connections between what has been said and their own and others experiences
Clarifying and summarising	<ul style="list-style-type: none"> To recognise when they haven't understood something and asks a questions to help with this 	<ul style="list-style-type: none"> To ask questions to find out more about a subject
Social and Emotional		
Working with others	<ul style="list-style-type: none"> To take turns when speaking. 	<ul style="list-style-type: none"> To take turns when speaking, waiting for others to finish before you start.
Listening and responding	<ul style="list-style-type: none"> Look at someone who is speaking and give them consistent eye contact. Listens to others and is willing to change their mind based on what they have heard 	<ul style="list-style-type: none"> Demonstrate active listening E.g. nodding to show agreement Listens to others and is willing to change their mind based on what they have heard
Confidence in speaking	<ul style="list-style-type: none"> Self-assurance 	<ul style="list-style-type: none"> Be willing to speak in front of the class
Year 3		Year 4
Physical		
Voice	<ul style="list-style-type: none"> Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk 	<ul style="list-style-type: none"> To use pauses for effect in presentational talk. E.g. when telling a joke
Body Language	<ul style="list-style-type: none"> Considers position and posture when addressing an audience 	<ul style="list-style-type: none"> To consider movement with addressing an audience
Linguistic		
Vocabulary	<ul style="list-style-type: none"> To make appropriate vocabulary choices. 	<ul style="list-style-type: none"> To make appropriate vocabulary choices.
Language	<ul style="list-style-type: none"> To take opportunities to try out new explicitly taught language e.g., topic vocabulary. To make precise language choices. 	<ul style="list-style-type: none"> To take opportunities to try out new explicitly taught language e.g., topic vocabulary. To carefully consider the words and phrasing they use to express their ideas
Cognitive		
Content	<ul style="list-style-type: none"> To reflect on discussions and identify how to improve To offer opinions that aren't their own 	To reflect on their own oracy skills and identify areas of strength and areas to improve
Reasoning	<ul style="list-style-type: none"> To reach a shared agreement in discussions 	<ul style="list-style-type: none"> To be able to give supporting evidence. E.g. citing a text, a previous example or a historical event



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	<ul style="list-style-type: none"> To give supporting evidence from their own experiences and knowledge 	
Clarifying, summarising and structure	<ul style="list-style-type: none"> To be able to summarise a discussion 	<ul style="list-style-type: none"> To ask probing questions
Social and Emotional		
Working with others	<ul style="list-style-type: none"> To work in a group and communicate your ideas and respond to others. 	<ul style="list-style-type: none"> To organise group discussions independently of an adult
Listening and responding	<ul style="list-style-type: none"> Listens to others and is willing to change their mind based on what they have heard 	<ul style="list-style-type: none"> Listens to others and is willing to change their mind based on what they have heard To use more natural and subtle prompts for turn taking
Confidence in speaking	<ul style="list-style-type: none"> Confident delivery of short pre-prepared material 	<ul style="list-style-type: none"> To speak with confidence in front of an audience To adapt the content of their speech for a specific audience
Year 5		Year 6
Physical		
Voice	<ul style="list-style-type: none"> To project their voice to large audiences 	<ul style="list-style-type: none"> To speak fluently in front on an audience Consciously adapt tone, pace and volume of voice within a single situation
Body Language	<ul style="list-style-type: none"> For gestures to become increasingly natural 	<ul style="list-style-type: none"> To have a stage presence
Linguistic	<ul style="list-style-type: none"> 	
Vocabulary	<ul style="list-style-type: none"> To make appropriate vocabulary choices. 	<ul style="list-style-type: none"> To make appropriate vocabulary choices.
Language	<ul style="list-style-type: none"> To take opportunities to try out new explicitly taught language e.g., topic vocabulary. To use an increasingly sophisticated range of sentence stems with fluency and accuracy To select appropriate level of formality when speaking 	<ul style="list-style-type: none"> To take opportunities to try out new explicitly taught language e.g., topic vocabulary. To use an increasingly sophisticated range of sentence stems with fluency and accuracy To vary sentence structures and length for effect when speaking
Rhetorical Questions	<ul style="list-style-type: none"> Use rhetorical techniques such as metaphor, humour, irony and mimicry 	<ul style="list-style-type: none"> Use rhetorical techniques such as metaphor, humour, irony and mimicry
Cognitive		
Content	<ul style="list-style-type: none"> To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. 	<ul style="list-style-type: none"> To construct a detailed argument or complex narrative To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.
Reasoning	<ul style="list-style-type: none"> To respectfully challenge other peoples opinions and be prepared to change their minds 	<ul style="list-style-type: none"> To respectfully challenge other peoples opinions and be prepared to change their minds
Clarifying, summarising and structure	<ul style="list-style-type: none"> To succinctly clarify main points of an argument, process or narrative so others can understand. Respond to an argument / narrative showing understanding. 	<ul style="list-style-type: none"> To succinctly clarify main points of an argument, process or narrative so others can understand and respond to questioning. Respond to an argument / narrative showing deep understanding. To construct a detailed argument or complex narrative
Social and Emotional		
Working with others	<ul style="list-style-type: none"> To be aware of others who have not spoken and to invite them into discussion 	<ul style="list-style-type: none"> To be aware of others who have not spoken and to invite them into discussion



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Listening and responding	<ul style="list-style-type: none">• Listen for extended periods of time	<ul style="list-style-type: none">• Listen for extended periods of time
Confidence in speaking	<ul style="list-style-type: none">• Begin to use humour• To speak with flair and confidence	<ul style="list-style-type: none">• To use humour effectively• To speak with flair and confidence
Audience awareness	<ul style="list-style-type: none">• To be able to empathise with an audience	<ul style="list-style-type: none">• To adapt the content of their speech for a specific audience