





Holy Cross Catholic Primary School

Oracy Skills Progression



	 Physical	 Linguistic	 Cognitive	 Social & Emotional
EYFS	<ul style="list-style-type: none"> Speak clearly with appropriate volume Look at who is talking and who you are talking to Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant. 	<ul style="list-style-type: none"> Use talk in play to practice new vocabulary: e.g. lighter, heavier. Begin to speak in sentences, joining phrases with words such as “if, because, so, could, but.” 	<ul style="list-style-type: none"> Use ‘because’ to develop their ideas Contributions that match what has been asked Ask simple questions 	<ul style="list-style-type: none"> Look at someone who is speaking to you. Wait for a turn – take turns to speak, when working in a group.
Year 1/2	<ul style="list-style-type: none"> Look at who is talking to you and you are talking to Speak clearly and confidently with appropriate volume and pace. Hand gestures when speaking become increasingly natural (such as pointing as someone when referencing their idea.) Use body language to show active listening (nodding along, facial expressions) 	<ul style="list-style-type: none"> Speak in sentences using joining phrases to link ideas Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller Take opportunities to try out new language, even if it is not always correctly used 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"> Use ‘because’ to develop their ideas Make relevant contributions that match what has been asked Ask simple questions Explain ideas and events in chronological order 	<ul style="list-style-type: none"> Listen and respond appropriately to others Be willing to change their mind based on what they have heard Be aware of others who have not spoken and to invite them into discussion Confidently deliver short pre-prepared material
Year 3/4	<ul style="list-style-type: none"> Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas. Deliberately varies tone of voice in order to convey meaning e.g. speaking Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground authoritatively during an expert talk Consider position and posture when addressing an audience Consider movement when addressing an audience 	<ul style="list-style-type: none"> Be able to use specialist language to describe their own and others’ talk Use specialist vocabulary e.g. speak like an archaeologist Make precise language choices e.g. instead of describing a cake as ‘nice’ using ‘delectable’ Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain 	<ul style="list-style-type: none"> Ask probing questions questions to find out more about a subject Reach shared agreement in discussions Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets. 	<ul style="list-style-type: none"> Speak with confidence in front of an audience Adapt the content of their speech for a specific audience Consider the impact of their words on others when giving feedback Start to develop empathy with an audience
Year 5/6	<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 Project their voice to a large audience, adapting tone, pace and volume of voice within a single context. Consciously have a stage presence Speak fluently in front of an audience. 	<ul style="list-style-type: none"> Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions Consider the words and phrases used to express their ideas and how this supports the purpose of talk Innovate an increasingly sophisticated range of sentence stems with fluency and accuracy Vary sentence structures and length for effect when speaking. 	<ul style="list-style-type: none"> Draw upon knowledge of the world to support their own point of view and explore different perspective e.g. citing a text, a previous example or a historical event Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...? Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate 	<ul style="list-style-type: none"> Listen for extended periods of time including notetaking. Adapt the content of their speech for a specific audience e.g. use of humour Speak with flair and passion Begin 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.