

## Oracy Progression of Skills – St Columba C of E Primary School



Skill	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Physical</b>				
<b>Voice</b> - <b>Pace</b> - <b>Tonal variation</b> - <b>Clarity of pronunciation</b> - <b>Voice projection</b>	Speak audibly to be heard and understood.	Speak clearly and audibly when speaking to the class and in performances.  Begin to use intonation, particularly when asking a question.	Speak clearly and audibly to a range of audiences, projecting voice where appropriate.  Use appropriate intonation and tone when speaking for presentational purposes.	Body language to be increasingly natural and confident when speaking.  Adjust tone, volume and pace for a given purpose and audience.
<b>Body Language</b> - <b>Gesture &amp; posture</b> - <b>Facial expression &amp; eye contact</b>	Look in the direction of the person who is speaking.  Use some gestures when talking e.g. pointing.	Look at the person who is speaking (accounting for individual need).  Consider the position of their body when speaking and listening.  Use gestures when talking as required.	Consider body position and posture when speaking to an audience.  Use gestures to add meaning to a conversation.  Begin to use facial expression to add meaning.	Adjust body language according to the context and audience.  Use gestures appropriate to the context to add expression.  Use facial expressions appropriate to the context and when presenting.

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<b>Linguistic</b>				
<b>Vocabulary</b> - <b>Appropriate vocabulary choice</b>	Understand words and use in the correct context.  Use talk and new vocabulary in play.	Use topic vocabulary e.g. scientific, historical, and mathematical.  Use newly learnt vocabulary in an appropriate way.	Use specialist vocabulary.  Use precise language choices.  Carefully consider their words and phrases to express ideas.  Speak fluently without repetition when delivering ideas.	Use increasingly sophisticated words, not always accurate in meaning.  Vary sentence structure and length, for effect, when speaking.  Re-phrase speech for a specific audience.
<b>Language</b> - <b>Register</b> - <b>Grammar</b>	Use conjunctions to join, when speaking. E.g. if, because, so.	Use conjunctions to sequence ideas.  Be aware of current peer language.  Use correct tense and word order.  Adapt how they speak depending upon audience.  Build on and challenge what others have said.	Distinguish between informal and formal settings.  Begin to speak formally, when appropriate, without using filler words e.g. like.  Actively think about word choice for specific types of talk.	Speak formally, when appropriate, without using filler words e.g. like.
<b>Rhetorical techniques</b> - <b>Rhetorical techniques such as metaphor, humour, irony &amp; mimicry</b>			Understand and experiment with simple jokes.	Understand, enjoy and use simple jokes and idioms.  Appreciate obvious sarcasm.

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<b>Cognitive</b>				
<b>Content</b> - Choice of content to convey meaning & intention - Building on the views of others		Explain likes and dislikes.  Remember words in presentations, performances and plays.	Give supporting evidence e.g. citing a text or previous example.  Participate in unrehearsed presentations e.g. school tours/visitors.	Use their knowledge of the world to explore different views.  Engage a variety of audience types during a range of presentational scenarios.
<b>Structure</b> - Structure & organisation of talk	Describe events that have happened to them in some detail.	Describe events that have happened to them in chronological order.	When talking, organise my ideas into an order that makes sense (not necessarily chronological).	Actively follow up questions and answers.  Construct more detailed arguments or complex narratives.
<b>Clarify &amp; summarise</b> - Seeking information & clarification through questioning - Summarising	Ask questions to clarify ideas.	Talk through steps to solve a problem.  Ask a question to find out more information (probe).	Summarise what has been said.  Keep conversations going by asking a series of questions.	Ask questions in order to have others elaborate on an answer.  Ask probing and relevant questions to check their understanding.
<b>Self-regulation</b> - Maintaining focus on task - Time management	Listens attentively in different situations.	Give attention and participation, in larger groups, for most of the activity.  Say when a message is not clear.	Keep to topic when speaking in a discussion.  Reflect on discussions and identify how to improve.	Identify when a discussion is going off topic and bring it back on track.  Reflect on own, and others', oracy skills and identify areas of strength and areas to improve.
<b>Reasoning</b> - Giving reasons to support views - Critically examining ideas & views expressed	Begin to use 'because' to develop ideas.  Wonder about ideas.	Give reasons for their opinions.  Make links with others' experiences.	Offer ideas that are not their own.  Take on different roles in discussions.  Give evidence for their view, based on their experiences.  Explain both sides of the arguments	Assess different viewpoints and present counter-arguments.  Take note of the opinion of others and acknowledge and explain changes of position when appropriate.

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<b>Social &amp; Emotional</b>				
<b>Working with others</b> - Guiding or managing interactions - Turn-taking	Take turns with support from an adult.	Take turns independently of an adult.  Follow discussion guidelines.	Take on a specific role in discussions.  Support others in a discussion e.g. by asking questions or inviting them in.  Initiate conversations with unfamiliar adults, in a safe place, and pupils.	Lead and/or chair discussions.  Negotiate agreements by politely agreeing and disagreeing with others.
<b>Listening &amp; responding</b> - Listening actively and responding appropriately	Listen attentively in a pair or small group.	Listen attentively in a short class discussion.  Understand and respond to complex 2 & 3 step instructions.	Make comments and build on what others have said.  When given complex information, is able to pick up key parts.	In conversation, will actively infer, predict and reason.  Know the key points made, from more than one person.
<b>Confidence in speaking</b> - Self-assurance - Liveliness and flair	Speak confidently in a pair or small group.	Suggest ideas to others when taking part in group work.	Suggest ideas to organise work in a group.	Organise work in a group in a inclusive and empathetic way.
<b>Audience awareness</b> - Taking account of level of understanding of the audience		Develop awareness of an audience – what might interest a certain group.	Consider the impact of their words on others when giving feedback.	Realise when people do not understand and offer help.  Develop an awareness of group dynamics and invite those who haven't spoken to contribute.