

Lovington C of E 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 	<ul style="list-style-type: none"> To use subject specific vocabulary To use a variety of sentence openers 	<ul style="list-style-type: none"> To ask relevant questions To make appropriate connections between 	<ul style="list-style-type: none"> To begin to develop an awareness of audience

	<ul style="list-style-type: none"> To project my voice in a larger space 	<ul style="list-style-type: none"> 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 	<p>what has been said and my own/others' experiences</p> <ul style="list-style-type: none"> To express a different opinion from others To build on others' ideas in discussion 	<ul style="list-style-type: none"> 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 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