



Preston 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	- 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	- 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)	- To say how I feel. - To offer relevant contributions and ask questions I can explain why I can retell important events in my life	- 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	- 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	- 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,	- 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	- 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

		then, after that and finally		
Year 2	- To begin to use gestures and facial expressions to support my speech - To project my voice in a larger space	- 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	- 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	- 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	- To vary the tone of my voice for effect - To consider my position and posture when addressing an audience	- 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	- 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	- 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	• To begin to consider movement when addressing an audience • To use pauses for effect in presentational talk	• To use age-related sentence structures when speaking • To speak fluently in Standard English • To begin to make effective language choices	• To justify opinions with supporting evidence • To reflect on my own oracy skills • To ask probing questions	• 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	• 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	• To apply a range of sentence stems with fluency and accuracy • To make sophisticated vocabulary choices	• 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	• To explore different perspectives • To listen for extended periods of time • To speak to adults confidently and politely
Year 6	• 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 use a range of sentence structures for effect • To feel comfortable using idioms and expression	• To negotiate an agreement • To critically examine ideas and views of others and respond to them • To elaborate using detailed descriptions, reasons and examples	• To begin to use humour • To read an audience and respond to their needs • To develop appropriate content to match the purpose and audience

	• To project my voice to a larger audience		including when responding to increasingly complex questions	
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