

# Oracy progression of skills- Physical

	R	1	2	3	4	5	6
<b>Voice</b> <ul style="list-style-type: none"> <li>- Pace of speaking</li> <li>- Tonal variation</li> <li>- Clarity of pronunciation</li> <li>- Voice projection</li> </ul>	<p>Speak audibly to someone they know.</p> <p>Uses intonation and rhythm when speaking.</p>	<p>Speak clearly with few immaturities e.g. 'th'.</p> <p>Speak clearly in presentations, performances and plays.</p>	<p>Consistently clear speech that has very few immaturities e.g. 'scr'.</p> <p>Begins to use intonation linked to grammar e.g. raised voice for questions.</p>	<p>Clear speech that is easy to understand, by peers and adults.</p> <p>Use deliberate variation of tone, when reading e.g. for punctuation.</p>	<p>Easy to understand, by others, when speaking.</p> <p>Use intonation for emphasis.</p> <p>Use presentational devices e.g. pausing for effect.</p>	<p>Speak clearly and project voice appropriately.</p> <p>Use intonation to show understanding of meaning e.g. raising voice when characters has shouted.</p>	<p>Speak fluently and clearly in front of an audience.</p> <p>Adapt, consciously, the pace, tone and volume of their voice when speaking in front of an audience.</p>
<b>Body language</b> <ul style="list-style-type: none"> <li>- Gesture and posture</li> <li>- Facial expression and eye contact</li> </ul>	<p>Look at the person who is talking to them.</p> <p>Use some gestures when talking e.g. pointing.</p>	<p>Maintain eye contact, when speaking.</p> <p>Use gestures, when needed, whilst talking.</p>	<p>Start to consider the position, of their body, to help convey their argument.</p>	<p>Use gestures naturally to add meaning.</p> <p>Consider position and posture when speaking to an audience.</p>	<p>Use movement when addressing the audience, adapting to the context.</p>	<p>Use deliberate facial expressions when presenting their point e.g. smiling, serious.</p>	<p>Has confidence and presence when on the stage by controlling their body language.</p>

# Oracy progression of skills- Linguistic

	R	1	2	3	4	5	6
<b>Vocabulary</b> - Appropriate vocabulary choice	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 conjunctions to sequence ideas.	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.  Vary sentence length, for effect, when speaking.  Re-phrase speech for a specific audience.
<b>Language</b> - Register - Grammar	Use conjunctions to join, when speaking. E.g. if, because, so.  Blend 3 or 4 phonemes.	Be aware of current peer language.  Link to other children's ideas.  Use correct tense and word order.	Adapt how they speak depending upon audience.  Distinguish between informal and formal settings  Use more complicated grammar when speaking e.g. list of 3, emphasis.  Build on what others have said.	Use language for different reasons.  Speak formally without using filler words e.g. like.	Use formal language, when appropriate, in familiar situations.  Actively think about word choice for specific types of talk.	Use topic vocabulary in, both, speech and writing.	Use academic vocabulary.

<p><b>Rhetorical techniques</b></p> <ul style="list-style-type: none"> <li>- Rhetorical techniques such as metaphor, humour, irony and mimicry.</li> </ul>			<p>Mimic what someone else has said.</p>	<p>Exaggerate to make a story more interesting.</p>	<p>Understand and experiment with simple jokes.</p>	<p>Understand, enjoy and use simple jokes and idioms.</p> <p>Appreciate obvious sarcasm.</p> <p>Use persuasive language with familiar topics.</p>	<p>Use idioms and expressions, comfortably, when speaking.</p> <p>Appreciate obvious sarcasm.</p> <p>Use persuasive language with academic topics.</p>
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# Oracy progression of skills- Cognitive

	R	1	2	3	4	5	6
<b>Content</b> <ul style="list-style-type: none"> <li>- Choice of content to convey meaning and intention.</li> <li>- Building on the views of others.</li> </ul>	<p>Use words more specifically to make meaning clear.</p> <p>Use because to explain intention.</p>	<p>Explain likes and dislikes.</p> <p>Remembers words in presentations, performances and plays.</p> <p>Thinks about what the audience knows but may not use this knowledge.</p>	<p>Use conjunctions to justify and explain.</p> <p>Begin to build on what the audience already knows.</p>	<p>Understand the interest of the reader.</p> <p>Identify what makes a good and bad argument.</p>	<p>Add or leave out detail depending on what is known, by the audience.</p>	<p>Use their knowledge of the world to explore different views.</p>	<p>Tell engaging stories, with sub-plots, including descriptive language.</p>
<b>Structure</b> <ul style="list-style-type: none"> <li>- Structure and organisation of talk.</li> </ul>	<p>List events in some detail.</p> <p>Use important details to influence listener.</p>	<p>Use conjunctions to organise ideas.</p> <p>Tell stories including key moments.</p>	<p>Tell stories with key parts in the right order.</p>	<p>When talking, organise my ideas into an order that makes sense.</p> <p>Order talk into a beginning, middle and end.</p>	<p>Think about the audience when deciding on order for their arguments.</p>	<p>Actively follows up questions and answers.</p> <p>Link to others' opinions.</p>	<p>Gives more detailed or complex arguments.</p>
<b>Clarify and summarise</b> <ul style="list-style-type: none"> <li>- Seeking information and clarification</li> </ul>	<p>Ask questions to clarify ideas.</p>	<p>Talk through steps to solve a problem.</p>	<p>Ask questions to find out more information.</p>	<p>Summarise what has been said.</p> <p>Keep conversation going by asking</p>	<p>Keep conversations going by asking a series of questions.</p>	<p>Ask questions in order to have others elaborate on an answer.</p>	<p>Ask probing and relevant questions to check their understanding.</p>

through questions/ing				general questions.			
<b>Self-regulation</b> <ul style="list-style-type: none"> <li>- Maintaining focus on task</li> <li>- Time management</li> </ul>	Listens attentively in different situations.	Concentrate on the person who is talking.  Give attention and participation, in larger groups, for most of the activity.	Keep to topic when speaking in a discussion.  Is able to say when a message is not clear.  Explain why the message is not clear.	Sustain conversation by giving reasons and explaining their ideas.	Explain their ideas effectively and convey detailed information coherently.  Pursue a line of enquiry.	Bring discussion back on track.	Respond spontaneously during discussions.
<b>Reasoning</b> <ul style="list-style-type: none"> <li>- Giving reasons to support views</li> <li>- Critically examining ideas and views expressed</li> </ul>	Give opinions, which include joining phrases.	Give reasons for their opinions.	Make links with others' experiences.	Offer ideas that are not their own.  Will take on different roles in discussions.	Give evidence for their view, based on their experiences.  Explain both sides of the arguments	Use their knowledge of the world to support their views.  Spot flaws in people's arguments.	Cite evidence from outside of their experiences, to defend or rebut a position.  Take note of the opinion of others.

# Oracy progression of skills- Social & Emotional

	R	1	2	3	4	5	6
<b>Working with others</b> <ul style="list-style-type: none"> <li>- Guiding or managing interactions</li> <li>- Turn-taking</li> </ul>	Play co-operatively.  Take turns.  Join in and organise role-play with friends.	When reminded will take turns to talk.  Follow discussion guidelines.  Listen and responds in 2 way conversations.  Is beginning to, listen and respond in group conversations.	Is aware of and takes turns to talk in group and individual conversations.	Initiates conversations with unfamiliar adults, in a safe place, and pupils.  Support others in a discussion e.g. by asking questions or inviting them in.	Take on a specific role in discussions.  Can explain the rules of a game effectively.	Will politely agree and disagree with others.  Negotiate agreements.  Enjoy organising group games.	Use specific language to negotiate.  Lead and/or chair discussions.
<b>Listening and responding</b> <ul style="list-style-type: none"> <li>- Listening actively and responding appropriately.</li> </ul>	Start conversations and join in with group ones.  Listen to and understand instructions when busy.	Maintain attention and participates in a small group, where there is minimal distraction.  Understand and respond to complex 2 & 3 step instructions.	Understand and respond to complex 3 step instructions.  Show proof of listening.	When given complex information, is able to pick up key parts.	Make comments and build on what others have said.	In conversation, will actively infer, predict and reason.	Know the key points made, from more than one person.

<p><b>Confidence in speaking</b></p> <ul style="list-style-type: none"> <li>- Self-assurance</li> <li>- Liveliness and flair</li> </ul>	<p>Share opinion with confidence in a familiar group.</p>	<p>Suggest ideas to others when taking part in group work.</p> <p>Think about the intonation of their voice and vary purposefully when reading.</p>	<p>Suggest ideas to the group and answer questions about it.</p> <p>When reading, will vary voice and intonation intentionally.</p> <p>When speaking will begin to intentionally, vary intonation.</p>	<p>Suggest ideas to organise work in a group.</p> <p>When speaking, they can identify appropriate expression and tone.</p> <p>Tell a story, with no notes, that engages an audience.</p>	<p>Able to organise group members, in groups of different sizes.</p> <p>Uses tone of voice and stress on words to add meaning.</p>	<p>Take different roles effectively, where negotiation is needed.</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience.</p>	<p>Will give and receive advice.</p> <p>Speak fluently with an increasing command of Standard English.</p>
<p><b>Audience awareness</b></p> <ul style="list-style-type: none"> <li>- Taking account of level of understanding of the audience</li> </ul>	<p>Show awareness of the listener.</p>	<p>Think about what the listener might already know but may repeat information.</p>	<p>In 2 ways conversations, they will think about what information has been learnt and they will build upon it.</p>	<p>In class discussions, they think about what information has been learnt and will build upon it.</p>	<p>Add or leave information based on what the listener knows.</p>	<p>Realise when people do not understand and seek help.</p>	<p>Realise when people do not understand and try to help.</p>

## Guidance used

West Berkshire Oracy progression (<http://www.westberkseducation.co.uk/Page/13200>)

Skills builder toolkit (<https://www.skillsbuilder.org/toolkit-teachers>)

Universally speaking ([https://www.thecommunicationtrust.org.uk/media/363850/tct\\_univspeak\\_5-11.pdf](https://www.thecommunicationtrust.org.uk/media/363850/tct_univspeak_5-11.pdf))

EYFS framework ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf))

Communication trust (<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communicating-the-curriculum/content/>)

National Curriculum (2014)

Development Matters

Edutopia and School 21- progression of oracy (<https://www.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-school21-oracy-assessment-strands.pdf>)