Oracy Skills Progression Document

Early Learning Goals **Communication and Language ELG:** **Listening, Attention and Understanding Children at the expected level of development will:** • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking Children at the expected level of development will:** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
National Curriculum **Speaking and Language** Pupils should be taught to: • listen and respond appropriately to adults and their peers. • ask relevant questions to extend their understanding and knowledge. • use relevant strategies to build their vocabulary. • articulate and justify answers, arguments and opinions. • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • speak audibly and fluently with an increasing command of Standard English. • participate in discussions, presentations, performances, role play, improvisations and debates. • gain, maintain and monitor the interest of the listener(s). • consider and evaluate different viewpoints, attending to and building on the contributions of others. • select and use appropriate registers for effective communication.

Skills Progression EYFS- Year 6

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Physical • To use gesture to support meaning in play. • To speak audibly so they can be heard and understood.	**Physical** • To use body language to show listening. • To experiment with adjusting tone, volume and pace	**Physical** • To use gesture to support the delivery of ideas e.g., gesturing towards someone if referencing their idea. • To speak clearly and confidently in a range of contexts.	**Physical** • To consider position and posture when addressing an audience. • To experiment with adjusting tone, volume and pace for different audiences.	**Physical** • To consider movement when addressing an audience. • To consider how tone, volume and pace influence meaning.	**Physical** • For body language to become increasingly natural. • To project their voice to a large audience.	**Physical** • To have a stage presence. • To adjust tone, volume and pace for a given purpose and audience.
Linguistic • To use talk in play to practice new vocabulary. • To join phrases with words such as 'if', 'because', 'so', 'could' 'but'.	**Linguistic** • To use vocabulary specific to the topic at hand. • To take opportunities to try out new language. • To use conjunctions to oragnise and sequence ideas e.g., firstly, secondly, finally. • To use sentence stems to link to other's ideas in group discussions (e.g., 'I agree with…. because….' 'Linking to…')	**Linguistic** • To adapt how they speak in different situations according to audience. • To use sentence stems to signal when they are building on or challenging others' ideas.	**Linguistic** • To use specialist vocabulary. • To be ale to use specialist language to describe their own and others' talk. • To make precise language choices (e.g., describing a cake as delectable instead od nice.)	**Linguistic** • To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	**Linguistic** • To use an increasingly sophisticated range of sentence stems with accuracy.	**Linguistic** • To vary sentence structures and length for effect when speaking. • To be comfortable using idiom and expressions.
Cognitive • To ask questions. • To wonder about ideas. • To use 'because' to develop their ideas. • To describe events that have happened to them in detail.	**Cognitive** • To consider the merits of different viewpoints. • To offer reasons for opinions. • To disagree with someone else's opinion politely. • To explain ideas and events in chronological order.	**Cognitive** • To ask questions to find out about a subject. • To build on others' ideas in discussions. • To make connections between what has been said and their own and others' experiences.	**Cognitive** • To offer opinions that aren't their own. • To reflect on discussions and identify how to improve, • To be able to summarise a discussion. • To reach shared agreement in discussions.	**Cognitive** • To be able to give supporting evidence e.g., citing a text, a previous example or a historical event. • To ask probing questions. • To reflect on their own oracy skills and identify areas of strength and areas to improve.	**Cognitive** • To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. • To identify when a discussion is going off topic and to be able to bring it back on track.	**Cognitive** • To construct a detailed argument or complex narrative. • To assess different viewpoints and present counterarguments. • To spontaneously respond to increasingly complex questions, citing evidence where appropriate. • To acknowledge and explain changes of position.
Social & Emotional • To listen to others. • To take turns to speak.	**Social & Emotional** • Listen carefully to others. • To participate in group discussions independently of an adult.	**Social & Emotional** • To encourage to everyone to contribute. • To develop an awareness of audience, e.g., what might interest a certain group. • Confident delivery of short pre-pared material.	**Social & Emotional** • Listen actively questioning and responding to others. • To adapt the content of their speech for a specific audience. • To speak with confidence in front of an audience.	**Social & Emotional** • To use more natural and subtle prompt for turn taking. • To develop an awareness of audience. • To consider the impact of their words on others when giving feedback.	**Social & Emotional** • Listening actively for extended periods of time. • To speak with flair and passion.	**Social & Emotional** • To use humour effectively. • To be able to read a room or a group and act accordingly e.g., disengaged, moving on, or its people look confused stopping to take questions. • To develop an awareness of group dynamics and invite those who have not spoken to contribute.