

Millbrook Community Primary School
Oracy Progression Map

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	To speak audibly so they can be heard and understood Choose appropriate tone Use gestures in play Begin to use body shaping to show engagement	Speak clearly (volume and pace) Match their tone to the context Use facial expressions and gestures to match context Awareness of a deliberate body shaping to show engagement	Begin to vary tone within talk context (dip in and out) Using gestures to support delivery of ideas Consistently show engagement through body shaping	Consistent and deliberate tonal variation to convey meaning Increasingly deliberate in the use of gestures to support ideas Deliberate body shaping in exploratory talk and awareness in presentational talk.	Consider voice projection in presentational talk Consider pace, including pauses for effect, in presentational talk Deliberate and economic selections of gesture to enhance meaning Consider movement when addressing an audience.	Deliberate and thoughtful voice projection to audience. Natural adaption of pace Gestures increasingly natural Body shaping and movement increasingly natural	To speak fluently in front of an audience To have a physical stage Presence (body shaping and gesture) Consciously adapt tone, pace and volume within a single situation.
Linguistic	To use new subject specific vocabulary in play Begin to construct whole	Use subject specific vocabulary in exploratory talk Begin to make links with new	Adapt language to suit both subject and context Begin to use sentence stems to Agree, Build	Deliberate use of specialist vocabulary within the correct context Developing the use of	Consider impact of word choices and make deliberate use of specialist vocabulary	Select vocabulary and phrasing for impact Select an increasingly sophisticated	To vary sentence structure, vocabulary and sentence length for

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	<p>grammatical phrases Begin to and develop the use of co-ordinating conjunctions 'and', 'or' and 'because' in exploratory talk in play</p>	<p>vocabulary in the wider curriculum Consistently use accurate whole grammatical phrases Begin to and develop use of subordinating conjunctions 'if', 'but' in exploratory talk.</p>	<p>or Challenge (A, B, C) To use conjunctions to sequence and organise ideas in both exploratory and presentational talk</p>	<p>specialist language to talk about talk Begin to use more varied and increasingly complex vocabulary choices and grammatical constructions to Agree, Build, Challenge or Ask Questions (A, B, C, Q)</p>	<p>Deliberate use of specialist language in self/peer reflection on talk. Adapt language and register in talk to express ideas, evaluate and interrogate information.</p>	<p>range of sentence stems in both exploratory and presentational talk Consider rhetorical expressions within talk and practise using them</p>	<p>cogent sustained talk To naturally use rhetorical expressions in talk</p> <p><i>*Be judicious. Know when to use a trick and be conscious of the impact as well as the needs of the audience*</i></p>
Cognitive	<p>To use because to develop ideas Awareness of relevant contributions and asks questions To describe events that have happened to them and</p>	<p>To offer simple reasons for opinions To disagree with someone else's opinion politely giving reasons using because Explain ideas and begin to them in sequence</p>	<p>Begin to construct questions to find out more about a subject using sentence stems To build on others' ideas in discussions To make connections between what</p>	<p>Using evidence to support your opinions develop an understanding to reflect on discussions and identify how to improve Develop the ability to reach shared</p>	<p>To be able to give supporting evidence in presentational talk e.g. citing a text, a previous example or historical event. To ask probing questions</p>	<p>To reflect on their own oracy skills and identify areas of strength and areas to improve Explore different perspectives Support your own point of view</p>	<p>To construct a detailed arguent or complex narrative To spontaneously respond to increasingly complex questions, citing evidence</p>

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	beginning to give detail	Articulate when they haven't understood	has been said and their own and others' experiences Consistently sequence ideas and events in talk	agreement in discussions. Begin to identify the key points in a discussion		Acknowledge the views of others Develop awareness of self-regulation in own and group talk	where appropriate Conscientiously and deliberately manage yourself in talk
Social and Emotional	To look at someone who is speaking to them Develop an awareness of turn taking in play and whole class activities	Develop active listening Begin to acknowledge different views Develop an ability to engage in group discussions (independent of an adult) Conscious about turn taking	To develop an awareness of audience e.g. what might interest a certain group To be aware of others who have not spoken and to invite them into discussion Develop an awareness and begin to include others in the classroom	Begin to adapt the content of their speech for a specific audience To speak with increasing confidence in front of an audience Track the speaker and respond appropriately	To be able to empathise with an audience To consider the impact of their words on others when giving feedback Awareness of pauses in talk and knowing when to add to the discussion or actively listen.	Listen for extended periods of time Develop a narrative voice that has authority	To be able to read a room or a group and taken action accordingly e.g. If everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions. To develop a distinct audience awareness and know when to change approach.