ENGLISH PROGRESSION IN ORACY

Happiness	Perserverance	Resilience	Kindness	Friendship	Respect

	Progression in Oracy					
	Physical	Cognitive	Linguistic	Social & emotional	Progression in Language sentence stems to be used alongside this.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate. Know the names of the four strands of the framework.	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). Look at the speaker.	Use gestures to support meaning eg in a T4W recital. Ask a relevant question about a story. Use the 'word of the day' accurately in conversation. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. Eg in a plan, do, review session. Use 'because', 'then' 'but' when explaining their plan and outcomes.	To explain how or why something happened using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.
Year 1	Speak clearly and confidently in a small group of known peers. Sequence events using the language of time or number. Begin to use sentence stems with some prompting.	Use non-verbal signals to indicate agreement or disagreement. Include 'because' in their contribution to justify ideas.	Speak clearly when presenting learning to the class. E.g. recording a presentation for the showcase. Use sentence stems independently even if not always appropriately.	Retell a story to a small group. Recognising when events are out of sequence and self-correcting. Be able to independently take turns and ensure all members contribute.	Speak clearly and confidently when explaining displayed learning to an adult in the showcase. Recognise when the wrong stem has been used and choose a more appropriate one.	Speak clearly and confidently using a script e.g. live presentation in showcase. Request a book from the librarian. Explaining the title or topic and maintaining eye contact.
Year 2	Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build. Choose the most appropriate stem independently.	Justify their agree/disagree choice with relevant explanations. Use technical, subject-specific vocabulary when explaining opinions.	Begin to understand the importance of posture when speaking. Use taught vocabulary independently, even if not always accurately.	Moderate tone and volume to match the audience. Retell an event calmly in logical order e.g. on the playground.	Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Be able to change their mind in response to another person's argument. E.g. the opinion continuum.	Be aware of where to look or stand to ensure the audience can hear clearly. Take on the instigator role in a trio discussion. Include taught vocabulary appropriately and independently in discussions.
Year 3	Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.	Take on the challenger role in a small discussion. Be able to confidently change their mind e.g. opinion continuum.	Use awareness of audience to support choice of formal/informal language. Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.	Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience .	Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. Be able to explain why they have changed their mind e.g. opinion continuum.	Begin to summarise the opinion of one contributor. Know which strand they are practising and explain why that is important to effective talk.
Year 4	Confidently summarise the contribution of one participant in a logical order.	Pause at appropriate points to allow for an audience's reaction. E.g in the comic poetry competition.	Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right.'	Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.	Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Deliver a short teaching session to a small group of younger children.	Write own short contribution to be delivered during the showcase.
Year 5	Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day. Self-assess own delivery of a short recorded presentation. Set targets to work on this year.	Write a coherent discussion text in response to a whole-class stimulus. Deliver that argument to a larger audience of their peers. (Yr grp)	Use effective exploratory and evaluative language to clarify thinking during a discussion.	Present learning to parents in pupil-led parent meetings. Use evaluative stems to support the discussion of successes and next steps.	Independently discuss a question in a small group, maintaining focus on the question and roles.	Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.
Year 6	Use humour appropriately and effectively to engage an audience.	To project voice to the back of the large hall and maintain volume and pitch through several short spoken contributions.	Use wider world knowledge to support views when participating in debates. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.	Choose appropriately formal language when participating in debates and formal discussions. Structure a persuasive speech effectively using taught language techniques.	To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition. Be able to reply to questions from the audience.	Speak confidently and naturally to an audience of known and unknown adults during the end of year production.