



Oracy Progression of Skills at St George's CE Academy

Key: **Physical** **Linguistic** **Cognitive** **Social & Emotional**

	Autumn Term	Spring Term	Summer Term
Nursery	Turn to face the person speaking. Begin to develop speech in simple sentences. Understand simple questions and instructions.	Start to take turns in group situations. Engage with others in role play situations. Recognise a facial expression (happy or sad) and show an understanding of its meaning.	Retell an event in the correct order, with some prompting. Begin to use their imagination during play. Build up vocabulary based on experiences.
Reception	Speak audibly so they can be heard and understood. Maintain eye contact with a partner or familiar adult. Look at the speaker when they are talking. Express needs clearly to a familiar adult.	Take turns in games and speaking. State their point of view simply to a group. To use talk in play to practise new vocabulary. Ask a relevant question about a story.	Use gestures to support meaning e.g. in a T4W recital. To join phrases with words such as 'if', 'because', 'so' and 'but'. To describe events in detail.
Year 1	Speak clearly and confidently in a group. 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.	To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground. To independently take turns. To offer reasons for their opinion.	To disagree with someone else's opinion politely. To use appropriate vocabulary, specific to the topic. To speak clearly and confidently to the class.
Year 2	Start to use non-verbal signals to indicate the contribution they wish to make: agree, build-on, challenge. Choose the most appropriate language stem. Justify their agree/challenge choice.	Begin to understand the importance of posture when speaking. Retell an event calmly and in a logical order e.g. on the playground. Moderate tone and volume to match the audience.	Maintain a suitable posture throughout a spoken contribution. Include taught vocabulary where appropriate. Start to develop an awareness of audience e.g. where to stand so they can be seen.

Year 3	To vary the tone of voice for humorous or sad parts of storytelling. To make precise language choices e.g. delicious instead of nice. Make connections between what has been said and their own, and others', experiences.	Use awareness of audience to support choice of formal/informal language. Explain the purpose of their talk e.g to discuss, entertain, inform, persuade. Begin to recognise different roles within group talk.	Begin to summarise different opinions. To speak with confidence in front of an audience. Begin to consider posture and stance when addressing an audience.
Year 4	Cite evidence from the text or linked wider experiences when participating in discussions. To use more natural and subtle prompts for turn taking. To ask probing questions.	Pause at appropriate points to allow for an audience's reaction. Project voice to the back of the hall and maintain that. Consider the impact of their words on others when giving feedback.	To reflect on their own oracy skills and identify areas of strength and areas to develop. To show an awareness of commonly used phrases and begin to use them.
Year 5	Use gestures effectively to engage and persuade the audience. Self-assess own delivery of a short-recorded presentation. Write a coherent discussion text in response to a whole-class stimulus.	Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions. Draw upon their knowledge of the world to support their own point of view and explore perspectives of others. To speak with flair and passion.	Independently discuss a question in a small group, maintaining focus on the question and roles. Listen for extended periods of time, including note taking.
Year 6	To use wider world knowledge to support views when participating in discussions and debates. To use posture, gestures and tone of voice effectively. Be able to respond to questions from the audience.	To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expression. Consciously adapt tone, pace and volume of voice.	Speak confidently and naturally to an audience of known and unknown adults during the end-of-year production. Reflect upon their own and others' oracy skills and identify how to make improvements. Use humour effectively.