St. John's Primary School

Oracy Progression Mapping

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical 		To speak audibly so they can be heard and understood			To use gestures to support meaning in play	
Linguistic 	To use talk in play to practice new vocabulary -Teacher Talk Tactics (EYFS)					To join phrases with words such as 'if', 'because' 'so' 'could' 'but' -talk tactics to support
Cognitive 			To describe events that have happened to them in detail To make relevant contributions	To use 'because' to develop their ideas To ask relevant questions		
Social & Emotional 			To look at someone who is speaking to them	To take turns with teacher	To take turns within a pair	To take turns to speak when working in a group



Instigate



Build



Challenge

YEAR 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical 	To use the appropriate tone of voice in different contexts. E.g. speaking calmly when resolving an issue			To speak clearly and confidently in a range of contexts- authentic audeinces		
Linguistic 	To use vocabulary specific to the topic at hand			To take opportunities to try out new language.	Summarise partner explanations or ideas	To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. -teacher modelling -fed-in-facts
Cognitive 	To explain ideas and events in chronological order.	To disagree with someone else's opinion politely. To offer reasons for opinions	To ask a question when they haven't understood			
Social & Emotional 				To listen to others and be willing to change their mind based on what they have heard -fed-in-facts- Mary Anning		To organise group discussions independently of an adult.



Instigate



Build



Challenge



Summarise

YEAR 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical	To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.					
Linguistic			To use sentence stems to signal when they are building on others' ideas.	To use sentence stems to signal when they are challenging others' ideas.		To adapt how they speak in different situations according to audience. Different authentic audience (younger or older students)
Cognitive	To ask questions to find out more about a subject- 5W's ions		To build on others' ideas in discuss		To make connections between what has been said and their own and others' experiences.	
Social & Emotional		Use roles in trios- instigate, build and challenge. Talk detectives to check for good oracy		To be aware of others who have not spoken and to invite them into discussion.	To develop an awareness of audience e.g. what might interest a certain group.	Confident delivery of short pre-prepared material.





YEAR 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical		To consider position and posture when addressing an audience. – perhaps use stage or soap box				To deliberately vary tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk 1 minute speech
Linguistic	To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.					
Cognitive			To be able to summarise a discussion	To offer opinions that aren't their own.	To offer opinions that aren't their own confidently in front of an audience.	To reflect on discussions and identify how to improve.
Social & Emotional		To speak with confidence in front of a new/different audience.		To reach shared agreement in discussions- harkness discussion		





YEAR 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical 	To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.				To consider movement when addressing an audience. -watching speakers and analysing or teachers or recordings of themselves-watch a debate	Speaking with pathos when telling a sad part of a story. Video story telling
Linguistic 		To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To be able to use specialist language to describe their own and others' talk.		To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.	
Cognitive 	To reflect on their own oracy skills and identify areas of strength and areas to improve. Animal habitats- peer assess and improve	Probing in hot seating (History)				
Social & Emotional 			To consider the impact of their words on others when giving feedback.	To use more natural and subtle prompts for turn taking.		To be able to empathise with an audience.













YEAR 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical 			For gestures to become increasingly natural.	To project their voice to a large audience.		
Linguistic 	To use an increasingly sophisticated range of sentence stems with fluency and accuracy- consider more complex sentence stems from talk tactics					
Cognitive 	To reflect on their own oracy skills and identify areas of strength and areas to improve.				To identify when a discussion is going off topic and to be able to bring it back on track. -model in larger group, work towards independent small group discussion	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.
Social & Emotional 		Listening for extended periods of time. -silent summariser	To speak with flair and passion.			



YEAR 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical	Maintaining eye contact (revisit) To speak fluently in front of an audience.	Consciously adapt tone, pace and volume of voice within a single situation (revist in Term 6)				To have a stage presence.
Linguistic		To vary sentence structures and length for effect when speaking. - Give students opportunity to rehearse and have feedback from smaller groups				
Cognitive			To construct a detailed argument or complex narrative.	To spontaneously respond to increasingly complex questions, citing evidence where appropriate.		
Social & Emotional	To use humour effectively.					

