



# Oracy Progression


As with all developmental areas, oracy development in children is complex and affected by many factors.


This progression outline (informed by the oracy research of Voice21) is offered as a guide to the typical stages of development that we might see as our children's oracy skills grow.

Some examples of how these developments may be interpreted are given in the blue text.

Oracy domain	EYFS	KS1	LKS2	UKS2
<p><b>Physical</b></p>  <p>The infographic for the Physical domain is divided into two main sections: 'Voice' and 'Body language'. The 'Voice' section includes: Pace of speech, Tonal variation, Clarity of pronunciation, and Voice projection. The 'Body language' section includes: Gesture &amp; posture, and Facial expression &amp; eye contact.</p>	<ul style="list-style-type: none"> <li>• Speak clearly and at an audible volume</li> <li>• Maintain eye-contact</li> </ul> <p>Can you look at the person you are talking with?</p> <ul style="list-style-type: none"> <li>• Begin to use simple gestures</li> </ul> <p>Can you point to show what it is you are describing?</p>	<ul style="list-style-type: none"> <li>• Speak clearly and confidently in different groups and contexts Can you speak within groups of different size?</li> <li>• Begin to vary pace, volume and tone of voice for audience and context Can you give character voices when acting or storytelling?</li> <li>• Develop non-verbal gestures in your face, body and voice to aid clarity when expressing yourself, and to indicate active listening Can you nod at suitable moments in the conversation? Can you use facial expression?</li> <li>• Begin to use posture that suits the audience and supports delivery How can you use your body to show you are listening?</li> </ul>	<ul style="list-style-type: none"> <li>• Vary tone of voice to show emotion or to convey meaning Can you use a suitable voice to deliver funny / sad information?</li> <li>• Begin to use pauses at appropriate points for effect or reaction Can you use a pause before the punchline of a joke / to create suspense?</li> <li>• Begin to project voice for volume and to suit venue without shouting Can you read aloud in the class assembly and be heard at the back of the hall?</li> <li>• Extended use of gestures for clarity and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberately adapt pace, volume and tone of voice within the same context for varied effect, including to remedy clause ambiguity, to persuade, and to show authority Can you persuade the School Council to adopt your suggestion?</li> <li>• Speak fluently and with confidence to unfamiliar audiences, including adults Can you perform a part effectively in the school production?</li> <li>• Project voice for sustained volume and pitch to suit venue</li> <li>• Begin to develop a natural use of gesture for varied effect Can you reference audience with appropriate gesture, position and posture?</li> <li>• Attempt imitation of a modelled performance in voice and body language</li> </ul>

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<p><b>Linguistic</b></p> 	<ul style="list-style-type: none"> <li>Express needs clearly to a familiar audience <i>Can your friend or trusted adult understand your need?</i></li> <li>Use talk within play to practice new vocabulary</li> <li>Begin to speak in full sentences <i>Can you open my lunchbox please?</i></li> <li>Begin to use words such as 'if' and 'might' to explore ideas</li> <li>Use correct pronouns</li> <li>Use correct determiners <i>Can I go TO the toilet please?</i></li> </ul>	<ul style="list-style-type: none"> <li>Begin to use suggested sentence stems with increasing confidence and to connect with ideas of others</li> <li>Use taught technical and subject-specific vocabulary for explanation, not always accurately <i>Can you try to use taught vocabulary words in your learning?</i></li> <li>Use organisational and linking phrases <i>Can you use words such as 'firstly, secondly, finally'?</i></li> <li>Begin to select from banks of sentence stems with increasing independence <i>Can you use sentence stems such as 'I agree with... because...' that build on or challenge ideas already given?</i></li> <li>Use clear and full sentences to convey meaning <i>Do your sentences start and end appropriately (i.e. not a continuous chain of conjunctions)?</i></li> <li>Use the correct tense</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use awareness of audience to select formal or informal spoken register <i>Can you change your tone for a school visitor from that used with a friend?</i></li> <li>Start to show some awareness of typical English collocations e.g. 'make a bed', 'save time', 'catch a cold' etc <i>Can you spot when a phrase doesn't sound right in English?</i></li> <li>Make precise language choices that include specialist vocabulary e.g. speak 'like a scientist' when reporting on an investigation</li> <li>Start to select language that reflects the purpose of the communication <i>Can you amend your talk to better entertain? Or to persuade?</i></li> </ul>	<ul style="list-style-type: none"> <li>Start to use humour deliberately and effectively to engage an audience</li> <li>Compose, deliver and respond to probing questions <i>Can you vary sentence structures and length of responses when speaking?</i></li> <li>More independently and fluently use a wider range of sophisticated speaking frames, including evaluative sentence stems <i>Can you explore successes and next steps with appropriate selection of sentence stems?</i></li> <li>Show confidence and increasing discernment in using idioms and expressions e.g. 'Fell on deaf ears', 'fish out of water' etc</li> <li>Imitate different styles of performance and delivery</li> <li>Independently plan and prepare an effective persuasive speech that makes use of a variety of persuasive language techniques</li> </ul>

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<p><b>Cognitive</b></p>  <p>The infographic titled 'Cognitive' features a brain icon and lists five skill areas: Content (Choice of content to convey meaning &amp; intention, Building on the views of others), Structure (Structure &amp; organisation of talk), Clarifying &amp; summarising (Seeking information &amp; clarification through questioning, Summarising), Self-regulation (Maintaining focus on task, Time management), and Reasoning (Giving reasons to support views, Critically examining ideas &amp; views expressed).</p>	<ul style="list-style-type: none"> <li>● Begin to use 'because' to explain how or why an event happened</li> <li>● Ask relevant questions about a story or topic in class that captures their interest</li> <li>● Recount an experience, giving relevant details, to a partner</li> <li>● Make relevant spoken contributions that match the conversational thread begun by an adult</li> </ul> <p>Can you use 'and' to retell an event you took part in?</p> <p>Can you join in the conversation with relevant spoken answers or comments?</p>	<ul style="list-style-type: none"> <li>● Give reasons for any opinions held</li> <li>● Disagree with others using respectful, polite language</li> <li>● Show, by asking questions, that they can recognise when something has not been understood</li> <li>● Use the language of time or number to sequence events logically</li> <li>● Retell a story within a small group</li> <li>● Make links between what has already been said and their own experiences</li> </ul> <p>Can you use 'because' to explain why you think this?</p> <p>Can you ask a suitable question if you do not understand what the teacher has instructed or explained to you?</p> <p>Can you correct yourself when you make a mistake in retelling story events?</p>	<ul style="list-style-type: none"> <li>● Offer and explore alternative opinions within role</li> <li>● Discuss and reach shared points of agreement in groups</li> <li>● Give evidence to support conclusions reached, including citing text extracts</li> <li>● Deliver short presentations, with notes, to unfamiliar audiences</li> <li>● With scaffolds, take turns at the different parts within a simple discussion e.g. challenger, summariser</li> </ul> <p>Can you hot seat to role play a character that has different views to you yourself?</p> <p>Can you reach shared agreements within small discussion groups?</p> <p>Can you conclude a discussion by summarising key points made?</p>	<ul style="list-style-type: none"> <li>● Use knowledge of the wider world to support views outlined within debate</li> <li>● Run an organised discussion with clearly defined roles and agenda</li> <li>● Be able to reply effectively and appropriately to unseen audience questions</li> <li>● Move between different registers of formality relative to audience and context</li> <li>● With support, identify when a discussion is losing focus and interject to bring it back on track</li> <li>● Assess own and others' performance successes and next steps within spoken presentation or debate</li> </ul> <p>Can you summarise the outcomes of a formal discussion?</p> <p>Can you change sensibly between formal and less formal when discussing, recounting or presenting?</p> <p>Can you use sentence stems such as 'That may be true, however...' to refocus a discussion?</p>

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<p><b>Social &amp; Emotional</b></p>  <p><b>Social &amp; Emotional</b></p> <p><b>Working with others</b></p> <ul style="list-style-type: none"> <li>- Guiding or managing interactions</li> <li>- Turn-taking</li> </ul> <p><b>Listening &amp; responding</b></p> <ul style="list-style-type: none"> <li>- Listening actively &amp; responding appropriately</li> </ul> <p><b>Confidence in speaking</b></p> <ul style="list-style-type: none"> <li>- Self assurance</li> <li>- Liveliness &amp; flair</li> </ul> <p><b>Audience awareness</b></p> <ul style="list-style-type: none"> <li>- Taking account of level of understand of the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the person speaking</li> </ul> <p>Can you face the person speaking and keep eye contact with them?</p> <ul style="list-style-type: none"> <li>• Wait your turn to speak or answer when working in a group</li> <li>• With some support, take turns fairly when playing games and understand sharing is equal (i.e. sharing does not mean your turn now!)</li> <li>• Express likes and dislikes with reasons</li> </ul> <p>I don't like this because...</p>	<ul style="list-style-type: none"> <li>• Listen and respond respectfully to other children and adults</li> </ul> <p>Can you show respectful listening in your body language and spoken comments?</p> <ul style="list-style-type: none"> <li>• Be prepared to change your mind based on what has been said</li> <li>• Start to show an awareness of different audience</li> </ul> <p>Can you speak differently to an audience of classmates and an audience of parents?</p> <ul style="list-style-type: none"> <li>• Begin to organise discussions with some guidance</li> <li>• Begin to deliver short, prepared material to a familiar audience</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to speak with confidence in front of an audience</li> <li>• With prompting, adapt the content of a speech for specific audience needs</li> <li>• Explain the reasons for a change of mind e.g. Opinion Continuum</li> <li>• Begin to show empathy for those less confident children who are left out of discussion</li> </ul> <p>Can you invite your quieter classmates into the discussion?</p> <ul style="list-style-type: none"> <li>• Start to consider the impact of word choice when feeding back to others</li> </ul> <p>Can you give criticism in a friendly and helpful way?</p>	<ul style="list-style-type: none"> <li>• Listen for extended periods and respond with note-taking etc</li> </ul> <p>Can you be an active listener and make notes on what you hear?</p> <ul style="list-style-type: none"> <li>• Speak confidently to an audience demonstrating flair and passion for the subject</li> <li>• Speak with growing confidence and fluency to a range of familiar and unfamiliar audiences</li> </ul> <p>Can you be equally confident when speaking with classmates and with visitors or parents?</p> <ul style="list-style-type: none"> <li>• Begin to react to an audience e.g. skipping ahead to different talking points when an audience loses interest or clarifying points if the listener looks confused</li> </ul>