

Oracy Progression of Skills at St. Peter's

Strand	Nursery	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
 <p>Physical</p>	<p>To use simple gestures to support talk</p> <p>To begin to use eye contact when talking to a familiar adult</p> <p>To begin to project their voice when talking to a small group</p>	<p>To project their voice to a large audience eg. Nativity, Class assembly.</p> <p>To confidently use gestures to support talk.</p> <p>To use eye contact to engage with audience or speaker, including in one to one conversations.</p> <p>To talk at a steady pace so the audience can understand.</p> <p>Begin to use agree and disagree hand gestures.</p>	<p>To speak clearly in a range of contexts.</p> <p>To use body language to show active listening and support meaning when speaking.</p> <p>To project their voice to a large audience eg. Class assembly.</p> <p>To start to use gesture to support the delivery of ideas. Eg. Gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.</p> <p>To use agree, disagree and linking to hand gestures.</p>	<p>To speak clearly and confidently in a range of contexts.</p> <p>To use body language to show active listening and support meaning when speaking.</p> <p>For gestures to become increasingly natural.</p> <p>To project their voice to a large audience eg. Class assembly, year group performances</p> <p>To use agree, disagree, linking to and building on hand gestures. To begin to use challenge hand gestures.</p>	<p>Natural use of body language and facial expressions.</p> <p>To speak fluently in front of an audience.</p> <p>Considers position and posture when addressing an audience.</p> <p>To use the appropriate tone of voice in the right context. eg. speaking calmly when resolving a playground issue.</p> <p>To confidently use agree, disagree, linking to, building on and challenge hand gestures.</p>	<p>Natural use of body language and facial expressions.</p> <p>To speak fluently in front of an audience.</p> <p>Considers position and posture when addressing an audience.</p> <p>Deliberately varies tone of voice in order to convey meaning eg speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of the story.</p>	<p>To consider movement when addressing an audience.</p> <p>To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p> <p>Consciously adapt tone, pace and volume of voice within a single situation.</p>	<p>To have a stage presence.</p> <p>To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p> <p>Begin to think about deliberate crafting of the listener's journey through changes to tone, volume and pace eg. to create suspense or coming timing.</p>

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 Linguistic	<p>To begin to take opportunities to try out new language, even if it is not always used correctly.</p> <p>To use 'pretend' talk in my play using correct vocabulary for play objects.</p>	<p>To use a range of vocabulary in interesting ways to add information and express ideas.</p> <p>Use a range of vocabulary by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To take opportunities to try out new language, even if it is not always used correctly.</p>	<p>To use sentence stems to link to other's ideas in group discussions eg. I agree/disagree with... because...</p> <p>To begin to use conjunctions to organise and sequence ideas eg. firstly, secondly, finally</p> <p>To take opportunities to try out new language.</p>	<p>To use sentence stems to link to other's ideas in group discussions eg. I agree/disagree with... because..., linking to...</p> <p>To confidently to use conjunctions to organise and sequence ideas eg. firstly, secondly, finally</p> <p>To use precise language choices eg. instead of describing a cake as 'nice' using 'delectable'</p> <p>To use appropriate vocabulary specific to the topic at hand.</p>	<p>To begin to use specialist vocabulary.</p> <p>To begin to vary sentence structure and length for effect when speaking.</p> <p>To use sentence stems eg. to signal when building on or challenging other's ideas.</p> <p>To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.</p>	<p>To understand common idioms and expressions.</p> <p>To confidently use specialist vocabulary.</p> <p>To vary sentence structure and length for effect when speaking.</p> <p>To use a range of sentence stems eg. to signal when building on or challenging other's ideas.</p> <p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p>	<p>To use humour and sarcasm.</p> <p>To be comfortable using common idioms and expressions.</p> <p>To judge when appropriate to use specialist vocabulary.</p> <p>To be able to use specialist language to describe their own and other's talk.</p> <p>To confidently vary sentence structure and length for effect when speaking.</p> <p>To use and innovate on an increasingly sophisticated range of sentence stems with accuracy.</p>	<p>To use humour, irony, sarcasm and mimicry.</p> <p>To be confident using common idioms and expressions.</p> <p>To judge when appropriate to use specialist vocabulary.</p> <p>To be able to use specialist language to describe their own and other's talk.</p> <p>To deliberately vary sentence structure and length for effect.</p> <p>To use and innovate on an increasingly sophisticated range of sentence stems with accuracy and fluency.</p>

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 <p>Cognitive</p>	<p>To begin to use a variety of simple question openers (e.g. <i>what, where, who</i>).</p> <p>Listen and respond to ideas expressed by others in conversation and discussion.</p>	<p>Listen and respond to ideas expressed by others in conversation and discussion for short periods of time</p> <p>To answer 'how' and 'why' questions about my experiences.</p> <p>To express simple views about events.</p>	<p>To offer reasons for their opinions.</p> <p>To begin to ask questions to find out more about a subject.</p> <p>To begin to draw upon knowledge of the world to support their own point of view.</p> <p>To begin to explain ideas and events in chronological order using simple sequencing words.</p>	<p>To offer reasons for their opinions and opinions that aren't their own.</p> <p>To begin to reach shared agreements in small group discussions.</p> <p>To disagree with someone's opinion politely.</p> <p>To ask clarifying questions to increase understanding.</p> <p>To explain ideas and events in chronological order.</p> <p>To make simple connections between what has been said and their own experiences.</p> <p>To draw upon knowledge of the world to support their own point of view.</p>	<p>To reach a shared agreement in discussions.</p> <p>To confidently ask clarifying questions and begin to ask probing questions.</p> <p>To recognise when they haven't understood something and ask a question to help with this.</p> <p>To build on other's ideas in discussions.</p> <p>To make simple connections between what has been said and their own and others' experiences.</p> <p>To structure extended presentational talk eg. Beginning, middle and end.</p>	<p>To reach a shared agreement in discussions.</p> <p>To ask probing questions.</p> <p>To build on, challenge and begin to summarise other's ideas in discussion.</p> <p>To make connections between what has been said and their own and others' experiences.</p> <p>To begin to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p>	<p>To build on, challenge and to summarise other's ideas in discussion.</p> <p>To reflect on discussion and identify how to improve.</p> <p>To draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>To begin to counter- argue and make counter proposals to problem- solve and move discussions forward.</p> <p>To cite evidence with appropriate reference points.</p> <p>To reflect on their own and others' oracy and identify how to improve.</p>	<p>To continue to build on, challenge and begin to summarise other's ideas in discussion.</p> <p>To structure their talk in sophisticated ways eg. grouping ideas by themes.</p> <p>To confidently counter- argue and make counter proposals to problem- solve and move discussions forward.</p> <p>To cite evidence with mature and appropriate reference points.</p> <p>To reflect on their own and others' oracy skills and identify areas of strength and how to improve.</p>

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 <p>Social and Emotional</p>	<p>To begin to engage in conversation with a familiar adult.</p> <p>To begin to turn-take when talking with a partner.</p>	<p>To engage in conversation with a familiar adult.</p> <p>To turn-take when talking with a partner and a small group.</p>	<p>Confident delivery of a short pre-pared material eg. class assembly.</p> <p>To speak with confidence in front of an audience.</p> <p>To engage in a two-way conversation with a familiar adult.</p> <p>To be aware of others who have not spoken in a discussion.</p>	<p>To listen for extended periods of time.</p> <p>To organise group discussions with the support of an adult.</p> <p>To be aware of others who have not spoken and to invite them into discussion.</p> <p>To speak with confidence in front of an audience.</p>	<p>To begin to engage in a conversation with an unfamiliar adult.</p> <p>To begin to organise some groups discussion without the support of an adult.</p> <p>To be aware of others who have not spoken and to invite them into discussion.</p>	<p>To confidently engage in a conversation with an unfamiliar adult.</p> <p>To organise groups discussion without the support of an adult.</p> <p>To use more natural and subtle prompts for turn taking.</p> <p>To start to develop an awareness of audience eg. What might interest a certain group?</p>	<p>To begin to speak with flair and passion.</p> <p>To be comfortable organising groups talk eg. as a chairperson</p> <p>To adapt the content of their speech for a specific audience.</p> <p>To begin to consider the impact of their words on others when giving feedback.</p>	<p>To speak with flair and passion.</p> <p>To be confidently organise groups talk eg. as a chairperson</p> <p>To begin to be able to read a room or a group and take action accordingly eg. if everyone looks disengaged, moving on or changing topic. If people look confused stopping to take questions.</p> <p>To consider the impact of their words on others when giving feedback.</p>