

**OUR LADY OF LOURDES RCPS
ORACY PROGRESSION OF SKILLS**

SKILL	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	To speak audibly so they can be heard and understood. To use gestures to support meaning in play.	To use appropriate tone of voice in the correct context E.g. speaking calmly when resolving an issue in the playground. To speak clearly and confidently in a range of contexts.	To start 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.	Deliberately varies tone of voice in order to convey meaning E.g. speaking authoritatively during an expert talk or speaking with pathos telling a sad story. Considers position and posture when addressing an audience.	To consider movement when addressing an audience. To use pauses for effect in presentational talk e.g. when telling an anecdote or joke.	To project their voice to a large audience. For gestures to become increasingly natural.	To speak fluently in front of an audience. To have a stage presence. Consciously adapt tone, pace and volume of voice within a single situation.
Linguistic	To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'because', 'so', 'could', 'but'	To use vocabulary appropriate specific to the topic at hand. To take opportunities to try out new language, even if	To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or	To be able to use specialist language to describe their own and other's talk. To use specialist vocabulary.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions.

		not always used correctly. To use sentence stems to link to other's ideas in group discussion E.G. 'I agree with ...because...' 'Linking to...'	challenging others' ideas.	To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.			
Cognitive	To use 'because' to develop their ideas. To make relevant contributions and ask questions. To describe events that have happened to them in detail.	To offer reasons for their opinions. To recognise when they haven't understood something and asks a question to help with this. To disagree with someone else's opinion politely. To explain ideas and events in chronological order.	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.	To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach a shared agreement in discussions.	To be able to give supporting evidence e.g. citing a text, a previous example or historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g In a discussion about vegetarianism, rather than saying, 'my mum is a vegetarian so eating meat is wrong' to be able to say, 'lots of people don't eat meat because they believe killing animals is cruel'.	To construct a detailed argument or complex narrative. To spontaneously respond to increasingly complex questions, citing evidence where appropriate.

						To identify when a discussion is going off topic and be able to bring it back.	
Social and Emotional	To look at someone who is speaking to them. To take turns to speak when working in a group.	Listens to others and is willing to change their mind based on what they have heard. To organise group discussions independently of an adult.	To start to develop an awareness of audience e.g. what might interest a certain group. To be aware of others who have not spoken and invite them into discussion. Confident delivery of short pre-prepared material.	To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.	To use more natural and subtle prompts for turn taking. To be able to empathise with an audience. To consider the impact of their words on others when giving feedback.	Listening for extended periods of time. To speak with flair and passion.	To use humour effectively. To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused, stopping to take questions.