

Oracy Framework Progression Map



	Physical	Linguistic	Cognitive	Social and Emotional
EYFS	<ul style="list-style-type: none"> To turn their body towards the speaker for an appropriate amount of time. To use gesture to support meaning in play. To speak at an appropriate volume to be heard clearly by others. 	<ul style="list-style-type: none"> To use talk in play to practise new vocabulary. To use words more specifically to make their meaning clear (e.g. using adjectives to describe which one) when prompted/supported by an adult. To join phrases with words such as 'if', 'because', 'so', 'could' and 'but'. 	<ul style="list-style-type: none"> To ask questions. To use 'and' to link their ideas. To describe events that have already happened. To describe events currently happening and what might happen next. To use 'because' to develop their ideas. 	<ul style="list-style-type: none"> To use talk to take on roles in imaginative play. To take turns to speak with the support of an adult. To listen attentively in a pair or small group. To take turns to speak with a partner independently. To listen to an instruction without needing to stop a simple activity.
Year 1	<ul style="list-style-type: none"> To use body language to show listening. To experiment with adjusting volume. To experiment with adjusting pace. To experiment with adjusting tone. 	<ul style="list-style-type: none"> To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...'). To use vocabulary specific to the topic at hand. To use conjunctions to organise and sequence ideas (e.g. firstly, secondly, finally). To independently use words specifically to make their meaning clear in conversation (e.g. using adjectives to describe which one). 	<ul style="list-style-type: none"> To acknowledge differing opinions. To explain ideas and events in chronological order. To offer reasons for opinions. To disagree with someone else's opinion politely. 	<ul style="list-style-type: none"> To listen carefully to others. To participate in group discussions independently of an adult. To give details that they know are important and will influence the listener (e.g. Chloe fell over; she wasn't pushed).
Year 2	<ul style="list-style-type: none"> To use gesture to support the delivery of ideas (e.g. gesturing towards someone if referencing their idea). To speak clearly and confidently within their class environment. To speak clearly and confidently outside of their class environment (e.g. lunchtime, playtime) To speak clearly and confidently to new adults and peers. 	<ul style="list-style-type: none"> To use sentence stems to signal when they are building on or challenging others' ideas. To use newly learnt vocabulary in an appropriate way. To use begin to use vocabulary for effect (e.g. exaggeration to make stories more exciting: "I made the biggest sandcastle in the world!") To consider how to adapt speech in different situations according to audience (e.g. friends, parents, teachers etc). 	<ul style="list-style-type: none"> To make connections between what has been said and their own experiences. To build on others' ideas in discussions. To ask questions to find out more about a subject. To make connections between what has been said and others' experiences. 	<ul style="list-style-type: none"> To take turns, listen and respond in two-way conversations. To develop an awareness of audience, (e.g. what might interest a certain group). To encourage everyone to contribute. To take turns, listen and respond in group conversations. To speak with confidence in front of a small familiar group.
Year 3	<ul style="list-style-type: none"> To experiment with adjusting pace for different audiences. To experiment with adjusting volume for different audiences. To consider posture (how we stand) when addressing a small group. To experiment with adjusting tone for different audiences. To consider posture (how we stand) when addressing the class. 	<ul style="list-style-type: none"> To begin to use specialist (technical) vocabulary in small groups when modelled by an adult. To explore language choices for effect (e.g. exploring synonyms). To begin to use specialist (technical) vocabulary independently when modelled by an adult. To begin to independently make precise language choices for effect (e.g. describing a cake as 'delectable' instead of 'nice'). 	<ul style="list-style-type: none"> To be able to summarise a paired discussion. To offer opinions that aren't their own during a class discussion. To be able to summarise a small group discussion. To reach shared agreement in discussions. To reflect on discussions and identify how to improve. 	<ul style="list-style-type: none"> To be aware when a message is not clear and ask for an explanation. To listen actively, questioning and responding to others. To show awareness of the need to talk differently to adults and peers. To be aware of what the listener knows already and begin to adapt conversation accordingly. To speak with confidence in front of a familiar audience.
Year 4	<ul style="list-style-type: none"> To consider how pace effects meaning. To consider how volume effects meaning. To consider placement when addressing a small group. To consider how tone effects meaning. To use intonation to help emphasise their point. 	<ul style="list-style-type: none"> To begin to use rhetoric devices. To carefully consider the words and phrasing they use to express their ideas. To independently use specific specialist (technical) vocabulary when guided by an adult. To independently use specialist (technical) vocabulary when discussing a known topic. 	<ul style="list-style-type: none"> To be able to give supporting evidence (e.g. citing a text, a previous example or a historical event). To reflect on their own oracy skills and identify areas of strength. To reflect on their own oracy skills and identify areas to improve. To ask probing questions. 	<ul style="list-style-type: none"> To understand the interests of peers. To identify clearly what they have not understood and be specific about what additional information they need. To use more natural cues for inclusive turn taking within discussions. To consider the impact of their words on others when giving feedback. To reflect on audience reactions. To develop an awareness of audience based on audience reactions.
Year 5	<ul style="list-style-type: none"> To project their voice when addressing the whole class. For body language to naturally mirror talk accordingly. To project their voice when addressing the year group. To use movement when addressing the class. To project their voice when addressing a larger audience. To adjust tone to influence meaning. To use movement when addressing a larger audience. 	<ul style="list-style-type: none"> To use rhetoric devices appropriately. To select specific vocabulary appropriate to the topic at hand. To use an increasingly sophisticated range of sentence stems with accuracy. To use a sophisticated range of sentence stems with accuracy. 	<ul style="list-style-type: none"> To use questions to help conversation flow. To be able to draw upon knowledge of the world to support their own point of view. To be able to draw upon knowledge of the world to explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track. 	<ul style="list-style-type: none"> To listen actively for extended periods of time. To reflect on someone else's oracy skills and identify areas of strength. To speak with flair and passion about a topic of interest. To develop an awareness of audience and adapt accordingly.
Year 6	<ul style="list-style-type: none"> To adjust tone, volume and pace for a given purpose and audience. To have a stage presence in front of the year group (use of body language and appropriate gestures; voice projection). To show interest through tone of voice. To have a stage presence in front of a larger audience (movement when addressing audience; voice projection). 	<ul style="list-style-type: none"> To be comfortable using idioms and expressions. To use rhetoric devices appropriately. To use a sophisticated range of sentence stems with accuracy. To vary sentence structures and length for effect when speaking. To use sophisticated vocabulary appropriate to the context and purpose of talk. To begin to use appropriate sarcasm. 	<ul style="list-style-type: none"> To use questions to help conversation flow. To construct a detailed argument or complex narrative. To assess different viewpoints and present counterarguments. To acknowledge and explain changes of position. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. 	<ul style="list-style-type: none"> To listen actively for extended periods of time. To develop an awareness of group dynamics and invite those who haven't spoken to contribute. To reflect on someone else's oracy skills and identify areas of strength and areas to improve. To recognise when to add detail or leave information out according to how much is already known by the listener. 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 if people look confused stopping to take questions).