







# Oracy Progression

Skill	Reception	Year 1	Year 2
Physical 	<ul style="list-style-type: none"> <li>• Speak clearly with appropriate volume</li> <li>• Look at who is talking and who you are talking to</li> <li>• Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly and confidently in a range of contexts</li> <li>• Use appropriate tone of voice in the right context e.g. To project their voice to a large audience.</li> <li>• Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly and confidently with appropriate volume and pace in a range of contexts</li> <li>• Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea</li> <li>• Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions</li> </ul>
Linguistic 	<ul style="list-style-type: none"> <li>• Use talk in play to practice new vocabulary e.g. lighter, heavier</li> <li>• Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in sentences using joining phrases to link ideas</li> <li>• Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller</li> <li>• Take opportunities to try out new language, even if it is not always correctly used</li> <li>• Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...'</li> <li>• Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking in sentences using joining phrases to create longer sentences</li> <li>• Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom</li> <li>• Use sentence stems to signal when they are building or challenging others' ideas in group'</li> </ul>
Cognitive 	<ul style="list-style-type: none"> <li>• Use 'because' to develop their ideas</li> <li>• Make relevant contributions that match what has been asked</li> <li>• Ask simple questions</li> <li>• Describe events that have happened to them in detail</li> </ul>	<ul style="list-style-type: none"> <li>• Offer reasons for their opinions</li> <li>• Recognise when they haven't understood something and ask a question</li> <li>• Disagree with someone else's opinion politely</li> <li>• Explain ideas and events in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to find out more about a subject</li> <li>• Build on others' ideas in discussions</li> <li>• Make connections between what has been said and their own and others' experiences</li> </ul>
Social and Emotional 	<ul style="list-style-type: none"> <li>• Look at someone who is speaking to them</li> <li>• Wait for a turn. Taking turns to speak, when working in a group</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to others</li> <li>• Be willing to change their mind based on what they have heard</li> <li>• Begin to organise group discussions independently of an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Start to develop an awareness of audience e.g. what might interest a certain group</li> <li>• Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them</li> <li>• Recite/deliver short preprepared material to an audience</li> </ul>



# Oracy Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYF S	Oracy outcomes interweaved in Weekly Plans throughout EYFS as part of Communication and Language including: personal language, descriptive language, narrative language, instructive language, questioning language, comparative language, imaginative language, predictive language, interpretive language and persuasive language					
Year 1	<p>English - Recite autumn themed poem Shared write – letter Guided reading Science - Presenting and explaining data collection to link to the seasons. Maths – WRM sentence stems to develop reasoning skills DT – Evaluating our work within a group. History – Explaining what we know about The Great Fire of London. Harvest Festival Jigsaw</p>	<p>English – Writing and reciting bonfire themed poem Reciting a nursery rhyme from another culture/country. Guided reading Maths – WRM sentence stems to develop reasoning skills History – Discuss which toy is the ‘best’ and why. Science – Discuss which material is most suitable and why. History – Ask questions about toys and games from different generations. RE- Sequence and retell the Nativity Story. Christmas performance. Jigsaw</p>	<p>English – Writing and reciting spring themed poem English– Writing ‘for’ and ‘against; and presenting. Science – Presenting information on animal groups. Computing – Explain and present data via pictograms and graphs. . Guided reading Maths – WRM sentence stems to develop reasoning skills. Jigsaw</p>	<p>English – Reading a book from a different culture. Science – Presenting a weather forecast. Guided reading Science – Explain the growth of plants and flowers. Easter assembly Jigsaw</p>	<p>English – Poetry recital History – Hot seating Jethro Tull. Guided reading Maths – WRM sentence stems to develop reasoning skills Science – Observe plants and present findings. Jigsaw</p>	<p>English – Poetry recital English – Presenting a news report linked to POR text. Guided reading Geography – Using simple compass directions and locational and directional language to describe the location of features and routes on a map. Maths – WRM sentence stems to develop reasoning skills English – Presenting an assembly for parents Jigsaw</p>
Year 2	<p>Geog- Presentation on the Daintree Rainforest. Picture News Jigsaw Harvest Festival English -Recite poem</p>	<p>History Interactive Hot Seat - Questions Picture News Jigsaw Christmas show English -Recite poem</p>	<p>Computing – Explain algorithms &amp; follow instructions. Geography – Debate environmental issues. Picture News Jigsaw English -Recite poem</p>	<p>Science – Explanation on what plants need to stay healthy. Picture News Jigsaw English -Recite poem Easter assembly</p>	<p>Science – Speech ‘Protect my habitat’ (in role as animal) Picture News Jigsaw English -Recite poem</p>	<p>English -Recite poem Picture News Jigsaw End of year Pantomime. Leaver’s assembly.</p>
	Explanatory Talk	Interactive / Negotiation	Recitation	Debate and Persuasion	To Inform / Teach	Entertainment