

# Beam County Primary School: Progression Map

## Oracy



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	NC Alignment
<b>Physical</b>	<p>Speak clearly with appropriate volume</p> <p>Look at who is talking and who you are talking to</p> <p>Begin to use gestures to support meaning in play (pointing etc).</p>	<p>Speak clearly and confidently in a range of contexts.</p> <p>Use appropriate tone of voice in the right context.</p> <p>Continue to use gesture to support delivery.</p>	<p>Speak clearly and confidently with appropriate volume and pace in a range of contexts.</p> <p>Gestures start to become increasingly natural to support speech.</p> <p>Use body language to show active listening and support meaning when speaking.</p>	<p>Deliberately selects gestures that support the delivery of ideas.</p> <p>Deliberately varies tone of voice in order to convey meaning</p> <p>Consider position and posture when addressing an audience.</p>	<p>Deliberately select movement and gesture when addressing an audience.</p> <p>To use pauses for effect in presentational talk.</p> <p>Use the appropriate tone of voice in the right context.</p>	<p>Deliberately varies tone of voice in order to convey meaning.</p> <p>Project their voice to a large audience.</p> <p>Gestures become increasingly natural.</p> <p>Consciously adapt tone, pace and volume in a single context.</p>	<p>Speak fluently in front of an audience.</p> <p>Have a stage presence.</p> <p>Consciously adapt tone, pace and volume.</p>	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Select and use appropriate registers for effective communication</p>
<b>Linguistic</b>	<p>Use talk in play to practice new vocabulary</p> <p>Begin to speak in sentences joining phrases with words such as 'as', 'if', 'because', 'so', 'could', 'but'.</p>	<p>Speak in sentences using joining phrases to link ideas.</p> <p>Using vocabulary appropriately specific to the topic at hand.</p> <p>Take opportunities to try out new language even if not used correctly.</p> <p>Use sentence stems to link to other's ideas in group discussion.</p> <p>Use conjunctions such as 'firstly' and 'next' to organise and sequence ideas.</p>	<p>Speaking in sentences using joining phrases to create longer sentences.</p> <p>Adapt how to speak in different situations according to the audience.</p> <p>Use sentence stems to signal when they are building or challenging others' ideas in groups.</p>	<p>Be able to use specialist language to describe their own and others' talk.</p> <p>Use specialist vocabulary.</p> <p>Make precise language choices.</p>	<p>Carefully consider the words and phrasing they use to express ideas and how this supports the purpose of talk.</p>	<p>Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.</p> <p>Consider the words and phrases used to express their ideas and how this supports the purpose of talk.</p>	<p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>Vary sentence structures and length for effect when speaking.</p> <p>Be comfortable using idioms and expressions.</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>
<b>Cognitive</b>	<p>Use 'because' to develop their ideas.</p> <p>Make relevant contributions that match what's been asked.</p> <p>Ask simple questions.</p>	<p>Offer reasons for their opinions</p> <p>Recognise when they haven't understood something and ask a question.</p>	<p>Ask questions to find out more.</p> <p>Build on others' ideas in discussions.</p> <p>Make connections between what has been said and their</p>	<p>Offer opinions that aren't their own.</p> <p>Begin to reflect on discussions and their own oracy skills and identify areas of strengths and areas to improve.</p>	<p>Give supporting evidence.</p> <p>Ask probing questions.</p> <p>Reflect on their oracy skills and identify areas of strength and areas to improve and begin to set targets.</p>	<p>Draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>Identify when a discussion is going off topic and be able to bring it back on</p>	<p>Construct a detailed argument .</p> <p>Spontaneously respond to and ask increasingly complex questions, citing evidence where appropriate.</p>	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Articulate and justify answers, arguments and opinions</p>

	Describe events that have happened to them in detail.	Disagree with someone else's opinion politely.  Explain ideas and events in chronological order.	own and others' experiences.	Reach shared agreement in discussions.		track with support and use of sentence stems.	Reflect on their own and others' oracy skills and identify how to improve.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  Participate in discussions, presentations, performances, role play, improvisations and debates  Consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>Social &amp; Emotional</b>	Look at someone who is speaking to them.  Wait for a turn to speak when working with a group.	Listen and respond appropriately to others.  Be willing to change their mind based on what they have heard.  Begin to organise group discussions independently of an adult.	Start to develop an awareness of audience.  Start to show awareness of others who have not spoken and invite them into the discussion.  Deliver short pre-prepared material to an audience.	Speak with confidence in front of an audience.  Begin to recognise different roles within group talk.  Adapt the content of their speech for a specific audience	Use more natural and subtle prompts for turn taking.  Start to develop empathy with an audience.  Consider the impact of their words on others when giving feedback.	Listen for extended periods of time.  Speak with flair and passion on particular topics.	Use humour effectively.  Begin to be able to read a room or a group and take action accordingly.	Listen and respond appropriately to adults and their peers  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b>Teaching Ideas</b>	Provide learners with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer  Ensure that learners are given specific praise when they adopt a role and use language appropriately.  Support learners' understanding of turn-	Introduce learners to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.  Use visual aids to support learners' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from	Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. thumbs up for agreeing.  Create different role play scenarios which enable learners to practice speaking in different contexts	Expose students to a range of models for talk. Unpick why each speaker is successful  Develop a shared language to describe talk in the classroom through creating a class set of discussion guidelines.  Introduce 'Agree, Build, Challenge' to support learners to reflect on their talk.	Introduce learners to sentence stems to cite evidence and ask probing questions.  Teach the conventions for different types of talk.  Create opportunities for learners to reflect on their own oracy skills and those of their peers, and set targets for improvement.	Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened.  Develop sentence stems for students to bring discussions back on track.  Teach strategies to be able to listen for an extended period of time, e.g. note-	Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.  Practise 'power poses'  Focus on peer feedback and use this to create a meta language for talk.  Teach students explicitly how to	

<p>taking in talk by using a physical object such as a toy to signify whose turn it is to speak.</p> <p>Support learners' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise.</p> <p>Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.</p> <p>Support learners to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels.</p> <p>Build learners' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?</p>	<p>speaker to speaker to show how contributions in a conversation should link to each other.</p> <p>Introduce learners to the roles of the 'builder' and 'challenger'. Equip learners with sentence stems to fulfil each role.</p> <p>As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me.'</p> <p>Draw learners' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'</p>	<p>Play games which encourage learners to elaborate on their ideas.</p> <p>Use hot-seating and question tennis to develop learners' questioning skills.</p> <p>Praise learners who invite others into discussions and as a class develop ideas for how this can be done</p> <p>Before students deliver presentations, create structured opportunities for learners to reflect on what will engage their audience.</p>	<p>Spend time teaching learners what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too.</p> <p>Scaffold learners' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.</p> <p>Play 'articulate' with specialist subject vocabulary.</p>	<p>Set up discussions where each learner has key information to bring to the discussion.</p> <p>When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.</p>	<p>taking or drawing visuals.</p> <p>Use vocal warm ups and diaphragm breathing exercises to support voice projection.</p> <p>Develop a bank of sentence stems which have a similar meaning to those students are already familiar with.</p>	<p>negotiate as part of a small group</p> <p>Teach structures for building evidence-based arguments</p>	
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