



## Oracy Progression Document

Oracy Strands	EYFS	KS1		LKS2		UKS2	
	YN/YR	Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Physical</u></p> <p>Voice: Pace of speech Tonal variation Clarity of pronunciation</p> <p>Body language: Gesture and posture Facial expression Eye contact</p>	<ul style="list-style-type: none"> <li>Speak so that they can be heard and understood.</li> <li>Use gestures to support meaning in play.</li> </ul>	<ul style="list-style-type: none"> <li>Use the appropriate tone of voice in the right context.</li> <li>Speak clearly and confidently in a range of contexts such as in assembly, reading aloud, answering questions in class.</li> <li>Start to use gesture to support the delivery of ideas; I agree with...I disagree with.. building on and linking to ideas.</li> </ul>	<ul style="list-style-type: none"> <li>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. Firstly, next...</li> <li>Start to use gesture to support the delivery of ideas e.g. clarifying.</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately vary their tone of voice in order to convey meaning e.g. speaking authoritatively during and expert talk or speaking with pathos when telling a sad part of a story.</li> <li>Consider position and posture when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Develop gestures within presentations.</li> <li>Use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</li> </ul>	<ul style="list-style-type: none"> <li>Project their voices to large audiences.</li> <li>Use gestures in increasingly natural ways.</li> <li>Consider movement when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Speak fluently in front of an audience.</li> <li>Be mindful of the style needed to deliver a type of talk.</li> <li>Consciously adapt tone, pace and volume of voice within a single situation.</li> <li>Have stage presence.</li> </ul>
<p><u>Linguistic</u></p> <p>Vocabulary:</p>	<ul style="list-style-type: none"> <li>Use talk in play to</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Adapt how they speak</li> </ul>	<ul style="list-style-type: none"> <li>Be able to use specialist</li> </ul>	<ul style="list-style-type: none"> <li>Carefully consider the</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasingly</li> </ul>	<ul style="list-style-type: none"> <li>Develop variation of</li> </ul>

<p>Appropriate choice</p> <p><u>Language:</u> Register Grammar</p> <p><u>Rhetorical techniques:</u> Metaphor Humour Irony Mimicry</p>	<p>practice new vocabulary.</p> <ul style="list-style-type: none"> <li>Join phrases with words such as 'because'.</li> </ul>	<p>specific to the topic at hand.</p> <ul style="list-style-type: none"> <li>Take opportunities to try out new language, even if not always used correctly.</li> <li>Use sentence stems to link ideas to other's in group discussion e.g. I agree with....because.</li> <li>Linking to....</li> <li>Use conjunctions to organise and sequence ideas; firstly, finally.</li> <li>Join phrases with words such as 'if', 'so', 'but', 'because'.</li> </ul>	<p>in different situations according to audience.</p> <ul style="list-style-type: none"> <li>Be able to start a discussion in different ways; formally or informally. E.g. I would like to start by saying....</li> <li>Join phrases with words such as 'could'.</li> <li>Begin to make precise language choices to describe what they see, hear and feel.</li> </ul>	<p>language to describe their own and others' talk. Including building on challenge..</p> <ul style="list-style-type: none"> <li>Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</li> <li>Vary language depending on formality.</li> </ul>	<p>words and phrasing they use to express their ideas and how this supports the purpose of talk.</p>	<p>sophisticated range of sentence stems with fluency and accuracy e.g. 'I'm inclined to think...', 'Having listened to what you have said...'</p> <ul style="list-style-type: none"> <li>Begin to vary sentence structures and length for effect when speaking.</li> </ul>	<p>sentence structures and length for effect when speaking.</p> <ul style="list-style-type: none"> <li>Be comfortable using idiom and expressions.</li> </ul>
<b>Cognitive</b>	<b>YN/YR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<p><u>Content:</u> Choice of content Building on the views of others.</p> <p><u>Structure:</u></p>	<ul style="list-style-type: none"> <li>Use 'because' to develop their ideas.</li> <li>Make relevant contributions and asks questions to find out more information.</li> </ul>	<ul style="list-style-type: none"> <li>Offer reasons for their opinions using 'because', 'if', 'so', 'but'.</li> <li>Ask questions to find out more about a subject; Who, what,</li> </ul>	<ul style="list-style-type: none"> <li>Build on others' ideas in discussions.</li> <li>Make connections between what has been said and their</li> </ul>	<ul style="list-style-type: none"> <li>Offer opinions that aren't their own.</li> <li>Reflect on discussions and identify how to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</li> <li>Ask probing questions.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to draw upon knowledge of the worlds to support their own point of view and explore different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Construct a detailed argument or complex narrative.</li> <li>Spontaneously respond to increasingly complex questions,</li> </ul>

<p>Structure and organisation of task.</p> <p><u>Clarifying and summarising:</u> Seeking information and clarification through questioning. Summarising.</p> <p><u>Self-regulation:</u> Main focus Time management</p>	<ul style="list-style-type: none"> <li>Describe events that have happened to them in full sentences.</li> </ul>	<p>when, where, which, why?</p> <ul style="list-style-type: none"> <li>Disagree with someone else's opinion politely.</li> <li>Explain ideas and events in chronological order.</li> <li>Reach shared agreement in discussions.</li> </ul>	<p>own and others' experiences</p> <ul style="list-style-type: none"> <li>Ask questions to find out more about a subject; Who, what, when, where, which, why?</li> <li>Recognise when they haven't understood something and asks a questions to help with this.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to summarise a discussion.</li> <li>Read a shared agreement in discussions.</li> <li>Recognise when they haven't understood something and asks a questions to help with this.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own oracy skills and identify areas of strength and areas to improve.</li> <li>Speculate and hypothesise when exploring ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Identify when a discussion is going off topic and be able to bring it back on track.</li> </ul>	<p>citing evidence where appropriate.</p>
<p><b>Social and Emotional</b></p>	<p><b>YN/YR</b></p>	<p><b>Y1</b></p>	<p><b>Y2</b></p>	<p><b>Y3</b></p>	<p><b>Y4</b></p>	<p><b>Y5</b></p>	<p><b>Y6</b></p>
<p><u>Guiding interactions:</u> Turn taking Listening and responding.</p> <p><u>Confidence in speaking:</u> Self assurance Liveliness and flair</p>	<ul style="list-style-type: none"> <li>Look at someone who is speaking to them.</li> <li>Take turns to speak when working in a pair.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others and be willing to change their mind based on what they have heard.</li> <li>Organise trio 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>Be aware of others who have not spoken and invite them</li> </ul>	<ul style="list-style-type: none"> <li>Adapt the content of their speech for a specific audience.</li> <li>Speak with confidence in front of an audience.</li> <li>Listen to others and be willing to change their mind based on</li> </ul>	<ul style="list-style-type: none"> <li>Use more natural and subtle prompts for turn taking.</li> <li>Be able to empathise with an audience.</li> <li>Consider the impact of their words on others when giving feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate listening for extended period of time.</li> <li>Be a supportive listener.</li> <li>Speak with flair and passion.</li> <li>Use humour effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to read a room or group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused</li> </ul>

<p><u>Audience awareness:</u> Taking account of level of understanding of audience.</p>			<p>into discussion.</p> <ul style="list-style-type: none"> <li>Confidently deliver short pre-prepared material.</li> </ul>	<p>what they have heard.</p>			<p>stopping to take questions.</p>
<p><b>PHSE links</b></p>	<p><b>YN/YR</b></p>	<p><b>Y1</b></p>	<p><b>Y2</b></p>	<p><b>Y3</b></p>	<p><b>Y4</b></p>	<p><b>Y5</b></p>	<p><b>Y6</b></p>
	<p>Use talk to:</p> <ul style="list-style-type: none"> <li>Be assertive with others.</li> <li>Solve conflicts.</li> <li>Name and describe their feelings using words.</li> <li>Communicate their health needs.</li> <li>Become more outgoing with familiar people, in the safe context of their setting.</li> <li>Initiate play with one or more children, extending and elaborating play ideas.</li> <li>Express their feelings and consider the</li> </ul>	<p>To describe and explain:</p> <ul style="list-style-type: none"> <li>What they like, dislike and are good at.</li> <li>How they are similar and different to others and what they have in common.</li> <li>How to ask for and give/not give permission regarding physical contact and how to respond if someone makes them uncomfortable or unsafe.</li> <li>How kind and unkind behaviour can affect others; how to be polite etc.</li> </ul>	<p>To describe and explain:</p> <ul style="list-style-type: none"> <li>How people behave when they are being friendly and what makes a good friend.</li> <li>How words and actions can affect how people feel.</li> <li>How to resolve arguments that can occur in friendships.</li> <li>Ways to manage big feelings and the importance of sharing their feelings with</li> </ul>	<p>To describe and explain:</p> <ul style="list-style-type: none"> <li>How to build good friendships online and offline, including identifying qualities that contribute to positive friendships.</li> <li>What to do and who to tell if they feel uncomfortable including discussion of respecting different bodies and body types.</li> <li>How to respond appropriately to, and manage feelings in,</li> </ul>	<p>To describe and explain:</p> <ul style="list-style-type: none"> <li>How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return.</li> <li>How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) and how to report concerns.</li> <li>How comments and actions can affect others self-esteem;</li> </ul>	<p>To describe and explain:</p> <ul style="list-style-type: none"> <li>Stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others.</li> <li>How to challenge stereotypes and assumptions about others.</li> <li>How to respond proportionately to, and manage, feelings in different circumstances.</li> <li>That mental health difficulties can usually be resolved or managed with the right</li> </ul>	<p>To describe and explain:</p> <ul style="list-style-type: none"> <li>How positive friendships and being involved in activities such as clubs and community groups support wellbeing.</li> <li>How comments about other people's bodies and changing bodies can make them feel; how to navigate this period of their lives in a respectful way.</li> <li>How to recognise early signs of</li> </ul>

	<ul style="list-style-type: none"> <li>○ feelings of others.</li> <li>○ Know and describe the different factors that support their overall health and wellbeing; regular physical activity, healthy eating, etc.</li> <li>○ Build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>○ Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say.</li> <li>○ How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.</li> </ul>	<ul style="list-style-type: none"> <li>○ someone they trust.</li> <li>○ How to recognise, name and describe a range of feelings.</li> <li>○ How feelings can affect people in their bodies and their behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>○ different circumstances .</li> <li>○ What do to in an emergency, including calling for help and speaking to the emergency services.</li> <li>○ How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.</li> <li>○ Ways of managing feelings during loss, grief or change.</li> <li>○ How to access advice and support to help manage their own or others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>○ particularly relating to body image, family make-up, personality, skills and talents.</li> <li>○ The importance of expressing feelings and how they can be expressed in different ways.</li> <li>○ That anyone can experience mental ill-health and to discuss concerns with a trusted adult.</li> <li>○ The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.</li> </ul>	<ul style="list-style-type: none"> <li>○ strategies and support.</li> <li>○ How puberty can affect emotions and feelings.</li> <li>○ How comments about other people's bodies and changing bodies can make them feel; how to navigate this period of their lives in a respectful way.</li> </ul>	<ul style="list-style-type: none"> <li>○ physical or mental ill-health and what to do about this, including whom to speak to in and outside school.</li> <li>○ That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience trolling, exclusion, disrespect or discrimination</li> <li>○ How friendships may change as they grow and how to manage this.</li> <li>○ How to ask for support or where to seek further information and advice regarding</li> </ul>
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							growing up and changing.
RRS and GG links	YN/YR	Y1	Y2	Y3	Y4	Y5	Y6
	<p>To use the following vocabulary:</p> <ul style="list-style-type: none"> <li>○ Duty bearer</li> <li>○ Rights holder</li> <li>○ Right to play</li> <li>○ Right to be safe</li> <li>○ Right to learn</li> </ul>	<p>To use the following vocabulary:</p> <ul style="list-style-type: none"> <li>○ Duty bearer</li> <li>○ Rights holder</li> <li>○ Right to relax and play</li> <li>○ Right to be safe</li> <li>○ Right to learn</li> <li>○ Right to a religion</li> <li>○ Right to be heard</li> <li>○ Right to privacy</li> </ul> <p>GG 4: Quality education</p> <p>GG 2: Zero hunger</p> <p>GG 3: Good health and well-being</p>	<p>To describe and explain:</p> <ul style="list-style-type: none"> <li>○ Right</li> <li>○ Duty bearer</li> <li>○ Rights holder</li> <li>○ Right to relax and play</li> <li>○ Right to be safe</li> <li>○ Right to learn</li> <li>○ Right to a religion</li> <li>○ Right to be heard</li> <li>○ Right to privacy</li> <li>○ Respect</li> </ul> <p>-The United Nations Convention on the Rights of a child (UNCRC) -UNICEF</p> <p>GG 14: Life Under water</p>	<p>To describe and explain:</p> <ul style="list-style-type: none"> <li>○ Article 28 Access to education.</li> <li>○ Article 1 Definition of a child</li> <li>○ Article 13 Sharing thoughts freely</li> <li>○ Article 12 Respect for children’s views</li> <li>○ Article 16 Protection of privacy</li> <li>○ Article 17 Access to information</li> <li>○ Article 14 Freedom of thought and religion</li> <li>○ Article 23 Children with disabilities</li> <li>○ Article 24 Health, water,</li> </ul>	<p>To describe and explain:</p> <ul style="list-style-type: none"> <li>○ Article 14 Protected characteristics , discrimination, racism, tolerance and respect</li> <li>○ Article 3 Best interest of the child</li> <li>○ Article 29 Aims of education</li> <li>○ Article 2 Non-discrimination</li> <li>○ Article 6 Life, survival and development</li> <li>○ Article 7 Name and nationality</li> <li>○ Article 33 Protection from drugs</li> </ul> <p>GG 10 Reduced inequalities</p> <p>GG13 Climate action</p>	<p>To describe and explain:</p> <ul style="list-style-type: none"> <li>○ Article 8 Identify</li> <li>○ Article 6 Life, survival and development</li> <li>○ Article 22 Refugee children</li> <li>○ Article 34 Protection from sexual abuse</li> <li>○ Article 30 Minority culture language and religion</li> <li>○ Article 38 Protection in war</li> </ul> <p>GG 5 Gender equality</p> <p>GG10 Reduced inequalities</p> <p>GG 12 Responsible consumption and production</p>	<p>To describe and explain:</p> <ul style="list-style-type: none"> <li>○ Article 36 Protection from exploitation</li> <li>○ Article 37 Children in detention</li> <li>○ Article 40 Children who break the law</li> <li>○ Article 41 Best law for children applies</li> </ul> <p>GG 8: Decent work and economic growth</p> <p>GG16: Peace, justice and strong institutions</p> <p>GG11: Sustainable cities and communities</p>

			GG 15: Life on land  GG 4: Quality education  GG 2: Zero hunger  GG 3: Good health and well-being	food and the environment  GG 6: Clean water and sanitation.			
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Documents/reference:  
The oracy framework 2021 – Voice 21 and Oracy Cambridge  
The Development of Oracy skills in school-aged learners 2018 – Cambridge University Press  
The Oracy Benchmarks 2019 – Voice 21  
National Curriculum 2013  
EYFS Framework 2021  
UNCRC  
PSHE Association

Appendix One:

Jobs (from Voice 21)



## Instigator

Starts the discussion or opens up a new topic for discussion

**Will say:**

I would like to start by saying ...  
I think we should consider ...  
We haven't yet talked about ...  
Let's also think about ...



## Prober

Digs deeper into the argument, asks for evidence or justification of ideas

**Will say:**

What do you think would be the effect of ...?  
Why do you think ...?  
Can you provide an example to support what you are saying?



## Challenger

Gives reasons to disagree or presents an alternative argument

**Will say:**

I disagree with you because ...  
You mentioned X but what about ...  
To challenge you X, I think ...  
I understand your point of view, but have you thought about ...?



## Clarifier

Simplifies and makes things clearer by asking questions

**Will say:**

What do you mean when you say ...?  
Can you explain a bit more about ...?  
Does that mean ...?  
Please can you clarify what you meant by ...?



## Summariser

Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.

**Will say:**

Overall, the main points were ...  
The main ideas raised today were ...  
Our discussion focused on ...  
The three main things we talked about were ...



## Builder

Develops, adds to or runs with an idea

**Will say:**

I agree, and would like to add...  
Building on that idea, I think ...  
Linking to what X said, I think...

## Appendix Two

### Groupings to use:

#### Nest

Students stand apart and whisper their ideas to themselves



#### Pairs

Two students talking together



#### Trios

Three students talking with each other. Two students have a discussion while the third observes then summarises and critiques



#### Circle (of 6 to 12 students)

A group of six students face each other in a circle. Pupils step inside the circle individually and speak to the group, considering their audience, maintaining good eye contact and using appropriate body language



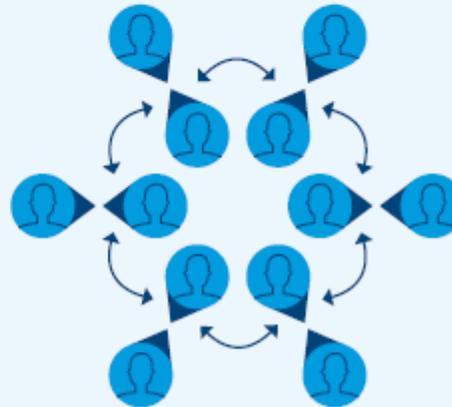
#### Traverse

Pupils stand in two parallel lines opposite a speaking partner



#### Coaching Onion/ Fishbowl

A coaching onion is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying



#### Onion

Students form an inner and outer circle. Up to six pupils stand back-to-back in the inner circle, with each facing a partner on the outer circle





## Talk counters

Provide students with 'talk counters' to support them to manage their contributions during discussions. Give each pupil a set number of counters to 'spend' during the discussion. Once their counters have run out they cannot make any more contributions. This regulates students that tend to dominate a discussion whilst providing quieter students with an incentive to join in.

## Lego bricks

Lego bricks help pupils to visualise the concept of building on someone's idea in a discussion. Younger children in particular struggle to understand that their contributions to a discussion should link to the previous person's idea. Each pupil in a discussion contributes a brick to a tower when they correctly build on someone else's idea. New lines of enquiry are represented by new towers. Reflecting on the height and number of towers is a useful tool to analyse a discussion.

## Wool

Wool is an excellent tool to help students follow the thread of a conversation or discussion. The instigator of the discussion holds onto the initial strand and passes the ball to the next person when they speak who then holds onto a section of the wool before passing it on again. This provides students with a handy visual map of their discussion so they can monitor how the discussion progressed, as well as who made the most and least contributions.