# Progression in oracy across the curriculum

**Physical** | **Cognitive** | **Linguistic** | **Social & emotional** | Refer to end of year outcomes for each year group in summer term (end of doc)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reception<br><br>TALK TACTICS:<br>INSTIGATE<br>CHALLENGE | Speak audibly so they can be heard and understood by a talk partner.<br><br>Express needs to a familiar adult or peer.<br><br>Show listening by nodding or action.<br>Respond to name when register called by an adult.<br><br>Recognise and use the names of familiar adults and peers.<br><br>Ask for the name of an adult or peer when unsure<br><br>INTRODUCE<br>INVESTIGATE | To maintain eye contact with a partner or familiar adult.<br><br>Show listening by nodding or action.<br><br>Repeat at least one key 'new' word in a sentence (supported).<br><br>Describe what they have done – immediate (plan, do, review)<br><br>Maintain eye contact / facing the direction of a familiar adult talking during a conversation<br><br>Respond to name in a social situation (adult or familiar peer).<br><br>To wonder about ideas | Speak audibly so they can be heard and understood in a trio.<br><br>To use gesture to support meaning during play<br><br>Use simple sentence stems accurately in conversation.<br><br>Stay quiet when listening to others.<br><br>Describe and reflect on an experienced event to a partner including 'and' to elaborate (bus visit).<br><br>Use grammatically correct sentences when speaking aloud to a group, in line with year group expectations. | Use gestures to support meaning eg in a T4W recital.<br><br>Ask a relevant question about a story.<br><br>State their point of view simply to a larger group (up to 4).<br><br>Take turns in games and speaking. | Speak audibly so they can be heard and understood by the class. Eg in a plan, do, review session.<br><br>Understand and use the words 'because', 'then' and 'but' when explaining their thinking.<br><br>Look at the speaker to show listening.<br><br>Practise and repeat a simple poem aloud in front of a class audience (poetry performance).<br><br>Use talk in play to practice new vocabulary | Practise and perform a simple poem aloud to the class, standing while presenting.<br><br>To explain how or why something happened using 'because' or 'so'.<br>Take a turn in speaking about a particular focus, e.g. 'What do you notice...'. (supported by talking stick / talk tokens)<br><br>Use key 'new' words in a sentence (vocabulary linked to learning context).<br><br>Larger group talk – up to 5 pupils |

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| Year 1<br><br>TALK TACTICS:<br><br>INSTIGATE<br>CHALLENGE<br>BUILD | Use gestures to support polite agreement or disagreement, e.g. smile and nod / put head to one side and use 'thinking face' if disagreeing.<br><br>Sequence events using the language of time or number.<br><br>Begin to use more than one sentence stem with some prompting.<br><br>Wait for a turn to respond when talking in a pair.<br><br>Show active listening by linking to own experiences<br><br>Ask questions when they haven't understood to confirm understanding | Speak clearly and confidently in a small group of known peers, with adult support.<br><br>Include 'because' in their contribution to justify ideas.<br><br>Show active listening by responding appropriately to a question (open or closed).<br><br>Begin to agree or disagree with others, showing empathy<br><br>Start considering reasons for their own opinions with prompts from a familiar adult | Speak clearly when presenting learning to the class. E.g. recording a presentation for an outcome. Be aware of body and how to control it and posture – stand still looking out towards the audience for 2-3 mins<br><br>Use sentence stems independently even if not always appropriately.<br><br>To participate in group discussions without the support of an adult<br><br>Use grammatically correct sentences when speaking aloud to a group, in line with year group expectations.<br><br>Take opportunities to try out new language within whole class discussions<br><br>INTRODUCE BUILD | Retell a story or more detailed event to a small group. Recognising when events are out of sequence and self-correcting.<br><br>Be able to independently take turns by listening and contributing in groups of 3<br><br>Build on the ideas of others during discussion.<br><br>To use vocabulary specific to their topic within supported talk | Speak clearly and confidently when explaining displayed learning to an adult in a final outcome from a sequence of learning.<br><br>To invite other members to contribute in a small group (up to 3)<br><br>To use 'if' / 'might' / 'could' to explain how they could improve their work next time (e.g. DT).<br><br>Class learning ambassadors should be introduced at this stage<br><br>Start considering reasons for their own opinions without prompt<br><br>Experiment with adjusting tone, volume and pace within small group talk (up to 3) | Use a simple script to speak clearly and confidently in a live presentation to familiar adults, such as parents.<br><br>Recognise when the wrong stem has been used and choose a more appropriate one.<br><br>Listen attentively and contribute appropriately in a small group (up to three), maintaining focus on the topic, for example when discussing a concept cartoon in science.<br><br>Demonstrate clear and confident communication within a small group of familiar peers, independently contributing in groups of up to six. |

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| Year 2<br><br>TALK TACTICS<br><br>INSTIGATE<br>CHALLENGE<br>BUILD<br>SUMMARISE | Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build.<br><br>Choose the most appropriate stem independently from a shared bank.<br><br>Listen attentively and take turns appropriately when participating in a small group (up to four), for example during a project or problem-solving activity. | Justify their agree/disagree choice with relevant explanations.<br><br>Use technical, subject- specific vocabulary when explaining their thinking (from a shared bank).<br><br>Use an interesting / animated voice when reading aloud or from a practised sentence. | Begin to understand the importance of posture when speaking.<br><br>Use taught vocabulary independently, even if not always accurately.<br><br>Ask a relevant question about a given focus (open or closed), using a question stem.<br><br>Independently listen and speak in turn when working in a small group (up to 4)<br><br>Speak aloud to a group using grammatically correct sentences, in accordance with year-group expectations<br><br>INTRODUCE<br>SUMMARISE | Moderate tone and volume to match the audience.<br><br>Retell an event calmly in logical order e.g. on the playground.<br><br>Speak confidently when presenting to engage a larger audience (whole class)<br><br>Adapt how they speak in different situations according to audience | Maintain suitable posture throughout a spoken contribution.<br><br>Identify a suitable question in response to a stimulus (using question bank / adult support & modelling).<br><br>Show listening to others' opinions by asking a clarifying question, 'When you said..., did you mean...'<br><br>Make connections between what has been said and their own and others' experiences | Be aware of where to look or stand and how to control their body and posture to ensure the audience can hear clearly (poetry performance).<br><br>Speak and listen without adult support in a short trio discussion (up to 3 minutes). On a topic of their interest or particular focus<br><br>Include taught vocabulary appropriately and independently in discussions.<br><br>Be able to change their mind in response to another person's point of view or opinion. E.g. the opinion continuum.<br><br>Speak clearly and confidently in a range of contexts<br><br>Develop an awareness of audience e.g. – what might interest a certain group |

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| Year 3<br><br>TALK TACTICS<br><br>INSTIGATE<br>CHALLENGE<br>BUILD<br>CLARIFY<br>SUMMARISE | Vary tone of voice for humorous or sad parts of a story telling.<br><br>Listen and notice when someone has not contributed and invite them to speak.<br><br>Independently use new words from vocabulary banks (or fed in vocab) during a discussion. | Take on the challenger role in a small discussion.<br><br>Be able to confidently change their mind e.g. opinion continuum.<br><br>Maintain appropriate pace of speech when presenting to the class.<br><br>Reach shared agreements in discussions of groups of no more than 4 | Use awareness of audience to support choice of formal/informal language (final outcome presentation).<br><br>Explain the purpose of their talk. E.g., to discuss, entertain, inform, instruct or persuade.<br><br>Manage interactions in a small group (up to 4) e.g., taking turns, listening intently, making contributions.<br><br>Maintain pace and tone of speech in a prepared presentation (English / history final outcome).<br><br>Speak aloud to a group using grammatically correct sentences, in line with year-group expectations.<br><br>Speak with confidence in front of an audience<br><br>INTRODUCE CLARIFY | Participate in a consensus circle with a group of four, discussing ideas and collaboratively reaching a shared conclusion<br><br>Be able to use a sentence stem to disagree politely, e.g. I understand, but also think…<br><br>Use vocabulary independently, particularly technical language to explain (science / history).<br><br>Read with younger children and pitch 'book talk' appropriately for their partner.<br><br>Make precise language choices when describing items | Explain reasoning in to the class in a logical way. Adapt explanation to suit audience reaction.<br><br>Be able to explain why they have changed their mind e.g. opinion continuum.<br><br>Be aware of the audience and use a voice with varied tone.<br><br>Offer opinions that aren't their own | Be aware of the audience and present in a lively manner in order to entertain (performance).<br><br>Begin to summarise the opinion of one contributor by listening carefully during a discussion. |

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| Year 4<br><br>TALK TACTICS:<br>INSTIGATE<br>CHALLENGE<br>BUILD<br>CLARIFY<br>SUMMARISE<br>PROBE | Understand how to structure talk over a longer task or teaching sequence to reach an outcome (e.g., learn new vocabulary then use in a debate).<br><br>Focus on clarity of speech when reading aloud or presenting a prepared short speech.<br><br>Precise word choices when speaking | Confidently summarise the contribution of one participant over a longer discussion in a logical order.<br><br>Take on different roles when talking with the aid of specific sentence stems, e.g., summariser / clarifier / builder / challenger.<br><br>Show listening by using non-verbal gestures and eye contact, then build on what was said.<br><br>Consider movement when addressing an audience | Take on the summariser role in a trio discussion.<br><br>Show awareness of taught phrases and terms and recognise when something 'just doesn't sound right.'<br><br>Speak aloud to a group using grammatically correct sentences, in accordance with year-group expectations<br><br>Consider the impact of words on others when giving feedback<br><br>INTRODUCE PROBE | Project voice to the back of the hall and maintain that without shouting. E.g., during the play performance. Be aware of gesture and posture when presenting.<br><br>Build on the views of others by listening carefully then probing for further detail. . | Cite evidence from the text or linked wider experiences when participating in discussions – refer to a source<br><br>Use and understand formal and informal registers for different purposes. | Use knowledge of the audience to choose and present in a lively manner, including elements of gesture and posture (poetry performance)<br><br>Maintain focus on a discussion or task for up to 10 minutes, listening and speaking thoughtfully, and give reasons to support your views on the topic |

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| Year 5<br><br>TALK TACTICS:<br>INSTIGATE<br>CHALLENGE<br>BUILD<br>CLARIFY<br>SUMMARISE<br>PROBE | Maintain focus and structure during a whole class debate when supported by adults (e.g., PSHE – Rule of Law).<br><br>Give positive peer to peer feedback in oracy tasks<br><br>Manage interactions in a group (up to 6) by following a timed discussion or debate with prompts to make a decision.<br><br>Identify when a discussion is going off topic and get it back on track | Reach a shared conclusion or summary during group discussion where Teacher probes and clarifies (e.g., HISTORY – persuasive argument).<br><br>Make use of literary devices when describing a character, e.g., metaphor, irony, mimicry in spoken language<br><br>Equip students with language to address when conversation has gone off track | Use gestures and facial expressions effectively to engage and persuade the audience when pitching ideas (e.g., to the school council for the charity day).<br><br>Give clear reasons to support ideas and thinking (using correct technical vocabulary).<br><br>Give constructive feedback to a partner<br><br>Speak aloud to a group using grammatically correct sentences, in line with year-group expectations. | Project voice, speak with clarity and use the appropriate tone<br><br>Summarise paired thinking independently in short tasks, e.g., problem solving in math / deduction questions in reading.<br><br>Use rhetorical questions when presenting to a group to gain / maintain interest.<br><br>Speak with flair and passion when talking about an interest | Consistently listen and respond appropriately, e.g., when being asked questions to clarify and probe thinking.<br>Maintain group dynamics by ensuring equality when speaking, turn taking, politely disagreeing, building on others' contributions.<br><br>Seek out new vocabulary to deepen understanding (e.g. from key texts, listening to a presentation) | Demonstrate excellent voice projection, clarity of speech and tone to perform, making use of gesture, posture and facial expressions to entertain – performance<br><br>Independently stay focused and follow the structure of an oracy task, listening, responding, and speaking thoughtfully during a discussion to reach a conclusion or summary. |

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| Year 6<br><br>TALK TACTICS:<br>INSTIGATE<br>CHALLENGE<br>BUILD<br>CLARIFY<br>SUMMARISE<br>PROBE | Use humour appropriately and effectively to engage an audience in a short presentation to a group, e.g., recount.<br><br>Make decisions / change viewpoint by building information,<br><br>Lead a paired 'book talk' session with a younger year group. Guide the children to talk about character and plot. | To project voice to the back of the large hall and maintain volume and pitch through several short, spoken contributions.<br><br>Draw new vocabulary from texts and share with peers.<br><br>Construct a detailed argument or debate<br><br>Develop an awareness of group dynamics and invite those who haven't spoken to contribute | Use wider world knowledge to support views when participating in debates.<br><br>In exploratory talk, act in role to develop formal spoken grammar, e.g., subjunctive form.<br><br>Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded. – coach another peer<br><br>Speak aloud to a group using grammatically correct sentences, in accordance with year-group expectations. | Choose appropriately formal language when participating in debates and formal discussions.<br><br>Structure a persuasive speech effectively using taught language techniques.<br><br>Use a range of open and closed questions to clarify understanding without prompting.<br><br>Draw together evidence to answer questions | To use posture, gestures and tone of voice effectively to persuade or interest an audience.<br><br>Be able to reply to questions from the audience.<br><br>To speak clearly and coherently about feelings and thoughts. | Use humour or literary devices (e.g., metaphor / imagery / 'play on words') and high-level vocabulary to speak to a large group, making use of gesture, posture and facial expressions to entertain (poetry performance / speeches).<br><br>Critically evaluate your own and others' ideas by listening, responding, and speaking, providing reasons and evidence or asking questions to clarify or extend understanding<br><br>To have stage presence<br><br>Read a room or a group and act accordingly |