



Oracy Progression at Plymouth Grove Primary School

Oracy Strands	EYFS	KS1		LKS2		UKS2	
Physical	YN / YR	Y1	Y2	Y3	Y4	Y5	Y6
<u>Voice:</u> Pace of speech Tonal variation Clarity of pronunciation <u>Body language:</u> Gesture and posture Facial expression Eye contact	-To speak audibly so they can be heard and understood -To use gestures to support meaning in play	-To use the appropriate tone of voice in the right context -To speak clearly and confidently in a range of contexts such as in assembly, reading aloud, answering questions in class	-To 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...	-To deliberately vary their tone of voice in order to convey meaning. e.g., speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story	-To develop gestures within presentations -To use pauses for effect in presentational talk e.g., when telling an anecdote or telling a joke	-To project their voice to large audiences -To use gestures in increasingly natural ways. -To consider movement when addressing an audience	-To speak fluently in front of an audience -To be mindful of the style needed to deliver a type of talk -To consciously adapt tone, pace, and volume of voice

		-To start to use gesture to support the delivery of ideas I agree with..., I disagree with..., building on and linking to ideas	-To start to use gesture to support the delivery of ideas e.g., clarifying	-To consider position and posture when addressing an audience			within a single situation -To have stage presence
Linguistic	YN / YR	Y1	Y2	Y3	Y4	Y5	Y6
<u>Vocabulary:</u> Appropriate choice <u>Language:</u> Register Grammar <u>Rhetorical techniques:</u> Metaphor, humour, irony, mimicry	-To use talk in play to practise new vocabulary - To join phrases with words such as 'because'	-To use appropriate vocabulary specific to the topic at hand -To take opportunities to try out new language, even if not always used correctly -To use sentence stems to link to other's ideas in group discussion E.g. 'I agree with... because ...' 'Linking to ...'	-To adapt how they speak in different situations according to audience -To be able to start a discussion in different ways; formally or informally. e.g., 'I would like to start by saying...'	-To be able to use specialist language to describe their own and others' talk. Including building on, challenge... -To make precise language choices e.g., instead of describing a cake as 'nice' using 'delectable'	-To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk	-To use an increasingly sophisticated range of sentence stems with fluency and accuracy e.g. "I'm inclined to think...", "Having listened to what you have said..." -To begin to vary sentence structures and length for effect when speaking.	-To develop variation of sentence structures and length for effect when speaking -To be comfortable using idiom and expressions

		<ul style="list-style-type: none"> -To use conjunctions to organise and sequence ideas e.g., firstly, secondly, finally -To join phrases with words such as 'if', 'so', 'but', 'because' 	to describe what they see, hear, and feel				
Cognitive	YN / YR	Y1	Y2	Y3	Y4	Y5	Y6
<u>Content:</u> Choice of content Building on the views of others <u>Structure:</u> Structure and organisation of task <u>Clarifying and summarising:</u> Seeking information and clarification through questioning Summarising <u>Self-regulation:</u>	<ul style="list-style-type: none"> -To use 'because' to develop their ideas -To make relevant contributions and asks question to find out more information -To describe events that have happened to them in full sentences 	<ul style="list-style-type: none"> -To offer reasons for their opinions using 'because', 'if', 'so', 'but' -To ask questions to find out more about a subject; Who? What? When? Where? Which? Why? -To disagree with someone else's opinion politely -To explain ideas and events in chronological order 	<ul style="list-style-type: none"> -To build on others' ideas in discussions -To make connections between what has been said and their own and others' experiences -To ask questions to find out more about a subject; Who? What? When? Where? Which? Why? -To recognise when they 	<ul style="list-style-type: none"> -To offer opinions that aren't their own -To reflect on discussions and identify how to improve -To be able to summarise a discussion -To reach a shared agreement in discussions -To recognise when they haven't 	<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 ask probing questions -To reflect on their own oracy skills and identify areas of strength and areas to improve -To speculate and hypothesise 	<ul style="list-style-type: none"> -To be able to draw upon knowledge of the world to support their own point of view and 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 construct a detailed argument or complex narrative -To spontaneously respond to increasingly complex questions, citing evidence where appropriate

Maintain focus Time management <u>Reasoning:</u> Giving reasons to support views Critically examining ideas and views		-To reach shared agreement in discussions	haven't understood something and asks a question to help with this	understood something and ask a question to help with this	when exploring ideas		
Social and Emotional	YN / YR	Y1	Y2	Y3	Y4	Y5	Y6
<u>Guiding interactions:</u> Turn taking Listening and responding <u>Confidence in speaking:</u> Self-assurance Liveliness and flair <u>Audience awareness:</u> Taking account of level of understanding of the audience	-To look at someone who is speaking to them -To take turns to speak when working in a pair -Play with one or more other children, extending and elaborating play ideas	-To listens to others and be willing to change their mind based on what they have heard -To organise trio discussions independently of an adult	-To start to develop an awareness of audience e.g. what might interest a certain group -To be aware of others who have not spoken and to invite them into discussion -To confidently deliver short pre-prepared material	-To adapt the content of their speech for a specific audience -To speak with confidence in front of an audience -To listen to others and be willing to change their mind based on what they have heard	-To use more natural and subtle prompts for turn taking -To be able to empathise with an audience -To consider the impact of their words on others when giving feedback	-To demonstrate listening for extended periods of time -To be a supportive listener -To speak with flair and passion -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 changing topic, or if people look confused stopping to take questions

PSHE Links	YN / YR	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Use talk to:</p> <ul style="list-style-type: none"> -Be assertive with others -Solve conflicts with others -Name and describe their feelings using words such as 'happy', 'sad', 'angry', or 'worried' -Communicate their health needs e.g., needing to use the bathroom -Become more outgoing with unfamiliar people, in the safe context of their setting -Initiate play with one or 	<p>To describe and explain:</p> <ul style="list-style-type: none"> -What they like, dislike and are good at -How they are similar and different to others and what they have in common -How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe -How kind and unkind behaviour can affect others; how to be polite 	<p>To describe and explain:</p> <ul style="list-style-type: none"> -How people behave when they are being friendly and what makes a good friend -How words and actions can affect how people feel -How to resolve arguments that can occur in friendships -Ways to manage big feelings and the importance of sharing their feelings with someone they trust -How to recognise, name 	<p>To describe and explain:</p> <ul style="list-style-type: none"> -How to build good friendships online and offline, including identifying qualities that contribute to positive friendships -What to do and who to tell if they feel uncomfortable including discussion of respecting different bodies and body types -How to respond proportionately to, and manage, feelings in different circumstances -What to do in 	<p>To describe and explain:</p> <ul style="list-style-type: none"> -How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return -How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact), and how to report concerns -How comments and actions can affect others self-esteem; particularly relating to body 	<p>To describe and explain:</p> <ul style="list-style-type: none"> -Stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others -How to challenge stereotypes and assumptions about others -How to respond proportionately to, and manage, feelings in different circumstances -That mental health difficulties can usually be resolved or 	<p>To describe and explain:</p> <ul style="list-style-type: none"> -How positive friendships and being involved in activities such as clubs and community groups support wellbeing -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 -How to recognise early signs of physical or mental ill-health and what to do about this, including whom

	<p>more children, extending and elaborating play ideas</p> <p>-Express their feelings and consider the feelings of others</p> <p>-Know and describe the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine</p> <p>-Build constructive and respectful relationships</p>	<p>and courteous; how to play and work cooperatively</p> <p>-Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</p> <p>-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</p>	<p>and describe a range of feelings</p> <p>-How feelings can affect people in their bodies and their behaviour</p>	<p>an emergency, including calling for help and speaking to the emergency services</p> <p>-How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p> <p>-Ways of managing feelings during loss, grief, change</p> <p>-How to access advice and support to help manage their own or others' feelings</p>	<p>image, family make-up, personality, skills and talents</p> <p>-The importance of expressing feelings and how they can be expressed in different ways</p> <p>-That anyone can experience mental ill-health and to discuss concerns with a trusted adult</p> <p>-The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</p>	<p>managed with the right strategies and support</p> <p>-How puberty can affect emotions and feelings</p> <p>-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</p>	<p>to speak to in and outside school</p> <p>-That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience trolling, exclusion, disrespect or discrimination</p> <p>-How friendships may change as they grow and how to manage this</p> <p>-How to ask for support or where to seek further information and advice regarding growing up and changing</p>
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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"> -Duty bearer -Rights Holder -Right to play -Right to be safe -Right to learn 	<p>To use the following vocabulary:</p> <ul style="list-style-type: none"> -Duty bearer -Rights Holder -Right to relax and play -Right to be safe -Right to learn -Right to a religion -Right to be heard -Right to privacy <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"> -Right -Duty bearer -Rights Holder -Right to relax and play -Right to be safe -Right to learn -Right to a religion -Right to be heard -Right to privacy -Respect <p>-The United Nations Convention on the Rights of a child (UNCRC)</p> <p>-UNICEF</p> <p>GG 14: Life Under water</p> <p>GG 15: Life on Land</p>	<p>To describe and explain:</p> <ul style="list-style-type: none"> -Article -Article 28 <p>Access to Education</p> <p>-Article 1</p> <p>Definition of a child</p> <p>-Article 13</p> <p>Sharing thoughts freely</p> <p>-Article 12</p> <p>Respect for children's views</p> <p>-Article 16</p> <p>Protection of privacy</p> <p>-Article 17</p> <p>Access to information</p> <p>-Article 14</p> <p>Freedom of thought and religion</p> <p>-Article 23</p> <p>Children with disabilities</p>	<p>To describe and explain:</p> <ul style="list-style-type: none"> -Article 14 <p>-Protected characteristics, discrimination, racism, tolerance and respect</p> <p>-Article 3</p> <p>Best interests of the child</p> <p>-Article 29</p> <p>Aims of education</p> <p>-Article 2</p> <p>Non-discrimination</p> <p>-Article 6</p> <p>Life, survival and development</p> <p>-Article 7</p> <p>Name and nationality</p> <p>-Article 33</p> <p>Protection from drugs</p>	<p>To describe and explain:</p> <ul style="list-style-type: none"> -Article 8 <p>Identity</p> <p>-Article 6</p> <p>Life, survival and development</p> <p>-Article 22</p> <p>Refugee children</p> <p>-Article 34</p> <p>Protection from sexual abuse</p> <p>-Article 30</p> <p>Minority culture language and religion</p> <p>-Article 38</p> <p>Protection in war</p> <p>GG 5: Gender equality</p> <p>GG 10: Reduced inequalities</p> <p>GG 12: Responsible</p>	<p>To describe and explain:</p> <ul style="list-style-type: none"> -Article 36 <p>Protection from exploitation</p> <p>-Article 37</p> <p>Children in detention</p> <p>-Article 40</p> <p>Children who break the law</p> <p>-Article 41</p> <p>Best law for children applies</p> <p>GG 8: Decent work & economic growth</p> <p>GG 16: Peace, justice and strong institutions</p> <p>GG 11: Sustainable</p>

			GG 4: Quality Education GG 2: Zero hunger GG 3: Good health and well-being	-Article 24 Health, Water Food and the Environment GG 6: Clean water and sanitation	GG 10: Reduced inequalities GG 13: Climate action	consumption and production	cities and communities
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							