











# Oracy Progression

	Physical 	Linguistic 	Cognitive 	Social and emotional 
<b>Reception</b>	<ul style="list-style-type: none"> <li>To speak audibly so that they can be heard and understood</li> <li>To use gestures to support meaning in play</li> </ul>	<ul style="list-style-type: none"> <li>To use talk in play to practice new vocabulary</li> <li>To use join phrases with words such as 'if', 'because', 'so', 'could', 'but'</li> </ul>	<ul style="list-style-type: none"> <li>To use 'because' to develop their ideas</li> <li>To make relevant contributions and ask questions</li> <li>To describe events that happened to them in detail</li> </ul>	<ul style="list-style-type: none"> <li>To look at someone who is speaking to them</li> <li>To take turns to speak when working in a group</li> </ul>
<b>Teaching ideas</b>	<ul style="list-style-type: none"> <li>Provide children with opportunities to take on different roles, ensuring that are equipped with appropriate knowledge and vocabulary to do this successfully e.g. a shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes let me get that for you, one moment'. Ensure that the children are given specific praise when they adopt a role and use language appropriately E.g. 'Wow, you sounded like a grown-up shopkeeper'.</li> <li>Support the class with turn taking using a physical object such as a toy to show whose turn it is to speak</li> <li>Support children's understanding of listening through partner conversations. Praise 'Perfect partners who sit calmly and face each other when they are listening'</li> <li>Introduce new language and sentence stems through call and repeat 'my turn, your turn'</li> <li>Support children to develop an awareness of volume e.g. tell your partner in a whisper...</li> <li>Build children's confidence to speak in class by getting them to talk out silly subjects e.g. would you rather be a pig or a chicken?</li> </ul>			
<b>Experiences</b>	<ul style="list-style-type: none"> <li>To speak to a partner during whole class teaching</li> <li>Take pupils to the supermarket to practice speaking to an unfamiliar adult to carry out a transaction</li> <li>Provide opportunities for children to speak about something they are interested in for an extended length of time e.g. a favourite toy, something that has happened to them.</li> </ul>			







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Year 1	<ul style="list-style-type: none"> <li>To use the appropriate tone of voice in the right context e.g. speaking calmly</li> <li>To speak confidently and calmly in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>To use vocabulary specific to the topic in hand</li> <li>To take opportunities to try out new language, even if not always used correctly</li> <li>To use sentence stems to link to others in group discussion. E.g I agree...</li> <li>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</li> </ul>	<ul style="list-style-type: none"> <li>To offer reasons for their opinions</li> <li>To recognise when they haven't understood something and ask a question for help with this</li> <li>To disagree with someone politely</li> <li>To explain ideas and events in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others and is willing to change their mind based on what they have heard</li> <li>To organise group discussions independently of an adult.</li> </ul>
Teaching ideas	<ul style="list-style-type: none"> <li>Scaffold turn taking by introducing turn taking e.g. putting a thumb in when they want to speak or taking turns to pass talk around a circle</li> <li>Use visual aids to support children's awareness of talk e.g. using counters to represent contributions to discussion</li> <li>Introduce the roles of 'builder' and 'challenger'. Equip children with sentence stems to fulfil each role.</li> <li>As a teacher explicitly model your own questions to clarify understanding e.g. What did you mean by X?</li> <li>Draw children's attention to the role that listening plays in understanding e.g. Now that we have heard that has anyone changed their mind?</li> </ul>			
Experiences	<ul style="list-style-type: none"> <li>To take part in a small group discussion without an adult</li> <li>To speak out in front of a larger audience e.g. during an assembly</li> </ul>			



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Year 2	<ul style="list-style-type: none"> <li>To start to use gesture to support delivery of ideas e.g. gesturing towards someone if referencing their idea</li> </ul>	<ul style="list-style-type: none"> <li>To adapt how they speak in different situations according to the audience</li> <li>To use sentence stems to signal when they are building or challenging others' ideas</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions to find out more about a subject</li> <li>To build on others ideas in discussions</li> <li>To make connections between what has been said and their own and others' experiences</li> </ul>	<ul style="list-style-type: none"> <li>To start to develop an awareness of audience e.g. what might interest a certain group</li> <li>To be aware of others who have not spoken and to invite them into discussion</li> <li>Confident delivery of short pre prepared material</li> </ul>
Teaching ideas	<ul style="list-style-type: none"> <li>Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience e.. linking fingers together for 'linking to' and holding up 1 finger to emphasise their first point.</li> <li>Create different role play scenarios to practice speaking in different contexts e.g. having tea with the King, talking to sibling, talking to a neighbour etc</li> <li>Play games which encourage children to elaborate on ideas e.g. tell me more</li> <li>Use hot seating to develop children's questioning skills</li> <li>Praise pupils who invite others into discussions and as a class develop ideas for how this can be done e.g. saying their name, asking them a question, turning to them.</li> <li>For presentational talk invite pupils to think about how they will engage their audience e.g. props/ resources</li> </ul>			
Experiences	<ul style="list-style-type: none"> <li>Speak to unfamiliar people with real purpose e.g. asking questions to a visitor in the classroom</li> <li>Participate in show and tell sessions</li> </ul>			