



Oracy Progression of Skills at Denton Community Primary School

May 2024

National Curriculum Progression of skills – Taken from DFE Early Years Foundation Stage Profile October 2023 & National Curriculum in England 2014

Early Learning Goals: Communication and Language (EYFS – Nursery and Reception)

Listening, Attention and Understanding ELG

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

English programmes of study (Spoken Language Years 1-6)

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

	Physical Skills	Linguistic Skills	Cognitive Skills	Spiritual, Moral, Social and Emotional Skills
Nursery	<ul style="list-style-type: none"> ✓ Use hand gestures to express a want or need – speech may be limited. ✓ Turn to face the person speaking. ✓ Recognise a facial expression (happy or sad) and show an understanding of it's meaning. 	<ul style="list-style-type: none"> ✓ Begin to develop speech in simple sentences. ✓ Build up vocabulary based on experiences. ✓ Engage with others during role play situations. 	<ul style="list-style-type: none"> ✓ Understand simple questions and instructions. ✓ Anticipate what might happen next and recall past experiences. ✓ Re-tell an event in the correct order with some prompting. 	<ul style="list-style-type: none"> ✓ Start to take turns in group situations. ✓ Begin to use their imagination during play.
Reception	<ul style="list-style-type: none"> ✓ Speak clearly with appropriate volume. ✓ Look at who is talking and who you are talking to. ✓ Use appropriate gestures to support delivery of meaning e.g. pointing. 	<ul style="list-style-type: none"> ✓ Use talk in play to practice new vocabulary. ✓ Begin to speak in sentences joining phrases with words such as 'if, because, so and but' 	<ul style="list-style-type: none"> ✓ Begin to use 'because' to develop an idea. ✓ Make contributions to a discussion that match what has been asked. ✓ Ask simple questions. 	<ul style="list-style-type: none"> ✓ Wait for a turn – take turns to speak, when working in a group. ✓ Begin to talk about themselves in a positive way.

. Year 1	<ul style="list-style-type: none"> ✓ Speak clearly in a range of contexts. ✓ Begin to use appropriate tone of voice for context (projecting voice for large audiences). ✓ Engage in eye contact with the person you are speaking with. ✓ Use hand gestures to support delivery when presenting. 	<ul style="list-style-type: none"> ✓ Speak in sentences using joining phrases to link ideas. ✓ Begin to use subject specific vocabulary to the topic in hand. ✓ Take opportunities to try out new language, even if it is not always used correctly. ✓ Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' ✓ Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally 	<ul style="list-style-type: none"> ✓ Use 'because' to develop their ideas with greater confidence. ✓ Make relevant contributions that match what has been asked. ✓ Ask relevant simple questions to deepen understanding. ✓ Describe events that have happened to them in detail. 	<ul style="list-style-type: none"> ✓ 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. ✓ Make links between themselves and their peers.
Year 2	<ul style="list-style-type: none"> ✓ Use body language to show active listening (nodding, facial expressions) ✓ Speak clearly and confidently with appropriate volume and pace. ✓ Use of increasingly natural hand gestures when speaking to convey meaning. 	<ul style="list-style-type: none"> ✓ Speaking in sentences joining clauses to provide more information. ✓ Adapt how to speak in different situations according to the audience e.g. talking with your teacher and talking with your peers. ✓ Use sentence stems to signal when they are building or challenging others' ideas in group e.g. 'I agree / disagree because...I think... because... and also because..... However...Also...' 	<ul style="list-style-type: none"> ✓ Offer reasons for their opinions. ✓ Recognise when they haven't understood something and ask a question. ✓ Disagree with someone else's opinion politely. ✓ Explain ideas and events in chronological order. 	<ul style="list-style-type: none"> ✓ Start to develop an awareness of audience e.g. what might interest a certain group. ✓ Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them. ✓ Recite/deliver short pre-prepared material to an audience.

Year 3	<ul style="list-style-type: none"> ✓ Deliberately selecting a gesture to support understanding e.g. gesturing towards someone they are talking about. ✓ Deliberately varies tone of voice in order to convey meaning. ✓ Begin to consider posture and stance when addressing an audience. ✓ Consider movement when addressing an audience. 	<ul style="list-style-type: none"> ✓ Be able to use specialist language to describe their own and others' talk. ✓ Begin to use specialist vocabulary e.g. speak like an 'expert' in a certain field. ✓ Begin to make precise language choices to further engage your audience. 	<ul style="list-style-type: none"> ✓ Ask questions to find out more about a subject. ✓ Build on others' ideas in discussions. ✓ Make connections between what has been said and their own and others' experiences. ✓ Offer opinions that aren't their own. ✓ Begin to reflect on discussions and their own oracy skills. ✓ Identify and area of strength and an area to improve. 	<ul style="list-style-type: none"> ✓ 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.
Year 4	<ul style="list-style-type: none"> ✓ Select the appropriate tone of voice in the right context. ✓ Begin to use pauses for effect in presentational talk. ✓ Deliberately select movement and gesture when addressing an audience. 	<ul style="list-style-type: none"> ✓ Begin to consider the words and phrasing they use to express their ideas. How this supports the purpose of the talk e.g. to persuade or to entertain. 	<ul style="list-style-type: none"> ✓ Reach shared agreement in discussions. ✓ Give supporting evidence e.g. citing a text. ✓ Ask probing questions. ✓ Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets. 	<ul style="list-style-type: none"> ✓ 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.

Year 5	<ul style="list-style-type: none"> ✓ Vary tone of voice in order to convey meaning. ✓ Project their voice to a large audience. ✓ Gestures become increasingly natural and convey appropriate meaning. ✓ Begin to consciously adapt pace and volume of voice in context. 	<ul style="list-style-type: none"> ✓ Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions. ✓ Consider the words and phrases used to express their ideas and how this supports the purpose of talk. 	<ul style="list-style-type: none"> ✓ Draw upon knowledge of the world to support their own point of view and explore perspectives of others. ✓ To be able to give supporting evidence. ✓ Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. 'That might be true, however what do you think about ...?' 	<ul style="list-style-type: none"> ✓ Listen for extended periods of time including notetaking, drawing visual. ✓ Adapt the content of their speech for a specific audience e.g. use of humour. ✓ Speak with flair and passion.
Year 6	<ul style="list-style-type: none"> ✓ Speak fluently and with developing confidence in front of an audience. ✓ Have a stage presence. ✓ Consciously adapt, tone, pace and volume of voice. ✓ Consistent use of hand gestures to convey meaning. 	<ul style="list-style-type: none"> ✓ Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy e.g. 'This is supported by the fact that.....Furthermore.....However...Based on... Having considered...' ✓ Vary sentence structures and length for effect when speaking. 	<ul style="list-style-type: none"> ✓ Construct a detailed argument or complex narrative. ✓ Spontaneously respond to and offer increasingly complex questions, giving evidence where appropriate. ✓ Reflect on their own and others' oracy skills and identify how to make improvements. 	<ul style="list-style-type: none"> ✓ Use humour effectively. ✓ Begin to be able to read a room or a group and act accordingly.