



SLIMBRIDGE
primary school

Oracy Progression Map



Oracy Progression Map

Reception (4-5 years old)

Key skills to teach

Physical

- To speak audibly so they can be heard and understood
- To use gestures to support meaning in play

Linguistic

- To use talk in play to practice new vocabulary
- To join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Cognitive

- To use 'because' to develop their ideas
- To make relevant contributions and asks questions
- To describe events that have happened to them in detail

Social and emotional

- To look at someone who is speaking to them
- To take turns to speak when working in a group

Example outcomes

- Effective partner talk
- A visit to supermarket or post office to practice speaking to an unfamiliar adult
- Opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.

Teaching ideas

- Provide pupils with opportunities to take on different roles, ensuring they are equipped with the 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'. Give specific praise when they adopt a role and use language appropriately.
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical 	To speak audibly so they can be heard and understood				To use gestures to support meaning in play	
Linguistic 		To use talk in play to practice new vocabulary -Teacher Talk Tactics (EYFS)				To join phrases with words such as 'if', 'because' 'so' 'could' 'but' -talk tactics to support
Cognitive 		To describe events that have happened to them in detail	To make relevant contributions	To use 'because' to develop their ideas To ask relevant questions		
Social & Emotional 	To look at someone who is speaking to them				To take turns with teacher and in pair work	To take turns to speak when working in a group



Instigate



Build



Challenge



Instigate

Present an idea or
open up a new line
of inquiry

“ I think ____



Build

Develop, add to
or elaborate on
an idea

“ Yes, and...



Challenge

Disagree or present
an alternative
argument

“ I disagree
because...

Oracy Progression Map

Year 1 (5-6 years old)

Key skills to teach

Physical -To use the appropriate tone of voice in different contexts. E.g. speaking calmly when resolving an issue -To speak clearly and confidently in a range of contexts	Linguistic -To use vocabulary specific to the topic at hand -To take opportunities to try out new language. -To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.	Cognitive -To offer reasons for opinions -To disagree with someone else's opinion politely. -To explain ideas and events in chronological order. -To ask a question when they haven't understood	Social and emotional To listen to others and be willing to change their mind based on what they have heard -To organise group discussions independently of an adult.	Example outcomes -To take part in a small group discussion without an adult. -To be filmed speaking and use this for reflection -To speak in front of a larger audience e.g. during an assembly.
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Teaching ideas

- Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.
- Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.
- As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'
- Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.
- Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

YEAR 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical 	To use the appropriate tone of voice in different contexts. E.g. speaking calmly when resolving an issue- roleplay	To speak clearly and confidently in a range of contexts				
Linguistic 	To use vocabulary specific to the topic at hand- maths and stories	To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. -teacher modelling		To take opportunities to try out new language.		Summarise partner explanations or ideas
Cognitive 		To ask a question when they haven't understood- sentence stems to support different scenarios	To explain ideas and events in chronological order.		To offer reasons for opinions	To disagree with someone else's opinion politely.
Social & Emotional 			To listen to others and be willing to change their mind based on what they have heard -modelled			To organise group discussions independently of an adult.



Instigate



Build



Challenge



Summarise

Oracy Progression Map

Year 2 (6-7 years old)

Key skills to teach

Physical -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.	Linguistic -To adapt how they speak in different situations according to audience. -To use sentence stems to signal when they are building on or challenging others' ideas.	Cognitive -To ask questions to find out more about a subject. -To build on others' ideas in discussions. -To make connections between what has been said and their own and others' experiences.	Social and emotional -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. -Confident delivery of short pre-prepared material.
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Example outcomes

- Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.
- Participate in a short 'show and tell' session.

Teaching ideas

- Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.
- Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
- Use hot-seating and question tennis to develop pupils' questioning skills.
- 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.
- What's the emotion game for gestures

YEAR 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical 		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.		To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.		
Linguistic 	To use sentence stems to signal when they are building on or challenging others' ideas.					To adapt how they speak in different situations according to audience. Different authentic audience (younger or older students)
Cognitive 	To ask questions to find out more about a subject- 5W's To build on others' ideas in discussions	To build on others' ideas in discussions		To make connections between what has been said and their own and others' experiences.		Confident delivery of short pre-prepared material.
Social & Emotional 	Use roles in trios- instigate, build and challenge. Talk detectives to check for good oracy		To be aware of others who have not spoken and to invite them into discussion.			To develop an awareness of audience e.g. what might interest a certain group.



Instigate



Build



Challenge



Summarise

Oracy Progression Map

Year 3 (7-8 years old)

Key skills to teach

Physical -To deliberately vary 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 consider position and posture when addressing an audience.	Linguistic -To be able to use specialist language to describe their own and others' talk. -To use specialist vocabulary. -To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	Cognitive -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 shared agreement in discussions.	Social and emotional -To adapt the content of their speech for a specific audience. -To speak with confidence in front of an audience.
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Example outcomes

- Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.
- Become a storyteller for an authentic audience.
- Present to an audience of older or younger students.
- Chair a discussion.
- Hold a class meeting.

Teaching ideas

- Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful
- Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions.
- Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.
- Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.
- Play 'articulate' with specialist subject vocabulary.

YEAR 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical 	To deliberately vary tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk To consider position and posture when addressing an audience. – perhaps use stage or soap box	Speaking with pathos when telling a sad part of a story. -Story writing				
Linguistic 					To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	To be able to use specialist language to describe their own and others' talk. -perhaps analyse famous speech
Cognitive 	To reflect on discussions and identify how to improve.		To be able to summarise a discussion.		To offer opinions that aren't their own. To be able to summarise a discussion.	
Social & Emotional 			To speak with confidence in front of an audience.	To reach shared agreement in discussions- harkness discussion		



Instigate



Build



Challenge



Summarise



Probe

Oracy Progression Map

Year 4 (8-9 years old)

Key skills to teach

Physical -To consider movement when addressing an audience. -To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.	Linguistic -To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	Cognitive -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.	Social and emotional -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.	Example outcomes -To use talk for a specific purpose e.g. to persuade or to entertain. -To speak in front of a larger audience of adults e.g. a group of eight. -To collaboratively solve a problem. -To speak with an unknown adult for a specific purpose, e.g. for market research or making an order. -Peer teaching -Perform poetry by heart
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Teaching ideas

- Introduce pupils to sentence stems to cite evidence and ask probing questions.
- Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions.
- Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.
- Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.
- When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.

YEAR 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical 	To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.- performance poetry				To consider movement when addressing an audience. -environmental campaign	
Linguistic 	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. -Boudica speech				To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	
Cognitive 			Probing in hot seating (History) -Shakespeare Performance			To reflect on their own oracy skills and identify areas of strength and areas to improve.
Social & Emotional 		To consider the impact of their words on others when giving feedback.	To be able to empathise with an audience. -playscripts	To use more natural and subtle prompts for turn taking. –using gestures to invite someone to speak -asking questions -turn taking and social conscience -share the air		



Instigate



Build



Challenge



Summarise



Probe



Clarify

Oracy Progression Map

Year 5 (9-10 years old)

Key skills to teach

Physical -To project their voice to a large audience. -For gestures to become increasingly natural.	Linguistic -To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	Cognitive 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.	Social and emotional -Listening for extended periods of time. -To speak with flair and passion.	Example outcomes -Enter a debate competition -BBC school report -Create a Youtube Channel -Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. -Leading a parents' evening. -Compering a school talent show or event. -Slam poetry -Stand up comedy
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Teaching ideas

-Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.

-Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.

-Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.

-Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'

YEAR 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical 	To project their voice to a large audience.		For gestures to become increasingly natural.	To project their voice to a large audience.		
Linguistic 	To use an increasingly sophisticated range of sentence stems with fluency and accuracy-consider more complex sentence stems from talk tactics -relative clauses					To be comfortable using idiom and expressions.
Cognitive 		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. -model in larger group, work towards independent small group discussion -derailer	
Social & Emotional 	Listening for extended periods of time. -silent summariser					To speak with flair and passion.



Instigate



Build



Challenge



Summarise



Probe



Clarify

Oracy Progression Map

Year 6 (10-11 years old)

Key skills to teach

Physical -To speak fluently in front of an audience. -To have a stage presence. -Consciously adapt tone, pace and volume of voice within a single situation.	Linguistic -To vary sentence structures and length for effect when speaking. -To be comfortable using idiom and expressions.	Cognitive -To construct a detailed argument or complex narrative. -To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	Social and emotional -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.	Example outcomes -Give a speech to an audience of peers and adults. -Lead School Council -Mentor or teach younger students -Lead an assembly. -Act as a tour guides for prospective parents. -Record their own sports commentary.
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Teaching ideas

- Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.
- Practise 'power poses' to explore physical aspects of speaking
- Teach structures for building evidence-based arguments

YEAR 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical 	Maintaining eye contact (revisit)				To speak fluently in front of an audience.	To have a stage presence. Consciously adapt tone, pace and volume of voice within a single situation.
Linguistic 		To vary sentence structures and length for effect when speaking. - Give students opportunity to rehearse and have feedback from smaller groups				
Cognitive 				To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	To construct a detailed argument or complex narrative.	
Social & Emotional 	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.			



Instigate



Build



Challenge



Summarise



Probe



Clarify