



## South Lake Primary School - Progression in Oracy

| Year group | Physical  | Linguistic  | Cognitive   | Social and emotional  | Experiences  |
|------------|---|---|---|---|--|
| EYFS       | To speak audibly so they can be heard and understood<br>To gesture to support meaning in play   | To use talk in play to practise new vocabulary<br>To join phrases with words such as 'if' 'because' 'so' 'could' 'but'  | To use because to develop ideas<br>To make relevant contributions and ask questions<br>To describe events that have happened to them in detail  | To look at someone who is speaking to them<br>To take turns to speak when working in a group  | Understanding the world- Past and present<br>And The natural world   |
| Year 1     | To use appropriate tone of voice in the right context.<br>E.g. speaking calmly when resolving an issue in the playground<br><br>To speak clearly and confidently in a range of contexts | To use vocabulary appropriate specific to the topic at hand<br>To take opportunities to try out new language, even if not always used correctly<br>To use sentence stems to link to others' ideas in group discussions. I agree with... because...linking to...<br>To use conjunctions to organise and sequence ideas e.g firstly, secondly, finally... | To offer reasons for their opinions<br>To recognise when they haven't understood something and ask question to help with this<br>To disagree with someone else's opinion politely<br>To explain ideas and events in chronological order | Listens to others and is willing to change their mind based on what they have heard<br>To organise group discussions independently of an adult  | <b>Science</b> - Linked to materials, discussion on materials used in the 3 little pigs houses. 'The smartest pig his house of ____ because ____.' Audience: to an adult<br>Purpose: Building understanding, inform and explain,<br><b>History</b> – NASA Experts. Children will present their understanding about space. Audience: to reception children<br>Purpose: Inform and explain, Entertainment and expression, recitation,<br><b>English</b> – Record group poetry. Audience: parents<br>Purpose: Entertainment and expression, recitation, |
| Year 2     | 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               | To adapt how they speak in different situations according to audience<br>To use sentence stems to signal when they are building on or challenging others' ideas   | To ask questions to find out more about a subject<br>To build on others' ideas in discussions<br>To make connections between what has been said and their own and others' experiences   | To start to develop an awareness of audience e.g. what might interest a certain group<br>To be aware of others who have not spoken and to invite them into the discussion<br>Confident delivery of short pre- prepared material | <b>History</b> – Famous Engineers presentation- In trios, choose 1 of the famous people we have learnt about and become an expert on this person. They will present to Year 6, who may ask questions.<br><b>English</b> – documentary style reporting- using a written fact file report about a creature in the style of David Attenborough.<br><b>DT</b> - Video recording - After making a pizza, children will present in the style of a cookery video.   |



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| <b>Year 3</b> | <p>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk or speaking pathos when telling a sad part of a story</p> <p>Consider position and posture when addressing an audience</p> | <p>To be able to use specialist language to describe their own and others' talk</p> <p>To use specialist vocabulary</p> <p>To make precise language choices</p> | <p>To offer opinions that aren't their own</p> <p>To reflect on discussions and identify how to improve</p> <p>To be able to summarise discussions</p> <p>To reach shared agreements in discussions</p> | <p>To adapt the content of their speech for a specific audience</p> <p>To speak with confidence in front of an audience</p>   | <p><b>History</b> - Iron Age estate agents. Make an Iron Age house and present the inside of the house as an estate agent (Purpose: inform/explain and entertainment &amp; expression)<br/>(Audience: Year 5 to vote on their favourite house based on the sales pitch)</p> <p><b>Geography</b> – documentary about the layers of the earth and tectonic plates.<br/>(Purpose: inform/explain)<br/>(Audience: Parents via Google Classroom)</p> <p><b>Science</b> – shadow puppet theatre<br/>(Purpose: entertainment and expression)<br/>(Audience: KS1)</p>   |
| <b>Year 4</b> | <p>To consider movement when addressing an audience</p> <p>To use pauses for effect in presentational talk</p>   | <p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk</p>                                   | <p>To be able to give supporting evidence</p> <p>To ask probing questions</p> <p>To reflect on their own oracy skills and identify areas of strength and areas to improve</p>                           | <p>To use more natural and subtle prompts for turn taking</p> <p>To be able to emphasise with an audience</p> <p>To consider the impact of their words on others when giving feedback</p> | <p><b>History</b> – Anglo Saxon presentation comparing aspects of childhood from Anglo Saxon times to now. (Purpose is peer teaching (inform and explain) and audience is small group of peers)</p> <p><b>Geography</b> – news broadcast to describe land formations at the coast and to explain how each element of the coast is formed/eroded. (purpose is to inform and explain. To speak in front of a larger audience and present it to the class)</p> <p><b>Science</b> – Operation Ouch style presentation TV show about circuits, insulators and conductors. (purpose is to entertain and educate and the audience is younger children)</p> |



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| <b>Year 5</b> | To project their voices to large audience<br>For gestures to become increasingly natural  | To use an increasingly sophisticated range of sentence stems with fluency and accuracy                           | To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.                                  | Listening for extended periods of time<br>To speak with passion and flair  | <b>DT</b> – Quality, Value, Convenience activity for CAM toys, students have to create, promote, advertise and present at an exhibition their creations (speak with passion and flair, project voice to larger audience)<br>Audience: larger group<br><b>Art</b> – panel discussion based around a produced artwork, in the style of Henri Matisse – use of colour, key skills, subject, imagery – including structured discussion about impact of the piece (speak with passion and flair, listening for extended periods of time) Audience: panel of peers<br><b>Geography</b> – recorded travel documentary, ‘A Journey Down a South American River, including what would you see, countries you would go through, biomes, flora and fauna, settlements and key landmarks (to be able to draw on knowledge of the world to support their own point of view and explore different perspectives) Audience: parents / adults |
| <b>Year 6</b> | To speak fluently in front of an audience<br>To have a stage presence<br><br>Consciously adapt tone, pace and volume of voice within a single situation | To vary sentence structures and length for effect when speaking<br>To be comfortable using idiom and expressions | To construct a detailed argument or complex narrative<br>To spontaneously respond to increasingly complex questions, citing evidence where appropriate | To use humour effectively<br>To be able to read a room or group and take action accordingly eg. If everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions | <b>Science</b> – Science museum<br>Children will present their learning about the circulatory system to students from Waingels.<br>Audience: Waingels<br><b>History</b> – debate, Would it be better to have been Athenian or Spartan? Audience-Class<br><b>English</b> – Performance poetry, Audience: Peers<br><b>Residential</b> - children to present their experiences to parents and year 5. Audience: parents / adults  |