Holy Cross Curriculum Progression
Oracy

YEAR GROUP	PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL / EMOTIONAL
EYFS	Speak clearly with appropriate volume Look at who is talking and who you are talking to Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant	Use talk in play to practice new vocabulary: e.g: lighter, heavier Begin to speak in sentences, joining phrases with words such as "if, because, so, could, but."	Use 'because' to develop their ideas Contributions that match what has been asked Ask simple questions	Look at someone who is speaking to you Wait for a turn – take turns to speak, when working in a group
YEAR 1	Look at who is talking to you and you are talking to Speak clearly and confidently in a range of contexts Use appropriate tone of voice for context (projecting voice for large audience)	Speak in sentences using joining phrases to link ideas Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller	Use 'because' to develop their ideas Make relevant contributions that match what has been asked Ask simple questions	Listen and respond appropriately to others Be willing to change their mind based on what they have heard

	Use hand gestures to support delivery in presentational talk (pointing to something being discussed)	Take opportunities to try out new language, even if it is not always correctly used Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with… because…' 'linking to…' Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally	Describe events that have happened to them in detail	Begin to organise group discussions independently of an adult
YEAR 2	Look at who is talking to you and you are talking to Use body language to show active listening (nodding along, facial expressions) Speak clearly and confidently with appropriate volume and pace Hand gestures when speaking become increasingly natural (such as pointing as	Speaking in sentences using joining phrases to create longer sentences Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom *Use sentence stems to signal when they are building or	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	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

	someone when referencing their idea.)	challenging others' ideas in group'		
YEAR 3	Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk Consider position and posture when addressing an audience Consider movement when addressing an audience	Be able to use specialist language to describe their own and others' talk Use specialist vocabulary e.g. speak like an archaeologist Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'	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 e.g. taking on a specific role in group work Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives	Speak with confidence in front of an audience Begin to recognise different roles within group talk e.g. chairperson Adapt the content of their speech for a specific audience
YEAR 4	Deliberately select movement and gesture when addressing an audience	Carefully consider the words and phrasing they use to express their ideas and how	Reach shared agreement in discussions	Use more natural and subtle prompts for turn taking

	Use pauses for effect in presentational talk Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground	this supports the purpose of the talk e.g. to persuade or to entertain	Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event Ask probing questions Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets	Start to develop empathy with an audience Consider the impact of their words on others when giving feedback
YEAR 5	Deliberately varies 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 Project their voice to a large audience Gestures become increasingly natural	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	Draw upon knowledge of the world to support their own point of view and explore different perspectives To be able to give supporting evidence e.g. citing a text, a previous example or a historical event 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	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

	Consciously adapt tone, pace and volume of voice within a single context		true, however what do you think about …?	
YEAR 6	Speak fluently in front of an audience. Have a stage presence Consciously adapt, tone, pace and volume of voice	Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy Vary sentence structures and length for effect when speaking	Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate Reflect on their own and others' oracy skills and identify how to improve	Use humour effectively Begin 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