Oakley School

Oracy Progression Map

YR – Y6

Introduction

At Oakley School, we prioritise the development of early language and recognise oracy as a fundamental skill that underpins all learning. *Early language* refers to how children develop understanding and use of language, including listening, comprehension, vocabulary development and expressive communication. *Oracy* refers to the ability to use spoken language effectively, confidently and appropriately for different purposes, audiences and contexts.

Our Oracy Progression Map provides a clear, structured framework for the systematic development of spoken language skills across the curriculum. It is informed by Oakley School's values and curriculum principles, the Voice 21 Oracy Framework, and the Education Endowment Foundation's (EEF) Teaching and Learning Toolkit. Our aim is to ensure that all pupils develop the confidence, skills and vocabulary needed to communicate effectively, access the curriculum and succeed in school and beyond. While Oakley School currently educates pupils in EYFS and Year 1, the framework has been designed to support progression as the school continues to grow.

Oakley School Curriculum Values

At Oakley School, our curriculum is designed with cohesion, cognitive load, and the progressive learning of skills and knowledge at its core. We emphasise language and vocabulary development, and our Early Years curriculum *floats on a sea of talk*. Our aim is to develop curious thinkers and confident learners who are resilient, independent, kind, and confident team players.

Our Oracy Progression Map

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	• 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 they are discussing	• Speak clearly and confidently in a range of contexts • Use appropriate tone of voice in the right context e.g. To project their voice to a large audience. • Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing	• Speak clearly and confidently with appropriate volume and pace in a range of contexts • Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea • Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions	• 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	• Deliberately select movement and gesture when addressing an audience • To use pauses for effect in presentational talk e.g. when telling an anecdote or joke • Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground	• 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 • Consciously adapt tone, pace and volume of voice within a single context.	• Speak fluently in front of an audience. • Have a stage presence • Consciously adapt, tone, pace and volume of voice

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Linguistic	• 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'	• 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 • 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	• 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 challenging others' ideas in group'	• 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 'scrumptious'	• Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain	• 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	• Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy • Vary sentence structures and length for effect when speaking • Be comfortable using idioms and expressions

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Cognitive	• Use 'because' to develop their ideas • Make relevant contributions that match what has been asked • Ask simple questions • Describe events that have happened to them in detail	• 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	• 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 the role of ... • Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve • Reach shared agreement in discussions	• 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	• 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 true, however what do you think about ...?	• 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.

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social and Emotional	• Look at someone who is speaking to them • Wait for a turn. Taking turns to speak, when working in a group	• 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	• 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	• 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	• 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	• Listen for extended periods of time including note- taking, drawing visual • Adapt the content of their speech for a specific audience e.g. use of humour • Speak with flair and passion	• 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

Ref:

- Voice 21: Oracy Curriculum, Culture and Assessment Toolkit
- Education Endowment Foundation (EEF) Teaching and Learning Toolkit