









Oracy Progression

Progression of skills – EYFS

<u>Year group</u>	<u>Physical</u> 	<u>Linguistic</u> 	<u>Cognitive</u> 	<u>Social and Emotional</u> 
Nursery	<p>Speak to their peers on a 1:1 basis so that they can be heard.</p> <p>Look at who they are talking to.</p> <p>Direct others to things they are talking about.</p> <p>Begin to use signs to support their speech.</p>	<p>Link thoughts together using 'and' and beginning to use 'because.'</p> <p>Speak in phrases and begin to regularly use full sentences.</p> <p>Use vocabulary based on things that are important to them.</p> <p>Begin to show an understanding of who, what, where, when and why questions.</p> <p>Use a range of tenses although this may be inconsistent.</p> <p>Respond to 'what,' 'where,' 'when,' 'how,' and 'why' questions about their experiences and in</p>	<p>Retell a simple event in the correct order.</p> <p>Use talk to pretend and recall.</p> <p>When listening show basic understanding to what is being said.</p>	<p>Take turns when talking with one other person.</p> <p>Listen to what is said and follow a simple instruction.</p> <p>Use talk to share ideas with friends.</p> <p>Begin to label emotions or point to images that represent the relevant emotion.</p> <p>Begin to use language to express needs and feelings e.g. rather than snatching.</p>

<u>Year group</u>	<u>Physical</u> 	<u>Linguistic</u> 	<u>Cognitive</u> 	<u>Social and Emotional</u> 
Reception	<p>Speak clearly at an appropriate volume to a small audience.</p> <p>Focus on who is being spoken to or who is speaking, standing still and facing their audience.</p> <p>Direct others to things they are talking about.</p> <p>Use an increasing number signs to support their speech.</p> <p>Use increased accuracy in pronunciation.</p>	<p>Link thoughts together using 'and' and 'because.'</p> <p>Express themselves in fully formed simple sentences.</p> <p>Use specific vocabulary such as comparatives when describing objects and experiences.</p> <p>Begin to use past, present and future forms accurately.</p> <p>Respond to 'what,' 'where,' 'when,' 'how,' and 'why' questions about their experiences and in response to stories or events with increasing detail.</p>	<p>Retell stories and experiences.</p> <p>Use talk to pretend, predict and recall.</p> <p>Give answers that match what has been asked.</p> <p>Begin to ask simple closed questions to peers (may not always be relevant)</p> <p>Be able to repeat modelled questions.</p>	<p>Understand turn taking when talking in groups and 1:1.</p> <p>Listen and respond appropriately to simple questions.</p> <p>Begin to build friendships through talk.</p> <p>Label emotions or point to images that represent the relevant emotion.</p> <p>Use language to express needs and feelings e.g. rather than snatching.</p>

<u>Year group</u>	<u>Possible sentence stems</u>
Reception	<p>I know it is a ... because ... I'm sorry because ...</p> <p>Would you like ... I don't want you to ... because ...</p> <p>It is the same because ... It is different because ...</p> <p>It was hard/easy because ... I feel ... because ...</p> <p>To make it better I would ... I like/don't like ...</p> <p>My favourite part was ... It will ... because ...</p> <p>I think/don't think ... I noticed that ...</p> <p>I predict that ...</p>

EYFS Talk Tactics

Teacher talk tactics

Instigate – Would you like to go first?

Challenge– Has anyone got a different idea?

Build – Could anyone tell me more?





Pupil talk tactics

Instigate - I think...

Challenge – I disagree because...

Build – I would like to add...

Progression of skills – Year 1









<u>Year group</u>	<u>Physical</u> 	<u>Linguistic</u> 	<u>Cognitive</u> 	<u>Social and Emotional</u> 
Year 1	<p>Project voice to suit a larger audience (whole class).</p> <p>When speaking to the whole class begin to address the room (not just the teacher.)</p> <p>Maintain eye contact with the speaker/ listener.</p>	<p>Use appropriate conjunctions to form longer sentences.</p> <p>Use subject specific vocabulary e.g. comparatives and superlatives when describing objects or experiences.</p>	<p>Retell stories and experiences by connecting ideas or events.</p> <p>Give answers that match what has been asked and are relevant and appropriate.</p> <p>Ask simple questions to peers and adults that are appropriate and relevant.</p>	<p>Wait for a turn to talk in 1:1 and small group conversations and make relevant contributions.</p> <p>Listen and respond appropriately to questions from peers and adults.</p> <p>Develop on friendships through talk and begin to form wider friendships</p>

	<p>Begin to use some gestures to support delivery of talk.</p> <p>Use body language to show active listening, such as nodding along.</p> <p>Continue to develop signs to support their speech.</p>	<p>Use past, present and future forms with increasing accuracy.</p> <p>Respond to what they hear with relevant comments, questions or actions.</p> <p>Use sentence stems to link own ideas in group discussion e.g. I think that.. because... linking to...</p>		<p>and relationships both inside and outside the classroom using talk.</p> <p>Label their own emotions and begin to discuss reasons for those emotions.</p> <p>Use developed language to express needs and feelings e.g. negotiate through speech- 'I'll go first and then it's your turn.'</p>
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<u>Year group</u>	<u>Argument</u>	<u>Comparison</u>	<u>Deduction</u>	<u>Evaluation</u>	<u>Conclusion</u>	<u>Prediction</u>	<u>Opinion</u>
Year 1	<p>I agree with because</p> <p>I disagree with.... because</p> <p>It is wrong because</p> <p>It is right because...</p> <p>However...</p>	<p>It is the same because...</p> <p>It is different because ...</p> <p>They are similar because ...</p>	<p>I think that ... because ...</p> <p>I know that...because..</p> <p>I noticed that ... It is ... because ...</p>	<p>Next time I could...</p> <p>I found ... hard/easy because ...</p> <p>I like the part where... because...</p> <p>I feel that.....next time.</p> <p>I could...</p>	<p>I like/disliked because</p> <p>The main parts were ...</p>	<p>I like/disliked because</p> <p>The main parts were ...</p>	<p>I think...because</p> <p>I don't think....because... and....</p> <p>My partner thinks...</p> <p>I prefer...</p>

				<p>I liked the part where...</p> <p>It was interesting because..</p>			
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Progression of skills – Year 2

<u>Year group</u>	<u>Physical</u>	<u>Linguistic</u>	<u>Cognitive</u>	<u>Social and Emotional</u>
				
Year 2	 <p>Speak clearly adapting volume and pace to match the size of the audience.</p> <p>Deliberately select gestures that support the delivery of ideas e.g. gesturing towards something concrete within the room.</p>	 <p>Use joining conjunctions to form longer sentences when speaking to peers.</p> <p>Use past, present and future forms accurately in most instances.</p> <p>Respond to open ended questions using a range of sentence stems.</p>	 <p>Make connections between what has been said and their own and others' experiences.</p> <p>Give answers that match what has been asked and are relevant and appropriate with increasing accuracy.</p>	 <p>Take turns when talking to a small group showing patience.</p> <p>Listen for extended periods of time and respond appropriately to questions from peers and adults.</p> <p>Label their own and others' emotions and begin</p>

	<p>Use body language and facial expressions to convey meanings.</p> <p>Consider position and posture when speaking to an audience.</p> <p>Continue to develop signs to support their speech.</p>	<p>Listen and respond to the speaker, making simple comments and suggestions.</p> <p>Use sentence stems to link own ideas in group discussion e.g. I think that.. because... linking to...</p> <p>Work collaboratively, listening to what is being said to help develop their own ideas.</p>	<p>Ask simple questions to peers and adults that focus on more abstract concepts.</p> <p>Ask open-ended questions to support their understanding of a topic and find more information.</p> <p>Build on others ideas during discussions and add additional input.</p> <p>Disagree with someone's opinion politely.</p>	<p>to discuss reasons for those emotions.</p> <p>Speak with increased confidence in front of a small audience.</p> <p>Talk to a small audience without reading pre prepared materials.</p> <p>Begin to consider the impact of words on others when giving feedback</p>
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	<u>Argument</u>	<u>Comparison</u>	<u>Deduction</u>	<u>Evaluation</u>	<u>Conclusion</u>	<u>Prediction</u>	<u>Opinion</u>
Year 2	<p>I agree because</p> <p>I disagree because</p> <p>I think.... because ...</p> <p>They are correct because.....</p>	<p>They are the same because.....</p> <p>They are different because</p> <p>The similarities are</p> <p>The differences are</p>	<p>I think that because</p> <p>I know this because</p> <p>This tells me that</p> <p>This shows me that</p> <p>I can infer that</p>	<p>I like the part where... because...</p> <p>This could be better if I</p> <p>Next time I would</p> <p>I would change because</p>	<p>The main points were</p> <p>Overall I feel like because</p> <p>They are suggesting that happened because</p>	<p>I think this because</p> <p>I know that which makes me think that</p> <p>I predict that</p> <p>This will happen because</p>	<p>Now I think that because</p> <p>My partner thinks...</p> <p>Some people think...</p> <p>In my opinion....because..</p>

	They are incorrect because.....	They are similar because	This happened because	First I thought but now I know	First, Next, Then, After That, Finally....	I think they will be alike because..	
	Yes because.....	This reminds me of because		Having listened to everyone's ideas			
	No because.....						
	However						
	I prefer because						
	I dislike because						

KS1 Talk Tactics

Teacher talk tactics

Instigate – Let's start the discussion by...

Challenge– Has anyone got a different idea?

Build – Could anyone tell me more?

Pupil talk tactics

Instigate - I think...

Challenge – I disagree because/I would like to challenge your idea...

Build – I agree and would like to add...