



Dane Royd Oracy Progression Map

Nursery (3-4 years old)			
Key skills to teach			
Physical	Linguistic	Cognitive	Social and Emotional
<ul style="list-style-type: none"> To speak to others clearly To point to familiar objects when prompted 	<ul style="list-style-type: none"> To use talk to organise themselves and their play eg 'Let's go on a bus...You sit there...I'll be the driver' To speak in longer sentences of 4-6 words To use and embed new vocabulary in a range of contexts 	<ul style="list-style-type: none"> To begin to use the question words 'what and why' To describe key events such as birthday parties and celebrations in detail To know many rhymes and be able to talk about familiar books 	<ul style="list-style-type: none"> To start a conversation with an adult or friend and continue it for many turns To be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions To talk with others to solve conflicts



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UFS (4-5 years old)			
Key skills to teach			
Physical	Linguistic	Cognitive	Social and Emotional
<ul style="list-style-type: none"> To speak audibly so that they can be heard and understood To look at who is talking and who they are talking to To use gestures to support meaning 	<ul style="list-style-type: none"> To learn new vocabulary To use talk in play to practise new vocabulary To use new vocabulary in different contexts To articulate their ideas and thoughts in well-formed sentences To join phrases with words such as, 'if', 'because', 'so', 'could' and 'but' 	<ul style="list-style-type: none"> To use 'because' to develop their ideas and offer explanations of why things might happen To listen attentively and respond to what they hear with relevant questions, comments and actions To ask simple questions to clarify their understanding To describe events that have happened to them in detail To develop storylines in their pretend play To listen to and talk about stories and retell the story once they have developed a deep familiarity with the text To engage in extended conversations about stories, learning new vocabulary To learn and perform rhymes, poems and songs 	<ul style="list-style-type: none"> To look at someone who is speaking to them To take turns to speak when working in a group



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Year 1 (5-6 years old)			
Key skills to teach			
Physical	Linguistic	Cognitive	Social and Emotional
<ul style="list-style-type: none"> • To speak clearly and confidently in a range of contexts • To use appropriate tone of voice in the right context e.g. to project their voice to a large audience or speak calmly when resolving an issue in the playground • To speak in front of larger audiences • To know when it is their turn to speak in a small group presentation or performance • To take part in a simple role play of a known story • To continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing 	<ul style="list-style-type: none"> • To speak in sentences using joining phrases to link ideas • To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally • To use vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller • To take opportunities to try out new language, even if it is not always correctly used 	<ul style="list-style-type: none"> • To begin to ask questions that are linked to the topic being discussed. • To answer questions on a wider range of topics (sometimes may only be one-word answers). • To explain ideas and events in chronological order • To offer reasons for their opinions 	<ul style="list-style-type: none"> • To listen to others and usually respond appropriately • To recognise when it is their turn to speak in a discussion • To know that people have different ideas and recognise that these are as valuable as their own



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Year 2 (6-7 years old)			
Key skills to teach			
Physical	Linguistic	Cognitive	Social and Emotional
<ul style="list-style-type: none"> To 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 To use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen. 	<ul style="list-style-type: none"> To speak in sentences using joining phrases to create longer sentences To adapt how to speak in different situations according to the audience and the situation between formal and informal To increase vocabulary, using words provided by adults, discussions and environmental stimuli To start to use subject-specific vocabulary to explain, describe and add detail. 	<ul style="list-style-type: none"> To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so. To build on others' ideas in discussions To make connections between what has been said and their own and others' experiences 	<ul style="list-style-type: none"> To listen to others carefully and respond with increasing appropriateness To participate actively in collaborative conversations and engage in meaningful discussions To remain focused on a discussion when not directly involved and be able to recall the main points when questioned. To 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 To start to develop an awareness of audience e.g. what might interest a certain group To recite/deliver short pre-prepared material to an audience

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Year 3 (7-8 years old)			
Key skills to teach			
Physical	Linguistic	Cognitive	Social and Emotional
<ul style="list-style-type: none"> To speak audibly and fluently with appropriate volume To speak regularly in front of large and small audiences To deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas 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 To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions. 	<ul style="list-style-type: none"> To use relevant strategies to build their vocabulary for example to recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To be able to use specialist language To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable' To use vocabulary that is appropriate to the topic and/or the audience. 	<ul style="list-style-type: none"> To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning. To offer opinions that aren't their own e.g. taking on the role of ... To begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve To reach shared agreement in discussions 	<ul style="list-style-type: none"> To listen to others carefully and respond appropriately To speak with confidence in front of an audience To work in groups with minimal supervision To take account of the viewpoints of others when participating in discussions. To adapt the content of their speech for a specific audience



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Year 4 (8-9 years old)			
Key skills to teach			
Physical	Linguistic	Cognitive	Social and Emotional
<ul style="list-style-type: none"> To speak audibly and fluently with an increasing command of Standard English To 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 To use the appropriate tone of voice in the right context To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. 	<ul style="list-style-type: none"> To use relevant strategies to build their vocabulary, for example to recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way To 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 To know and use language that is acceptable in formal and informal situations with increasing confidence. 	<ul style="list-style-type: none"> To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning. To consider and evaluate different viewpoints, attending to and building on the contribution of others To reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets 	<ul style="list-style-type: none"> To listen to others carefully and respond appropriately To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To consider the impact of their words on others when giving feedback To engage in meaningful discussions in all areas of the curriculum

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Year 5 (9-10 years old)			
Key skills to teach			
Physical	Linguistic	Cognitive	Social and Emotional
<ul style="list-style-type: none"> To speak fluently in front of an audience. To deliberately vary tone of voice in order to convey meaning eg speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story Gestures become increasingly natural To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. 	<ul style="list-style-type: none"> To consider the words and phrases used to express their ideas and how this supports the purpose of talk To use relevant strategies to build their vocabulary and use a broad, deep and rich vocabulary, which is always appropriate to the topic, audience and purpose To speak audibly, fluently and with a full command of Standard English in all situations. To confidently explain the meaning of words and offer alternative synonyms. 	<ul style="list-style-type: none"> To draw upon knowledge of the world to support their own point of view and explore different perspectives To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification To be able to give supporting evidence e.g. citing a text, a previous example or a historical event To 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 ...? 	<ul style="list-style-type: none"> To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views To listen for extended periods of time including notetaking To adapt the content of their speech for a specific audience e.g. use of humour To speak with flair and passion To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To engage in longer and sustained discussions about a range of topics.

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Year 6 (10-11 years old)

Key skills to teach

Physical	Linguistic	Cognitive	Social and Emotional
<ul style="list-style-type: none"> • To have a stage presence and to participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). • To consciously adapt, tone, pace and volume of voice • To project their voice to a large audience • To gain, maintain and monitor the interest of the listener(s). • To select and use appropriate registers for effective communication 	<ul style="list-style-type: none"> • To consider the words and phrases used to express their ideas and how this supports the purpose of talk • To use relevant strategies to build their vocabulary and use a broad, deep and rich vocabulary, which is always appropriate to the topic, audience and purpose • To speak audibly, fluently and with a full command of Standard English in all situations. • To confidently explain the meaning of words and offer alternative synonyms • To vary sentence structures and length for effect when speaking 	<ul style="list-style-type: none"> • To construct a detailed argument or complex narrative • To regularly ask relevant questions to extend their understanding and knowledge. • To articulate and justify answers with confidence in a range of situations • To reflect on their own and others' oracy skills and identify how to improve. 	<ul style="list-style-type: none"> • To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views • To use humour effectively • To 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 • To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. • To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. • To offer an alternative explanation when other participant(s) do not understand.

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