



ORACY Progression



The following progression is derived from the Voice 21 progression documents. It is based around 4 key domains. Of these 4 domains, Physical and Social Emotional are the priority for embedding into school culture before implementing the Cognitive & Linguistic domains.

	EYFS	Year 1	Year 2
	Physical		
Voice -Pace of speaking -Tonal Variation -Clarity of pronunciation -Voice projection	- Speak audibly to someone they know. - Uses intonation and rhythm when speaking.	- Speak clearly with few immaturities e.g. 'th'. - Speak clearly in presentations, performances and plays.	- Consistently clear speech that has very few immaturities e.g. 'scr'. - Begins to use intonation linked to grammar e.g. raised voice for questions.
Body Language -Gesture & posture -Facial expression and eye contact	- Look at the person who is talking to them. - Use some gestures when talking e.g. pointing.	- Maintain eye contact, when speaking. - Use gestures, when needed, whilst talking.	Start to consider the position, of their body, to help convey their argument.
	EYFS	Year 1	Year 2
	Linguistic		
Vocabulary -Appropriate vocabulary choice	- Understand words and use in the correct context. - Use talk and new vocabulary in play.	- Use topic vocabulary e.g. scientific, historical, and mathematical. - Use conjunctions to sequence ideas.	Use newly learnt vocabulary in an appropriate way.
Language -Register -Grammar	- Use conjunctions to join, when speaking. E.g. if, because, so. - Blend 3 or 4 phonemes.	- Be aware of current peer language. - Link to other children's ideas. - Use correct tense and word order.	- Adapt how they speak depending upon audience. - Distinguish between informal and formal settings - Use more complicated grammar when speaking e.g. list of 3, emphasis. - Build on what others have said.
Rhetorical techniques -Rhetorical techniques such as metaphor, humour, irony and mimicry.			Mimic what someone else has said.

	EYFS	Year 1	Year 2
	Cognitive		
Content -Choice of content to convey meaning and intention. -Building on the views of others.	- Use words more specifically to make meaning clear. - Use because to explain intention.	- Explain likes and dislikes. - Remembers words in presentations, performances and plays. - Thinks about what the audience knows but may not use this knowledge.	- Use conjunctions to justify and explain. - Begin to build on what the audience already knows.
Structure -Structure and organisation of talk.	- List events in some detail. - Use important details to influence listener. - Articulate their ideas and thoughts in well-formed sentences (DM reception C & I)	- Use conjunctions to organise ideas. - Tell stories including key moments.	Tell stories with key parts in the right order.
Clarify and summarise -Seeking information and clarification through questions/ing	Ask questions to clarify ideas.	Talk through steps to solve a problem.	Ask questions to find out more information.
Self-regulation -Maintaining focus on task -Time management	Listens attentively in different situations.	- Concentrate on the person who is talking. - Give attention and participation, in larger groups, for most of the activity.	- Keep to topic when speaking in a discussion. - Is able to say when a message is not clear. - Explain why the message is not clear.
Reasoning -Giving reasons to support views -Critically examining ideas and views expressed	Give opinions, which include joining phrases.	Give reasons for their opinions.	Make links with others' experiences.
	EYFS	Year 1	Year 2
	Social & Emotional		
Working with others -Guiding or managing interactions -Turn-taking	- Play co-operatively. - Take turns. - Join in and organise role-play with friends. - Use talk to help work out problems and organise activities (DM reception C & I)	- When reminded will take turns to talk. - Follow discussion guidelines. - Listen and responds in 2 way conversations. - Is beginning to, listen and respond in group conversations.	Is aware of and takes turns to talk in group and individual conversations.

Listening and responding -Listening actively and responding appropriately.	• Start conversations and join in with group ones. • Listen to and understand instructions when busy. • Understand an instruction that has 2 parts (DM 3-4 cog)	• Maintain attention and participates in a small group, where there is minimal distraction. • Understand and respond to complex 2 & 3 step instructions.	• Understand and respond to complex 3 step instructions. • Show proof of listening.
Confidence in speaking -Self-assurance -Liveliness and flair	• Share opinion with confidence in a familiar group.	• Suggest ideas to others when taking part in group work. • Think about the intonation of their voice and vary purposefully when reading.	• Suggest ideas to the group and answer questions about it. • When reading, will vary voice and intonation intentionally. • When speaking will begin to intentionally, vary intonation.
Audience awareness -Taking account of level of understanding of the audience	• Show awareness of the listener.	• Think about what the listener might already know but may repeat information.	• In 2 ways conversations, they will think about what information has been learnt and they will build upon it.