Waltham Gateway Academy

Waltham Gateway Academy Oracy Progression EYFS – Year 6

Year Group	Physical	Linguistic	Cognitive	Social and Emotional
EYFS	· Speak clearly with appropriate volume to be heard. · Look/turn at/to who is talking and who you are talking to. . Face the person who you are listening to. · Begin to use gestures (body language) to support communication.	· Uses 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 · Make relevant contributions that match what is being asked · Ask simple questions · Describe events that have happened in detail	· Look at someone who is speaking to them (be aware that culture might affect this in some cases) · Wait for a turn. . Taking turns to speak, when working in a group.
Year 1	· Speak clearly and confidently in a range of contexts. · Show some understanding about the speed and volume of your voice. · Continue to use gestures and expression to support communication	· Speak clearly and confidently with volume and pace. · Gesturing is starting to become natural. · Body language shows active listening e.g., nodding, facial expressions are beginning to match what is being said.	· 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.	· Listen and respond suitably to others. · Be willing to change their mind based on what they have heard · Begin to organise group discussions without an adult.
Year 2	· Speak clearly and confidently with volume and pace · Gesturing is starting to become natural · Body language shows active listening e.g., smiling, nodding etc.	· Speaking in sentences using joining phrases to create extended sentences. · Adapt how to speak in different situations according to the audience.	· Ask questions to find out more about a subject. · Build upon others' ideas in discussions. · Make connections between what has been said and their own and	· Start to develop an awareness of audience e.g., what might interest other people. · Start to show awareness of others who have not spoken and invite them to take a turn.

		· Use sentence stems to signal when they are building or challenging others' ideas in a group.	others' experiences	· Perform/deliver short pre-prepared material to an audience.
Year 3	· Knowingly selects gestures that support the delivery of ideas. · Consider position and posture when addressing an audience. · Varies tone of voice to help convey meaning e.g., speaking confidently during an expert talk.	· Be able to use specialist language to describe their own and others' talk. · Apply taught specialist vocabulary e.g., speak like a historian or a scientist. · Make detailed language choices.	· Offer opinions that aren't their own e.g., taking on the role of a character or using information provided. · Begin to reflect on discussions and their own oracy skills. · Reach shared agreement in discussions.	· Speak with confidence in front of an audience. · Begin to recognise different roles within a group talk· · Demonstrate an awareness of active listening and appropriate responses. · Adapt the content of their speech for a specific audience.
Year 4	· Consciously selects movements and gestures when addressing an audience. · Uses pauses for effect in presentations e.g., to allow listener to take in information or for dramatic purposes. · Uses the appropriate tone of voice in the right context e.g. speaking calmly when resolving disagreements.	· Wisely consider the words and phrasing they use to express their ideas and how this supports the purposes of the talk e.g., to inform, persuade or to entertain.	· Give supporting evidence e.g., citing a text (using sentence stems). · Ask probing questions · Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets.	· Use more natural and subtle prompts for turn taking. · Start to develop empathy with an audience and adapt accordingly. · 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 with pathos when telling a sad part of a story. · Projects their voice depending on audience.	· Use a progressively 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	· Draw upon their own background knowledge to support their own point of view and explore different perspectives. · To be able to give supporting evidence.	· Construct a thorough argument or complex narrative. · Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.

	· Gestures become increasingly natural. · Consciously adapt tone, pace and volume of voice in a single context.	ideas and how this supports the purpose of talk.	· Identify when a discussion is going off topic and be able to bring it back on track with support.	· Reflect on their own and others' oracy skills and identify how to improve respectfully.
Year 6	· Speak fluently in front of an audience. · Demonstrates a developing stage presence. · Intentionally adapts tone, pace and volume of voice · Speak with flair and passion.	· 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. . Vary register (depending on audience/purpose)	· Listen for extended periods of time and identify the main points including note-taking, drawing visuals. · Build upon the thoughts of others and respond to what is being said using clear evidence. · Adapt the content of their speech for a specific audience. · Summarise the main points.	· 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. · Show confidence to stop and take questions.