

## Ashfield Junior School: Oracy Skills Progression Map

This grid is based on the Oracy framework (Voice 21) and enables teachers to identify prior learning required for the children to make progress, as well as skills needed in subsequent year groups.

	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; Emotional</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>● To deliberately vary tone of voice in order to convey meaning. E.g. speaking authoritatively during expert talk or speaking with pathos when telling a sad part of a story.</li> <li>● To consider position and posture when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to use specialist language to describe their own and others' talk.</li> <li>● To use specialist vocabulary.</li> <li>● To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</li> </ul>	<ul style="list-style-type: none"> <li>● To offer opinions that are not their own.</li> <li>● To reflect on discussions and identify how to improve.</li> <li>● To be able to summarise a discussion.</li> <li>● To reach shared agreement in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>● To adapt the content of their speech for a specific audience.</li> <li>● To speak with confidence in front of an audience.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>● To consider movement when addressing an audience.</li> <li>● To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</li> </ul>	<ul style="list-style-type: none"> <li>● To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</li> <li>● To ask probing questions.</li> <li>● To reflect on their own oracy skills and identify areas of strength and areas to improve.</li> </ul>	<ul style="list-style-type: none"> <li>● To use more natural and subtle prompts for turn taking.</li> <li>● To be able to empathise with an audience.</li> <li>● To consider the impact of their words on others when giving</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>● To project their voice to a large audience.</li> <li>● For gestures to become increasingly natural.</li> </ul>	<ul style="list-style-type: none"> <li>● To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. in a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is</li> </ul>	<ul style="list-style-type: none"> <li>● Listening for extended periods of time.</li> <li>● To speak with flair and passion.</li> </ul>

			wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'. ● To identify when a discussion is going off topic and to be able to bring it back on track.	
Year 6	<ul style="list-style-type: none"> <li>● To speak fluently in front of an audience.</li> <li>● To have a stage presence.</li> <li>● Consciously adapt tone, pace and volume of voice within a single situation.</li> </ul>	<ul style="list-style-type: none"> <li>● To vary sentence structures and length for effect when speaking.</li> <li>● To be comfortable using idiom and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>● To construct a detailed argument or complex narrative.</li> <li>● To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● To use humour effectively.</li> <li>● 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.</li> </ul>