Radford Academy
A L.E.A.D. Academy

Radford Academy Oracy Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	Speak audibly so they can be heard and understood Use gestures to support meaning in play	Use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. Speak clearly and confidently in a range of contexts	Start to use gestures to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.	Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. Considers position and posture when addressing an audience.	Consider movement when addressing an audience. Use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.	Project their voice to large audience. Gestures to become increasingly natural.	Speak fluently in front of an audience. Have a stage presence. Consciously adapt tone, pace and volume of voice within a single situation.
Linguistic	Use talk in play to practice new vocabulary Joins phrases with words such as 'if', 'because' 'so' 'could' 'but'	Use vocabulary appropriate specific to the topic at hand Take opportunities to try out new language, even if not always used correctly. Use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with… because …' 'Linking to …' Use conjunctions to organise and	Adapt how they speak in different situations according to audience. Use sentence stems to signal when they are building on or challenging others' ideas.	Be able to use specialist language to describe their own and others' talk. Use specialist vocabulary. Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	Use an increasingly sophisticated range of sentence stems with fluency and accuracy.	Vary sentence structures and length for effect when speaking. Be comfortable using idiom and expressions.

Radford Academy
A L.E.A.D. Academy

Radford Academy Oracy Progression Document

		sequence ideas e.g. firstly, secondly, finally.					
Cognitive	Use 'because' to develop their ideas Make relevant contributions and asks questions Describe events that have happened to them in detail	Offer reasons for their opinions Recognise when they haven't understood something and asks a question to help with this. Disagree with someone else's opinion politely. Explain ideas and events in chronological order.	Ask questions to find out more about a subject. Build on others' ideas in discussions. Make connections between what has been said and their own and others' experiences.	Offer opinions that aren't their own. Reflect on discussions and identify how to improve. Be able to summarise a discussion. Reach shared agreement in discussions.	Be able to give supporting evidence e.g. citing a text, a previous example or a historical event. Ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.	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 wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'. Identify when a discussion is going off topic and to be able to bring it back on track.	Construct a detailed argument or complex narrative. Spontaneously respond to increasingly complex questions, citing evidence where appropriate.
Social and emotional	Look at someone who is speaking to them Take turns to speak when working in a group	Listens to others and is willing to change their mind based on what they have heard Organise group discussions independently of an adult.	Start to develop an awareness of audience e.g. what might interest a certain group. Be aware of others who have not spoken and to invite them into discussion. Confident delivery of short pre-prepared material.	Adapt the content of their speech for a specific audience. Speak with confidence in front of an audience.	Use more natural and subtle prompts for turn taking. Be able to empathise with an audience. Consider the impact of their words on others when giving feedback.	Listening for extended periods of time. Speak with flair and passion.	Use humour effectively. 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.