Oracy New Knowledge Progression Document

Component 1: Know the physical requirements for oracy

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Speak audibly so that they can be heard and understood by a peer and/or adult Maintain eye contact with a familiar adult and/or peer Look at who is talking and who is being spoken to Use gestures to support delivery of talk e.g. nodding and pointing	Speak clearly and confidently to a familiar audience: • small groups of peers during group discussions • whole class show and tell Use tone of voice appropriately for different contexts, e.g. speaking calmly when resolving a friendship issue or getting a teammate's attention during sport Use gestures to show active listening and show meaning when	Speak with appropriate volume and pace to a school-based audience including: • Nativity performance • Harvest assembly Use gestures to support delivery of ideas in group discussion, e.g. gesturing towards someone if referencing their ideas Be aware of where to stand to ensure an audience can hear clearly	Vary tone of voice to convey meaning, e.g. for humorous or sad parts of story telling or when presenting to an audience including whole class assemblies	Use pauses for effect in presentational talk, e.g. wait for audience's reaction during performance of poetry Project voice to the back of school hall and maintain without shouting • Harvest assembly • Drama workshop	Speak with awareness of ethos, pathos and logos to any school-based audience • Harvest assembly • Drama workshop • School pantomime	Project voice from a public stage position and maintain volume, tone and pace through several spoken contributions • School pantomime Use posture, gestures and tone of voice to persuade the audience • Harvest assembly • Drama workshop • School pantomime • Leavers' assembly • Charity presentations

	speaking, e.g. nodding along, looking at peers during small group discussions					• Persuasive writing

Component 2: Know the linguistic requirements for oracy

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Speak using Standard English with adult support		Speak using Standard English consistently	Respond when challenging or building on others' ideas (in group discussions)	Respond appropriately to others including understanding common idioms and expressions e.g. burning the candle at both ends	Use evaluative sentence stems to support whole class discussions e.g. 'This is correct because…' Write a text presenting a point of view in response to a whole-class stimulus (to be delivered orally)	Write a persuasive speech using taught language features to use as part of a debate
Speak in coherent sentences to express themselves appropriately to a peer and/or adult Use conjunctions to form longer sentences, e.g. because, then, but	Use sentence stems to link own ideas during small group discussions e.g. 'I think that…'	Use sentence stems to link own and others' ideas in group discussions e.g. 'I agree with…'				
Construct a question or response (including giving their opinion)	Respond to open-ended questions from an adult	Ask simple open-ended questions				

Use taught vocabulary (e.g. vocabulary in storytelling) correctly	Use taught vocabulary correctly	Use taught vocabulary correctly	Use taught vocabulary correctly	Use taught vocabulary correctly	Use taught vocabulary correctly	Use taught vocabulary correctly

Component 3: Know the cognitive requirements for oracy

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Describe e.g. events that have happened to them, in appropriate detail (during show and tell)	Describe e.g. events using: • noun phrases (1 adjective)	Describe e.g. events using: • noun phrases (2 adjective) • -ly adverbs	Describe e.g. events using: • expanded noun phrases using 'with' • similes and extended similes • adverbs expressing time, place and cause	Describe e.g. events using: • expanded noun phrases using a preposition • alliteration • adverbials phrases and fronted adverbials	Make deliberate choices of grammar and language features to suit the audience when describing e.g. events	
Use 'because' to extend and develop their ideas	Justify their ideas during small group discussions e.g. 'I think that… because…'	Justify their agree/disagree choice with relevant explanations in group discussions	Summarise the opinion of a contributor during class discussions Deliver a short presentation to an unfamiliar audience	Use evidence (from reading texts or personal experiences) when participating in discussions e.g. in group reading lessons	Chair discussion groups of up to 6 peers ensuring that the discussion maintains focus Summarise outcomes of discussion to whole class	Participate in debates and discussions using appropriate language and wider world knowledge to support views

			• Other class groups			Respond to questions from an audience • School pantomime • Charity presentations
Ask a relevant question and make a relevant comment about a story	Ask exploratory questions e.g. to find out more about a topic	Ask simple open-ended questions to facilitate discussion				
Recognise when they do not understand and state aloud	Ask self-reflecting questions when they recognise that they do not understand something, e.g. 'What have I missed from this sentence?'	Recognise when going off on a tangent and refocus talk	Reflect on own age-related oracy skills (identifying strengths and areas to improve)			

Component 4: Know the social and emotional requirements for oracy

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Take turns when speaking to a peer and/or adult	Take turns when speaking during small group discussions with some adult support	Take turns when speaking during group discussions ensuring each member of the group contributes without adult support	Explain a different viewpoint and/or explain why someone has changed their mind	Explain a different viewpoint and suggest the reasons for that viewpoint	Deliver a text presenting a point of view in response to a whole-class stimulus to whole class	Deliver a short teaching session to a younger year group (small group), noticing when the audience needs to be refocused or explanations need to be reworded