

Oracy for Learning

The skills of oracy support all areas of learning. The skills are applicable whichever subject you teach. To be secure with the understanding of subject content, it is important that pupils are able to talk about what they are learning and use talk as a tool to develop their understanding. Below is a table of progression for the primary age range.

Year group	Strand of Oracy			
	Physical	Linguistic	Cognitive	Social and Emotional
EYFS Nursery (30- 50+months)	To be able to produce voice in order to articulate words	To build up vocabulary that reflects the breadth of their experiences	To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (Blank Level 3)	To keep play going by responding to what others are saying or doing
	To use intonation, rhythm and phrasing to make the meaning clear to others	To be able to put 4 or 5 words together to make a short sentence, with some immaturities (e.g. me want more juice)	To beginning to use more complex sentences to link thoughts	To be able to follow verbal directions/instructions without being shown
EYFS (Early Learning Goal)	To be able to produce voice in order to articulate thought	To extend vocabulary and ideas, especially by grouping and naming and linking sentences together	To develop narratives and explanations by connecting ideas or events	To express themselves effectively, showing awareness of listeners' needs
	To be able to produce developmentally appropriate sounds (e.g. th, j)	To use tense accurately	To answer 'how' and 'why' questions (Blank level 4), using 'because'	To take account of one another's ideas about how to organise their activity
Year 1	To speak audibly so they can be heard and understood	To use a range of sentence types	To recognise when they haven't understood something and ask a question to help with this	To take turns to talk, listen and respond appropriately in two-way conversations
	To use gestures and non-verbal skills to support meaning	To use sentences containing an increasing complex vocabulary of adjectives, prepositions, verbs and conjunctions	To increasingly use the language of opinion and argument	To listen to others and be willing to change their mind
Year 2	To use speech that is consistently clear and easy to understand	To use vocabulary appropriate to the topic at hand	To ask questions to find out more about a subject	To take turns to talk, listen and respond appropriately in groups
	To use the appropriate tone of voice	To use sentence stems to signal when they are building on or challenging others' ideas	To offer reasons for their opinions	To adapt ideas, suggestions and opinions based on what they have heard
Year 3	To consider position and posture when addressing others	To make precise language choices and use specialist vocabulary to convey meaning	To present somebody else's point of view	To speak with confidence when addressing a group/specific audience
	To deliberately vary tone of voice in order to convey meaning	To show understanding by rephrasing the language of others	To summarise key points from discussion	To invite those who have not spoken in to a discussion
Year 4	To develop fluency in presentation or when offering a response	To use complex grammar and sentences effectively to communicate in different ways	To reflect on their own oracy skills	To maintain discussion by making relevant comments of by asking questions
	To use pauses for effect in presentational talk	to clarify, summarise, explain choices and plan	To infer meanings, reasons and make predictions using supporting evidence	To consider the impact of their words on others when giving feedback
Year 5	To project their voice to a large audience	To use language demonstrating a deeper empathy and understanding with fluency and accuracy	To draw on knowledge of the world to support their own point of view and explore different perspectives	To listen for extended periods and then summarise and recount ideas
	To interpret more subtle, non-verbal communication and adjusts language accordingly	To show increased competence at expressing opinions	To argue their position with well-structured logical reasoning	To demonstrate increased awareness of the listener's needs
Year 6	To speak fluently in front of an audience	To vary sentence structures and length for effect when speaking	To construct a detailed argument or complex narrative, also seeing things from a different perspective	To use humour appropriately and effectively
	To have confidence and an evolving idea of stage presence	To be comfortable using idiom and expressions accurately and appropriately	To spontaneously respond to increasingly complex questions, citing evidence where appropriate	To be able to read to a group and respond accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions
	To consciously adapt tone, pace and volume of voice			