



EYFS Oracy Progression Map

| Key skills to teach: | | | | Experiences: |
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| <p>Physical Speak audibly so they can be heard and understood by a talk partner.</p> <p>To maintain eye contact with a partner or familiar adult.</p> <p>Use gestures to support meaning eg in a T4W recital.</p> | <p>Cognitive To use 'because' to develop their ideas.</p> <p>To make relevant contributions and asks questions.</p> <p>To describe events that have happened to them in detail.</p> | <p>Linguistic Express needs clearly to a familiar adult or peer.</p> <p>To use talk in play to practice new vocabulary.</p> <p>To joins phrases with words such as 'if', 'because' 'so' 'could' 'but'</p> | <p>Social and emotional To look at someone who is speaking to them.</p> <p>To take turns to speak when working in a group.</p> | <p>To speak to a partner during whole class teaching.</p> <p>Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.</p> |
| Teaching ideas: | | | | |
| <ul style="list-style-type: none"> ● Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!' ● Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. ● Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'. ● Introduce new language and sentence stems through call and repeat, 'my turn, your turn'. | | | | <p>Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.</p> |

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| <ul style="list-style-type: none">• Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'• Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow? | |
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Year 1 Oracy Progression Map

| Key skills to teach: | | | | Experiences |
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| <p>Physical Speak clearly and confidently in a small group of known peers.</p> <p>Use non-verbal signals to indicate agreement or disagreement.</p> <p>Speak clearly and confidently when explaining displayed learning to an adult in class.</p> | <p>Cognitive To offer reasons for their opinions.</p> <p>To recognise when they haven't understood something and asks a question to help with this.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p> | <p>Linguistic To use vocabulary appropriate specific to the topic at hand.</p> <p>To use 'if' and 'might' to explain how they could improve their work next time.</p> <p>To take opportunities to try out new language, even if not always used correctly.</p> <p>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p> | <p>Social and emotional Listens to others and is willing to change their mind based on what they have heard.</p> <p>Be able to independently take turns and ensure all members contribute.</p> <p>To organise group discussions independently of an adult.</p> | <p>To take part in small group discussions without an adult.</p> <p>To be filmed speaking and use this for reflection. -Film a video about something we have learnt in class to show parents.</p> <p>To speak in front of a larger audience e.g. during an assembly.</p> |
| Teaching ideas: | | | | |

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| <ul style="list-style-type: none">● Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.● Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.● As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'● Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?' | |
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Year 2 Oracy Progression Map

| Key skills to teach: | | | | Experiences |
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| <p>Physical Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build.</p> <p>Begin to understand the importance of posture when speaking.</p> <p>Moderate tone and volume to match the audience.</p> <p>Maintain suitable posture throughout a spoken contribution.</p> <p>Be aware of where to look or stand to ensure the audience can hear clearly.</p> | <p>Cognitive To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p> | <p>Linguistic Choose the most appropriate stem independently.</p> <p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>Use technical, subject-specific vocabulary when explaining opinions</p> | <p>Social and emotional To start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>To be aware of others who have not spoken and to invite them into discussion.</p> <p>Be able to change their mind in response to another person's argument.</p> | <p>Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.</p> <p>Participate in a short 'show and tell' session.</p> |
| Teaching ideas: | | | | |

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| <ul style="list-style-type: none">● Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.● Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.● Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.● Use hot-seating and question tennis to develop pupils' questioning skills.● Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.● Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers. | |
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