

****St John the Baptist Curriculum Progression for Oracy

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| Skill | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Physical** | Speaking clearly at the appropriate volume  Looking at who is talking and who you are talking to– sitting still  Beginning to use gesture to support delivery (e.g. pointing at parts of a plant they are discussing) | To project their voice to a large audience. (e.g. class assemblies, Christmas performance)  Continue to use gesture to support delivery (e.g. pointing at parts of plant they are discussing)  Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions “Show you are listening.” | Speaking clearly at appropriate volume and pace in a range of contexts (e.g. assembly, Mass)  Gestures to become increasingly natural to support speech  Natural use of body language and facial expressions to convey meaning  Consider position and posture when addressing an audience.  To speak clearly and confidently in a range of contexts. | To deliberately select gestures that support the delivery of ideas (e.g. gesturing towards someone if referencing their ideas)  Consider movement and posture when addressing an audience.  To use pauses for effect in presentational talk e.g. then telling an anecdote or joke  To speak fluently in front of an audience. | To deliberately select movement and gesture when addressing an audience.  To use pauses for effect in presentational talk (e.g. then telling an anecdote or reciting a poem)  To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue  To speak fluently in front of an audience. | Deliberately varies tone of voice in order to convey meaning eg speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story.  Consciously adapt tone, pace and volume of voice within a single situation.  To speak fluently in front of an audience. (e.g. perform poetry recital)  To use the appropriate tone of voice in the right context eg. speaking calmly when resolving an issue in the playground  To demonstrate a confident stage presence. | Deliberately varies tone of voice in order to convey meaning eg speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story.  Consciously adapt tone, pace and volume of voice within a single situation.  To speak fluently in front of an audience. (e.g. presentation, assemblies, Mass)  To use the appropriate tone of voice in the right context (e.g. speaking calmly when resolving an issue)  To demonstrate a confident stage presence when conveying a character. |
| **Linguistic** | Speaking in whole sentences  Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller  Start to answer what, where, when, how and why questions  Using joining connectives for longer sentences (e.g. when, because, so, if) | Speaking in grammatically correct sentences  Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller  Start to answer what, where, when, how and why questions  Using joining connectives for longer sentences  To use sentence stems to link to other’s ideas in group discussion e.g. ‘I agree with… because..’ ‘linking to…’ | Speaking in grammatically correct sentences  Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller  Start to answer what, where, when, how and why questions  Using joining connectives for longer sentences  To use sentence stems to link to other’s ideas in group discussion e.g. ‘I agree with… because..’ ‘linking to…’ | To vary sentence structures and length for effect when speaking  To use conjunctions to organise and sequence ideas eg. firstly, secondly, finally  To use range of sentence stems to signal when they are building on or challenging other’s ideas.  To take opportunities to try out new language, even if not always used correctly.  To adapt how they speak in different situations according to audience | To vary sentence structures and length for effect when speaking  To use conjunctions to organise and sequence ideas eg. firstly, secondly, finally  To use an increasingly sophisticated range of sentence stems with fluency and accuracy.  To use appropriate vocabulary specific to the topic at hand. (Tier 3)  To understand common idioms and expressions | To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.  Begin to consider the use of specialist language to describe their own and others’ talk.  To be comfortable using idioms and expressions.  To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk. | To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.  To judge when appropriate to use specialist language.  To be able to use specialist language to describe/analyse their own and others’ talk. (study orators e.g. Obama)  To use humour, irony, sarcasm and mimicry  To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk. |
| **C:\Users\astott\Documents\Voice 21\Resources & Presentations\Four Strands Icons\Cognitive (7).png**  **Cognitive** | Answers that match what has been asked; relevant, appropriate  Retell known stories and personal experiences.  To ask simple questions. | Answers that match what has been asked i.e. relevant and appropriate  Retell stories and experiences.  To ask simple questions. | To be able to build on others ideas in discussions.  To make connections between what has been said and their own and others’ experiences.  To recognise when they haven’t understood something and ask a useful question to help with this.  To disagree with someone’s opinion politely with justification. | To build on, challenge and summarise others’ ideas in discussions.  To offer reasons for their opinions.  To begin to reflect on their oracy skills and identify areas of strength and areas to improve.  To ask questions to find out more about a subject. | To structure extended presentational talk e.g. beginning, middle and end.  To offer opinions that aren’t their own. (quotation)  To identify when a discussion is going off topic, and to be able to bring it back on track.  To be able to summarise a small group discussion.  To reflect on their oracy skills and identify areas of strength and areas to improve. | To structure a detailed argument or complex narrative.  To reach shared agreement in their discussions.  To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.  To reflect on discussions and identify how to improve.  To ask useful probing questions.  To explain ideas and events in chronological or logical order. | To structure their talk in abstract and sophisticated ways e.g. using curricular structure, grouping ideas by a theme.  To be able to negotiate-recognising the importance of giving ground and be able to do this maturely.  To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.  To cite evidence, with mature and appropriate reference points.  To reflect on their own and others oracy and identify how to improve. |
| **C:\Users\astott\Documents\Voice 21\Resources & Presentations\Four Strands Icons\Social.png**  **Social and Emotional** | Waiting for a turn  Listening and responding appropriately  Building friendships  Using language to express needs and feelings | Waiting for a turn  Listening and responding appropriately  Building friendships  Using language to express needs and feelings (e.g. rather than snatching). | To take turns showing patience  To listen for extended periods of time.  To speak with increased confidence in front of a small audience.  Recite pre-prepared material in front of an audience.  Begin to consider the impact of their words on others when giving feedback. | Take turns  Listen to others and is willing to change their mind based on what they have heard.  To speak with confidence in front of a larger audience.  To be aware of others who have not spoken and invite them into the discussion.  To be comfortable organising group talk e.g. as a chairperson.  To consider the impact of their words on others when giving feedback. | To use more natural and subtle prompts for turn taking.  To listen for extended periods of time, being prepare to change your mind.  Confident delivery of a short pre-prepared task.  To start to develop an awareness of audience e.g. what might interest a certain group.  To consider the impact of their words on others when giving feedback and adapt appropriately. | To reflect careful listening skills in subsequent talk.  To adapt the content of their speech for a specific audience.  To use humour effectively.  To speak with flair and passion on a topic of choice.  To consider the impact of their words on others when giving feedback and be sensitive to their needs.  To manage group discussions independent of an adult. | To reflect careful listening skills in subsequent talk.  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.  To be able to empathise with the audience.  To be able to draw out sub text when listening.  To engage in conversation with an unfamiliar adult as an equal.  To consider the impact of their words on others when giving feedback and be sensitive to their needs. |