



ORACY		Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Skills	<i>Physical</i>	<p>To speak audibly so they can be heard and understood</p> <p>To put their thumb up to indicate they want to speak</p>	<p>To speak audibly so they can be heard and understood</p> <p>-To use gestures to support meaning in play</p>	<p>To use the appropriate tone of voice in different contexts. E.g. speaking calmly when resolving an issue</p> <p>-To speak clearly and confidently in a range of contexts</p>	<p>To use gesture 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</p>	<p>To deliberately vary 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</p> <p>-To consider position and posture when addressing an audience</p>	<p>To consider movement when addressing an audience</p> <p>-To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke</p>	<p>To project their voice to a large audience</p> <p>-For gestures to become increasingly natural</p>	<p>To speak fluently in front of an audience</p> <p>-To have a stage presence</p> <p>-Consciously adapt tone, pace and volume of voice within a single situation</p>
	<i>Linguistic</i>	<p>To ask questions to an adult or peer</p> <p>To be able to use some vocabulary linked to their small world/ topic</p>	<p>-To use talk in play to practice new vocabulary</p> <p>-To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</p>	<p>To use vocabulary specific to the topic at hand</p> <p>-To take opportunities to try out new language</p> <p>-To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</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>To be able to use specialist language to describe their own and others' talk</p> <p>-To use specialist vocabulary</p> <p>-To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk</p>	<p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy</p>	<p>To vary sentence structures and length for effect when speaking</p> <p>-To be comfortable using idiom and expressions</p>



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	Cognitive	<p>To ask politely for things (please and thank you)</p> <p>To recall and say an event either from real life or fictional</p>	<p>-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>To offer reasons for opinions</p> <p>-To disagree with someone else's opinion politely</p> <p>-To explain ideas and events in chronological order</p> <p>-To ask a question when they haven't understood</p>	<p>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>To offer opinions that aren't their own</p> <p>-To reflect on discussions and identify how to improve</p> <p>-To be able to summarise a discussion</p> <p>-To reach shared agreement in discussions</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event</p> <p>-To ask probing questions</p> <p>-To reflect on their own oracy skills and identify areas of strength and areas to improve</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track</p>	<p>To construct a detailed argument or complex narrative</p> <p>-To spontaneously respond to increasingly complex questions, citing evidence where appropriate</p>
	Social and emotional	<p>To use words to express feelings and desires</p> <p>-To look at someone who is speaking to them</p>	<p>-To take turns to speak when working in a group</p>	<p>To listen to others and be willing to change their mind based on what they have heard</p> <p>-To organise group discussions independently of an adult</p>	<p>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>-Confident delivery of short pre-prepared material</p>	<p>To adapt the content of their speech for a specific audience. -To speak with confidence in front of an audience</p>	<p>To use more natural and subtle prompts for turn taking. -To be able to empathise with an audience -To consider the impact of their words on others when giving feedback</p>	<p>Listening for extended periods of time</p> <p>-To speak with flair and passion</p>	<p>To 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</p>
Pinner Wood Showcases			Spring 2: Individual Growing – magical advert	Spring 1: Group Homes now and then –	Summer 1: Group Travel and transport museum tour (video)	Spring 1: Group Podcast about the stone age.	Spring 2: Individual SPARK speech (persuasive) –	Summer 1: Groups	Spring 1: Individual



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			<p>Summer 2: report speech</p>	<p>guest speaker – questioning (living display - comparing characters who interviewed)</p> <p>Summer 2: report speech</p>	<p>Summer 2: report speech</p>	<p>Summer 2: report speech</p>	<p>Rainforests conservation</p> <p>Summer 2: report speech</p>	<p>Film documentary Lights, Camera, Action</p> <p>Summer 2: report speech</p>	<p>Crime and punishment monologue</p> <p>Summer 2: report speech</p>
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