

Oracy Curriculum Progression Map



This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

Physical							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	
Speak clearly with appropriate volume	Speak clearly and confidently in a range of contexts	Speak clearly and confidently with appropriate volume and pace in a range of contexts	Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas	Deliberately select movement and gesture when addressing an audience	Deliberately varies 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	Speak fluently in front of an audience.	Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.
Look at who is talking and who you are talking to	Use appropriate tone of voice in the right context e.g. To project their voice to a large audience	Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea	Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk	To use pauses for effect in presentational talk e.g. when telling an anecdote or joke	Project their voice to a large audience	Have a stage presence	
Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing	Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing	Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions	Consider position and posture when addressing an audience	Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground	Gestures become increasingly natural	Consciously adapt, tone, pace and volume of voice	
					Consciously adapt tone, pace and volume of voice within a single context.		

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Linguistic							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p>Learners will be able:</p> <p>Use talk in play to practice new vocabulary e.g. Lighter, heavier</p> <p>Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'</p>	<p>Learners will be able:</p> <p>Speak in sentences using joining phrases to link ideas</p> <p>Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller</p> <p>Take opportunities to try out new language, even if it is not always correctly used</p> <p>Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with...because...' 'linking to...'</p> <p>Use conjunctions to organise and</p>	<p>Learners will be able:</p> <p>Speaking in sentences using joining phrases to create longer sentences.</p> <p>Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom</p> <p>Use sentence stems to signal when they are building or challenging others' ideas in group'</p>	<p>Learners will be able:</p> <p>Be able to use specialist language to describe their own and others' talk</p> <p>Use specialist vocabulary e.g. speak like an archaeologist</p> <p>Make precise language choices e.g. instead of describing a cake as 'ice' using 'delectable'</p>	<p>Learners will be able:</p> <p>Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain</p>	<p>Learners will be able:</p> <p>Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions</p> <p>Consider the words and phrases used to express their ideas and how this supports the purpose of talk</p>	<p>Learners will be able:</p> <p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</p> <p>Vary sentence structures and length for effect when speaking</p> <p>Be comfortable using idioms and expressions</p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p>

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	sequence ideas e.g. firstly, secondly, finally						
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Cognitive							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	
Use 'because' to develop their ideas	Offer reasons for their opinions	Ask questions to find out more about a subject	Offer opinions that aren't their own e.g. taking on the role of...	Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event	Draw upon knowledge of the world to support their own point of view and explore different perspectives	Construct a detailed argument or complex narrative	Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.
Make relevant contributions that match what has been asked	Recognise when they haven't understood something and ask a question	Build on others' ideas in discussions	Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve	Ask probing questions	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event	Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate	
Ask simple questions	Disagree with someone else's opinion politely	Make connections between what has been said and their own and others' experiences	Reach shared agreement in discussions	Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets	Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?	Reflect on their own and others' oracy skills and identify how to improve	
Describe events that have happened to them in detail	Explain ideas and events in and chronological order						
Take it turns in a conversation							

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Social and Emotional							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	Learners will be able:	
Look at someone who is speaking to them	Listen and respond appropriately to others	Start to develop an awareness of audience e.g. what might interest a certain group	Speak with confidence in front of an audience	Use more natural and subtle prompts for turn taking	Listen for extended periods of time including note taking, drawing visual	Use humour effectively	Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.
Wait for a turn	Be willing to change their mind based on what they have heard	Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them	Begin to recognise different roles within group talk e.g. chairperson	Start to develop empathy with an audience	Adapt the content of their speech for a specific audience e.g. use of humour	Begin 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	
Taking turns to speak, when working in a group	Begin to organise group discussions independently of an adult	Recite/prepared material to an audience	Adapt the content of their speech for a specific audience	Consider the impact of their words on others when giving feedback	Speak with flair and passion		