Oracy Language Progression



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Speak audibly so they can be heard by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate. Know the names of the four strands of the framework.	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). Look at the speaker.	Use gestures to support meaning. Ask a relevant question about a story. Use subject-specific key words accurately in conversation. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. Use 'because', 'then' and 'but' when explaining.	To explain how or why something happened using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.
Year 1	Speak confidently and clearly in a small group of known peers. Sequence events using the language of time or number. Begin to use sentence stems with some prompting.	Use non-verbal signal to indicate agreement or disagreement. Include 'because' in their contribution to justify ideas.	Speak clearly when presenting learning to the class. Use sentence stems independently, even if not always appropriately.	Retell a story to a small group. Recognising when events are out of sequence and self-correcting. Be able to independently take turns and ensure all members contribute.	Speak clearly and confidently when explaining displayed learning to an adult. Recognise when the wrong stem has been used and choose a more appropriate one.	Speak clearly and confidently using a script e.g. in a play or assembly. Request a book from the librarian. Explaining the title or topic and maintaining eye contact.
Year 2	Using non-verbal symbols confidently to indicate the contribution they wish to make. Agree, disagree or build. Choose the most appropriate stem independently.	Justify their agree/disagree choice with relevant explanations. Use technical subject-specific vocabulary when explaining opinions.	Begin to understand the importance of posture when speaking. Use taught vocabulary independently, even if not always accurately.	Moderate tone and volume to match the audience. Retell an event calmly in logical order e.g. on the playground.	Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Be able to change their mind in response to another person's argument.	Be aware of where to look or stand and ensure the audience can hear clearly. Take on the instigator role in a trio discussion. Include taught vocabulary appropriately and independently in discussions.
Year 3	Vary tone of voice for humorous or sad parts of a story telling.	Take on the challenger role in a small discussion. Be able to confidently change their mind.	Use awareness of audience to support choice of formal/informal language.	Take part in a consensus circle and reach a shared conclusion.	Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction.	Begin to summarise the opinion of one contributor. Know which strand they are practising and explain why

	Notice when someone has not contributed and invite them to speak.		Explain the purpose of their talk e.g. to discuss, entertain, inform, instruct or persuade.	Deliver a short presentation (with notes) to an unfamiliar audience.	Be able to explain why they have changed their mind.	that is important to effective talk.
Year 4	Confidently summarise the contribution of one participant in a logic order.	Pause at appropriate points to allow for an audience's reaction.	Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right'.	Project voice to the back of the hall and maintain that without shouting e.g. during a performance or assembly.	Cite evidence from the text or linked wider experiences when participating in discussion in reading lessons. Deliver a short teaching session to a group of younger children.	Write own short contribution to be delivered during a showcase.
Year 5	Use gestures effectively to engaged and persuade the audience e.g. when pitching ideas to the school council. Self-assess own delivery of a short-recorded presentation. Set targets to work on this year.	Write a coherent discussion text in response to a whole-class stimulus. Deliver that argument to a larger audience of their peers (year group).	Use effective explanation and evaluative language to clarify thinking during a discussion.	Present learning to parents during a showcase. Use evaluative stems to support the discussion of successes and next steps.	Independently discuss a question in a small group, maintain focus on the question and roles.	Chair discussions group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.
Year 6	Use humour appropriately and effectively to engage an audience.	To project voice to the back of the hall and maintain volume and pitch through several short spoken contributions.	Use wider world knowledge to support views when participating in debates. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanation needs to be reworded.	Choose appropriately formal language when participating in debates and formal discussions. Structure a persuasive speech effectively using taught language techniques.	To use posture, gestures and tone of voice effectively to persuade the audience. Be able to reply to questions from the audience.	Speak confidently and naturally to an audience or known and unknown adults during the end of year production.