



Shelton Junior School

ORACY Long-Term Progression of Skills



	Physical 	Linguistic 	Cognitive 	Social and Emotional 
Year 3	<ul style="list-style-type: none"> Show active listening through eye-contact and being calm and still Deliberately select gestures that support the delivery of ideas, e.g. gesturing towards someone if referencing their ideas Consider movement when addressing an audience Use pauses for effect in presentational talk e.g. when telling an anecdote or joke Speak fluently in front of an audience 	<ul style="list-style-type: none"> Vary sentence structures and length for effect when speaking Use conjunctions to organise and sequence ideas, e.g. firstly, secondly, finally Use sentence stems to signal when they are building on or challenging others' ideas Take opportunities to try out new language, even if not always used correctly Adapt talk in different situations according to audience 	<ul style="list-style-type: none"> Build on, challenge and summarise others' ideas in discussions Offer reasons for opinions Begin to reflect on their oracy skills and identify areas of strength and areas to improve Ask questions to find out more about a subject 	<ul style="list-style-type: none"> Take turns Be aware of others who have not spoken and invite them into the discussion Listen to others and be willing to change their mind based on what they've heard Be comfortable organising group talk, e.g. as a chairperson Consider the impact of their words on others when giving feedback Speak with confidence in front of a larger audience
Year 4	<ul style="list-style-type: none"> Deliberately select movement and gesture when addressing an audience Use pauses for effect in presentational talk, e.g. when telling an anecdote or joke Use the appropriate tone of voice in the right context, e.g. speaking calmly when resolving an issue in the playground Speak fluently in front of an audience 	<ul style="list-style-type: none"> Vary sentence structures and length for effect when speaking Use conjunctions to organise and sequence ideas, e.g. firstly, secondly, finally Use an increasingly sophisticated range of sentence stems with fluency and accuracy Use specific vocabulary appropriate to the topic at hand Understand common idioms and expressions 	<ul style="list-style-type: none"> Structure extended presentational talk, e.g. including a beginning, middle and end Offer opinions that aren't their own Identify when a discussion is going off-topic and to be able to begin it back on track Accurately summarise a discussion Reflect on own oracy skills and identify areas of strength and areas to improve 	<ul style="list-style-type: none"> Use more natural and subtle prompts for turn-taking Listen for extended periods of time, being prepared to change your mind Confident delivery of a short pre-prepared task Start to delivery an awareness of audience, e.g. what might interest a certain group Consider the impact of their words on others when giving feedback and adapt appropriately
Year 5	<ul style="list-style-type: none"> 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 Consciously adapt tone, pace and volume of voice within a single situation Speak fluently in front of an audience Use the appropriate tone of voice in the right context, e.g. speaking calmly when resolving an issue in the playground Have a stage presence 	<ul style="list-style-type: none"> Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy Use specialist vocabulary Begin to consider the use of specialist language to describe their own and others' talk Be comfortable using idioms and expressions Carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk 	<ul style="list-style-type: none"> Structure a detailed argument or complex narrative Reach shared agreement in their discussions Give supporting evidence, e.g. citing a text, a previous example or historical event Reflect on discussions and identify how to improve Ask probing questions Explain ideas and events in chronological order 	<ul style="list-style-type: none"> Reflect careful listening skills in subsequent talk Adapt the content of their speech for a specific audience Use humour effectively Speak with flair and passion Consider the impact of their words on others when giving feedback and be sensitive to their needs Organise group discussions independent of an adult
Year 6	<ul style="list-style-type: none"> 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 Consciously adapt tone, pace and volume of voice within a single situation Speak fluently in front of an audience Use the appropriate tone of voice in the right context, e.g. speaking calmly when resolving an issue in the playground Have a stage presence 	<ul style="list-style-type: none"> Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy Judge when appropriate to use specialist language Be able to use specialist language to describe their own and others' talk Use humour, irony, sarcasm and mimicry Carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk 	<ul style="list-style-type: none"> Structure their talk in abstract and sophisticate ways, e.g. grouping ideas by theme Be able to negotiate/recognise the importance of giving ground and be able to do this Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate Cite evidence, with mature and appropriate points Reflect on their own and others' oracy and identify how to improve 	<ul style="list-style-type: none"> Reflect careful listening skills in subsequent talk Be able to read a room or a group and take action accordingly, e.g. if everyone looks dis-engaged, moving on or changing topic, or if people look confused, stopping to take questions Be able to empathise with the audience Be able to draw out sub-text when listening Engage in conversation with an unfamiliar adult as an equal Consider the impact of their words on others when giving feedback and be sensitive to their needs