

Oracy Progression of Skills

St Marys Catholic Primary School

<i>Year</i>	<i>Physical</i>	<i>Linguistic</i>	<i>Cognitive</i>	<i>Social & Emotional</i>
EYFS	<p>I can use my 'inside voice' and speak at an appropriate volume for the situation.</p> <p>I can look at people when they are talking to me.</p> <p>I can recognise familiar voices and sounds.</p>	<p>I can begin to develop my language through play.</p>	<p>I can begin to ask appropriate questions.</p> <p>I can understand a simple, specific instruction like 'Bring your jacket.'</p> <p>I can remember past events or sequences.</p>	<p>I can begin to take turns during conversations with my peers.</p> <p>I can begin to listen respectfully.</p>
Year 1	<p>I can use appropriate eye contact when working in pairs and groups.</p> <p>I can speak audibly so that everyone else can hear.</p> <p>I can turn my body towards the speaker to indicate engagement.</p> <p>I can use nods and other facial expressions to indicate listening and engagement with the speaker.</p> <p>I can begin to vary tone of voice according to context.</p> <p>I can begin to use body language and gestures to support meaning.</p>	<p>I can use appropriate vocabulary according to the context. For example, in role play as a chef, I can use suitable vocabulary related to cooking such as chopping, boiling and mixing.</p> <p>I can use conjunctions to structure talk and join and sequence ideas (e.g. firstly, secondly, finally)</p>	<p>I can give an opinion or share a point of view and give a brief explanation of the reasons behind the opinion (to explain thinking).</p> <p>I can respectfully disagree with someone else's opinion.</p> <p>I can ask a question to clarify understanding.</p> <p>I can explain an idea.</p> <p>I can remember a sequence of events (in a story for example) and explain the events in order.</p>	<p>I can work collaboratively in pairs or small groups and take turns to speak.</p> <p>I can listen respectfully to others and contribute to discussion and conversation.</p> <p>I can begin to link ideas and build on what someone else has said.</p> <p>I can listen to others and be open to change opinions based on what someone else has said.</p>
Year 2	<p>I can begin to speak clearly with very few immaturities, e.g. 'instead 'th:' and can confidently say words with four syllables.</p> <p>I can speak audibly and fluently with an increasing command of Standard English.</p> <p>I can use body language and gestures to support meaning.</p>	<p>I can compare words (homophones) by the way they look, sound or their meaning, for example, bare/bear, two/to/too and begin to comment on this.</p> <p>I can use simple conjunctions to justify or explain something and to increase the grammatical complexity of the sentences, 'because', 'when'.</p>	<p>I can understand long instructions where I have to do several different things.</p> <p>I can ask a range of question types to find things out.</p> <p>I can tell a story including setting the scene, a basic plot and the sequence of events generally in the right order.</p>	<p>I can listen and respond appropriately to adults and my peers by recognising the key points I need to focus on in order to answer a question.</p> <p>I can tell someone when I don't understand something and can explain why I don't understand it.</p> <p>I can take it in turns to talk, listen and respond in two-way conversations and in a group.</p>

		<p>I can recognise there are some terms and expressions that are only suitable amongst friends, e.g. "Hiya!" and "See ya later" and can select appropriate registers for communicate effectively.</p>	<p>I can describe in two to three sentences how to solve a problem.</p> <p>I can accurately predict what will happen in a story by retelling the event.</p>	<p>I can let someone else take a turn in a conversation when prompted.</p> <p>I can consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>I can gain, maintain and monitor the interest of listeners by keeping to a topic in a conversation.</p>
<p>Year 3</p>	<p>I can think about posture when speaking to an audience.</p> <p>I can project my voice when speaking to a small audience.</p> <p>I can consciously and deliberately vary my tone of voice according to the context.</p> <p>I can use clear pronunciation.</p> <p>I can regularly use gesture to support talk.</p>	<p>I can use specialist vocabulary.</p> <p>I can adapt speech in different situations according to the audience.</p> <p>I can use more precise language choices.</p> <p>I can use specialist language to describe my own talk and that of others.</p> <p>I can experiment with new vocabulary in different contexts to test out understanding and learn from mistakes.</p> <p>I can use words to describe various feelings and find out how other people feel.</p> <p>I can show an awareness of the need to use more formal language with adults.</p> <p>I can speak audibly and fluently with an increasing command of Standard English by saying words of any length with accuracy and can signal punctuation and emphasise meaning through the use of intonation (e.g. pausing).</p>	<p>I can ask questions to gain a more detailed understanding of something, including 'how' and 'why'.</p> <p>I can build on others' ideas in a discussion activity.</p> <p>I can make connections between things that have been said.</p> <p>I can summarise a group discussion.</p> <p>I can respectfully reach a shared consensus in a discussion activity.</p> <p>I can give clear reasons to support views and can elaborate on these if probed.</p> <p>I can reflect on talk activities and ways in which talk can be improved.</p> <p>I can articulate and justify answers, arguments and opinions.</p> <p>I can exaggerate to make a story more interesting.</p>	<p>I can listen to complex information and can work out most of the key information.</p> <p>I can adapt speech according to the audience.</p> <p>I can tell when I don't understand all the words they have used and can ask a general clarification question.</p> <p>I can listen actively and respond appropriately and respectfully to others.</p> <p>I can involve others in discussion and can invite non-participants to contribute and share their ideas.</p> <p>I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>I can initiate conversation with unfamiliar adults (in school or a safe environment) and pupils.</p> <p>I can consider and evaluate different viewpoints, attending to and building on the contributions of others by understanding others viewpoints and showing whether I agree or disagree.</p>

<p>Year 4</p>	<p>I can produce speech that is consistently clear and easy to understand.</p> <p>I can use intonation to give added emphasis.</p> <p>I can begin to project my voice when speaking to a larger audience.</p>	<p>I can use relevant strategies to build my understanding of vocabulary by asking for an explanation when I don't remember certain words or asking a question to clarify my understanding.</p> <p>I can use complex grammar and sentences effectively to clarify, summarise and explain choices.</p> <p>I can use fronted adverbials to increase the length and grammatical complexity of sentences.</p> <p>I can say words at any length with accuracy.</p> <p>I can securely use my phonetic skills.</p> <p>I can use formal language when appropriate in some familiar situations.</p> <p>I can understand and use popular colloquial expressions, e.g. "That's sick!"</p>	<p>I can infer meanings, reasons and make predictions.</p> <p>I can use a series of questions to keep a conversation flowing.</p> <p>I can tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point.</p> <p>I can describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions.</p> <p>I can sustain a conversation by giving reasons and explaining choices and views.</p> <p>I can discuss what might happen and why (cause and effect).</p> <p>I can identify and reflect on key points.</p>	<p>I can listen to information, work out which elements are key and make relevant, related comments.</p> <p>I can take on group roles and discuss with my peers.</p> <p>I can add or omit detail according to how much is already known by the listener (I know how much detail I need to give).</p>
<p>Year 5</p>	<p>I can consistently speak clearly and am easy to understand.</p> <p>I can project my voice when speaking to a larger audience.</p> <p>I can pause appropriately when using humour to allow the audience to respond.</p> <p>I can begin to adapt pace, tone, and volume to convey meaning according to context.</p> <p>I can maintain eye contact when speaking to a larger audience.</p>	<p>I can incorporate topic vocabulary into my spoken and written work.</p> <p>I can use complex sentences and conjunctions to link meaning to present ideas logically.</p> <p>I can present a point of view using persuasive language.</p> <p>I can say lengthy words with accuracy.</p> <p>I can use my phonics knowledge confidently.</p> <p>I can speak in Standard English when appropriate and can use different words and phrases from how people in my area normally talk- e.g. "I did" instead of "I done".</p>	<p>I can actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said.</p> <p>I can tell stories with a sub-plot and can recall events before resolving the main storyline.</p> <p>I can present a point of view by presenting evidence.</p> <p>I can realise with the listener doesn't fully understand and can try to help them.</p>	<p>I can listen to complicated information, know the important parts and respond to it.</p> <p>I can use follow up questions linked to answers that have just been given.</p> <p>I can ask a clarification question that requires the speaker to elaborate on what they have said.</p> <p>I can keep a conversation flowing by asking questions and making related points.</p> <p>I can take turns, listening carefully to others and politely agreeing or disagreeing with them.</p> <p>I can use humour effectively.</p>

<p>Year 6</p>	<p><i>I can use natural gestures to enhance speech.</i></p> <p><i>I can talk fluently and confidently with good eye contact when addressing a larger audience.</i></p> <p><i>I can consciously adapt pace, tone, and volume to convey meaning according to context.</i></p> <p><i>I can pause appropriately when using humour and sarcasm to allow the audience to respond.</i></p> <p><i>I can ensure my body language demonstrates active listening.</i></p>	<p><i>I can use a wider range of sentence openers when building on, or challenging, the views of others.</i></p> <p><i>I can use rhetorical devices for deliberate effect to convince an audience of a particular point of view.</i></p> <p><i>I can vary sentence structures for effect.</i></p> <p><i>I can use specific language to describe my own talk and that of others.</i></p> <p><i>I can choose vocabulary appropriate for formal and informal situations.</i></p> <p><i>I can re-phrase what I want to say according to the audience.</i></p>	<p><i>I can put together a detailed argument to support a point of view.</i></p> <p><i>I can use knowledge from other subjects and the wider world to present more measured and thoughtful responses which consider other points of view.</i></p> <p><i>I can probe and ask questions to clarify ideas and find out more about a subject.</i></p> <p><i>I can answer more challenging questions at ease.</i></p> <p><i>I can share ideas and information, give and receive advice, offer and take notice of the opinion of others.</i></p> <p><i>I can negotiate an agreement exploring others opinions or outcomes.</i></p>	<p><i>I can demonstrate sensitivity and empathy towards others and be aware of the needs of others in the group or the audience.</i></p> <p><i>I can actively listen for longer periods of time.</i></p> <p><i>I can recognise when the focus of the discussion is drifting and can skillfully manage this.</i></p> <p><i>I can demonstrate confidence and enthusiasm when engaging with others and can articulate ideas and opinions.</i></p> <p><i>I can show and increasing awareness of the impact spoken language has on an audience and can identify when they might be bored or confused and take appropriate action.</i></p> <p><i>I can employ humour where appropriate.</i></p> <p><i>I can appreciate sarcasm when it is obvious.</i></p>
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