

Please note that the progression statements have been adapted from Voice 21 Oracy Progression Map

Oracy Progression Map

National Curriculum Spoken Language Aims and Objectives (Year 1 -6)

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Oracy Framework and strands from Voice 21

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Physical

- Voice
 - Pace of speech
 - Tone/variation
 - Clarity of pronunciation
 - Voice projection
- Body language
 - Gesture & posture
 - Facial expression & eye contact

Linguistic

- Vocabulary
 - Appropriate vocabulary choice
- Language
 - Register
 - Grammar
- Rhetorical techniques
 - Rhetorical techniques such as metaphor, humour, irony & mimicry

Cognitive

- Content
 - Choice of content to convey meaning & intention
 - Building on the views of others
- Structure
 - Structure & organisation of talk
- Clarifying & summarising
 - Seeking information & clarification through questioning
 - Summarising
- Self-regulation
 - Maintaining focus on task
 - Time management
- Reasoning
 - Giving reasons to support views
 - Critically examining ideas & views expressed


Social & Emotional

- Working with others
 - Guiding or managing interactions
 - Turn-taking
- Listening & responding
 - Listening actively & responding appropriately
- Confidence in speaking
 - Self assurance
 - Liveliness & flair
- Audience awareness
 - Taking account of level of understanding of the audience


- Cognitive** The deliberate application of thought to what you're saying
- Linguistic** Knowing which words and phrases to use, and using them
- Physical** Making yourself heard, using your voice and body as an instrument
- Social & Emotional** Engaging with the people around you; knowing you have the right to speak

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4 Strands	Foundation Stage	KS1	LKS2	UKS2
 <p>Physical</p>	<ul style="list-style-type: none"> To use gesture to support meaning in play. To speak audibly so they can be heard and understood. 	<ul style="list-style-type: none"> To speak clearly and confidently with appropriate volume and pace in a range of contexts. e.g. To project their voice to a large audience. To experiment with adjusting tone of voice in the right context To use gesture to support delivery and start to become increasingly natural to support speech e.g. pointing at parts of a plant they are discussing or gesturing towards someone if referencing their idea To use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions 	<ul style="list-style-type: none"> To consider position and posture when addressing an audience. To deliberately select movement and gesture when addressing an audience. To consider how tone, volume and pace influence meaning by doing the following: <ul style="list-style-type: none"> <i>To deliberately vary tone of voice to convey meaning e.g. speaking authoritatively during an expert talk.</i> <i>To use pauses for effect in presentational talk e.g. when telling an anecdote or joke.</i> <i>To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground.</i> 	<ul style="list-style-type: none"> For gestures and body language to become increasingly natural. To adjust tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with sadness when telling a sad part of a story. To adjust volume and pace for a given purpose and audience i.e. Project their voice to a large audience. To have a stage presence.


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 <p>Linguistic</p>	<ul style="list-style-type: none"> • Use talk in play to practice new vocabulary e.g. lighter, heavier. • Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but' 	<ul style="list-style-type: none"> • To use vocabulary specific the topic at hand. • To take opportunities to try out new language. • To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. • To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...') • To use sentence stems to signal when they are building on or challenging others' ideas. • To adapt how they speak in different situations according to audience. i.e. asking questions to a visitor or talking to a friend in the class 	<ul style="list-style-type: none"> • To begin to use specialist vocabulary. • To be able to use specialist language to describe their own and others' talk. • To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice'). • To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. • To use specialist vocabulary when discussing a known topic. 	<ul style="list-style-type: none"> • To use an increasingly sophisticated range of sentence stems with accuracy. • To select specific vocabulary appropriate to the topic at hand. • To vary sentence structures and length for effect when speaking. • To be comfortable using idiom and expressions. • To use sophisticated vocabulary appropriate to the context and purpose of talk.
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 <p>Cognitive</p>	<ul style="list-style-type: none"> • To ask questions. • To wonder about ideas. • To use 'because' to develop their ideas. • To describe events that have happened to them in detail. 	<ul style="list-style-type: none"> • To consider the merits of different viewpoints. • To offer reasons for opinions. • To disagree with someone else's opinion politely. • To explain ideas and events in chronological order. • To ask questions to find out more about a subject. • To build on others' ideas in discussions. • To make connections between what has been said and their own and others' experiences. 	<ul style="list-style-type: none"> • To offer opinions that aren't their own. • To reflect on discussions and identify how to improve. • To be able to summarise a discussion. • To reach shared agreement in discussions. • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. • To ask probing questions. • To reflect on their own oracy skills and identify areas of strength and areas to improve 	<ul style="list-style-type: none"> • To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. • To identify when a discussion is going off topic and to be able to bring it back on track. • To construct a detailed argument or complex narrative. • To assess different viewpoints and present counter-arguments. • To spontaneously respond to increasingly complex questions, citing evidence where appropriate. • To acknowledge and explain changes of position.
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 <p>Social and emotional</p>	<ul style="list-style-type: none"> • To listen attentively in a pair or small group. • To take turns to speak with a partner independently- waiting for a turn to speak • To look at someone who is speaking to them 	<ul style="list-style-type: none"> • To listen carefully to others. • To participate in group discussions independently of an adult. • To encourage everyone to contribute- i.e.. Notice others who have not spoken and invite them into the discussion. • To develop an awareness of audience, e.g. what might interest a certain group. • Confident delivery of short pre-prepared material i.e. reading/prayer/story/script 	<ul style="list-style-type: none"> • To listen actively, questioning and responding to others. • To adapt the content of their speech for a specific audience. • To speak with confidence in front of an audience. • To use more natural and subtle prompts for turn taking. • To develop an awareness of audience ie. empathy • To consider the impact of their words on others i.e when giving feedback in a lesson 	<ul style="list-style-type: none"> • To listen actively for extended periods of time- including note taking. • To speak with flair and passion. • 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 if people look confused stopping to take questions. • To develop an awareness of group dynamics and invite those who haven't spoken to contribute.
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