



## Moorland Primary School – Progression of Knowledge and skills in Oracy

<b>Year 6</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; emotional</b>
<b>Knowledge (substantive)</b>	To know how to present to an audience with fluency, presence and considering how to use voice.	To know how to use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.	To know how to construct a detailed argument or complex narrative.	To know how to be able to read a room or a group and take action accordingly.

<b>Year 6</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; emotional</b>
<b>Skills (disciplinary knowledge)</b>	Speak fluently in front of an audience.  Have a stage presence.  Consciously adapt, tone, pace and volume of voice.	Vary sentence structures and length for effect when speaking  Be comfortable using idioms and expressions	Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.  Reflect on their own and others' oracy skills and identify how to improve.	Use humour effectively  Begin to move on or changing topic if everyone looks disengaged, or stop to take questions if people look confused.



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<b>Year 5</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; emotional</b>
<b>Knowledge (substantive)</b>	To know how to deliberately varies tone of voice in order to convey meaning.	To know to ho use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.	To know how to draw upon knowledge of the world to support their own point of view and explore different perspectives.	To know how to adapt the content of their speech for a specific audience e.g. use of humour

<b>Year 5</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; emotional</b>
<b>Skills (disciplinary knowledge)</b>	<p>Speak authoritatively during an expert talk, or speak with pathos when telling a sad part of a story.</p> <p>Project their voice to a large audience.</p> <p>Consciously adapt tone, pace and volume of voice within a single context.</p>	Consider the words and phrases used to express their ideas and how this supports the purpose of talk	<p>Give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>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 ...?</p>	<p>Speak with flair and passion.</p> <p>Listen for extended periods of time including notetaking,</p>



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<b>Year 4</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; emotional</b>
<b>Skills (disciplinary knowledge)</b>	<p>Use pauses for effect in presentational talk e.g. when telling an anecdote or joke.</p> <p>Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground.</p>	<p>Carefully consider the words and phrasing they use to express their ideas e.g. whether purpose is to persuade or to entertain.</p>	<p>Ask probing questions.</p> <p>Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets</p>	<p>Start to develop empathy with an audience.</p> <p>Consider the impact of their words on others when giving feedback.</p>



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<b>Year 4</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; emotional</b>
<b>Knowledge (substantive)</b>	To know how to deliberately select movement and gesture when addressing an audience.	To know how word choices and phrasing can support the purpose of the talk.	To know how to give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event	To know how to use more natural and subtle prompts for turn taking.



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<b>Year 3</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; emotional</b>
<b>Skills (disciplinary knowledge)</b>	<p>Gesture towards someone if referencing their ideas.</p> <p>Deliberately vary tone of voice in order to convey meaning e.g. speaking authoritatively during an expert 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 'nice' using 'delectable'.</p>	<p>Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve.</p> <p>Reach shared agreement in discussions</p>	<p>Begin to recognise different roles within group talk e.g. chairperson.</p> <p>Adapt the content of their speech for a specific audience.</p>



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	Consider position and posture when addressing			
<b>Year 2</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; emotional</b>
<b>Knowledge (substantive)</b>	To know how to speak clearly and confidently with appropriate volume and pace in a range of contexts.	To know how to adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator.	To know how to build on others' ideas in discussions.	To know how to develop an awareness of audience e.g. what might interest a certain group



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<b>Year 2</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; emotional</b>
<b>Skills (disciplinary knowledge)</b>	<p>Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea.</p> <p>Use body language to show active listening and support meaning when</p>	<p>Speak in sentences using joining phrases to create longer sentences.</p> <p>Use sentence stems to signal when they are building or challenging others' ideas in group.</p>	<p>ask questions to find out more about a subject.</p> <p>Make connections between what has been said and their own and others' experiences.</p>	<p>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.</p> <p>Recite/deliver short prepared material to an audience</p>



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	speaking e.g. nodding			
<b>Year 1</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; emotional</b>
<b>Knowledge (substantive)</b>	To know how to speak clearly and confidently in a range of contexts.	To know how to speak in sentences using joining phrases to link ideas.	To know how to offer reasons for their opinions.	To know how to listen and respond appropriately to others.





<b>Year 1</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; emotional</b>
<b>Skills (disciplinary knowledge)</b>	<p>Use appropriate tone of voice in the right context e.g. To project their voice to a large audience.</p> <p>Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing</p>	<p>Use vocabulary appropriately specific to the topic in hand.</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>Recognise when they haven't understood something and ask a question.</p> <p>Disagree with someone else's opinion politely.</p> <p>Explain ideas and events in chronological order</p>	<p>Be willing to change their mind based on what they have heard</p> <p>Begin to organise group discussions independently of an adult.</p>



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		Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.		
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Early years	Physical	Linguistic	Cognitive	Social & emotional
<b>Skills (disciplinary knowledge)</b>	<p>Look at who is talking and who you are talking to.</p> <p>Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing</p>	<p>Use talk in play to practice new vocabulary e.g. lighter, heavier.</p>	<p>Make relevant contributions that match what has been asked.</p> <p>Ask simple questions.</p> <p>Describe events that have happened to them in detail.</p>	<p>Wait for a turn.</p> <p>Take turns to speak, when working in a group.</p>



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<b>Early years</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; emotional</b>
<b>Knowledge (substantive)</b>	To know how to speak clearly with appropriate volume.	To know how to speak in sentences joining phrases with words such as 'if, because, so, could, but.	To know how to use 'because' to develop their ideas.	To know how to look at someone who is speaking to them.