Whole School Oracy Progression Map EYFS - Year 6

Oracy at St Andrew's Primary School

At St Andrew's Primary School, we believe that words have the power to change a child's life and contribute to a fairer society. Oracy is the ability to articulate ideas, develop understanding and engage with others through speaking and listening. It encompasses many components, including reasoning and evidence, organisation and presentation, listening and responding, and expression and delivery.

Strong oracy skills prepare children for success both in school and beyond. Developing oracy can increase engagement in learning, improve academic outcomes, foster confidence and wellbeing, support successful transitions, enhance future employability, equip children to participate fully in democratic and civic life, and promote social equity.

At St Andrew's, we recognise that both learning to talk and learning through talk are equally important. Therefore, we have embedded oracy throughout our curriculum and wider school life. Oracy is not taught in isolation; it is woven through everything we do. Children are given regular opportunities to discuss ideas, solve problems collaboratively, justify their thinking, explore different viewpoints, lead collective worship, present to an audience and reflect on their learning.

Through our Christian vision and values, we strive to ensure that every child develops the confidence, vocabulary and communication skills needed to flourish. We value every voice and believe that every child deserves to be heard.

At St Andrew's, staff:

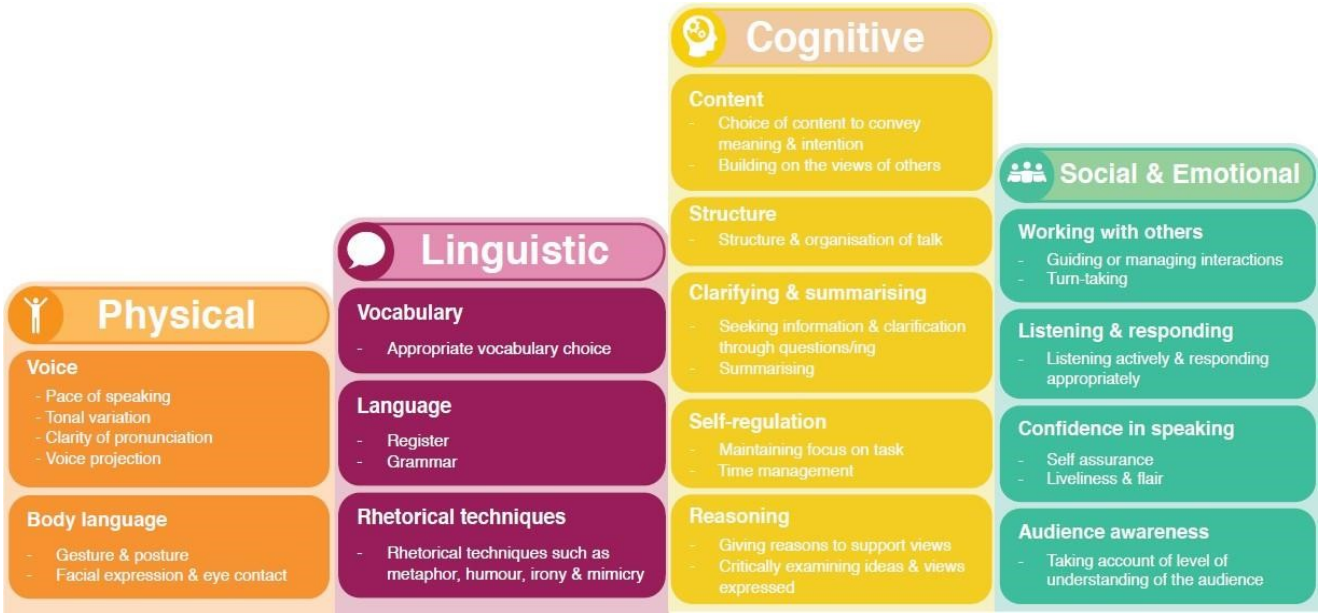
✓ set high expectations for oracy and communication
✓ value and nurture every child's voice
✓ teach oracy skills explicitly and progressively
✓ use high-quality talk to deepen learning across the curriculum
✓ provide purposeful opportunities for discussion, reasoning and presentation
✓ model effective speaking and listening behaviours
✓ support all children, including those with SEND, to participate and succeed
✓ monitor and celebrate progress in oracy

The Oracy Framework

The oracy skills have been split into 4 categories:
cognitive, linguistic, physical and social & emotional.

These make up the Oracy Framework.
This framework is a lens through which to understand what constitutes good speaking and listening in different contexts.
This framework also creates a shared language within classes and across the school.

Children and staff use this framework to identify strengths, set targets and provide clear feedback,



Progression of Skills - EYFS

Physical

* To speak audibly so they can be heard and understood
* To use gestures to support meaning in play

Linguistic

* To use talk in play to practice new vocabulary
* To join phrases with words such as 'if', 'because', 'so', 'could' and 'but'

Cognitive

* To use 'because' to develop their ideas
* To make relevant contributions and ask questions
* To describe events that have happened to them in detail.

Social and Emotional

* To look at someone who is speaking to them
* To take turns to speak when working in a group

Teaching Ideas

* Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!'
* Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
* Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
* Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
* Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper … now tell me your favourite colour in a playground voice!'
* Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?

Experiences

* To speak to a partner during whole class teaching
* Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.
* Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.

EYFS Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
I agree with / I disagree	It's the same because	It's the same/different...because	I think it will...
I think....	It's different because	They / we both have...	This will.....because
I don't think.....	This is... and that is....	Altogether we / I have	I know that...
It will....because		I know... because	
I like the way....		It looks / smells / feels / tastes / sounds like...	

EYFS	Strand	Typical Age-Related behaviours
	Physical	Speaks clearly enough to be understood by familiar adults and peers. Looks at the person who is speaking and joins in with songs, rhymes and class discussions.
	Linguistic	Uses newly taught vocabulary in play and conversation. Speaks in full sentences to share ideas, experiences and needs.
	Cognitive	Shares simple opinions and can explain thinking using words such as "because". Retells familiar stories and events in sequence.
	Social and Emotional	Takes turns in conversation, listens to others and responds appropriately. Participates in small group discussions with increasing confidence.

Progression of Skills - Year 1

Physical

* To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.
* To speak clearly and confidently in a range of contexts.

Linguistic

* To use vocabulary appropriate specific to the topic at hand
* To take opportunities to try out new language, even if not always used correctly.
* To use sentence stems to link to other's ideas in group discussion.
* To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.

Cognitive

* To offer reasons for their opinions
* To recognise when they haven't understood something and asks a questions to help with this.
* To disagree with someone else's opinion politely.
* To explain ideas and events in chronological order.

Social and Emotional

* Listens to others and is willing to change their mind based on what they have heard.
* To organise group discussions independently of an adult.

Teaching Ideas

* Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.
* Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.
* Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.
* As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'
* Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

Experiences

* To take part in small group discussions without an adult.
* To be filmed speaking and use this for reflection
* To speak in front of a larger audience e.g. during an assembly.

Year 1 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
Yes / no because…	They are the same / different because… is …. and …. is ….	I ….because	I think… because
I don't like / do like…because	They are alike because they are both…..	When I ….because	I predict…
I agree / disagree with…		It is …. and….	I think….will happen because
It is right / wrong because…		It is a/an (adjective) (noun)	I know that
I think / don't think that…		After I…..	

Year 1	Strand	Typical Age-Related behaviours
	Physical	Speaks audibly to a small group and faces the listener. Begins to use expression and appropriate volume.
	Linguistic	Uses subject-specific vocabulary from current learning. Extends ideas using conjunctions such as and, because and so.
	Cognitive	Gives reasons for opinions and recounts events in a logical order. Explains simple ideas and learning experiences.
	Social and Emotional	Listens without interrupting most of the time. Shares ideas confidently with a partner, group or class.

Progression of Skills - Year 2

Physical

* To start to use gesture to support the delivery of ideas. E.g. gesturing towards someone if referencing their ideas, or counting off ideas on their fingers as they say them.

Linguistic

* To adapt how they speak in different situations according to audience
* To use sentence stems to signal when they are building on or challenging other's ideas.

Cognitive

* To ask questions to find out more about a subject
* To build on other's ideas in discussions
* To make connections between what has been said and their own and other's experiences.

Social and Emotional

* To start to develop an awareness of audience e.g. what might interest a certain group.
* To be aware of others who have not spoken and to invite them into discussion.
* Confident delivery of short pre-prepared material.

Teaching Ideas

* Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.
* Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.
* Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
* Use hot-seating and question tennis to develop pupils' questioning skills.
* Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.
* Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.

Experiences

* Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom.
* Participate in a short 'show and tell' session.

Year 2 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
Yes / no because…	They are the same / different because… is …. and …. is ….	I ….because	I think… will happen because
I don't like / do like…because	They are alike because they are both…..	When I ….because	I predict…because
I agree / disagree with…	They are similar because	It is …. and….	I know that
It is right / wrong because…	They are different because	It is (adjective) (noun)	
I think / don't think that…		After / Before I…..	
I believe…			
I think that…			
In my opinion…			

Year 2	Strand	Typical Age-Related behaviours
	Physical	Adjusts volume appropriately and uses facial expressions and simple gestures to support meaning.
	Linguistic	Chooses vocabulary carefully to make meaning clear and uses connected sentences to explain ideas.
	Cognitive	Explains thinking using evidence from learning and organises ideas into a beginning, middle and end.
	Social and Emotional	Responds to others' ideas and asks relevant questions. Contributes confidently to class discussions.

Progression of Skills - Year 3

Physical

* Deliberately varies tone of voice in order to convey meaning.
* Considers position and posture when addressing an audience

Linguistic

* To be able to use specialist language to describe their own other's talk
* To use specialist vocabulary
* To make precise language choices.

Cognitive

* 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.

Social and Emotional

* To adapt the content of their speech for a specific audience
* To speak with confidence in front of an audience

Teaching Ideas

* Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority.
* Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions.
* Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.
* Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too.
* Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.
* Play 'articulate' with specialist subject vocabulary

Experiences

* Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.
* Become a storyteller for an authentic audience.
* Present to an audience of older or younger students.
* Chair a discussion.
* Hold a class meeting.

Year 3 Language Stems

Language for argument and opinion	**Language for comparing and contrasting**	**Language of explanation / description**	**Language of prediction**
An argument for/against is…	They are the same / different because… is …. and …. is ….	I ….because	I think… will happen because
I don't like / do like…because	They are alike because they are both…..	When I ….because	I predict…because
I agree / disagree with…	They are similar because	It is …. and….	I think….will happen because
It is right / wrong because…	They are different because	It is (adjective) (noun)	This is probable because…
I think / don't think that…		After **/** Before I…..	After…I predict that…
I believe…		I think it looks it looks / feels/ smells/sounds like…	This is a result of…
In my opinion… / My view is		It reminds me of…	
I understand but / however…			
I accept your opinion / decision but/ however…			
I think that…			
However… Also….			
Building on what you're saying…			

Year 3	Strand	Typical Age-Related behaviours
	Physical	Maintains eye contact and uses posture and gesture to engage listeners.
	Linguistic	Uses curriculum vocabulary accurately and explains ideas clearly using well-structured sentences.
	Cognitive	Builds on previous contributions, gives examples and explains reasoning.
	Social and Emotional	Listens actively and develops discussion by building on others' ideas. Works collaboratively during group tasks.

Progression of Skills - Year 4

Physical

* To consider movement when addressing an audience
* To use pauses for effect in presentational talk.

Linguistic

* To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.

Cognitive

* To be able to give supporting evidence.
* To ask probing questions
* To reflect on their own oracy skills and identify areas of strength and areas to improve.

Social and Emotional

* To use more natural and subtle prompts for turn taking.
* To be able to empathise with an audience
* To consider the impact of their words on others when giving feedback.

Teaching Ideas

* Introduce pupils to sentence stems to cite evidence and ask probing questions.
* Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions.
* Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.
* Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.
* When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.

Experiences

* To use talk for a specific purpose e.g. to persuade or to entertain.
* To speak in front of a larger audience of adults e.g. a group of eight.
* To collaboratively solve a problem.
* To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.
* To receive feedback from a peer or audience member on their oracy skills.
* Create TV or Radio adverts.
* Peer teaching
* Perform poetry by heart

Year 4 Language Stems

Language for argument and opinion	**Language for comparing and contrasting**	**Language of explanation / description**	**Language of prediction**
An argument for/against is…because…	They are the same / different because…	I ….because	I think… will happen because
I don't like / do like…because	They are alike because they are both…..	When I ….because	I predict…because
I agree / disagree with…	One similarity / difference is…	It is …. and….	This is probable because…
It is right / wrong because…	They are different because	It is (adjective) (noun)	After…I predict that… because
I think / don't think that…	A further similarity / difference is…	After **/** Before I…..	Due to the fact that…
I believe…			As a result of…
In my opinion…		It reminds me of…	The outcome will be…
I understand your point of view however…		As a result…	Based on… I predict that
I appreciate ….'s opinion / decision but/ however…		Meanwhile	After hearing all the evidence…
I think that…		Furthermore	
However, I think differently because		Eventually	
I see it differently…		In contrast to…	

Year 4	Strand	Typical Age-Related behaviours
	Physical	Speaks confidently to larger groups, varying pace and expression to maintain interest.
	Linguistic	Uses increasingly ambitious vocabulary and adapts language to suit the audience and purpose.
	Cognitive	Justifies opinions using evidence and presents information logically with relevant detail.
	Social and Emotional	Demonstrates active listening and asks questions that deepen discussion. Contributes positively to group outcomes.

Progression of Skills - Year 5

Physical

* To project their voice to a large audience
* For gestures to become increasingly natural

Linguistic

* To use an increasingly sophisticated range of sentence stems with fluency and accuracy.

Cognitive

* To be able to draw upon knowledge of the work 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.

Social and Emotional

* Listening for extended periods of time
* To speak with flair and passion.

Teaching Ideas

* Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.
* Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
* Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.
* Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add …' 'I would like to echo what X said because …' 'I see it in a similar way to X because …' 'I have a similar opinion because …'

Experiences

* Enter a debate competition
* BBC school report
* Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.
* Leading a parents' evening.
* Compering a school talent show or event.
* Slam poetry

Year 5 Language Stems

Language for argument and opinion	**Language for comparing and contrasting**	**Language of explanation / description**	**Language of prediction**
An argument for/against is…because…	In some ways…	In conclusion…	I think… will happen because
The two main reasons for believing this…	Another feature they have in common…	To begin with…	I predict…because
My first/second important reason…	Furthermore they are both..	Because of….x happened	This is probable because…
Perhaps some people would argue…	However, they also differ in some ways…	It seems to be like…	After…I predict that… because
However, I would point out…	A further similarity / difference is…	After **/** Before I…..	Due to the fact that…
In opinion, it is clear…		It reminds me of…	As a result of…
I understand your point of view however…		As a result…	The outcome will be…
I appreciate ….'s opinion / decision but/ however…		Meanwhile	Based on… I predict that
However, I think differently because		Furthermore	After hearing all the evidence…
I see it differently…		Eventually	

Year 5	Strand	Typical Age-Related behaviours
	Physical	Uses voice, gesture and body language deliberately to emphasise key points and engage an audience.
	Linguistic	Uses technical and subject-specific vocabulary accurately and fluently.
	Cognitive	Compares viewpoints, develops arguments and supports opinions with evidence.
	Social and Emotional	Encourages others to contribute and adapts contributions to support collaborative discussion.

Progression of Skills - Year 6	
Physical * To speak fluently in front of an audience * To have stage presence * Consciously adapt tone, pace and volume of voice within a single situation	Linguistic * To vary sentence structures and length for effect when speaking. * To be comfortable using idiom and expressions
Cognitive * To be able to draw upon knowledge of the work 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.	Social and Emotional * To use humour effectively * To be able to read a room or a group and take action accordingly.
Teaching Ideas * Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change. * Practise 'power poses' to explore physical aspects of speaking * Teach structures for building evidence-based arguments	
Experiences * Give a speech to an audience of peers and adults. * Lead School Council * Mentor or teach younger students * Lead an assembly * Act as a tour guides for prospective parents * Record their own sports commentary * Interview/ be interviewed	

Year 6 Language Stems

Language for argument and opinion	**Language for comparing and contrasting**	**Language of explanation / description**	**Language of prediction**
I am convinced…	In some ways…	In conclusion…	I think… will happen because
Given that…	Another feature they have in common…	To begin with…	I predict…because
Based on fact…	Furthermore they are both..	Because of….x happened	This is probable because…
Perhaps some people would argue…	However, they also differ in some ways…	It seems to be like…	After…I predict that… because
However, I would point out…	A further similarity / difference is…	After **/** Before I…..	Due to the fact that…
Having pondered /analysed…		It reminds me of…	As a result of…
I understand your point of view however…		As a result…	The outcome will be…
I appreciate ….'s opinion / decision but/however…		Meanwhile	Based on… I predict that
However, I think differently because		Furthermore	After hearing all the evidence…
Taking everything into account		Eventually	In light of…

Year 6	Strand	Typical Age-Related behaviours
	Physical	Presents confidently to a range of audiences, adapting voice, pace and body language for maximum impact.
	Linguistic	Selects vocabulary precisely to persuade, explain, inform or entertain.
	Cognitive	Evaluates ideas critically, synthesises information and supports viewpoints with well-chosen evidence.
	Social and Emotional	Listens thoughtfully to differing viewpoints, leads discussions appropriately and promotes inclusive participation.

Oracy Non-Negotiable's	Oracy in Everyday Practice
At St Andrew's, every lesson should include opportunities for children to: • Speak • Listen • Explain • Question • Respond	Teachers routinely: • Model ambitious vocabulary. • Provide structured talk opportunities. • Use sentence stems and talk frames. • Explicitly teach listening skills. • Plan opportunities for reasoning and explanation. • Celebrate high-quality spoken language. • Ensure all children participate, including those with SEND.
Oracy Opportunities Checklist	**Oracy Teaching Strategies**
When planning a lesson, ask: ✓ Will children talk to a partner? ✓ Will children explain their thinking? ✓ Will children use key vocabulary aloud? ✓ Will children listen and respond to others? ✓ Will children present or perform their ideas?	Think-Pair-Share - Rehearses ideas before whole-class discussion Talk Partners - Increases participation Sentence Stems - Supports vocabulary and confidence Hot Seating - Develops questioning and reasoning Debate Corners - Encourages justification of opinions Talk Detectives - Develops active listening Present to a Partner - Builds presentation skills Snowball Discussion - Develops collaborative talk