



Oracy Progression Map



Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Jersey Curriculum
Jersey Curriculum	<p><i>* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</i></p> <p><i>*use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</i></p> <p><i>* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</i></p>							<p>KS1 and 2 Pupils should be taught to:</p>
<p>Listen</p> <p>Social and Emotional</p>	<p>Listen attentively to others. Understands the need to look at who's talking to them and think about what they are saying. Demonstrates attentive listening and can express simple views on a subject.</p>	<p>Consistently understands simple 2 and 3 part spoken instructions e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop. Understand 'how' and 'why' questions. Listen carefully to others.</p>	<p>Listens to others and is beginning to summarise some of the main points. Understands complex 2 to 3 part instructions e.g. With your partner, decide which character from the book you would most like to be friends with and explain why.</p>	<p>Listen and respond actively to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information.</p>	<p>Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates.</p>	<p>Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking. Listen actively for an extended period of time (for</p>	<p>Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. Notice and comment not only on what is said but how it is said e.g. beginning to</p>	<p>♣ listen and respond appropriately to adults and their peers</p> <p>♣ consider and evaluate different viewpoints, attending to and building on the contributions of others</p>



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	Listen and understand instructions about what they are doing, whilst doing it. Show an ability to follow instructions involving several ideas or actions.					around 2 mins peer to peer).	understand sarcasm when it is obvious.	
<p>Discuss within a Group</p> <p>Social and Emotional</p>	<p>Work and play cooperatively and take it in turn with others.</p> <p>Hold conversations when engaged in back and forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions.</p>	<p>Start conversations and join in with them.</p> <p>Behaves appropriately during interactions and demonstrate use of some non-verbal gestures – looking, posture, turning towards the speaker.</p> <p>Give details that they know are important and will influence the listener.</p>	<p>Can sustain the attention of the listener e.g. will use eye contact and ask questions to involve and engage others. Encourage everyone to contribute.</p>	<p>Can keep talk purposeful and stay on topic and is beginning to use gestures and intonation to further meaning.</p> <p>Begin to be aware of what the listener knows already and make checks while telling a story/recounting an experience.</p> <p>Take turns to talk, listen and respond in pairs and groups.</p> <p>Use language they hear other people using.</p>	<p>Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures</p> <p>Use subtle prompts for turn taking.</p>	<p>Will stay on topic and is beginning to be more a selective about how much and which details to include in order to keep the listener interested.</p> <p>Keep conversations going with a range of people in different situations.</p>	<p>Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/ relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect).</p> <p>Invite in and support those who haven't contributed.</p>	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers *ask relevant questions to extend their understanding and knowledge ♣ 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



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		Uses language to ask, negotiate, express opinions and feelings – independent from an adult.		Exaggerate in an implausible way to make things exciting.				<ul style="list-style-type: none"> ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others
<p>Question</p> <p>Cognitive</p>	Respond to what is heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.	Will extend their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...?	Show interest and ask lots of questions to find out specific information e.g. How do we know...? Why did...	Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc. Be aware of when a message is not clear and ask for an explanation.	Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. Ask probing questions.	Is able to pose increasingly thoughtful questions to both their peers and to adults. Identify clearly when they haven't understood and be specific about what additional information they need.	Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.	<ul style="list-style-type: none"> * listen and respond appropriately to adults and their peers *ask relevant questions to extend their understanding and knowledge ♣ articulate and justify answers, arguments and opinions ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others



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<p>Justify</p> <p>Cognitive</p>	<p>Explain the reasons for rules (knowing right from wrong and behaving accordingly). Use 'because' to develop their ideas.</p>	<p>Use language to express opinion and explain e.g. "I want to go and build a snowman because it's snowing and it's fun." Show that they can use language to reason and persuade.</p>	<p>Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again."</p>	<p>Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt.</p>	<p>Articulate and justify opinion on a character, event or situation in response to a question or prompt. To offer opinions that aren't their own (in debate, for example).</p>	<p>Articulate clearly and justify more complex opinions and answers about a character, event or situation.</p>	<p>Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others. Drawing upon their knowledge of the world and their own experience to support their viewpoint.</p>	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ articulate and justify answers, arguments and opinions
<p>Describe Events and</p> <p>Discuss Feelings</p> <p>Cognitive</p>	<p>To wonder about ideas.</p>	<p>List events with detail. Describe events. Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing.</p>	<p>Expresses personal feelings or recounts experiences with clarity, beginning to make connections between ideas or thoughts e.g. I liked this because...</p>	<p>Expresses personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts e.g. I liked this because...It reminded me of... Tell a story with important key components.</p>	<p>Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons</p>	<p>Presents information or personal feelings coherently selecting memorable details including specific vocabulary.</p>	<p>Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well chosen relevant details. Tell elaborate and</p>	<ul style="list-style-type: none"> ♣ use relevant strategies to build their vocabulary ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings



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							entertaining stories.	
<p>Talk</p> <p>To embed understanding</p> <p>Cognitive</p>	<p>Show understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary. Offer explanations as to why things might happen, making use of recently introduced vocabulary from stories, rhymes, and poems when appropriate.</p>	<p>Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation. Recount events in a chronological order.</p>	<p>Will express characters' thoughts and feelings in imaginative play and use appropriate words, phrases and sentences.</p>	<p>Is able to explore and imagine feelings within both story and real life settings. Will express views and feelings and is showing the confidence to speculate on a range of possible outcomes.</p>	<p>Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).</p>	<p>Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</p>	<p>Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real life situations</p>	<ul style="list-style-type: none"> ♣ 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 ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others



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<p>EVALUATE others' Viewpoint</p> <p>Cognitive</p>	<p>Comment and discuss other's point of view.</p>	<p>Responds to what they hear with relevant comments. Build on the ideas of others.</p>	<p>Recognises that there are other viewpoints. Make a simple comment in response to others' viewpoints and say whether they agree or disagree and why.</p>	<p>Can listen to others' views and preferences, agree next steps to take, and consider alternatives e.g. "That didn't work. Why don't we try...?" Reach a shared agreement.</p>	<p>Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.</p>	<p>Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.</p>	<p>Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.</p>	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers *ask relevant questions to extend their understanding and knowledge ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others



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<p>Vocab</p> <p>Linguistic</p>	<p>Offer their own ideas in discussion, using recently introduced vocabulary. Join ideas with words like 'but', 'because', 'so' (FANBOYS)</p>	<p>. Understand that words can be put in groups and give examples. Understand and use a range of words to describe the ideas of time, shape, texture and size. Select specific words to make the meaning clearer. e.g. "I'm going to play with the red spotty ball and then the blue one."</p> <p>Learn and use the vocabulary associated with their reading book and the vocabulary linked to writing, Science and</p>	<p>Ask for the meaning of unknown words. Use newly introduced topic words appropriately in a sentence.</p> <p>Learn and use the vocabulary associated with their reading book and the vocabulary linked to writing, Science and Foundation subjects</p> <p>Use sentence stems to build or challenge</p>	<p>Use newly introduced topic words and more adventurous vocabulary appropriately. Compare words.</p> <p>Learn and use the vocabulary associated with their reading book and the vocabulary linked to writing, Science and Foundation subjects</p> <p>Use specialist (third tier/subject specific) vocabulary</p>	<p>Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect. e.g. "I used sprinted instead of ran because it tells you more."</p> <p>Learn and use the vocabulary associated with their reading book and the vocabulary linked to writing, Science and Foundation subjects</p>	<p>Use a range of words related to time and measure. Use a wide range of verbs to express their thoughts and explain cause/effect. Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates</p> <p>Learn and use the vocabulary associated with their reading book and the vocabulary linked to writing, Science</p>	<p>Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument. Know that words can have more than one meaning</p> <p>Learn and use the vocabulary associated with their reading book and the vocabulary linked to writing, Science and Foundation subjects</p>	<p>♣ listen and respond appropriately to adults and their peers</p> <p>♣ use relevant strategies to build their vocabulary</p>



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		Foundation subjects				and Foundation subjects		
						Use a range of sentence stems with accuracy (see sentence stems progression doc)		
<p>Use appropriate REGISTERS</p> <p>Linguistic</p>	<p>Begin to recognise that the volume and tone of their voice should vary between e.g. indoor and outdoor activities, questions, when speaking to an audience</p>	<p>Uses a more formal tone with the adults in school.</p>	<p>Adapt to use different styles of talk with different people e.g. friends (yeah, nice one, na) and teachers (yes, I'm happy with my writing, no), is able to greet visitors appropriately etc.</p>	<p>With support, makes more formal language choices when speaking to visitors and staff in school e.g. composing a question for a visitor, presenting an argument to persuade the Head Teacher, expressing an opinion in a debate.</p>	<p>In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.</p>	<p>Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly</p>	<p>In a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal)</p> <p>Use stage whispers and 'authorial</p>	<p>♣ listen and respond appropriately to adults and their peers</p> <p>*ask relevant questions to extend their understanding and knowledge</p> <p>♣ select and use appropriate registers for effective communication.</p>



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							intervention' orally To be comfortable using expression Use humour and irony appropriately	
Speak AUDIBLY AND FLUENTLY Physical	Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). Use well-formed sentences, including longer sentences with more detail. Start to join clauses with conjunctions.	Use speech that is consistently easy to understand and clear. Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. so, because, if, when.	Speaks clearly using more sophisticated language to explain, justify and relay information. Use more complicated grammar. Experimenting with tone, pace and volume.	Can speak clearly and fluently about a range of events and on a range of subjects.	Uses complex sentences to communicate clearly and explain further. To consider how tone, pace and volume can influence meaning.	Uses complex grammar and sentence structure. Uses intonation linked to grammar. Is beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however etc	Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations. To adjust tone, pace and volume for a given purpose and audience.	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ speak audibly and fluently with an increasing command of Standard English
Maintain listener's INTEREST Physical	Can show excitement, sadness, happiness or confusion when talking.	Will vary their voice for effect e.g. "I really want a dog for Christmas."	Will change their voice and use expression to engage the listener and keep them interested.	Can explain ideas in a manner appropriate to the listener. Will change their voice and	Recognises when the listener is losing interest and will use intonation and	Understands the importance of intonation and expression in their own and others' talk	Shows an ability to vary delivery, pace and tone to convey meaning and	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ give well-structured descriptions, explanations and narratives for different



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				use expression to engage the listener and keep them interested Giving eye contact to the audience, being aware of your physical presence and how this contributes to the listeners' attention	expression to engage interest. Can explain ideas in a manner appropriate to the listener	and how a change of volume or tone can refocus or grab the listener's attention. Add/remove detail depending on information known about the listener. Understand the interests of the listener.	to match to the needs of the audience. To use visual aids/prompts effectively.	<p>purposes, including for expressing feelings</p> <ul style="list-style-type: none"> ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ gain, maintain and monitor the interest of the listener(s)
<p>PRESENTATIONS, PUBLIC SPEAKING, DEBATING AND PERFORMING</p> <p>Physical, Linguistic and Social and Emotional</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Be able to learn and recite Nursery rhymes and songs with repetition</p>	<p>Use character voices in context. Contributes appropriately to discussions making comments relevant to the topic.</p> <p>Be able to learn and recite from memory a one or two verse poem</p>	<p>Is able to work in role and take on some of the characteristics and/or the voice of the character being played. Will extend simple roles by expressing emotions. Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary</p>	<p>Can create and sustain a role for longer periods adding greater detail to a role/character. Is able to present and structure information in different ways.</p> <p>Learn, use movements, tone and expression to recite a classic poem, holding the audience's attention</p>	<p>Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. Presents information in a structured way and is able to use specific vocabulary</p>	<p>Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation. Is able to present information clearly using an introduction, relevant ideas and a</p>	<p>Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively. Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context. Can perform in an end of year show or play demonstrating awareness of the</p>	<ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers *ask relevant questions to extend their understanding and knowledge ♣ 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,



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			<p>Learn and recite with varying degrees of expression and intonation one or two verse poems</p>		<p>Learn, use movements, tone and facial expressions to recite a classic poem of three or more verses, holding the audience's attention</p>	<p>conclusion. Vocabulary is well-chosen and specific. Can perform in an end of year show or play demonstrating awareness of the audience, breaking the fourth wall, interpreting a character and a script.</p> <p>Recite a classic poem of three or more verses, using expression and appropriate timing to an audience. Know who the author is and be able to identify some poetic features e.g. metaphor, simile</p>	<p>audience, breaking the fourth wall, interpreting a character and a script.</p> <p>Recite longer classic poetry with high level and archaic vocabulary. Know who the author is and understand the historical context and poetic features used</p>	<p>staying on topic and initiating and responding to comments</p> <p>♣ participate in discussions, presentations, performances, role play, improvisations and debates</p>
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