

William Austin Infant School Oracy Progression



Oracy Focus	Year R	Year 1	Year 2
Physical	<p>To speak loud enough to be heard by a partner or in a small group.</p> <p>To use some gestures to indicate meaning of vocabulary.</p> <p>To give some eye contact to another child or an adult who is familiar.</p>	<p>To think about talking speed.</p> <p>To talk at a regular, appropriate volume both in exploratory talk and some presentational talk.</p> <p>To use appropriate gesture to support vocabulary meaning and some speech intent.</p> <p>To maintain eye contact with the person they are talking to.</p>	<p>To speak clearly at an appropriate pace in a number of different situations.</p> <p>To use gesture as a way of support speech intent in an increasingly natural manner.</p> <p>To show active listening with their whole body and eye contact. (nodding, frowning, surprise)</p>
Linguistic	<p>To join ideas together using words such as 'and', 'but' and 'because'.</p> <p>To make at least one relevant contribution to a discussion.</p> <p>Asks a question.</p> <p>To retell a personal event.</p>	<p>To speak in full sentences with the support of sentence stems.</p> <p>To link others' ideas using new sentence stems.</p> <p>Begin to use new vocabulary in talk situations. This may not always be accurate.</p> <p>To use appropriate vocabulary (often familiar and known) considering the audience and context of the talk.</p>	<p>To compose and speak in full sentences with some support of sentence stem.</p> <p>To independently link others' ideas using previously used sentence stems and be introduced to new sentence stems that enable discussion to build or to be challenged.</p> <p>To use newly acquired vocabulary in talk situations with more accuracy.</p> <p>To adapt vocabulary choices based on the talk situation and the audience.</p>

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Cognitive	To ask simple questions using common question starts 'who', 'what' 'where', 'do', 'can', 'why'	<p>To organise what wants to be spoken about focus on chronological order and staying on topic. Some adult support needed.</p> <p>To ask relevant questions and respond to others if they have not understood something.</p> <p>To give a simple reason for what you are saying or when giving an opinion.</p>	<p>To organise talk and make connections about what has spoken about and build with relevant contributions.</p> <p>To ask relevant questions and respond to others if they need more information.</p> <p>To give more details reasons for what you are saying or when giving an opinion and draw on evidence of their own or others experiences.</p>
Social and Emotional	<p>To take turns to talk in pairs, trio or a small group.</p> <p>To take turns to listen to others in a pair, trio or small group.</p>	<p>To take turns when speaking in a pair, group or in front of the whole class.</p> <p>To encourage others in a pair to take part, inviting them by name.</p> <p>To begin to talk confidently.</p> <p>To think about the audience when talking (friends, adults, presentation)</p>	<p>To take turns when speaking in a pair, group or in front of the whole class.</p> <p>To encourage others in a pair, trio or small group to take part.</p> <p>Talks with increasing confidence in new, unfamiliar situations.</p> <p>To think about the audience when talking and change talk to keep the audience interested. (friends, adults, presentation)</p>