

Voice 21 Oracy Framework Progression Tool: **Physical**, **Linguistic**, **Cognitive**, **Social** and **Emotional**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	To speak audibly so they can be heard and understood To use talk in play to practise new vocabulary	To use gesture to support meaning in play To describe events that have happened to them in detail	To ask questions and wonder about ideas To listen attentively in a pair or small group	To use 'because' to develop their ideas To speak audibly so they can be heard and understood	To join phrases with words such as 'if', 'because' 'so' 'could' 'but' To listen attentively in a pair or small group	To take turns to speak with a partner independently To describe events that have happened to them in detail
Year 1	To use body language to show listening Listen carefully to others	To experiment with adjusting tone, volume and pace To explain ideas and events in chronological order	To consider the merits of different viewpoints To use vocabulary specific to a topic	To experiment with adjusting tone, volume and pace To disagree with someone else's opinion politely	To participate in group discussions independently of an adult To use conjunctions to organise and sequence ideas secondly, finally	To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...') To offer reasons for opinions
Year 2	To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea To use newly learnt vocabulary in an appropriate way	To make connections between what has been said and their own and others' experiences To encourage everyone to contribute	To speak clearly and confidently in a range of contexts To ask questions to find out more about a subject	To adapt how they speak in different situations according to audience To develop an awareness of audience, e.g. what might interest a certain group	To build on others' ideas in discussions To speak clearly and confidently in a range of contexts	To use sentence stems to signal when they are building on or challenging others' ideas Confident delivery of short pre-prepared material
Year 3	To experiment with adjusting tone, volume and pace for different audiences Listen actively, questioning and responding to others	To offer opinions that aren't their own To begin to use specialist vocabulary	To reflect on discussions and identify how to improve To consider position and posture when addressing an audience	To speak with confidence in front of an audience To be able to use specialist language to describe their own and others' talk	To be able to summarise a discussion To adapt the content of their speech for a specific audience	To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice') To reach shared agreement in discussions

Year 4	To consider movement when addressing an audience To ask probing questions	To consider how tone, volume and pace influence meaning To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk	To develop an awareness of audience To be able to give supporting evidence e.g. citing a text, a previous example or a historical event	To use specialist vocabulary when discussing a known topic To use more natural and subtle prompts for turn taking	To consider the impact of their words on others when giving feedback	To reflect on their own oracy skills and identify areas of strength and areas to improve
Year 5	For body language to become increasingly natural To identify when a discussion is going off topic and to be able to bring it back on track	To select specific vocabulary appropriate to the topic at hand Listening actively for extended periods of time	To project their voice to a large audience	To use an increasingly sophisticated range of sentence stems with accuracy	To speak with flair and passion	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives
Year 6	To adjust tone, volume and pace for a given purpose and audience To use humour effectively	To vary sentence structures and length for effect when speaking To assess different viewpoints and present counter-arguments	To use sophisticated vocabulary appropriate to the context and purpose of talk To acknowledge and explain changes of position	To be comfortable using idiom and expressions To be able to read a room or a group and take action accordingly	To construct a detailed argument or complex narrative To develop an awareness of group dynamics and invite those who haven't spoken to contribute	To have a stage presence To spontaneously respond to increasingly complex questions, citing evidence where appropriate