

**Subject Progression  
English – Oracy  
Year 1**

Key Skills to teach:				Experiences:
<b>Physical</b> <ul style="list-style-type: none"> <li>Use appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue.</li> <li>Speak clearly and confidently in a range of contexts.</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>Use vocabulary appropriate to specific to the topic at hand.</li> <li>Have opportunities to try out new language, even if not always used correctly.</li> <li>Use sentence stems to link to other’s ideas in a group discussion.</li> <li>Use conjunctions to organise and sequence ideas.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>To offer reasons for their opinions.</li> <li>To recognise when they haven’t understood something and asks a question to help with this.</li> <li>To disagree with someone else’s opinion politely.</li> <li>To explain ideas and events in chronological order.</li> </ul>	<b>Social &amp; emotional</b> <ul style="list-style-type: none"> <li>Listen to others and be willing to change their mind based on what they have heard.</li> <li>To organise group discussions independently of an adult.</li> </ul>	<ul style="list-style-type: none"> <li>To take part in small group discussions without an adult.</li> <li>Be filmed speaking and use this for reflection.</li> <li>To speak in front of a larger audience e.g. during assembly.</li> </ul>
Autumn		Spring		Summer
<ul style="list-style-type: none"> <li>English- Hilly Billy Hedgehog poem</li> <li>Explorify oracy warm up activities.</li> <li>Tapestry – talking in front of an audience sharing their special moments from home.</li> <li>Reading lines for Nativity performance in front of a large audience.</li> <li>Echo reading.</li> <li>Geography – weather reports.</li> </ul>		<ul style="list-style-type: none"> <li>Explorify oracy warm up activities.</li> <li>Tapestry – talking in front of an audience sharing their special moments from home.</li> <li>Reading lines for Nativity performance in front of a large audience.</li> <li>Echo reading.</li> <li>Guided reading - retelling the story to peers.</li> </ul>		<ul style="list-style-type: none"> <li>Explorify oracy warm up activities.</li> <li>Tapestry – talking in front of an audience sharing their special moments from home.</li> <li>Reading lines for Nativity performance in front of a large audience.</li> <li>Science fair- explaining experiment to peers.</li> </ul>

**Subject Progression  
English – Oracy  
Year 2**

<b>Key Skills to teach:</b>				<b>Experiences:</b>
<b>Physical</b> <ul style="list-style-type: none"> <li>Start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they saw them.</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>Adapt how they speak in different situations according to audience.</li> <li>Use sentence stems to signal when they are building on or challenging others' ideas.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>Ask questions to find out more about a subject.</li> <li>Build on others' ideas in discussions.</li> <li>Make connections between what has been said and their own and others' experiences.</li> </ul>	<b>Social &amp; emotional</b> <ul style="list-style-type: none"> <li>Start to develop an awareness of audience e.g. what might interest a certain group.</li> <li>Be aware of others who have not spoken and invite them into discussion.</li> <li>Confident delivery of short pre-prepared material.</li> </ul>	<ul style="list-style-type: none"> <li>Speak to unfamiliar people with real purpose e.g. asking questions to a class visitor.</li> <li>Participate in a short 'show and tell' session.</li> </ul>
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>
<ul style="list-style-type: none"> <li>Sharing Great Fire of London pop-up books.</li> <li>Pre-debate techniques – Debate on factual information of London.</li> <li>Ask questions about the Local Fire service during visit.</li> <li>Use gestures to act out scenarios from the Great Fire of London.</li> <li>Explorify oracy warm up activities.</li> <li>Tapestry – talking in front of an audience sharing their special moments from home.</li> <li>Reading lines for Nativity performance in front of a large audience.</li> </ul>		<ul style="list-style-type: none"> <li>Explorify oracy warm up activities.</li> <li>Dojo reward – reading to a child in Reception.</li> <li>Using sentence stems to build upon each other's ideas in English.</li> <li>Tapestry – talking in front of an audience sharing their special moments from home.</li> </ul>		<ul style="list-style-type: none"> <li>Hot-seating –talking with an explorer.</li> <li>Support others with sharing ideas based on their prior knowledge of explorers.</li> <li>Asking questions to find out more about famous explorers during Shipwreck museum visit.</li> </ul>

**Subject Progression  
English – Oracy - Year 3**

Key Skills to teach:				Experiences:
<b>Physical</b> <ul style="list-style-type: none"> <li>Deliberately vary tone of voice in order to convey meaning e.g. when reading a sad part of a story.</li> <li>Considers position and posture when addressing an audience</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>Use specialist language to describe their own and others’ talk.</li> <li>To use specialist vocabulary.</li> <li>Make precise language choices e.g. instead of describing a cake as ‘nice’ using ‘delectable’.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>To offer opinions that aren’t their own.</li> <li>Reflect on discussions and identify how to improve.</li> <li>Summarise a discussion.</li> <li>Reach a shared agreement in discussions.</li> </ul>	<b>Social &amp; emotional</b> <ul style="list-style-type: none"> <li>Adapt the content of their speech for a specific audience.</li> <li>Speak with confidence in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.</li> <li>Become a storyteller for an authentic audience.</li> <li>Present to an audience of older or younger students.</li> <li>Chair a discussion.</li> <li>Hold a class meeting.</li> </ul>

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Stone Age role play – ‘How to wash a Wolly Mammoth’</li> <li>Use vocab board and thesauruses for ambitious vocab.</li> <li>RSHE – share personal news in front of the class.</li> <li>Guided reading and echo reading</li> <li>Oracy focus warm-up activities during English lessons.</li> <li>Technical vocabulary in Art.</li> <li>Use discussion of roles and guidelines to evaluate each other’s talk in History/Science/English.</li> </ul>	<ul style="list-style-type: none"> <li>Personal presentation about their diversity/family origins.</li> <li>Answer class questions in different tones of voice.</li> <li>Opportunities to perform in front of an audience e.g. poetry, reading to a Reception child for a Dojo reward.</li> <li>Reach shared agreement during class discussions.</li> <li>Talk detectives – reflect on discussions and oracy skills.</li> </ul>	Egyptian and Cinderella role play activities Debate – ‘Was it happy ever after for Cinderella?’ Science fair entry – explaining investigation skills and problem solving.

**Subject Progression**  
**English – Oracy**  
**Year 4**

<b>Key Skills to teach:</b>				<b>Experiences:</b>
<b>Physical</b> <ul style="list-style-type: none"> <li>• Use movements when addressing an audience.</li> <li>• Use pauses for effect in presentational talk e.g. when telling an anecdote.</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>• Consider words and phrasing when expressing ideas.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>• Give supporting evidence e.g. citing a text.</li> <li>• Ask probing questions.</li> <li>• Reflect on oracy skills and identify strengths and areas for development.</li> </ul>	<b>Social &amp; emotional</b> <ul style="list-style-type: none"> <li>• Use more natural and subtle prompts for turn taking.</li> <li>• Emphasise talk with an audience.</li> <li>• Consider the impact of words on others when giving feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Use talk for a specific purpose e.g. to persuade or entertain and audience.</li> <li>• Speak in front of a larger audience of adults.</li> <li>• Use talk to collaboratively solve a problem.</li> <li>• To speak with an unknown adult for a purpose.</li> <li>• Perform poetry by heart.</li> </ul>
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>
<ul style="list-style-type: none"> <li>• Act out and retell part of the story ‘Romulus and Remus’ based on topic of Romans.</li> <li>• Provide feedback on retelling the story.</li> <li>• Debate on Romans and Celts ‘Did Romans change Britain for the better?’</li> <li>• Timestables - ‘supermovers’ and ‘squat you know.’</li> <li>• Explorify activities.</li> <li>• Performing poetry.</li> </ul>		<ul style="list-style-type: none"> <li>• Podcast about deforestation.</li> <li>• Reflect on completed podcasts.</li> <li>• Explorify activities.</li> <li>• Computing – creating and evaluating podcasts.</li> <li>• Cornish mining – interview of Cornish Giant.</li> <li>• Timestables - ‘supermovers’ and ‘squat you know.’</li> </ul>		<ul style="list-style-type: none"> <li>• Science fair entry – science investigation, talking collaboratively to solve a problem.</li> <li>• Vikings and Saxons debate.</li> <li>• Newspaper article – interview and hot seating.</li> <li>• Timestables - ‘supermovers’ and ‘squat you know.’</li> <li>• Explorify activities.</li> </ul>

**Subject Progression  
English – Oracy  
Year 5**

Key Skills to teach:				Experiences:
<b>Physical</b> <ul style="list-style-type: none"> <li>Project their voice to a large audience.</li> <li>Gestures to become increasingly natural.</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>Use an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>Draw upon knowledge of the world to support their own point of view and explore different perspectives.</li> <li>Identify when a discussion is going off topic and to be able to bring it back on track.</li> </ul>	<b>Social &amp; emotional</b> <ul style="list-style-type: none"> <li>Listen for extended periods of time.</li> <li>To speak with flair and passion.</li> </ul>	<ul style="list-style-type: none"> <li>Enter a debate</li> <li>BBC school report</li> <li>Meet with professionals e.g. a local MP or councillor</li> <li>Slam poetry</li> </ul>
Autumn		Spring		Summer
<ul style="list-style-type: none"> <li>Sharing Benin pop-up books.</li> <li>Presenting manifestos</li> <li>Use vocab board and thesauruses for ambitious vocab.</li> <li>PSHE – share personal news in front of the class.</li> <li>Guided reading and echo reading</li> <li>Library visit- opportunity to listen and ask</li> </ul>		<ul style="list-style-type: none"> <li>Explorify activities.</li> <li>Answer class questions in different tones of voice.</li> <li>Opportunities to perform in front of an audience e.g. poetry, reading to a Reception class for a Dojo reward</li> <li>PSHE – drama/ role play</li> </ul>		<ul style="list-style-type: none"> <li>Trips- Little life savers, Plymouth University, school camp</li> <li>Science fair entry – science investigation, talking collaboratively to solve a problem.</li> <li>Ancient Greece debate</li> <li>PSHE – drama/ role play</li> <li>Poetry in Guded Reading</li> </ul>

**Subject Progression  
English – Oracy  
Year 6**

Key Skills to teach:				Experiences:
<b>Physical</b> <ul style="list-style-type: none"> <li>• Speak fluently in front of an audience.</li> <li>• Have stage presence.</li> <li>• Consciously adapt tone, pace and volume of voice within a single situation.</li> </ul>	<b>Linguistic</b> <ul style="list-style-type: none"> <li>• Vary sentence structures and length for effect when speaking.</li> <li>• Be comfortable using idiom and expressions.</li> </ul>	<b>Cognitive</b> <ul style="list-style-type: none"> <li>• Construct a detailed argument or complex narrative.</li> <li>• Spontaneously respond to increasingly complex questions, citing evidence where appropriate.</li> <li>• Identify when a discussion is going off topic and be able to bring it back on track.</li> </ul>	<b>Social &amp; emotional</b> <ul style="list-style-type: none"> <li>• Use humour effectively.</li> <li>• Be able to read a room or a group and take action accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a speech to an audience of peers and adults</li> <li>• Lead school parliament</li> <li>• Mentor/teach younger students</li> <li>• Lead an assembly</li> <li>• Act as a tour guide for prospective parents</li> <li>• Record their own sports commentary.</li> </ul>
Autumn		Spring		Summer
<ul style="list-style-type: none"> <li>• Present manifesto</li> <li>• Echo Reading</li> <li>• Share findings on how Britain coped with the German threat.</li> <li>• Use vocab board and thesauruses for ambitious vocab.</li> <li>• PSHE – share personal news in front of the class.</li> </ul>		<ul style="list-style-type: none"> <li>• Science week presentation</li> <li>• Guided reading echo reading</li> <li>• Small group work - SATs mistake spotters</li> <li>• Global warming presentation</li> </ul>		<ul style="list-style-type: none"> <li>• Leaver's assembly</li> <li>• Year 6 production</li> </ul>