

Cotmanhay Infant and Nursery Oracy Progression

Aligned with Voice 21 Oracy Framework: <https://voice21.org/what-is-oracy/>

| Skill | Cubs | Bears | Reception | Year 1 | Year 2 |
|----------------------|--|---|--|--|--|
| Physical | <ul style="list-style-type: none"> ▫ Begin to use gestures and appropriate hand signals when talking Listen to basic instructions using pictures to support – get coat, snack time | <ul style="list-style-type: none"> ▫ Speak clearly so they can be heard. ▫ Look at someone who is speaking. e.g. pointing, bigger/smaller. ▫ Listen for increasing intervals of time (15 minutes adult directed carpet sessions) | <ul style="list-style-type: none"> ▫ Speak clearly so they can be heard and understood. ▫ Look at someone who is speaking and when speaking to others. ▫ Turn to face your partner. ▫ Begin to use gestures to support delivery meaning e.g. using actions to retell a story. ▫ Listen attentively for increasing intervals of time in a range of situations (extended periods for a story, sustained periods for group learning.) | <ul style="list-style-type: none"> ▫ Speak clearly and confidently in a range of contexts. ▫ Project the voice so the audience can hear clearly, selecting appropriate tone. ▫ Turn to face your partner. ▫ Maintain eye contact when talking and listening. ▫ Continue to use gestures and actions explain learning. ▫ Use body language to show active listening and understanding e.g. nodding, leaning in. | <ul style="list-style-type: none"> Speak clearly and confidently in a range of contexts, with appropriate volume. ▫ Project the voice so the audience can hear clearly, selecting appropriate tone and pace. ▫ Turn to face your partner. ▫ Maintain eye contact when talking and listening with familiar and unfamiliar adults. ▫ Confidently use gestures and actions to support speech and present learning/share ideas. ▫ Use body language and facial expressions to show active listening and when speaking e.g. nodding, leaning in |
| Key phrases (adults) | <ul style="list-style-type: none"> Good looking Good listening Good sitting | <ul style="list-style-type: none"> Use your words Good listening Good looking Good sitting Tummy to table. | <ul style="list-style-type: none"> Use your words Put that in a sentence Partner talk Expression/ prosody Indoor voice Good looking Good listening Feet and hands still Tummies to tables | <ul style="list-style-type: none"> Use your words Put that in a sentence Talking partners Expression/ prosody Indoor voice Good looking Good listening Feet and hands still Tummies to tables | <ul style="list-style-type: none"> Put that in a sentence Talking partners Expression Indoor voice Use your words Listening ears Put that in a sentence Expression/ prosody Indoor voice Good looking |

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|-------------------------|---|---|--|--|---|
| | | | Brains ready to learn | Brains ready to learn | Good listening Feet and hands still Tummies to tables Ready to learn |
| Linguistic | <ul style="list-style-type: none"> ▫ Use new vocabulary in play. ▫ Communicate needs through talk and gestures e.g. putting their coat on, going to the toilet. | <ul style="list-style-type: none"> ▫ Use new vocabulary in play. ▫ Communicate needs through talk and gestures e.g. putting their coat on, going to the toilet. ▫ Begin to speak in simple sentences e.g. The baby owl is small. Put on my coat please | <ul style="list-style-type: none"> ▫ Understand and use a range of newly taught subject specific vocabulary words in play. ▫ Use talk to communicate needs, ideas and opinions e.g. I am going to put my coat on to go outside. ▫ Begin to speak in sentences, joining phrases together with and or because | <ul style="list-style-type: none"> ▫ Use vocabulary appropriate to the subject. ▫ Speak in full sentences, using conjunctions to link ideas e.g. The baby owl is small and lives in a nest. ▫ Use conjunctions and time adverbs to organise ideas coherently e.g. First the owl wakes up and then sits on the branch. ▫ Begin to use sentence stems as demonstrated by an adult to continue and expand upon the discussion e.g. I agree because... ▫ Speak like an expert e.g. using subject specific vocabulary. | <ul style="list-style-type: none"> Select and adapt appropriate vocabulary for the specific context or situation. ▫ Speak in full sentences using conjunctions and time adverbs to organise sentences coherently e.g. First the baby owl wakes up and has breakfast but mother owl isn't there. ▫ Use sentence stems to continue and expand upon the discussion e.g. I agree/disagree because..., In my opinion..., Do you mean...? ▫ Speak like an expert e.g. using subject specific vocabulary, relevant to the context. |
| Stem sentences (pupils) | | | because... ..and.... | Following an adult's model using....because... I | Using learnt sentence stems more independently: using....because... |

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|-----------|--|--|---|--|---|
| | | | | agree / I disagree because... so... (children should be encouraged to be more specific in their explanations – rephrasing where needed) | I agree / I disagree because... so... Be specific with their explanations, rephrasing and using correct vocabulary. |
| Cognitive | <ul style="list-style-type: none"> ▫ Begin to answer why questions e.g. what is it? Where is it ? ▫ Follow a single step instruction e.g. put your coat on Sit down Brush your teeth | <ul style="list-style-type: none"> ▫ Begin to answer why questions e.g. Why are you sad? Why is the baby owl sad? ▫ Engage in class discussions e.g. listening, responding to direct questions, offering relevant contributions. ▫ Begin to understand a simple question e.g. Where is the baby owl? ▫ Follow a single step instruction e.g. Put your coat on please | <ul style="list-style-type: none"> ▫ Use because to justify their opinion e.g. I like the baby owl because he is fluffy. ▫ Make relevant contributions to class discussions ▫ Ask simple questions e.g. Do you like owls? ▫ Follow instructions with more than one step e.g. Put your coat on and zip it up please. ▫ Describe events that have happened to them e.g. I went to hospital. I fell over. | <ul style="list-style-type: none"> ▫ Continue to use because to justify their opinion or an answer, offering reasons. ▫ Contribute to class discussions and respond to others' comments. ▫ Ask relevant questions. Follow instructions with several steps e.g. Put your coat on, zip it up and line up at the door please. ▫ Disagree politely with someone's opinion sometimes using the appropriate sentence stems e.g. I disagree because... ▫ Explain ideas and events in chronological order e.g. I fell over and went to hospital. | <ul style="list-style-type: none"> ▫ Use because and so to justify their opinion or an answer, offering reasons. ▫ Build upon others' contributions in class discussions. ▫ Ask relevant questions to continue a discussion ▫ Follow instructions with several steps e.g. Put your coat on, zip it up and line up at the door please. ▫ Make connections with own and others' experiences. ▫ Disagree politely with someone's opinion using sentence stems e.g. I disagree because... |

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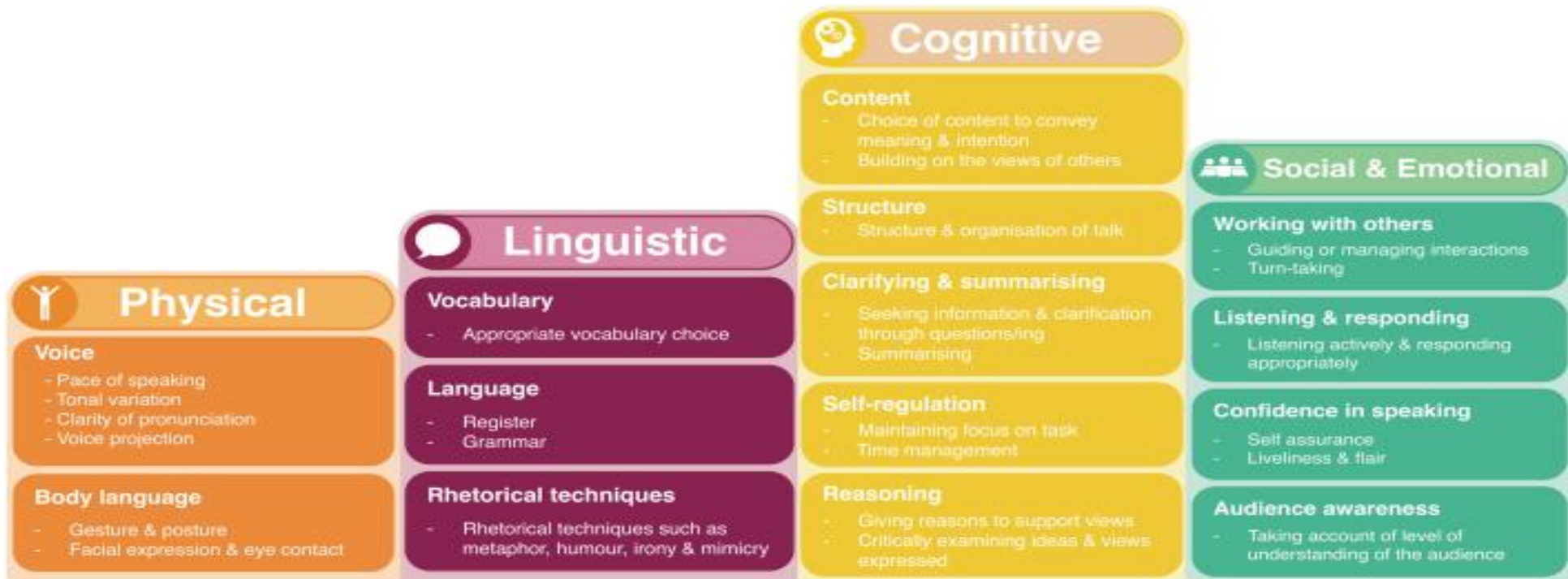
| | | | | | |
|-------------------------|--|---|---|--|--|
| Stem sentences (pupils) | | |because... |because... I agree / I disagree because... I know that..... (children should be encouraged to be more specific in their explanations – rephrasing where needed) | I agree / I disagree because... I know that....so..... In my opinion... (children should be encouraged to be more specific in their explanations – rephrasing where needed) |
| Social and emotional | Begin to look at someone who is speaking ▫ Use talk, gestures, signs when playing alongside other children. | ▫ Look at someone who is speaking. ▫ Wait for someone to finish talking before speaking. ▫ Use talk when playing alongside other children. | ▫ Look at someone who is speaking and when speaking to others. ▫ Take turns to speak when talking in a group. ▫ Use talk when playing with other children. | ▫ Maintain eye contact when talking and listening. ▫ Take turns when talking in a pair or group, listening and responding to what others have said. ▫ Start discussion without an adult present. | ▫ Maintain eye contact when talking and listening. ▫ Take turns when talking in a pair or group, listening and responding appropriately to what others have said. ▫ Maintain a discussion without an adult present. ▫ Respect others’ opinions. ▫ Be prepared to change your mind. |
| Key phrases (adults) | Good looking Good listening Good sitting Help please | Stop Look Listen Good looking Good listening Good sitting My turn. Copy me Show me | Good looking Good listening Hands and feet still Brains ready to learn Tummies to tables My turn, your turn | Good looking Good listening Hands and feet still Brains ready to learn Tummies to tables My turn, your turn | Independent talk Respect Good looking Good listening Hands and feet still Ready to learn Tummies to tables My turn, your turn |

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The Oracy Skills Framework and Glossary

Oracy
Cambridge
The Hughes Hall Centre for Effective Spoken Communication



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