

## Deddington Church of England Primary School Oracy Progression of skills

ORACY	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening &amp; questioning</b>	Listen to familiar adults and peers, showing attention through eye contact, gestures or short responses.	Listen carefully to adults and peers and respond with simple, relevant comments.	Listen and respond using full sentences to show understanding.	Listen carefully and respond with appropriate comments or questions.	Listen and respond thoughtfully, showing knowledge of key points.	Listen carefully to different viewpoints and respond respectfully.	Listen critically, identify key points, and make thoughtful responses.
	Ask simple “what/why” questions during play.	Ask simple questions to show curiosity and understanding.	Ask questions that help them find out more information.	Ask questions to deepen understanding or clarify ideas.	Ask thoughtful questions to extend discussions or deepen learning.	Ask a range of questions to clarify, challenge or develop ideas.	Ask insightful questions that challenge ideas or deepen thinking.
<b>Vocabulary</b>	Begin to use new words from stories, rhymes and play in everyday talk.	Begin to learn new words and use them in discussions.	Use new vocabulary when speaking in full sentences.	Use new vocabulary from reading and classwork when speaking.	Use a wide range of vocabulary accurately in context.	Use ambitious vocabulary and adapt it for the audience and purpose.	Use sophisticated vocabulary and structures to express complex ideas.
<b>Explain</b>	Share feelings, likes and dislikes using simple words and phrases.	Give short, clear answers and share opinions using simple sentences.	Explain their ideas and opinions clearly, giving simple reasons.	Share ideas clearly and explain choices or opinions.	Give clear explanations or reasons to support opinions or decisions.	Justify opinions with evidence and logical reasoning.	Present well-reasoned arguments with clarity and confidence.
<b>Sentence structure</b>	Use simple sentences to talk about experiences, often starting with “I” (e.g. “I went park”).	Describe and explain things from their experience, including how they feel.	Use longer sentences to describe, explain, or tell a short story.	Organise talk in the right order when telling stories or giving explanations.	Plan and present short talks or stories with a logical structure.	Deliver extended explanations or narratives that are well-structured.	Plan and deliver well-organised negotiations with a clear purpose and style.
<b>Collaboration</b>	Join in with circle time, songs and play conversations, taking turns with support.	Join in with group talk, taking turns and staying on topic.	Take turns and build on what others say during discussions.	Join in group conversations, adding to what others say and staying on topic.	Contribute actively in group talk, building on others’ ideas.	Lead and contribute to group discussions, guiding the conversation.	Take leadership roles in discussions, helping to develop ideas.
<b>Problem solving</b>	Use talk in play to imagine, predict or suggest ideas (e.g. “Let’s pretend...”).	Use talk to explore ideas and imagination (e.g. “What if...?” questions).	Use imaginative talk in play and to develop ideas (e.g. “Let’s pretend...”).	Use speech to explore ideas (e.g. making predictions or imagining outcomes).	Use talk to solve problems, make predictions or imagine possibilities.	Use language to think through ideas and explore solutions.	Use speech effectively to explore, hypothesise, and evaluate ideas.
<b>Clarity &amp; Confidence</b>	Speak in small groups, using clear words so others can understand.	Speak clearly so others can hear and understand.	Speak confidently in class using a clear voice and appropriate words.	Speak fluently and audibly, using Standard English when needed.	Speak clearly, fluently and with growing confidence in front of others.	Speak confidently and fluently, adjusting tone and volume as required.	Speak fluently, confidently, and precisely using Standard English.
<b>Performance</b>	Join in with songs, rhymes, role play and simple performances.	Take part in role play, simple discussions, and performances.	Participate in group discussions, role play and performances with support.	Contribute to class discussions, performances, and drama activities.	Engage in discussions, debates, performances and role plays with preparation.	Take part in formal presentations, debates, and drama with increased control.	Perform, debate and present with skill, expression, and control.
<b>Engagement</b>	Use eye contact, gestures or expression to keep attention of adults/peers.	Try to keep the listener’s attention with eye contact or gestures.	Try to keep listeners interested by using voice and expression.	Use voice, gesture, and expression to interest and involve the listener.	Use tone and language to interest and involve the audience.	Maintain audience interest through expression and persuasive language.	Sustain listener interest with varied tone, vocabulary, and gesture.
<b>Viewpoints</b>	Begin to listen to others’ ideas and respond with agreement or simple words.	Listen to others’ ideas and respond with agreement or simple additions.	Begin to compare different points of view and respond politely.	Respectfully consider others’ ideas and offer thoughtful responses.	Evaluate others’ viewpoints and respond appropriately.	Reflect on and build on contributions from others.	Respond to diverse perspectives, building respectful, reasoned replies.
<b>Audience &amp; Purpose</b>	Begin to notice differences in how they talk to adults vs. friends.	Begin to understand how to speak differently in different situations (e.g., talking to a friend vs. a teacher).	Use formal and informal language with some guidance (e.g. storytelling vs classroom talk).	Choose how to speak depending on the audience or purpose.	Choose and use different ways of speaking depending on the setting.	Use appropriate formal and informal registers effectively.	Select and apply the most suitable register for audience and purpose.

Example Sentence Stems

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I like... I see... It's a... Can I... Let's pretend...	I think it is because... I like... My favourite is... I see... I feel... It is a... I can... What if we...? Can I try...?	I think that... because... I noticed... I don't understand... can you help? I agree with... because... I disagree because... I want to find out more about... This reminds me of... What do you think about...? I feel... when...	I believe that... because... In my opinion... I wonder what would happen if... I agree with you, and also... I think we could... One idea is... I would describe it as... I've learned that... Could you explain more about...? Let me tell you about...	I would like to add... From what I understand... Another point of view is... I think this means... I agree with... because... I found out that... Could we consider...? I imagine that... The evidence suggests... My reason for this is...	I strongly believe that... One argument for/against is... In addition to that... Based on the information... It could be interpreted as... I appreciate your idea, but... Let me clarify what I meant... I'd like to challenge that idea because... We could summarise it by saying...	In conclusion, I believe... The main point is... My perspective is based on... To expand on what you said... An alternative view might be... I propose that... This links to... because... I would argue that... Let's evaluate the pros and cons... From a broader point of view...