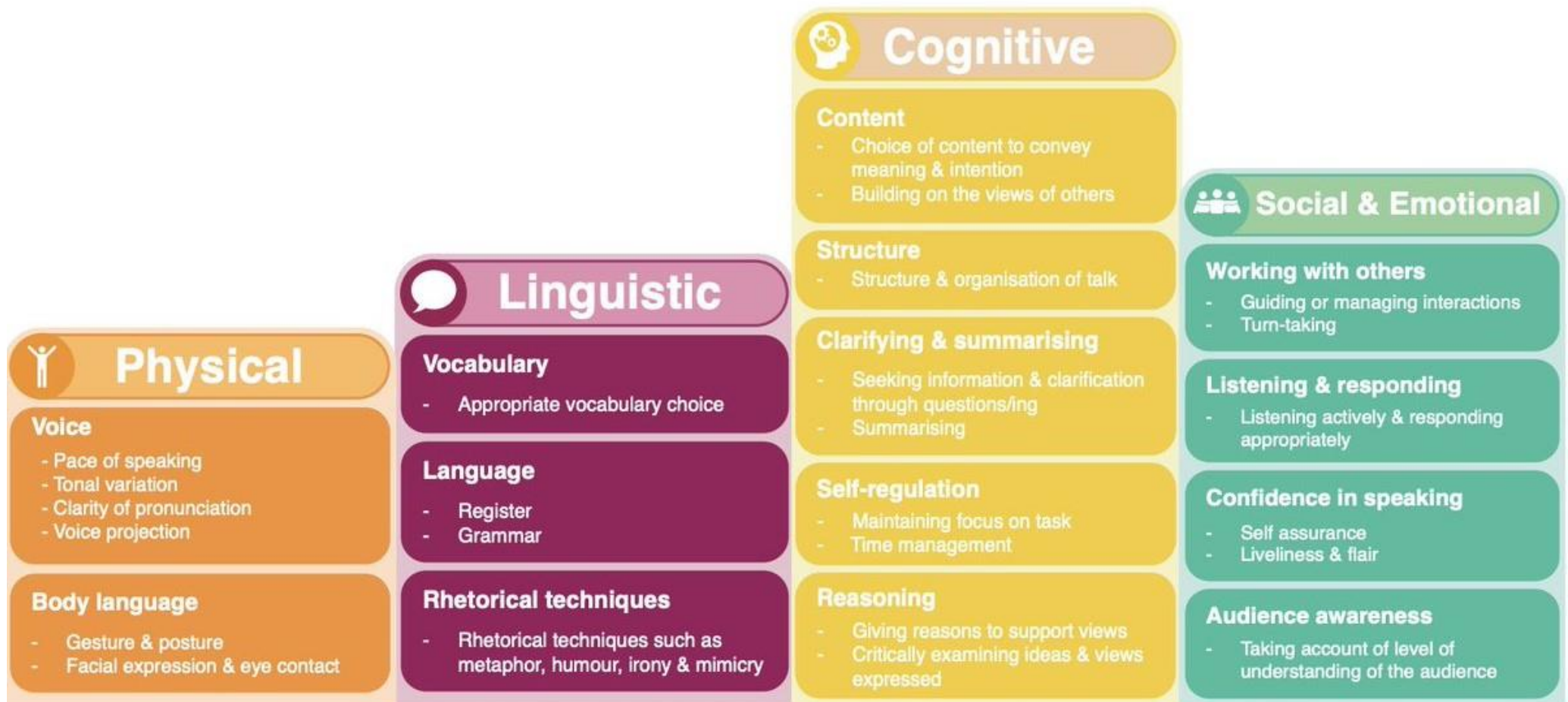






## The Oracy Skills Framework and Glossary



Progression of each skill:			
	<ul style="list-style-type: none"> <li>• Speak clearly with appropriate volume,</li> <li>• Look at who is talking and who you are talking to.</li> <li>• Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly and confidently in a range of contexts.</li> <li>• Use appropriate tone of voice in the right context e.g. to project their voice to a large audience.</li> <li>• Continue to use gestures to support delivery e.g. pointing at parts of a plant they are discussing.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly and confidently with appropriate volume and pace in a range of contexts.</li> <li>• Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea.</li> <li>• Use body language to show active listening and support when speaking e.g. nodding along, facial expression.</li> </ul>

Skill	Reception	Year 1	Year 2
	<ul style="list-style-type: none"> <li>• Use talk in play to practice new vocabulary e.g. lighter, heavier.</li> <li>• Begin to speak in sentences joining phrases with words such as 'if, because, so, could but.'</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in sentences using joining phrases to link ideas.</li> <li>• Using vocabulary appropriately specific to the topic in hand e.g. light / heavier rather than bigger and smaller.</li> <li>• Take opportunities to try out new language, even if it is not always correctly used.</li> <li>• Use sentence stems to link other's ideas in group discussion e.g. 'I agree with... because ' ' linking to...</li> <li>• Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking sentences using joining phrases to create longer sentences.</li> <li>• Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom.</li> <li>• Use sentence stems to signal when they are building or challenging others' ideas in the class.</li> </ul>

Skill	Reception	Year 1	Year 2
 <b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Use 'because' to develop their ideas.</li> <li>• Make relevant contributions that match what has been asked.</li> <li>• Ask simple questions.</li> <li>• Describe events that have happened to them in detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer reasons for their opinions.</li> <li>• Recognise when they haven't understood something and ask a question.</li> <li>• Disagree with someone else's opinion politely</li> <li>• Explain ideas and events in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask more questions to find out more about a subject.</li> <li>• Builds on others' ideas in discussions.</li> <li>• Make connections between what has been said and their own and others' experiences.</li> </ul>

Skill	Reception	Year 1	Year 2
 <b>Social &amp; Emotional</b>	<ul style="list-style-type: none"> <li>• Look at someone who is speaking to them.</li> <li>• Wait for a turn. Taking turns to speak, when working in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to others.</li> <li>• Be willing to change their mind based on what they have heard.</li> <li>• Begin to organise group discussions independently of an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to develop an awareness of an audience e.g. what might interest a certain group.</li> <li>• Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them.</li> <li>• Recite / deliver short pre-prepared material to an audience.</li> </ul>