



Oracy Progression Map

Templemoor Infant and Nursery School

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| Skill | Nursery | Reception | Year 1 | Year 2 |
|-----------------|---|---|---|--|
| Physical | <p>Begin to speak with more clarity and begin to recognize the need for 'indoor' and 'outdoor' voices.</p> <p>Give increasing eye contact when listening to someone speak. Give increasing eye contact to someone you are talking to.</p> <p>Begins to understand and follow gestures when an adult uses them to deliver meaning e.g. when a teacher points out of the window, children understand the need to turn and look.</p> | <p>Speak clearly with appropriate volume.</p> <p>Look at who is talking and who you are talking to.</p> <p>Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing.</p> | <p>Speak clearly and confidently in a range of contexts.</p> <p>Use appropriate tone of voice in the right context e.g. To project their voice to a large audience.</p> <p>Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing.</p> | <p>Speak clearly and confidently with appropriate volume and pace in a range of contexts</p> <p>Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea</p> <p>Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions.</p> |

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| <p>Linguistic</p> | <p>Use longer sentences of 4-6 words.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p> | <p>Use talk in play to practice new vocabulary e.g. lighter, heavier.</p> <p>Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'.</p> | <p>Speak in sentences using joining phrases to link ideas</p> <p>Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller</p> <p>Take opportunities to try out new language, even if it is not always correctly used.</p> <p>Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...'</p> <p>Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally Speaking in sentences using joining phrases to create longer sentences</p> <p>Vary sentence structures and length for effect when speaking.</p> <p>Be comfortable using idioms and expressions.</p> | <p>Speaking in sentences using joining phrases to create longer sentences.</p> <p>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</p> <p>Use sentence stems to signal when they are building or challenging others' ideas in group</p> |

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| Cognitive | <p>Understand a question or instruction that has two parts.</p> <p>Understand 'why' questions.</p> | <p>Use 'because' to develop their ideas.</p> <p>Make relevant contributions that match what has been asked.</p> <p>Ask simple questions.</p> <p>Describe events that have happened to them in detail.</p> | <p>Offer reasons for their opinions.</p> <p>Recognise when they haven't understood something and ask a question.</p> <p>Disagree with someone else's opinion politely.</p> <p>Explain ideas and events in chronological order.</p> | <p>Ask questions to find out more about a subject.</p> <p>Build on others' ideas in discussions.</p> <p>Make connections between what has been said and their own and others' experiences.</p> |

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| Social and Emotional | <p>Pay attention to more than one things at a time.</p> <p>Enjoy listening to longer stories.</p> <p>Sing a large repertoire of songs.</p> <p>Use talk to organise themselves and their play e.g. "Let's go on a bus...you sit there...I'll be the driver."</p> | <p>Look at someone who is speaking to them Wait for a turn.</p> <p>Taking turns to speak, when working in a group</p> | <p>Listen and respond appropriately to others.</p> <p>Be willing to change their mind based on what they have heard.</p> <p>Begin to organise group discussions independently of an adult.</p> | <p>Start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>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.</p> <p>Recite/deliver short pre prepared material to an audience.</p> |