

## Progression of Oracy Skills Map

Year Group	Focus	Physical	Linguistic	Cognitive	Social and Emotional
<b>EYFS (Nursery and Reception)</b>	<b>Developing spoken language as a tool for thinking, learning, and social interaction.</b>	<p>Early: Uses gestures and facial expressions to communicate needs.</p> <p>Developing: Begins to speak in short phrases with clear articulation.</p> <p>Secure: Speaks audibly and uses tone to express feelings (e.g., excitement, sadness).</p>	<p>Early: Understands and uses single words and simple phrases.</p> <p>Developing: Expands vocabulary through stories and play; uses simple sentences.</p> <p>Secure: Begins to use conjunctions (and, because) and descriptive language.</p>	<p>Early: Responds to simple questions about familiar objects/events.</p> <p>Developing: Can retell parts of a story or sequence events in play.</p> <p>Secure: Explains choices or ideas using “because” and predicts outcomes.</p>	<p>Early: Engages in parallel play with occasional verbal interaction.</p> <p>Developing: Takes turns in conversation with adult support.</p> <p>Secure: Initiates conversation with peers and listens to others’ ideas.</p>
	<b>Suggested experiences and opportunities</b>	<p><b>Action songs and rhymes</b> (e.g., “Head, Shoulders, Knees and Toes”) – combine movement with spoken words.</p> <p><b>Story role-play</b> – acting out familiar stories helps coordination and control of gestures and facial expressions.</p> <p><b>Outdoor voice games</b> (e.g., “Who can call the</p>	<p><b>Daily story time discussions</b> – predicting what comes next, describing characters or settings.</p> <p><b>Show and Tell</b> – sharing personal items or experiences with peers, expanding vocabulary and confidence.</p> <p><b>Repetitive story retelling</b> – using key phrases and</p>	<p><b>Picture sequencing cards</b> – retelling a story in order to develop narrative thinking.</p> <p><b>‘What if...?’</b> questioning – using hypothetical questions to encourage reasoning (“What if it rained chocolate?”).</p> <p><b>Problem-solving discussions</b> – working out how to build, fix, or</p>	<p><b>Circle time</b> – sharing feelings or experiences in a safe group environment.</p> <p><b>Emotion role play</b> – expressing feelings verbally during imaginative scenarios.</p> <p><b>Buddy talk</b> – paired conversations to practise listening and responding kindly.</p>

		<p>loudest?” or “Echo games”) – support breath control and projection.</p> <p><b>Puppet play</b> – manipulating puppets while speaking encourages mouth control and expressive delivery.</p> <p><b>Drama corners with props</b> – promote posture, gesture, and voice modulation through physical engagement.</p>	<p>sequencing words (“first,” “then,” “after”).</p> <p><b>Listening walks</b> – talk about sounds they hear to develop descriptive language.</p> <p><b>Nursery rhyme investigations</b> – identifying rhyming words and patterns in oral language.</p>	<p>share things through talk.</p> <p><b>Describing games</b> – one child describes an object while another guesses what it is.</p> <p><b>Memory games with verbal cues</b> (“I went to the shop and bought...”) – strengthen recall and language structure.</p>	<p><b>Compliment circles</b> – using spoken words to build confidence and positive relationships.</p> <p><b>Conflict resolution discussions</b> – practising words to explain feelings and negotiate solutions.</p>
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Key Stage 1 (Year 1 and 2)	<b>Building confidence, listening, and basic expressive skills.</b>	<p>Speak audibly and clearly in familiar contexts.</p> <p>Begin to use appropriate volume and pace.</p> <p>Use simple gestures and facial expressions.</p>	<p>Use simple sentences and everyday vocabulary.</p> <p>Begin to use sentence stems for discussion (e.g., "I think... because...").</p> <p>Ask and answer questions to clarify understanding</p>	<p>Retell stories and events in sequence.</p> <p>Begin to explain ideas and reasons.</p> <p>Listen and respond to others' ideas.</p>	<p>Take turns in conversation.</p> <p>Show respect by listening attentively.</p> <p>Begin to express feelings and opinions confidently.</p>
	<b>Suggested experiences and opportunities</b>	<p><b>Role play</b> – encourage the use of space, movement, gesture, and expression tied to speech.</p> <p><b>Poetry performance</b> – practise articulation, pace, and projection when performing short poems.</p> <p><b>Voice control games</b> (e.g., "whisper to your partner", "shout across the playground") – develop modulation and breath support.</p>	<p><b>Story retelling and innovation</b> – using conjunctions ("after that", "suddenly", "finally") to structure ideas.</p> <p><b>Debate-style discussions</b> (simple topics like "Should pets go to school?") – encourage use of persuasive language.</p> <p><b>Descriptive talk in literacy or science</b> – describing an object, character, or natural phenomenon using precise adjectives.</p>	<p><b>Explaining choices</b> – in problem-solving maths or design tasks, children describe <i>how</i> and <i>why</i> they made decisions.</p> <p><b>Predict and infer</b> – during story reading or science investigations, children articulate predictions and explanations.</p> <p><b>Oral instructions games</b> ("Simon Says" variations, or giving map directions) – build sequencing and clarity</p>	<p><b>Circle time conversations</b> – practise listening respectfully, sharing ideas, and building confidence to speak.</p> <p><b>Group problem-solving tasks</b> – promote teamwork and negotiation through spoken communication.</p> <p><b>Hot-seating characters</b> – children take turns answering questions "in character", developing</p>

		<p><b>Oral storytelling with actions</b> – use gestures and facial expressions to animate stories.</p> <p><b>Puppet theatre or small-group drama corners</b> – practising character voices and expressive dialogue physically.</p>	<p><b>Reading aloud and echo reading</b> – enhance fluency, phrasing, and confidence.</p> <p><b>Word of the week activities</b> – exploring new vocabulary through discussion and oral games.</p>	<p><b>What would happen if...?’ discussions</b> – stimulate reasoning and imaginative talk.</p> <p><b>Collaborative storytelling</b> – taking turns to add parts to a shared narrative, building logical progression.</p>	<p>empathy and expressive speaking.</p> <p><b>Peer feedback sessions</b> – use spoken feedback language (“I like how you...”, “Next time you could...”).</p> <p><b>Role-play social scenarios</b> – e.g., resolving playground conflicts, welcoming new students, or showing kindness verbally.</p>
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Lower Key Stage 2 (Years 3 and 4)	<b>Expanding vocabulary, structuring ideas, and collaborative talk.</b>	<p>Use clear articulation and varied tone for effect.</p> <p>Maintain eye contact when speaking.</p> <p>Control pace and volume for different audiences.</p>	<p>Use a growing range of vocabulary, including subject-specific terms.</p> <p>Begin to use conjunctions for reasoning (e.g., “however”, “therefore”).</p> <p>Use sentence stems for agreement/disagreement.</p>	<p>Organise ideas logically when speaking.</p> <p>Summarise key points from discussion.</p> <p>Begin to justify opinions with evidence.</p>	<p>Work collaboratively in pairs/groups.</p> <p>Respectfully challenge ideas.</p> <p>Show confidence when speaking to a small audience.</p>
	<b>Suggested experiences and opportunities</b>	<p><b>Mini presentations with gesture prompts</b> – pupils present short explanations (e.g., “How a volcano works”) using purposeful gestures to emphasise key points.</p> <p><b>Drama warm-ups</b> – activities such as freeze-frames, mirroring, and slow-motion acting to</p>	<p><b>Vocabulary challenges</b> – pupils must use a set of tier 2/3 vocabulary in a short explanation or story.</p> <p><b>Structured partner talk using sentence stems</b> – e.g., “I agree with... because...”, “I would like to add...”.</p> <p><b>Oral explanations in subjects</b> – explaining scientific processes or maths reasoning aloud</p>	<p><b>Talk-based problem solving</b> – groups discuss solutions before writing anything down (e.g., planning a way to save water in school).</p> <p><b>Summarisation challenges</b> – after group talk, one speaker summarises the key points in 20 seconds.</p>	<p><b>Group discussion roles</b> – assign roles like ‘builder’, ‘challenger’, ‘clarifier’, ‘chairperson’ to guide collaborative talk.</p> <p><b>Empathy interviews</b> – children interview classmates “in role” as a historical or fictional character, listening respectfully</p>

		<p>develop control over facial expressions and body language.</p> <p><b>Reader’s Theatre</b> – practising pace, intonation, and volume while reading scripts aloud.</p> <p><b>Eye contact circles</b> – students practise speaking to different classmates around the circle, holding appropriate eye contact and projecting their voices.</p> <p><b>Voice modulation games</b> – e.g., “Say it like...” (say a line as if you’re excited, nervous, presenting to an audience, etc.).</p>	<p>using subject-specific vocabulary.</p> <p><b>‘Word detective’ discussions</b> – finding new words in texts and explaining meaning to a group.</p> <p><b>Persuasive pitch tasks</b> – children create and deliver short persuasive speeches (e.g., inventing a product)</p>	<p><b>Ranking or sorting debates</b> – pupils justify ranking items (e.g., most important Ancient Egyptian achievements).</p> <p><b>Mystery activities (‘What’s going on?’)</b> – groups use clues to construct explanations, practising reasoning aloud.</p> <p><b>Story building circles</b> – each child adds a logically connected sentence, focusing on cohesion and sequence.</p>	<p>and asking thoughtful questions.</p> <p><b>Collaborative project presentations</b> – groups prepare joint explanations, ensuring all members contribute.</p> <p><b>Kind challenge tasks</b> – practise disagreeing respectfully (“I see your point, but...”).</p> <p><b>Circle discussions</b> – low-stakes opportunities to share experiences, ideas, or feelings to build confidence speaking to a group.</p>
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Upper Key Stage 2  (Years 5 and 6)	<b>Sophisticated language, reasoning, and formal speaking.</b>	<p>Use tone, pace, and emphasis to engage an audience.</p> <p>Adapt delivery for formal/informal contexts.</p> <p>Use gestures purposefully.</p>	<p>Use precise and ambitious vocabulary.</p> <p>Employ complex sentence structures.</p> <p>Use rhetorical devices (e.g., persuasive phrases).</p>	<p>Present arguments with clear reasoning and evidence.</p> <p>Summarise and synthesise ideas from discussion.</p> <p>Evaluate different viewpoints critically.</p>	<p>Lead group discussions effectively.</p> <p>Respond thoughtfully to challenging questions.</p> <p>Speak confidently in front of larger audiences.</p>
	<b>Suggested experiences and opportunities</b>	<p><b>Formal presentations with vocal coaching</b> – pupils deliver structured talks (e.g., on a topic they have researched) focusing on tone, projection, pacing, and emphasis.</p> <p><b>Debate performance practice</b> – rehearsing opening statements using controlled gesture and confident stance.</p>	<p><b>Rhetorical speaking challenges</b> – pupils craft and deliver short persuasive speeches using rhetorical questions, emotive language, or repetition.</p> <p><b>Subject specific oral explanations</b> – using precise tier 2/3 vocabulary when explaining scientific processes, historical interpretations, or mathematical reasoning.</p>	<p><b>Structured debating</b> – involving opening statements, rebuttals, evidence-based arguments, and closing summaries.</p> <p><b>Socratic seminars</b> – deep discussions around a text or topic, requiring questioning, reasoning, and linking ideas.</p>	<p><b>Chairing group discussions</b> – rotating roles where one pupil facilitates, ensures balanced contributions, and summarises outcomes.</p> <p><b>Peer led enquiry</b> – pupils generate and lead questions for class discussions, practising active</p>

		<p><b>Podcast recording</b> – students practise mic-technique, steady pace, clarity, and articulation for an authentic purpose.</p> <p><b>Role play of contrasting audiences</b> – practising adapting body language and vocal delivery for assemblies, small groups, younger pupils, or adults.</p> <p><b>Shakespeare/poetry performance</b> – exploring how volume, pace, and expression change meaning.</p>	<p><b>Debate rebuttal stems practice</b> – using advanced sentence stems such as “Building on your point...”, “A counter-argument might be...”, “The evidence suggests...”.</p> <p><b>Storytelling with rich language</b> – oral narratives that must include figurative language and varied sentence openers.</p> <p><b>“Expert panel” discussions</b> – pupils act as experts giving concise, vocabulary-rich explanations to an audience.</p>	<p><b>Jigsaw learning</b> – pupils become experts on one part of a topic, then teach their group, requiring clear structuring and explanation.</p> <p><b>Inference and evidence talks</b> – interpreting primary sources, graphs, or images aloud, justifying interpretations with evidence.</p> <p><b>Problem solving think aloud tasks</b> – students verbalise their reasoning through complex problems (maths, science or real-world scenarios).</p>	<p>listening and respectful challenge.</p> <p><b>“Devil’s advocate” activities</b> – pupils practise disagreeing constructively while maintaining empathy and respect.</p> <p><b>Community oracy opportunities</b> – speaking at assemblies, presenting to governors, or interviewing adults in the community.</p> <p><b>Feedback circles</b> – pupils give constructive verbal feedback using agreed language (e.g., “One strength I noticed...”,</p>
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