

Oldfields Hall Middle School

Y5-Y8

Oracy Progression Map



Skill	Year 5	Year 6	Year 7	Year 8
 Physical	• For body language to become increasingly natural • To project their voice to a large audience	• To have a stage presence • To adjust tone, volume and pace for a given purpose and audience	• To speak audibly • To use body language to show active listening • To show engagement and active listening through facial expression • To adjust tone, volume and pace according to context, purpose and audience • To experiment with simple gestures to convey and enhance meaning	• To speak clearly in different contexts • To use body language to show active listening and support meaning when speaking • To adjust tone, volume and pace with increasing subtlety according to context, purpose and audience • To use a range of gestures to convey and enhance meaning with increasing confidence

Skill	Year 5	Year 6	Year 7	Year 8
 Linguistic	• To use an increasingly sophisticated range of sentence stems with accuracy • To select specific vocabulary appropriate to the topic at hand	• To vary sentence structures and length for effect when speaking • To be comfortable using idiom and expressions • To use sophisticated vocabulary appropriate to the context and purpose of talk	• To use sentence stems to signal when building on or challenging others' ideas • To adapt language and formality in different situations according to audience • To carefully consider the words and phrases used to express ideas and how this supports the purpose of talk • To deploy key subject-specific vocabulary • To consider how and when to use humour and use it effectively • To understand and use devices like sarcasm and mimicry	• To use a range of sentence stems, e.g. to signal when building on or challenging others' ideas • To use common language and rhetorical devices for deliberate effect • To vary sentence structures and length for effect when speaking • To deploy key subject-specific vocabulary in increasingly complex sentence constructions • To consider the differences between and impact of sarcasm and irony in order to use humour effectively

Skill	Year 5	Year 6	Year 7	Year 8
 Cognitive	- To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives - To identify when a discussion is going off topic and to be able to bring it back on track	- To construct a detailed argument or complex narrative - To assess different viewpoints and present counter-arguments - To spontaneously respond to increasingly complex questions, citing evidence where appropriate - To acknowledge and explain changes of position	- To reach shared agreement in discussions through reasoning and negotiation - To spontaneously respond to increasingly complex questions, citing evidence where appropriate - To ask probing and clarifying questions to develop knowledge and understanding - To build on, challenge and reason with ideas to develop knowledge and understanding - To make connections between what has been said and their own and others' experiences - To reflect on their own and others' oracy skills and identify how to improve	- To summarise ideas discussed - To structure presentational talk e.g. beginning, middle, end - To be able to draw upon knowledge of the world to support their own point of view - To adopt different viewpoints to your own - To identify when a discussion is going off topic and to be able to bring it back on track - To acknowledge changes of position - To use increasingly varied probing and clarifying questions to strengthen knowledge and understanding

Skill	Year 5	Year 6	Year 7	Year 8
 Social and Emotional	• Listening actively for extended periods of time • To speak with flair and passion	• To use humour effectively • To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions • To develop an awareness of group dynamics and invite those who haven't spoken to contribute	• To manage own interactions, showing an awareness of relevance and coherence • To recognise when someone is unsure and rephrase or explain ideas in more detail • To be aware of others who have not spoken and to invite them into discussion	• To confidently deliver pre-prepared material • To develop increased awareness of audience, e.g. level of understanding, and adapt the content of their speech accordingly • To manage own interactions, deliberately ensuring relevance and coherence • To show awareness of understanding and engagement and respond appropriately, changing topic, reframing ideas or taking questions • To demonstrate a secure awareness of group dynamics and invite those who haven't spoken to contribute • To use more natural and subtle prompts for turn taking

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