



Windsor Park CE Middle School


Y5-Y8


Oracy Progression Map



Skill	Year 5	Year 6	Year 7	Year 8
 <p>Physical</p>	<ul style="list-style-type: none"> • For body language to become increasingly natural • To project their voice to a large audience 	<ul style="list-style-type: none"> • To have a stage presence • To adjust tone, volume and pace for a given purpose and audience 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
 <p>Linguistic</p>	<ul style="list-style-type: none"> To use an increasingly sophisticated range of sentence stems with accuracy To select specific vocabulary appropriate to the topic at hand 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

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 <p data-bbox="107 354 224 383">Cognitive</p>	<ul data-bbox="362 201 622 730" style="list-style-type: none"> • 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 	<ul data-bbox="703 201 1003 916" style="list-style-type: none"> • 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 	<ul data-bbox="1081 201 1451 1171" style="list-style-type: none"> • 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 	<ul data-bbox="1534 201 1935 1248" style="list-style-type: none"> • 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

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 <p data-bbox="107 344 232 405">Social and Emotional</p>	<ul data-bbox="362 201 618 411" style="list-style-type: none"> • Listening actively for extended periods of time • To speak with flair and passion 	<ul data-bbox="703 201 1003 916" style="list-style-type: none"> • 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 	<ul data-bbox="1081 201 1458 660" style="list-style-type: none"> • 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 	<ul data-bbox="1534 201 1937 1244" style="list-style-type: none"> • 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