

Progression in Skills & Knowledge - Oracy			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Physical			
I can look at who is talking and listen carefully. I can speak so others can hear me. I can use my face and body to show what I mean.	I look at the person speaking and use eye contact. I keep my hands still and show listening with nods and expressions. I project my voice so others can hear.	I make eye contact with the group when I speak. I speak loudly and clearly so everyone can hear. I start to change my tone and pace to make my speaking interesting.	I use my voice confidently, changing tone and volume for effect. I use my body language, posture and gestures to help my message.
Linguistic			
I can use new words I have learned. I can talk in sentences. I can describe things and retell events.	I speak in full sentences using words like 'and' or 'because'. I use sentence stems my teacher gives me. I try out new words.	I use longer sentences with different joining words. I try ambitious words to be more precise. I create my own sentence stems. I use words like 'firstly' and 'however' to link ideas.	I use sophisticated words in my speech. I create and use sentence stems myself. I use a wide range of joining words to sequence my ideas.
Cognitive			
I can ask questions to find out more. I can talk about what I am doing and why. I can make predictions and explain my ideas.	I give reasons for my ideas. I build on or challenge what others say. I can change my mind when I hear new information	I explain my thinking with reasons and evidence. I ask questions to probe and clarify. I compare different ideas and summarise them.	I support my views with clear reasons. I build on, challenge or clarify others' ideas. I change my mind when I hear strong arguments.
Social & Emotional			
I can take turns in conversation. I listen carefully when someone else speaks. I join in back-and-forth talk.	I listen to other people's opinions. I respect their ideas even if I don't agree. I use names when talking about someone's idea.	I invite others into the discussion. I show understanding of people's feelings. I help my group stay on topic.	I listen and respond respectfully to others. I invite and include everyone in the talk. I use names when I refer to someone's point.
Role Play & Drama			
I can pretend to be different characters in my play.	I can take on a role in a small group or class performance.	I can speak clearly and confidently in performances.	I can perform in front of an audience using voice, movement and

I can use my voice and face to show feelings. I can act out stories I know. I can join in with role play with my friends. I can use props or costumes to help me pretend.	I can use expression in my voice when acting. I can use actions and movement to show a character. I can join in role play to explore ideas or stories. I can perform a simple script or poem with others.	I can use tone, volume and pace to show meaning. I can stay in character during role play or drama. I can improvise short scenes based on a theme. I can learn and deliver lines from a script	expression. I can take part in scripted or improvised drama. I can use drama to explore complex characters or issues. I can give and receive feedback to improve a performance. I can collaborate with others to create a performance piece.
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*****The PiXL Personal Learning Checklists for Reading and Writing include Spoken English (Oracy) and Oracy & Reading Sections. Please utilise these alongside.***

Progression in Skills & Knowledge – PiXL					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Oracy & Reading – <i>In Reading PLCs</i>					
1a. Participates in discussions about what is read to them, taking turns and listening to what others say 1b. Reads aloud, and accurately, books that are consistent with their developing phonic knowledge 1c. Rereads texts to build up fluency and confidence in word reading 1d. Uses an increasing range of punctuation (. CL ! ?) to add expression and	1a. Participates in purposeful discussions about what is read to them, taking turns and listening to what others say 1b. Asks questions about a text 1c. Reads aloud, and accurately, books closely matched to their improving phonic knowledge 1d. Rereads age-appropriate texts to build up fluency and confidence	1a. Participates in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say 1b. Asks questions to improve their understanding of the text 1c. Reads fluently, using expression, flow and pace 1d. Retells a wider range of stories, fairy stories and traditional tales through a chosen format	1a. Discusses a range of texts read to them and that they have read, explaining key information and giving their opinion about it 1b. Asks questions to improve their understanding of the text 1c. Reads a range of texts aloud, using expression, flow and pace to show understanding 1d. Retells a wider range of stories, fairy stories, myths and legends	1a. Discusses a range of texts read to them and that they have read, building on their own and others' ideas and challenging views 1b. Probes texts through their own questioning and evaluation 1c. Recommends books that they have read to their peers, giving reasons for their choices 1d. Prepares poems and plays to read aloud, considering expression,	1a. Discusses a range of texts read to them and that they have read, building on their own and others' ideas and challenging views 1b. Probes texts deeply through their own questioning and evaluation 1c. Constructs detailed responses about what they have read, recommending books to others and providing reasoned justifications for

understanding to the text 1e. Retells familiar stories, fairy stories and traditional tales through a chosen format 1f. Learns and recites some poems by heart	in word reading 1e. Uses a range of punctuation (.CL!?"'") to add expression and understanding to the text 1f. Retells a range of stories, fairy stories and traditional tales through a chosen format 1g. Builds up a repertoire of poems learnt by heart, reciting some, with appropriate intonation 1h. Discusses favourite words and phrases	1e. Prepares poems and playscripts to read aloud and to perform 1f. Discusses words and phrases that capture the reader's interest	through a chosen format 1e. Prepares poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 1f. Discusses words and phrases that capture the reader's interest	flow and pace 1e. Recites a range of poetry by heart 1f. Uses formal presentation and debate to explain their understanding of what they have read 1g. Discusses language that has had an impact on them as readers	their views 1d. Confidently presents a range of texts aloud, considering expression, flow and pace so that the meaning is clear 1e. Recites a wider range of poetry by heart 1f. Uses formal presentation and debate to explain their understanding of what they have read 1g. Discusses language that has had an impact on them as readers
Spoken English (Oracy) – In Writing PLCs					
1a. Begins to orally generate ideas from a stimulus 1b. Discusses their writing with peer or teacher 1c. Reads their own writing clearly and audibly to peers and teacher	1a. Speaks in full sentences 1b. Orally generates and builds on ideas from a stimulus 1c. Orally tells a story 1d. Reads their own writing to peers and teachers with increased expression	1a. Discusses their ideas for writing 1b. Discusses features of writing similar to that they are planning to write 1c. Discusses what they have written, responding to a range of feedback 1d. Reads own writing aloud with appropriate intonation	a. Reads aloud own writing with appropriate expression to a group or the whole class b. Explains choice of language and sentence structure, making reference to the impact on the audience c. Speaks audibly and fluently with an increasing command for Standard English	a. Confidently performs own writing to an audience, using intonation, volume and pace b. Engages in critical discussions about their own and other people's writing, referencing the impact on the audience c. Uses appropriate registers for effective communication	a. Confidently performs own writing to an audience, selecting appropriate intonation to affect the audience b. Engages in critical discussions about their own and other people's writing, referencing the impact on the audience c. Selects and uses appropriate registers for effective communication

At Summerseat, we also develop 'Learn to Learn' Skills as part of our 'Steps in Learning' curriculum. These are relevant to oracy.

Collaborate (Learn to Learn Skills)			
Characteristics of effective learning	Work in a group and take turns Prepared to listen to ideas of others without interrupting them Confident to share ideas with others Actively listen and share ideas Confident to both lead and be directed by others Consider views of all group members during discussion	Work harmoniously and constructively with others in joint activity Make sure that everybody takes a turn when speaking Give feedback to others in a group on their performance Work readily in different teams Listen to and follow instructions independently Take on a specific allocated role in a group Respect and tolerate values and beliefs of others in a joint activity Communicate capably as a team member	Take on a range of roles within a group Accept constructive criticism from others in group to enable improvement in performance Share a working environment with others and respect their varying needs Motivate others to contribute more effectively Understands differences in opinions and respond positively When suggesting ideas, able to break into smaller steps to suit the needs of the group Work with range of people, including those with different views of their own Eager to discuss conflicting issues fairly and reach agreement that enables the group to move on Make the most of others' strengths when organising work