
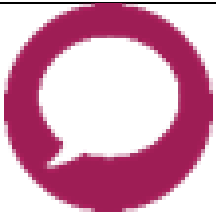






Phoenix Infant Academy

Oracy Progression Map

	Reception	Year One	Year Two
 Physical	<ul style="list-style-type: none"> • Speaking clearly at an appropriate volume so they can be understood. • Use eye contact throughout a conversation where possible. • Sit still whilst having a conversation where possible. • Begin to use gesture to support delivery e.g., pointing at parts of plant they are discussing. • Begin to use gestures to support delivery of meaning in play. 	<ul style="list-style-type: none"> • To project their voice to a large audience. • Continue to use gesture to support delivery. • Use body language to show active listening and support meaning when speaking e.g., nodding along, facial expressions. • Use appropriate volume and tone of voice in the correct context. 	<ul style="list-style-type: none"> • Speaking clearly at an appropriate volume and pace in a range of contexts. • Gestures to become increasingly natural to support speech. • Natural use of body language and facial expressions. • Use facial expressions to enhance meaning of speech. • Consider position and posture when addressing an audience. • To speak clearly and confidently in a range of contexts.
 Linguistic	<ul style="list-style-type: none"> • Using specific vocabulary e.g., lighter/heavier rather than bigger and smaller. • Start to answer what, where, when, how and why questions. • Using joining connectives for longer sentences. • To use talk in play to practice new vocabulary and experiment with how they structure spoken speech. • To start to adapt word choices when others ask for clarification of meaning. 	<ul style="list-style-type: none"> • To use vocabulary specific to the topic at hand in the correct context. • To take opportunities to learn and try new vocabulary, even if not always used correctly. • To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...' • To use conjunctions to organise and sequence ideas e.g., firstly, secondly, finally. 	<ul style="list-style-type: none"> • To adopt how they speak in different situations according to the audience and purpose. • To use sentence stems to signal when they are extending or challenging others' ideas. • To select vocabulary for a specific purpose e.g., to persuade. • To start to use rhetorical techniques in spoken language when appropriate e.g., humour, similes.

 <p>Cognitive</p>	<ul style="list-style-type: none"> • Answers that match what has been asked; relevant, appropriate • Retell stories and experiences. • To ask simple questions. • To use 'because' • To make relevant contributions to wider discussions • To describe events that have happened • To share their ideas in group setting 	<ul style="list-style-type: none"> • To offer justification for their opinions, for example "I think... because..." or "I know this from reading..." • To recognise when they haven't understood something and asking for help • To disagree with someone else's opinion politely, for example "I disagree because..." or "I think this isn't true because..." • To explain ideas in chronological order 	<ul style="list-style-type: none"> • To be able to build on others' ideas in discussion and expand/contrast. • To make connections between what has been said and their own and others' experiences. • Relate answers to their knowledge and own experiences
 <p>Social and Emotional</p>	<ul style="list-style-type: none"> • Waiting for a turn • Listening and responding appropriately • Building friendships • Using language to express needs and feelings (e.g. rather than snatching) • To look at someone when they are talking where possible • Use talk to extend and elaborate play 	<ul style="list-style-type: none"> • To initiate conversation with others and use talk as a vehicle to express ideas • To use an appropriate tone to express emotion and purpose of interaction • Listen to others and willing to change their mind based on what they have heard • To organise group discussions • To move from pairs to trios in discussions 	<ul style="list-style-type: none"> • To listen for extended periods of time. • To speak with increased confidence in front of a small audience. • Recite pre prepared material in front of an audience. • Begin to consider the impact of their words on others when giving feedback. • Invite others into a conversation • To understand that others may find talking in a group challenging or easy in different ways