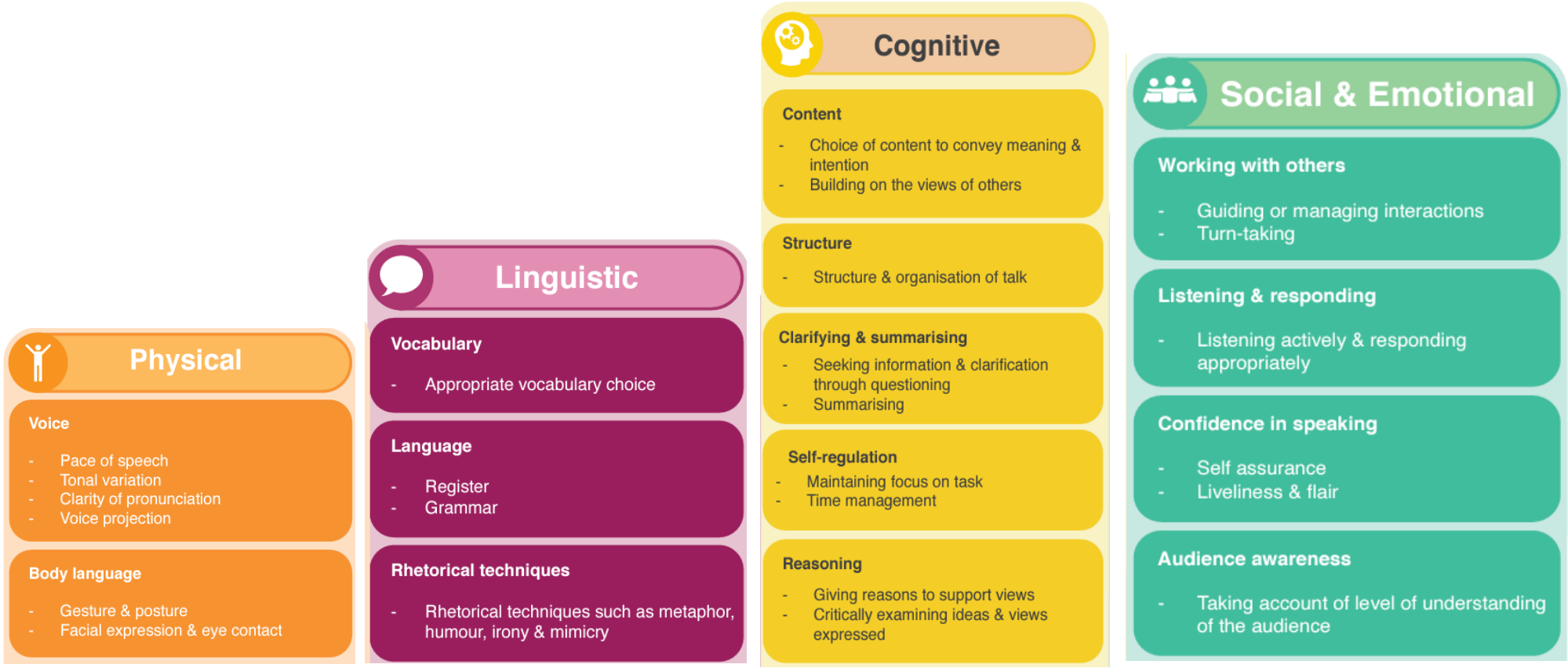
Common Road Infant and Nursery School Oracy Progression

At Common Road Infant School, we use the Oracy Framework to ensure that we continually develop our children's communication skills to enable successful discussion, inspiring speech and effective communication. Vocabulary development and using precise language to explain and describe are central to all areas of our curriculum.



Oracy Progression – From the Oracy Framework

Skill	Nursery	Reception	Year 1	Year 2
Physical	▫ Speak clearly so they can be heard. ▫ Look at someone who is speaking. ▫ Begin to use gestures and appropriate hand signals when talking e.g. pointing, bigger/smaller. ▫ Listen for increasing intervals of time (15 minutes adult directed carpet sessions).	▫ Speak clearly so they can be heard and understood. ▫ Look at someone who is speaking and when speaking to others. ▫ Turn to face your partner. ▫ Begin to use gestures to support delivery meaning e.g. using actions to retell a story. ▫ Listen attentively for increasing intervals of time in a range of situations (extended periods for a story, sustained periods for group learning.)	▫ Speak clearly and confidently in a range of contexts. ▫ Project the voice so the audience can hear clearly, selecting appropriate tone. ▫ Turn to face your partner. ▫ Maintain eye contact when talking and listening. ▫ Continue to use gestures and actions explain learning. ▫ Use body language to show active listening and understanding e.g. nodding, leaning in.	▫ Speak clearly and confidently in a range of contexts, with appropriate volume. ▫ Project the voice so the audience can hear clearly, selecting appropriate tone and pace. ▫ Turn to face your partner. ▫ Maintain eye contact when talking and listening with familiar and unfamiliar adults. ▫ Confidently use gestures and actions to support speech and present learning. ▫ Use body language and facial expressions to show active listening and when speaking e.g. nodding, leaning in.
Key phrases (adults)	Magnet eyes Team stop Use a big voice Use your words Listening ears	Magnet eyes Team stop Use a big voice Use your words Listening ears Say it in a sentence Turn to your partner Indoor voice	Magnet eyes Team stop Use a big voice Use your words Listening ears Say that in a sentence Indoor voice Think, prepare, discuss, share (talk routine) Expression Body language	Magnet eyes Team stop Use a big voice Use your words Listening ears Say that in a sentence Think, prepare, discuss, share (talk routine) Expression Indoor voice Body language Facial expressions Respond Focus Volume Pace

Linguistic	▫ Use new vocabulary in play. ▫ Communicate needs through talk and gestures e.g. putting their coat on, going to the toilet. ▫ Begin to speak in simple sentences e.g. The baby owl is small. Put on my coat please.	▫ Understand and use a range of newly taught subject specific vocabulary words in play. ▫ Use talk to communicate needs, ideas and opinions e.g. I am going to put my coat on to go outside. ▫ Begin to speak in sentences, joining phrases together with *and* or *because* e.g. The baby owl is small and brown.	▫ Use vocabulary appropriate to the subject. ▫ Speak in full sentences, using conjunctions to link ideas e.g. The baby owl is small and lives in a nest. ▫ Use conjunctions and time adverbs to organise ideas coherently e.g. First the owl wakes up and then sits on the branch. ▫ Begin to use sentence stems to continue and expand upon the discussion e.g. I agree because... ▫ Speak like an expert e.g. using tier 2/3 subject specific vocabulary.	▫ Select and adapt appropriate vocabulary for the specific context or situation. ▫ Speak in full sentences using conjunctions and time adverbs to organise sentences coherently e.g. First the baby owl wakes up and has breakfast but mother owl isn't there. ▫ Use sentence stems to continue and expand upon the discussion e.g. I agree/disagree because..., In my opinion..., Do you mean...? Linking to what you said... ▫ Speak like an expert e.g. using tier 2/3 subject specific vocabulary.
Cognitive	▫ Begin to answer *why* questions e.g. Why are you sad? Why is the baby owl sad? ▫ Engage in class discussions e.g. listening, responding to direct questions, offering relevant contributions. ▫ Begin to understand a simple question e.g. Where is the baby owl?	▫ Use *because* to justify their opinion e.g. I like the baby owl because he is fluffy. ▫ Make relevant contributions to class discussions ▫ Ask simple questions e.g. Do you like owls? ▫ Follow instructions with more than one step e.g. Put your coat on and zip it up please. ▫ Describe events that have happened to them e.g. I went to hospital. I fell over.	▫ Continue to use *because* to justify their opinion or an answer, offering reasons. ▫ Contribute to class discussions and respond to others' comments. ▫ Ask relevant questions. ▫ Follow instructions with several steps e.g. Put you coat on, zip it up and line up at the door please. ▫ Disagree politely with someone's opinion sometimes using the	▫ Use *because* to justify their opinion or an answer, offering reasons. ▫ Build upon others' contributions in class discussions. ▫ Ask relevant questions to continue a discussion. ▫ Follow instructions with several steps e.g. Put you coat on, zip it up and line up at the door please. ▫ Make connections with own and others' experiences. ▫ Disagree politely with someone's opinion using sentence stems e.g. I disagree because...

	▫ Follow a single step instruction e.g. Put your coat on please.		appropriate sentence stems e.g. I disagree because… ▫ Explain ideas and events in chronological order e.g. I fell over and went to hospital.	
Stem sentences (pupils)	….because….	….because… …and….	….because… …..and….. I agree / I disagree because…	….because… …..and….. I agree / I disagree because… In my opinion…
Questions to encourage further discussion (adults)	What can you see? What can you tell me? I wonder….	What can you tell me? What can you see? I wonder….. What do you notice? Why do you think that? Tell me more. Do you agree or disagree?	Why do you think that? Tell me more. What do you notice? Do agree / disagree? Why? Did you mean _____ Would you like to / can anyone add to that?	
Social and emotional	▫ Look at someone who is speaking. ▫ Wait for someone to finish talking before speaking. ▫ Use talk when playing alongside other children.	▫ Look at someone who is speaking and when speaking to others. ▫ Take turns to speak when talking in a group. ▫ Use talk when playing with other children.	▫ Maintain eye contact when talking and listening. ▫ Take turns when talking in a pair or group, listening and responding to what others have said. ▫ Start discussion without an adult present.	▫ Maintain eye contact when talking and listening. ▫ Take turns when talking in a pair or group, listening and responding to what others have said. ▫ Maintain a discussion without an adult present. ▫ Respect others' opinions. ▫ Use discussion toolkit to invite others to join the conversation. ▫ Be prepared to change your mind.

Partner Talk (routine)		For partner talk, chn do: Discuss (with partner) Share (with class) **ensure children know who is partner 1, and who is partner 2	For partner talk, chn do: Think Prepare Discuss (with partner) Share (with class) **ensure children know who is partner 1, and who is partner 2	For partner talk, chn do: Think Prepare Discuss (with partner) Share (with class) **ensure children know who is partner 1, and who is partner 2
Key phrases (for talk partners / conversation with peers)	Wait for your turn to speak Look at your friend Listen to your friend	Wait for your turn to speak Look at your partner Listen carefully	Wait for your turn to speak Look at your partner Listen carefully Listen respectfully	Wait for your turn to speak Look at your partner Listen carefully Listen respectfully Respond to your partner's idea