







Overchurch Junior School Oracy Progression

Oracy Framework Strand	Year 5	Year 6
Physical 	<ul style="list-style-type: none"> ● To project their voice to large audiences. ● Natural use of body language and facial expressions. ● To use pauses for effect in presentational and exploratory talk. 	<ul style="list-style-type: none"> ● To speak fluently in front of an audience. ● To have a stage presence. ● Consciously adapt tone, pace and volume of voice within a single situation.
Linguistic 	<ul style="list-style-type: none"> ● To use an increasingly sophisticated range of sentence stems with fluency and accuracy. ● To use humour and sarcasm. ● To judge when appropriate to use specialist vocabulary. 	<ul style="list-style-type: none"> ● To vary sentence structures and length for effect when speaking. ● To be comfortable using idiom and expressions, sarcasm and mimicry. ● To reflect on my own and others talk using specialist language and suggest next steps
Cognitive 	<ul 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. ● To begin to counter- argue and make counter proposals to problem- solve and move discussions forward. ● To reflect on their own and others' oracy skills and identify areas of strength and how to improve. 	<ul style="list-style-type: none"> ● To construct a detailed argument or complex narrative. ● To spontaneously respond to increasingly complex questions, citing evidence where appropriate. ● To structure their talk in sophisticated ways e.g. grouping ideas by themes. ● To reflect on their own and others' oracy skills and identify areas of strength and how to improve.
Social and Emotional 	<ul style="list-style-type: none"> ● Listening for extended periods of time. ● To speak with flair and passion. ● To confidently organise group discussion which encourages all members to take part. 	<ul 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 changing topic, or if people look confused stopping to take questions. ● To critically examine ideas and views of others considering the impact of their words.