





Montagu Oracy Skills Progression Map

The following skills enable children to become successful in discussion and become effective communicators.	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Physical Skills</p> 	<ul style="list-style-type: none"> -Speak clearly With appropriate volume -Look at who is talking and who you are talking to -Begin to use gestures to support delivery meaning e.g., pointing at parts of a plant they are discussing. 	<ul style="list-style-type: none"> -Speak clearly and confidently in a range of contexts -Use appropriate tone of voice in the right context e.g. To project their voice to a large audience. -Continue to use gesture to support delivery e.g., pointing at parts of a plant they are discussing 	<ul style="list-style-type: none"> -Speak clearly and confidently with Appropriate volume and pace in a range of contexts -Gestures start to become increasingly natural to support speech e.g., gesturing towards someone if referencing their idea -Use body language to show active listening and support meaning when speaking e.g., nodding along, facial expressions. 	<ul style="list-style-type: none"> -Deliberately selects gestures that support the delivery of ideas e.g., gesturing towards someone if referencing them ideas -Deliberately varies tone of voice in order to convey meaning e.g., speaking authoritatively during an expert talk -Consider position and posture when addressing an audience 	<ul style="list-style-type: none"> -Deliberately select movement and gesture when addressing an audience -To use pauses for effect in presentational talk e.g., when telling an anecdote or joke -Use the appropriate tone of voice in the right context e.g., speaking calmly when resolving an issue in the playground 	<ul style="list-style-type: none"> -Deliberately varies tone of voice to convey meaning e.g., speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story -Project their voice to a large audience -Gestures become increasingly natural -Consciously adapt tone, pace and volume of voice within a single context. 	<ul style="list-style-type: none"> -Speak fluently in front of an audience. -Have a stage presence -Consciously adapt, tone, pace and volume of voice
<p>Linguistic Skills</p> 	<ul style="list-style-type: none"> -Use talk in play to practice new vocabulary e.g. lighter, heavier -Begin to speak in sentences joining 	<ul style="list-style-type: none"> -Speak in sentences using joining phrases to link ideas - Using vocabulary appropriately 	<ul style="list-style-type: none"> -Speaking in sentences using joining phrases to create longer sentences -Adapt how to speak in different 	<ul style="list-style-type: none"> -Be able to use specialist language to describe their own and others' talk -Use specialist 	<ul style="list-style-type: none"> -Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk 	<ul style="list-style-type: none"> Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions 	<ul style="list-style-type: none"> -Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy -Vary sentence

	<p>phrases with words such as 'if, because, so, could, but'</p>	<p>specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller</p> <ul style="list-style-type: none"> -Take opportunities to Try out new language, even if it is not always correctly used -Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with. Because...' 'linking to...' -Use conjunctions to organise and sequence ideas e.g., firstly, secondly, finally 	<p>situations according to the audience e.g., asking questions of a museum curator or having a conversation with a visitor to the classroom</p> <ul style="list-style-type: none"> -Use sentence stems to signal when they are building or challenging others' ideas in group' 	<p>vocabulary e.g., speak like an archaeologist</p> <ul style="list-style-type: none"> -Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable' 	<p>e.g., to persuade or to entertain</p>	<ul style="list-style-type: none"> -Consider the words and phrases used to express their ideas and how this supports the purpose of talk 	<p>structures and length for effect when speaking</p> <ul style="list-style-type: none"> -Be comfortable using idioms and expressions
<p>Cognitive Skills</p> 	<ul style="list-style-type: none"> -Use 'because' to develop their ideas -Make relevant Contributions that match what has been asked -Ask simple questions -Describe events that have happened to them in detail 	<ul style="list-style-type: none"> -Offer reasons for their opinions -Recognise when they haven't understood something and ask a question -Disagree with someone else's opinion politely -Explain ideas and events in chronological order 	<ul style="list-style-type: none"> -Ask questions to find out more about a subject -Build on others' ideas in discussions -Make connections between what has been said and their own and others' experiences 	<ul style="list-style-type: none"> -Offer opinions that aren't their own e.g., taking on a role. -Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives -Reach shared agreement in discussions 	<ul style="list-style-type: none"> -Give supporting evidence e.g., citing a text -Ask probing questions -Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets 	<ul style="list-style-type: none"> -Draw upon knowledge of the world to support their own point of view and explore different perspectives -To be able to give supporting evidence e.g., citing a text -Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems. 	<ul style="list-style-type: none"> -Construct a detailed argument or complex narrative -Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate -Reflect on their own and others' oracy skills and identify how to improve.

<p>Social and Emotional Skills</p>  <p>Social</p>	<ul style="list-style-type: none"> -Look at someone who is speaking to them -Wait for a turn. Taking turns to speak, when working in a group 	<ul style="list-style-type: none"> -Listen and Respond appropriately to others -Be willing to change their mind based on what they have heard -Begin to organise group discussions independently of an adult 	<ul style="list-style-type: none"> -Start to develop an awareness of audience e.g., what might interest a certain group -Start to show awareness of others who have not spoken and invite them into the discussion e.g., saying their name, asking them a question, turning to them -Recite/deliver short preprepared material to an audience 	<ul style="list-style-type: none"> -Speak with confidence in front of an audience -Begin to recognise different roles within group talk e.g. chairperson -Adapt the content of their speech for a specific audience 	<ul style="list-style-type: none"> -Use more natural and subtle prompts for turn taking -Start to develop empathy with an audience -Consider the impact of their words on others when giving feedback 	<ul style="list-style-type: none"> -Listen for extended periods of time including notetaking, drawing -Adapt the content of their speech for a specific audience e.g., use of humour -Speak with flair and passion 	<ul style="list-style-type: none"> Use humour effectively -Begin 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
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