

St. Hugh's Catholic Primary School Oracy Progression Map

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Personal, Social and Emotional Development	Making Relationships	<p>Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy</p> <p>Asserts their own ideas and preferences and takes notice of other people's responses</p> <p>Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration</p>	<p>Builds relationships with special people but may show anxiety in the presence of strangers</p> <p>Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</p> <p>Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it</p> <p>Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</p>	<p>Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p>	<p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</p> <p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others thinking</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs</p>

ELG: Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs

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ELG: Managing Self

- Explain the reasons for rules, know right from wrong and try to behave accordingly

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Personal, Social and Emotional Development	Sense of Self	<p>Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes</p> <p>Begins to use <i>me</i>, <i>you</i> and <i>I</i> in their talk and to show awareness of their social identity of gender, ethnicity and ability</p> <p>Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying <i>no</i>, <i>me do it or mine</i></p>	<p>Knows their own name, their preferences and interests and is becoming aware of their unique abilities</p> <p>Is developing an understanding of and interest in differences of gender, ethnicity, and ability</p> <p>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</p> <p>Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</p>	<p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</p> <p>Is sensitive to others' messages of appreciation or criticism</p> <p>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</p>	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and community</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group</p> <p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</p>

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Personal, Social and Emotional Development	Understanding Emotions	<p>Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words</p> <p>Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking</p> <p>Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement</p> <p>Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries</p>	<p>Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling</p> <p>Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over- stimulated</p> <p>Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</p> <p>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</p> <p>Responds to the feelings of others, showing concern and offering comfort</p> <p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</p>	<p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</p> <p>May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</p> <p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</p>	<p>Understands their own and other people's feelings, offering empathy and comfort</p> <p>Talks about their own and others' feelings and behaviour and its consequences</p> <p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p> <p>Seeks support, "emotional refuelling" and practical help in new or challenging situations.</p> <p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</p>

ELG: Self-regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

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Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Communication and Language	Listening and Attention	<p>Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations.</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</p> <p>Pays attention to own choice of activity, may move quickly from activity to activity</p>	<p>Listens with interest to the noises adults make when they read stories</p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</p> <p>Show interest in play with sounds, songs and rhymes</p> <p>Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus.</p>	<p>Listens to others in one to one or small groups, when conversation interests them.</p> <p>Listens to familiar stories with increasing attention and recall</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention- can still listen or do, but can change their own focus of attention</p> <p>Is able to follow directions (if not intently focused)</p>	<p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</p> <p>May indicate two- channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</p>

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG – Self Regulation

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Communication and Language	Understanding	<p>Understands different situations – able to follow routines events and activities using nonverbal cues</p> <p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group</p>	<p>Identifies action words by following simple instructions, e.g. show me jumping</p> <p>Beginning to understand more complex sentences, .e.g. put your toys away and then sit on the carpet</p> <p>Understands who, what, where in simple questions (e.g. Who's</p>	<p>Understands use of objects (e.g. <i>Which one do we cut with?</i>)</p> <p>Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture</p>	<p>Understands a range of complex sentence structures including negatives, plurals and tense markers</p> <p>Beginning to understand humour, e.g. nonsense rhymes, jokes</p>

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		Understands simple sentences (e.g. Throw the ball)	that? Who can? What's that? Where is?) Developing understanding of simple concepts (e.g. fast/slow, good/bad)	Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i> Beginning to understand why and how questions	Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as <i>who; why; when; where</i> and <i>how</i>
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ELG: Listening, Attention and Understanding

- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Comprehension (Literacy)

- -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- -Anticipate – where appropriate – key events in stories;
- -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Communication and Language	Speaking	<p>Copies familiar expressions, e.g. <i>Oh dear, All gone</i></p> <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>)</p> <p>Beginning to put two words together (e.g. <i>Want ball, More juice</i>)</p> <p>Beginning to ask simple questions</p> <p>Beginning to talk about people and things that are not present</p> <p>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>Want it</i></p>	<p>Uses language to share feelings, experiences and thoughts</p> <p>Holds a conversation, jumping from topic to topic</p> <p>Learns new words very rapidly and is able to use them in communicating</p> <p>Uses a variety of questions (e.g. <i>what, where, who</i>)</p> <p>Uses longer sentences (e.g. <i>Mummy gonna work</i>)</p> <p>Beginning to use word endings (e.g. <i>going, cats</i>)</p>	<p>Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>)</p> <p>Able to use language in recalling past experiences</p> <p>Can retell a simple past event in correct order e.g. <i>went down slide, hurt finger</i></p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Links statements and sticks to a main theme or intention</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative into their play</p>

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				<p>Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>)</p> <p>Continues to make some errors in language (e.g. <i>runned</i>) and will absorb and use language they hear around them in their community and culture</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Talks more extensively about things that are of particular importance to them</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i></p>	
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ELG: Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Physical Development	Moving and Handling	<p>Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions</p> <p>Shows interest, dances and sings to music rhymes and songs, imitating movements of others</p> <p>Uses gesture and body language to convey needs and interests and to support emerging verbal language use</p>	Moves in response to music, or rhythms played on instruments such as drums or shakers	Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles

ELG: Gross Motor Skills

-Negotiate space and obstacles safely, with consideration for themselves and others;

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Physical Development	Health and Self Care	<p>Uses physical expression of feelings to release stress.</p> <p>Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing</p> <p>Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges</p>	<p>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults</p> <p>Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</p>	<p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</p> <p>Observes and can describe in words or actions the effects of physical activity on their bodies.</p> <p>Can name and identify different parts of the body</p> <p>Can mirror the playful actions or movements of another adult or child</p>	<p>Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures</p> <p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</p> <p>Can initiate and describe playful actions or movements for other children to mirror and follow</p> <p>Has established a consistent, daily pattern in relation to eating, toileting and sleeping</p>

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					<p>routines and can explain why this is important</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</p>
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Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Literacy	Reading	<p>Begins to join in with actions and sounds in familiar song and book sharing experiences</p>	<p>Repeats and uses actions, words or phrases from familiar stories</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a</i></p>	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Begins to develop phonological and phonemic awareness</p> <ul style="list-style-type: none"> - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i>

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Understanding the World	People and Communities			<p>Enjoys joining in with family customs and routines</p> <p>Remembers and talks about significant events in their own experience</p> <p>Recognises and describes special times or events for family or friends</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>Enjoys joining in with family customs and routines</p> <p>Talks about past and present events in their own life and in the lives of family members</p> <p>Knows that other children do not always enjoy the same things, and is sensitive to this</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Understanding the world The World			Can talk about some of the things they have observed such as plants, animals, natural and found objects	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Talks about why things happen and how things work</p> <p>Shows care and concern for living things and the environment</p>	<p>Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p>

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Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	<p>To speak clearly and confidently in a range of contexts</p> <p>To use appropriate tone of voice</p> <p>To use gesture to support delivery</p>	<p>To speak clearly and confidently with appropriate volume and pace in a range of contexts</p> <p>To use gesture in a more natural way to support speech</p> <p>To use body language to show active listening and support meaning when speaking</p>	<p>To select movement and gesture deliberately</p> <p>To vary tone of voice deliberately to convey meaning</p> <p>To consider position and posture when addressing an audience</p>	<p>To select movement and gesture deliberately when addressing an audience</p> <p>To use pauses for effect in presentational talk</p> <p>To use the appropriate tone of voice in the right context</p>	<p>To vary tone of voice deliberately to convey meaning</p> <p>To project voice to a large audience</p> <p>To gesture in an increasingly natural way</p> <p>To adapt tone, pace and volume of voice consciously</p>	<p>To speak fluently in front of an audience</p> <p>To have a stage presence</p> <p>To adapt tone, pace and volume of voice consciously in a range of situations</p>
Linguistic	<p>To speak in sentences using joining phrases to link ideas</p> <p>To use appropriate vocabulary for the topic under discussion</p> <p>To try out new language (not always correctly)</p> <p>To use sentence stems to link ideas in a group discussion</p> <p>To use conjunctions to organise and sequence ideas</p>	<p>To speak in sentences using joining phrases to create longer sentences</p> <p>To adapt how to speak in different situations according to the audience</p> <p>To use sentence stems to signal when they are building or challenging ideas in a group</p>	<p>To use specialist language to describe own and others' talk</p> <p>To use specialist vocabulary</p> <p>To make precise language choices</p>	<p>To consider carefully the words and phrases they use to express their ideas</p>	<p>To use an increasingly sophisticated range of sentence stems with fluency and accurately to cite evidence and ask probing questions</p> <p>To consider words and phrases used to express their ideas and consider how this supports the purpose of talk</p>	<p>To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</p> <p>To vary sentence structures and length for effect when speaking</p> <p>To be comfortable using idioms and expressions</p>
Cognitive	<p>To offer reasons for their opinions</p> <p>To recognise when they have not understood something and ask a question</p>	<p>To ask questions to find out more about a subject</p> <p>To build on others' ideas in discussions</p> <p>To make connections between what has been</p>	<p>To offer opinions that are not their own</p> <p>To begin to reflect on own oracy skills and identify areas of strength and areas to improve</p> <p>To reach shared agreement in discussions</p>	<p>To ask probing questions</p> <p>To reflect on own oracy skills and begin to set own targets for improvement</p>	<p>To draw upon knowledge of the world to support own point of view and explore different perspectives</p> <p>To give supporting evidence (e.g. citing a text/previous)</p>	<p>To construct a detailed argument or complex narrative</p> <p>To ask increasingly complex questions, citing evidence where appropriate</p>

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	<p>To disagree with someone's opinion politely</p> <p>To explain ideas and events in chronological order</p>	<p>said and their own and others' experiences</p>			<p>example/historical event)</p> <p>To identify when a discussion is going off topic and be able to bring it back on track with support</p>	<p>To reflect on their own and others' oracy skills and identify how to improve</p>
<p>Social and emotional</p>	<p>To listen and respond appropriately to others</p> <p>To be willing to change their mind based on what they have heard</p> <p>To begin to organise group discussions without an adult</p>	<p>To begin to develop an awareness of audience</p> <p>To begin to show an awareness of others who have not spoken and invite them into the discussion</p> <p>To recite/deliver short pre-prepared material to an audience</p>	<p>To speak with confidence in front of an audience</p> <p>To begin to recognise different roles within group talk</p>	<p>To use more natural and subtle prompts for turn taking</p> <p>To start to develop empathy with an audience</p> <p>To consider the impact of their words on others when giving feedback</p>	<p>To listen for extended periods of time</p> <p>To adapt the content of their speech for a specific audience</p> <p>To speak with flair and passion</p>	<p>To use humour effectively</p> <p>To begin to 'read' an audience and take appropriate action (e.g. when people look confused/ disengaged)</p>