


# Ryecroft C.E. Middle School


## Y5-Y8


### Oracy Progression Map




**RYECROFT**  
C.E. MIDDLE SCHOOL

Skill	Year 5	Year 6	Year 7	Year 8
 <p>Physical</p>	<ul style="list-style-type: none"> <li>For body language to become increasingly natural</li> <li>To project their voice to a large audience</li> </ul>	<ul style="list-style-type: none"> <li>To have a stage presence</li> <li>To adjust tone, volume and pace for a given purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>To speak audibly</li> <li>To use body language to show active listening</li> <li>To show engagement and active listening through facial expression</li> <li>To adjust tone, volume and pace according to context, purpose and audience</li> <li>To experiment with simple gestures to convey and enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>To speak clearly in different contexts</li> <li>To use body language to show active listening and support meaning when speaking</li> <li>To adjust tone, volume and pace with increasing subtlety according to context, purpose and audience</li> <li>To use a range of gestures to convey and enhance meaning with increasing confidence</li> </ul>

Skill	Year 5	Year 6	Year 7	Year 8
 <p data-bbox="141 395 259 424">Linguistic</p>	<ul data-bbox="365 181 629 571" style="list-style-type: none"> <li>• To use an increasingly sophisticated range of sentence stems with accuracy</li> <li>• To select specific vocabulary appropriate to the topic at hand</li> </ul>	<ul data-bbox="705 181 1001 679" style="list-style-type: none"> <li>• To vary sentence structures and length for effect when speaking</li> <li>• To be comfortable using idiom and expressions</li> <li>• To use sophisticated vocabulary appropriate to the context and purpose of talk</li> </ul>	<ul data-bbox="1084 181 1453 1082" style="list-style-type: none"> <li>• To use sentence stems to signal when building on or challenging others' ideas</li> <li>• To adapt language and formality in different situations according to audience</li> <li>• To carefully consider the words and phrases used to express ideas and how this supports the purpose of talk</li> <li>• To deploy key subject-specific vocabulary</li> <li>• To consider how and when to use humour and use it effectively</li> <li>• To understand and use devices like sarcasm and mimicry</li> </ul>	<ul data-bbox="1536 181 1939 970" style="list-style-type: none"> <li>• To use a range of sentence stems, e.g. to signal when building on or challenging others' ideas</li> <li>• To use common language and rhetorical devices for deliberate effect</li> <li>• To vary sentence structures and length for effect when speaking</li> <li>• To deploy key subject-specific vocabulary in increasingly complex sentence constructions</li> <li>• To consider the differences between and impact of sarcasm and irony in order to use humour effectively</li> </ul>

Skill	Year 5	Year 6	Year 7	Year 8
 <p data-bbox="141 379 255 405">Cognitive</p>	<ul data-bbox="365 204 618 730" style="list-style-type: none"> <li>• To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives</li> <li>• To identify when a discussion is going off topic and to be able to bring it back on track</li> </ul>	<ul data-bbox="705 204 1003 916" style="list-style-type: none"> <li>• To construct a detailed argument or complex narrative</li> <li>• To assess different viewpoints and present counter-arguments</li> <li>• To spontaneously respond to increasingly complex questions, citing evidence where appropriate</li> <li>• To acknowledge and explain changes of position</li> </ul>	<ul data-bbox="1084 204 1451 1171" style="list-style-type: none"> <li>• To reach shared agreement in discussions through reasoning and negotiation</li> <li>• To spontaneously respond to increasingly complex questions, citing evidence where appropriate</li> <li>• To ask probing and clarifying questions to develop knowledge and understanding</li> <li>• To build on, challenge and reason with ideas to develop knowledge and understanding</li> <li>• To make connections between what has been said and their own and others' experiences</li> <li>• To reflect on their own and others' oracy skills and identify how to improve</li> </ul>	<ul data-bbox="1529 204 1935 1251" style="list-style-type: none"> <li>• To summarise ideas discussed</li> <li>• To structure presentational talk e.g. beginning, middle, end</li> <li>• To be able to draw upon knowledge of the world to support their own point of view</li> <li>• To adopt different viewpoints to your own</li> <li>• To identify when a discussion is going off topic and to be able to bring it back on track</li> <li>• To acknowledge changes of position</li> <li>• To use increasingly varied probing and clarifying questions to strengthen knowledge and understanding</li> </ul>

Skill	Year 5	Year 6	Year 7	Year 8
 <p data-bbox="136 416 264 480">Social and Emotional</p>	<ul data-bbox="365 204 622 411" style="list-style-type: none"> <li>• Listening actively for extended periods of time</li> <li>• To speak with flair and passion</li> </ul>	<ul data-bbox="703 204 1003 914" style="list-style-type: none"> <li>• To use humour effectively</li> <li>• To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions</li> <li>• To develop an awareness of group dynamics and invite those who haven't spoken to contribute</li> </ul>	<ul data-bbox="1081 204 1458 659" style="list-style-type: none"> <li>• To manage own interactions, showing an awareness of relevance and coherence</li> <li>• To recognise when someone is unsure and rephrase or explain ideas in more detail</li> <li>• To be aware of others who have not spoken and to invite them into discussion</li> </ul>	<ul data-bbox="1534 204 1939 1241" style="list-style-type: none"> <li>• To confidently deliver pre-prepared material</li> <li>• To develop increased awareness of audience, e.g. level of understanding, and adapt the content of their speech accordingly</li> <li>• To manage own interactions, deliberately ensuring relevance and coherence</li> <li>• To show awareness of understanding and engagement and respond appropriately, changing topic, reframing ideas or taking questions</li> <li>• To demonstrate a secure awareness of group dynamics and invite those who haven't spoken to contribute</li> <li>• To use more natural and subtle prompts for turn taking</li> </ul>