

ORACY: Progression of Skills 2025-26

This Oracy Progression of Skills document has been developed using the Voice 21 Oracy Framework and provides a clear overview of how oracy skills are developed throughout primary school.

The document is organised around the four strands of the framework: Physical (how we use our voice and body language), Linguistic (the language and vocabulary we use), Cognitive (the thinking and reasoning behind our talk), and Social and Emotional (how we interact with and respond to others).

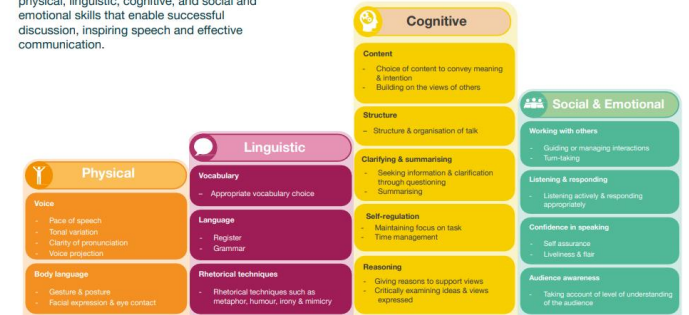
It supports teachers in planning purposeful opportunities for talk, assessing pupils' development, and ensuring continuity in learning across the school. Whilst the progression is organised into year groups to support curriculum planning, it is recognised that children develop oracy skills at different rates.



As a result, some pupils may be working on skills from an earlier or later year group, depending on their individual stage of development. By providing a shared understanding of oracy development, the document helps ensure that all pupils are supported to become confident, articulate and effective communicators.

The Oracy Framework




Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.




Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical 	To turn your body towards the speaker for an appropriate amount of time. To speak to be heard clearly by others	To use gesture to support meaning in play. To speak audibly so they can be heard and understood.	To use body language to show listening. To experiment with adjusting tone, volume and pace.	To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To speak clearly and confidently in a range of contexts.	To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences.	To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.	For body language to become increasingly natural. To project their voice to a large audience.	To have a stage presence. To adjust tone, volume and pace for a given purpose and audience.
Linguistic 	To use talk in play to practise new vocabulary.	To use talk in play to practise new vocabulary.	To use vocabulary specific to the topic at hand.	To adapt how they speak in different situations according to	To begin to use specialist vocabulary.	To carefully consider the words	To use an increasingly sophisticated range of sentence	To vary sentence structures and length for effect when speaking.

ORACY: Progression of Skills 2025-26

	To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...')	audience. To use sentence stems to signal when they are building on or challenging others' ideas. To use newly learnt vocabulary in an appropriate way.	To be able to use specialist language to describe their own and others' talk. To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').	and phrasing they use to express their ideas and how this supports the purpose of talk. To use specialist vocabulary when discussing a known topic.	stems with accuracy. To select specific vocabulary appropriate to the topic at hand.	To be comfortable using idiom and expressions. To use sophisticated vocabulary appropriate to the context and purpose of talk.
Cognitive	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To begin to understand how and why questions. To use 'and' to link their ideas. To describe events currently happening and what might happen next.	To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail.	To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences	To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.	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 construct a detailed argument or complex narrative. To assess different viewpoints and present counter-arguments. To spontaneously respond to increasingly complex questions,

ORACY: Progression of Skills 2025-26

								citing evidence where appropriate. To acknowledge and explain changes of position.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social and Emotional 	<p>To listen to others. To take turns to speak with the support of an adult.</p>	<p>To listen attentively in a pair or small group. To take turns to speak with a partner independently</p>	<p>Listen carefully to others. To participate in group discussions independently of an adult.</p>	<p>To encourage everyone to contribute. To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre-prepared material..</p>	<p>Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.</p>	<p>To use more natural and subtle prompts for turn taking. To develop an awareness of audience. To consider the impact of their words on others when giving feedback</p>	<p>Listening actively for extended periods of time. To speak with flair and passion.</p>	<p>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 if people look confused stopping to take questions. To develop an awareness of group dynamics and invite those who haven't spoken to contribute.</p>

ORACY: Progression of Skills 2025-26

At our school, oracy is not taught in isolation; it is embedded throughout the curriculum and wider school life. We provide a range of opportunities for pupils to develop the physical, linguistic, cognitive, and social and emotional strands of oracy through purposeful and authentic experiences

These are some of the key ways we build structured and meaningful opportunities for oracy across our school, ensuring that speaking and listening skills are developed consistently through both the curriculum and wider school experiences.		
<p>Role Play Opportunities Role play areas are a key feature of learning in Nursery and EYFS and continue through our OPAL provision at lunchtime for the whole school. Resources such as dressing-up clothes, model homes, mud kitchens and performance stages encourage children to develop vocabulary, communication, imagination, collaboration and confidence through play.</p>	<p>Class Assemblies Each class performs an assembly to the whole school and parents once a year. Every pupil is given a role, providing opportunities to develop clear diction, voice projection, confidence, expression and presentation skills in front of an audience.</p>	<p>School Performances Pupils participate in a range of performances throughout their time at school, including the Nursery and Reception Nativity, Christmas Singing Concerts and the Year 6 End of Year Production. These experiences help children develop fluency, expression, audience awareness and confidence when speaking and performing publicly</p>
<p>Oracy Competition Children are invited to take part in an annual oracy competition by delivering a one-minute presentation on a topic of their choice. Presentations are judged by members of the Senior Leadership Team, with prizes awarded. This encourages pupils to develop presentation skills, organisation of ideas, audience engagement and confidence.</p>	<p>Shakespeare Experience Each year, pupils in Years 2 and 5 visit the Royal Shakespeare Company and take part in workshops led by professionals. Some pupils become tour guides for members of the public, while others perform scenes to an audience. These experiences provide valuable opportunities to develop performance skills, articulation, confidence and collaborative discussions.</p>	<p>School Council Members of the School Council regularly give assemblies to their classes, lead discussions, organise democratic votes and represent the views of their peers. This helps pupils develop leadership, active listening, persuasive speaking and discussion skills.</p>
<p>Reading Buddies Every child is paired with a reading buddy for the academic year, with older pupils supporting younger children. These sessions provide regular opportunities for pupils to practise speaking clearly, listening attentively, asking and answering questions, explaining ideas and adapting communication for different audiences.</p>	<p>WOW Assemblies Where appropriate, pupils are encouraged to share work, discuss learning, celebrate achievements and talk about experiences from outside school. These assemblies help children develop confidence when speaking to larger audiences and encourage them to communicate clearly and effectively.</p>	<p>Debate Club Pupils have the opportunity to attend Debate Club during lunchtime. Through structured discussions and debates, children learn how to express opinions, justify viewpoints with evidence, listen respectfully to alternative perspectives and respond thoughtfully to others.</p>
<p>Oracy Within the Classroom Oracy is embedded within daily classroom practice. Pupils participate in drama activities, discussions, partner talk, debates and collaborative learning tasks across the curriculum. Oracy expectations are displayed in every classroom and encourage children to speak clearly, build on the ideas of others, justify their thinking, listen actively and contribute confidently to discussions. These opportunities ensure that speaking and listening skills are continually developed in meaningful contexts.</p>	<p>Speak Fest Pupils are given opportunities to take part in Speak Fest events, which celebrate the power of spoken language and communication. Through performances, presentations and speaking challenges, children develop confidence in speaking to an audience, improve their vocal delivery and expression, and learn how to engage listeners effectively. Speak Fest provides an authentic platform for pupils to showcase their oracy skills while developing resilience, self-confidence and pride in their achievements.</p>	<p>Learning Ambassadors Learning Ambassadors are selected to represent their classes during open mornings and other school events. They speak with parents, governors and visitors about their learning, explain classroom activities and answer questions about school life. This role helps pupils develop confidence when speaking to unfamiliar audiences, enhances their ability to explain and discuss learning clearly, and promotes pride in their achievements and the wider school community.</p>
<p>Pupil Leadership Team Members of the Year 6 Pupil Leadership Team act as ambassadors for the school throughout the year. They regularly welcome and guide visitors, speak to guests about school life, and represent the school at events and meetings. These responsibilities provide meaningful opportunities for pupils to develop confidence, professionalism, clear communication and the ability to adapt their language to different audiences.</p>	<p>Show and Tell Children are regularly given opportunities to take part in Show and Tell sessions, particularly in the Early Years and Key Stage 1. Pupils share significant objects, experiences, achievements or interests with their peers, helping them to develop confidence when speaking in front of others. These sessions encourage children to organise their thoughts, use appropriate vocabulary, speak audibly and clearly, and respond to questions from their audience. They also support active listening and respectful interaction as pupils engage with the contributions of others.</p>	<p>Questioning and Enquiry-Based Learning Across the curriculum, pupils are encouraged to ask questions, investigate ideas and engage in enquiry-based learning. Children are provided with regular opportunities to discuss their thinking, justify their opinions, explain their reasoning and explore different viewpoints. Through questioning, pupils develop the confidence to contribute to discussions, use subject-specific vocabulary accurately and engage in meaningful dialogue with both adults and their peers. This approach supports the development of critical thinking alongside effective communication skills.</p>