

## Marish Academy Oracy Progression 2025-26

Year1	Physical	Linguistic	Cognitive	Social & Emotional
Autumn	Experiments with adjusting tone, volume and pace.  Speaks clearly and confidently.	Uses sentence stems to link ideas (e.g., "I agree with... because..."); Uses conjunctions to organise and sequence ideas	Offers reasons for their opinion	Disagrees politely; Listens carefully to others; Participates in group discussions with adult support
Spring	Uses correct posture to show good listening (sitting still).	Uses appropriate vocabulary specific to topic; Experiments with new vocabulary	Explains ideas/events in chronological order; Offers reasons for opinions	Participates in group discussions with adult support
Summer	Consolidates skills taught in Autumn and Spring.	Ensures vocabulary is used accurately	Considers different viewpoints; Asks clarifying questions	Responds politely; Consolidates skills from Autumn and Spring
Year 2	Physical	Linguistic	Cognitive	Social & Emotional
Autumn	Speaks clearly and confidently in a range of contexts; Uses gestures to support delivery of ideas	Uses newly learned vocabulary appropriately; Joins phrases to create extended sentences	Builds on others' ideas and discussions; Makes connections between what is said and their own/others' experiences	Confidently delivers short pre-prepared material to class; Develops awareness of audience
Spring	Uses body language to show active listening (nodding, facial expressions)	Uses sentence stems to build or challenge ideas	Asks questions to find out more about a topic; Summarises in own words	Checks partner's understanding; Encourages partner to contribute
Summer	Consolidates skills taught in Autumn and Spring	Consolidates skills taught in Autumn and Spring	Consolidates skills taught in Autumn and Spring	Reads their work aloud to the class; Consolidates skills taught in Autumn and Spring

<b>Year 3</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; Emotional</b>
Autumn	Considers posture and position when addressing an audience; Experiments with adjusting volume	Begins to use specialist vocabulary; Makes precise language choices	Summarises a discussion; Offers opinions	Speaks with confidence in front of an audience
Spring	Experiments with adjusting tone and pace	Uses specialist language to describe their own and others' talk	Offers opinions differing from their own; Questions and responds appropriately within topic	Reaches shared agreements; Actively listens while others speak
Summer	Deliberately selects gestures to support idea delivery	Consolidates skills from Autumn and Spring	Adapts speech content for a specific audience	Responds appropriately to others; Consolidates skills from previous terms
<b>Year 4</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; Emotional</b>
Autumn	Considers tone, volume and pace when addressing others	Uses specialist vocabulary to discuss a known topic	Asks probing questions; Justifies responses using evidence	Waits for others to finish before speaking
Spring	Considers movement and posture when speaking	Uses effective language choices to express ideas	Develops awareness of audience and impact of language	Begins to ask probing questions effectively
Summer	Uses pause for effect when speaking	Carefully selects words and phrases for purpose	Considers effect of feedback on others	Consolidates and applies skills from Autumn and Spring

Year 5	Physical	Linguistic	Cognitive	Social & Emotional
Autumn	Projects voice to a large audience; Adapts tone and volume	Selects topic-appropriate vocabulary; Uses varied sentence stems with fluency	Identifies when discussion is off topic and brings it back; Gives evidence to support views	Listens actively for short periods; Takes notes or visuals to show listening
Spring	Consistently uses body language when speaking; Adapts tone, pace and volume	Uses increasingly sophisticated sentence stems	Explores perspectives using world knowledge; Considers language impact	Adapts speech content for audience including humour
Summer	Varies tone deliberately to convey meaning	Uses expressions for effect (e.g., sadness); Revisits and bridges learning gaps	Identifies off-topic discussion and corrects with support; Speaks with flair and passion	Consolidates and applies skills taught across terms
Year 6	Physical	Linguistic	Cognitive	Social & Emotional
Autumn	Adjusts tone, volume and pace for purpose; Speaks fluently in front of class/small groups	Uses varied sentence structures; Understands humour	Constructs detailed arguments; Responds with probing questions	Shows stage presence
Spring	Innovates sentence stems with fluency and accuracy	Acknowledges and explains changing positions	Varies sentence structure for effect; Uses humour appropriately	Develops awareness of group dynamics
Summer	Comfortably uses idioms and expressions	Spontaneously responds to complex questions citing evidence	Assesses viewpoints and presents counter-arguments	Able to read a room/group and take action accordingly