



**St Michael's**  
C.E. Primary School

# **Oracy Progression**

## **2026-27**



*"Courage to Flourish in the Love of God"*

|  | Progression in oracy across the curriculum                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                   |  |
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|                                                                                 | Physical                                                                                                                                                                                                                                                                 | Cognitive                                                                                                                                                                                                                                                                                   | Linguistic                                                                                                                                                                                                                                                                                                | Social & emotional                                                                                                                                                                                                                                                                         | Tower Hamlets sentence stems to be used to support progression in language.                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                    |
|                                                                                 | Autumn 1                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                                    | Spring 1                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                   | Summer 1                                                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                    |
| Nursery                                                                         | Look towards the person speaking during short adult-led moments.<br>Use single words and short phrases to communicate needs, choices and interests.<br>Join in with repeated words and phrases in familiar songs, rhymes and stories.                                    | Use words to express simple feelings, likes and dislikes.<br>Use short phrases to talk about familiar people, celebrations and experiences.<br>Take a turn in a short conversation with a familiar adult or peer.                                                                           | Listen to a short story, rhyme or instruction and respond through an action, word or short phrase.<br>Use simple sentences to name, request, comment or describe during play and routines.<br>Begin to ask simple questions and use new vocabulary when talking about people who help us.                 | Use talk with familiar adults and peers during play, taking turns in conversation.<br>Retell familiar story events using first, next and end with adult support.<br>Use story language and new vocabulary to describe homes, objects, food and experiences.                                | Ask and answer simple questions about immediate experiences and the natural world.<br>Use a wider vocabulary to describe animals, plants, growth and changes.<br>Begin to explain why or how something happens and what might happen next.                                                | Start and sustain a simple conversation with a familiar adult or peer over several turns.<br>Speak clearly enough to be understood by familiar adults and peers.<br>Use simple sentences to talk about what has happened and express a simple preference or point of view.<br>Use talk to organise thinking and play, and sequence familiar events using first, next and last.                    |                                                                                    |
| Reception                                                                       | Look at the speaker during short whole-class or group times.<br>Speak in short phrases and simple sentences about themselves, family, feelings and familiar experiences.<br>Use talk to ask for help, make choices and join in play, taking turns with adults and peers. | Answer simple who, what or where questions about familiar stories, celebrations and experiences.<br>Use new vocabulary from stories and learning when talking about celebrations and special times.<br>Talk about familiar stories and begin to anticipate key events and repeated phrases. | Listen to a short story, explanation or instruction and respond with a relevant action or answer.<br>Speak in sentences that can be understood by adults and peers, using taught vocabulary.<br>Describe, explain or retell simple events and ideas linked to helping others, relationships and teamwork. | Follow two-step instructions in familiar routines and ask or answer simple questions to clarify meaning.<br>Retell parts of familiar stories using repeated language and some of their own words.<br>Use talk with others to work out problems and organise thinking, play and activities. | Ask and answer how or why questions and begin to explain how things work, grow or change.<br>Use newly taught and increasingly precise vocabulary to describe, compare and explain.<br>Listen and respond to others in back-and-forth conversations about learning, experiences and play. | Speak clearly when sharing or performing a familiar story, poem or idea for a group.<br>Retell familiar stories and events in clear sentences, using some exact repetition and some of their own words.<br>Use talk to organise, sequence and clarify thoughts, ideas, feelings and events; use and to link ideas.<br>Take turns in sustained back-and-forth conversations with adults and peers. |                                                                                    |
| Year 1                                                                          | Speak clearly and confidently in a small group of known peers.<br>Sequence events using the language of time or number.<br>Begin to use sentence stems with some prompting.                                                                                              | Use non-verbal signals to indicate agreement or disagreement.<br>Include 'because' in their contribution to justify ideas.                                                                                                                                                                  | Speak clearly when presenting learning to the class. E.g. recording a presentation for the showcase.<br>Use sentence stems independently even if not always appropriately.                                                                                                                                | Retell a story to a small group.<br>Recognising when events are out of sequence and self-correcting.<br>Be able to independently take turns and ensure all members contribute.                                                                                                             | Speak clearly and confidently when explaining displayed learning to an adult in the showcase.<br>Recognise when the wrong stem has been used and choose a more appropriate one.                                                                                                           | Speak clearly and confidently using a script e.g. live presentation in showcase.<br>Request a book from the librarian.<br>Explaining the title or topic and maintaining eye contact.                                                                                                                                                                                                              |                                                                                    |
| Year 2                                                                          | Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree, or build.<br>Choose the most appropriate stem independently.                                                                                                       | Justify their agree/disagree choice with relevant explanations.<br>Use technical, subject-specific vocabulary when explaining opinions.                                                                                                                                                     | Begin to understand the importance of posture when speaking.<br>Use taught vocabulary independently, even if not always accurately.                                                                                                                                                                       | Moderate tone and volume to match the audience.<br>Retell an event calmly in logical order e.g. on the playground.                                                                                                                                                                         | Maintain suitable posture throughout a spoken contribution.<br>With support, identify a suitable question in response to a stimulus.<br>Be able to change their mind in response to another person's argument. E.g. the opinion continuum.                                                | Be aware of where to look or stand to ensure the audience can hear clearly.<br>Take on the instigator role in a trio discussion.<br>Include taught vocabulary appropriately and independently in discussions.                                                                                                                                                                                     |                                                                                    |
| Year 3                                                                          | Notice when someone has not contributed and invite them to speak.                                                                                                                                                                                                        | Take on the challenger role in a small discussion. (With Support)<br>Be able to confidently change their mind e.g. opinion continuum.                                                                                                                                                       | Use awareness of audience to support choice of formal/informal language.<br>Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct, or persuade.                                                                                                                                 | Take part in a consensus circle and reach a shared conclusion.<br>Deliver a short presentation (with notes) to an unfamiliar audience.                                                                                                                                                     | Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction.<br>Be able to explain why they have changed their mind e.g. opinion continuum.                                                                                                     | Begin to summarise the opinion of one contributor.<br>Know which strand they are practising and explain why that is important to effective talk.<br>Vary tone of voice for humorous or sad parts of a story telling.                                                                                                                                                                              |                                                                                    |
| Year 4                                                                          | Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.                                                                                                                                                              | Confidently summarise the contribution of one participant in a logical order                                                                                                                                                                                                                | Take on the summariser role in a trio discussion.<br>Show awareness of taught collocations and recognise when something 'just doesn't sound right.'                                                                                                                                                       | Pause at appropriate points to allow for an audience's reaction. E.g in the comic poetry competition.                                                                                                                                                                                      | Deliver a short teaching session to a small group of younger children.                                                                                                                                                                                                                    | Write own short contribution to be delivered during the showcase.                                                                                                                                                                                                                                                                                                                                 |                                                                                    |

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| Year 5 | Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons.                                          | Use effective exploratory and evaluative language to clarify thinking during a discussion.<br><br>Use humour appropriately and effectively to engage an audience. | Write a coherent discussion text in response to a whole-class stimulus.                                                                         | Use evaluative stems to support the discussion of successes and next steps.<br>Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day. | Independently discuss a question in a small group, maintaining focus on the question and roles.<br>Deliver that argument to a larger audience of their peers. (Yr grp)                                                                                                                           | Use humour appropriately and effectively to engage an audience.                                               |
| Year 6 | Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class. | Use wider world knowledge to support views when participating in debates.                                                                                         | Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded. | Choose appropriately formal language when participating in debates and formal discussions.<br>Structure a persuasive speech effectively using taught language techniques.                                        | To use posture, gestures, and tone of voice effectively to persuade the audience. E.g. the speeches competition.<br>To project voice to the back of the large hall and maintain volume and pitch through several short-spoken contributions.<br>Be able to reply to questions from the audience. | Speak confidently and naturally to an audience of known and unknown adults during the end of year production. |