



The Rivers

C.of E. Academy Trust



Cognitive

- Are they asking questions?
- Do they clarify & justify points?
- Do they develop, challenge and critique the ideas of others?



Physical

- Are they speaking clearly and at an appropriate volume?
- Do they use appropriate body language and gestures to support the communication of their ideas?



Social and Emotional

- Are they tracking the speaker?
- Are they making sure everyone gets a turn to speak?
- Are they actively listening?



Linguistic

- Are they using appropriate and ambitious vocabulary?
- Are they using specific or technical language when appropriate?

Rivers' Oracy Progression Framework

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cognitive	<p>To ask questions.</p> <p>To wonder about ideas.</p> <p>To use because to develop their ideas.</p> <p>To describe events that have happened in detail.</p>	<p>To consider the merit of different viewpoints.</p> <p>To offer reasons for opinions.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</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 said and their</p>	<p>To offer opinions that aren't their own.</p> <p>To reflect on discussions and identify how to improve.</p> <p>To be able to summarise a discussion.</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or historical event.</p> <p>To ask probing questions.</p> <p>To reflect on their own oracy skills and identify areas of</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>To identify when a discussion is going off topic and to be able to</p>	<p>To construct a detailed argument or complex narrative.</p> <p>To assess different viewpoints and present counterarguments.</p> <p>To spontaneously respond to increasingly complex</p>

			own and others' experiences.	To reach shared agreement in discussions.	strength and areas to improve.	bring it back on track.	questions, citing evidence where appropriate. To acknowledge and explain changes of position.
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Rivers' Oracy Progression Framework							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	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.

Rivers' Oracy Progression Framework

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social & Emotional	<p>To listen to others.</p> <p>To take turns to speak.</p>	<p>Listen carefully to others.</p> <p>To participate in group discussions independently of an adult.</p>	<p>To encourage everyone to contribute.</p> <p>To develop an awareness of audience e.g. what might interest a certain group.</p> <p>Confident delivery of short pre-prepared material.</p>	<p>Listen actively, questioning and responding to others.</p> <p>To adapt the content of their speech for a specific audience.</p> <p>To speak with confidence in front of an audience.</p>	<p>To use more natural and subtle prompts for turn taking.</p> <p>To develop an awareness of audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>	<p>Listening actively for extended periods of time.</p> <p>To speak with flair and passion.</p>	<p>To use humour effectively.</p> <p>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.</p> <p>To develop an awareness of group dynamics and invite those who haven't spoken to contribute.</p>

Rivers' Oracy Progression Framework

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Linguistic	<p>To use talk in play to practice new vocabulary.</p> <p>To join phrases with words such as 'if' 'because' 'so' 'could' 'but'</p>	<p>To use vocabulary specific to the topic at hand.</p> <p>To take opportunities to try out new language.</p> <p>To use conjunctions to organise and sequence ideas logically e.g. firstly, secondly, finally.</p> <p>To use sentence stems to link to other's ideas in group discussion (e.g. I agree with... because... linking to..')</p>	<p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p>	<p>To use specialist vocabulary.</p> <p>To be able to use specialist vocabulary to describe their own and others' talk.</p> <p>To make precise language choices (e.g. describing a cake as delectable instead of nice)</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p>	<p>To use an increasingly sophisticated range of sentence stems with accuracy.</p>	<p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions.</p>