

## English – Oracy Skills Progression

### Speaking and listening for writing

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Use new vocabulary throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to articulate their ideas and thoughts to an adult using varied vocabulary.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Talk to an adult about what they are going to write.</li> </ul>	<ul style="list-style-type: none"> <li>Talk, with increasing clarity, to an adult or peer about what they are going to write.</li> </ul>	<ul style="list-style-type: none"> <li>Talk to an adult or peer about what they are going to write, adding more detail and clarity.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>With some help, talk through the content of what they are going to write about and consider the order of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Talk through the content of what they are going to write about, beginning to think about the sequence of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Talk through the content of what they are going to write about, considering the sequence of sentences.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Orally rehearse sections of writing with prompts from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Orally rehearse sections of writing with a peer, beginning to use talk to consider the sequence of their sections.</li> </ul>	<ul style="list-style-type: none"> <li>Orally rehearse sections of writing, including the sequence of sections.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Orally plan the structure of the whole piece, beginning to talk about some supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Orally plan the structure of the whole piece, sometimes including the supporting details in parts of the writing (e.g. the introduction).</li> </ul>	<ul style="list-style-type: none"> <li>Orally plan the structure of the whole piece, including the supporting details in each section of writing.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Orally plan the supporting detail in each paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to orally plan the links between sentences in each paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Orally plan the structure of the whole piece, including supporting detail in each paragraph of writing. Plan links between sentences within each paragraph.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Think aloud, with the support of a peer or group, to generate ideas for writing, making appropriate, ordered notes.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the process for planning writing and continue to collaborate with others when generating ideas and making notes.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the processes needed to plan writing by thinking aloud to generate ideas.</li> </ul>

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### Drama and Role Play

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Join in with stories, rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>Think about and use different voices for narrator and characters</li> </ul>	<ul style="list-style-type: none"> <li>Take on different roles in imaginative play</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Take part in imaginative play with peers inspired by stories and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Use familiar story language during simple role play or imaginative play.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple role play (e.g. puppets) to explore writing ideas.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>With adult guidance/modelling, take on roles as characters in familiar stories or rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>With support from peers, take on roles as characters in familiar stories or rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Take on roles as characters to understand the structure of narratives.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Adapt a range of roles in order to develop creative and imaginative writing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to respond appropriately to others in role, using ideas and experiences gained to develop creative and imaginative writing.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt a range of roles in order to develop creative and imaginative writing, responding appropriately to others in role.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Begin to create a range of roles in order to explore ideas for creative writing.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain roles in order to develop ideas for creative and imaginative writing.</li> </ul>	<ul style="list-style-type: none"> <li>Create and sustain a range of roles in order to develop creative and imaginative writing.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Begin, with some prompts, to create their own improvised drama to develop writing ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to script their own drama to develop creative writing ideas further, including some character development.</li> </ul>	<ul style="list-style-type: none"> <li>Create own scripted or improvised drama (including character development) in order to develop creative and imaginative writing.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Respond to scripted or improvised drama to develop their own creative and imaginative writing.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of viewpoint through sharing and responding to scripted and improvised drama.</li> </ul>	<ul style="list-style-type: none"> <li>Refine, share and respond to scripted or improvised drama (improving understanding of viewpoint) in order to develop creative and imaginative writing.</li> </ul>

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### Performing Compositions

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Describe events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>Retell the story once they have developed a deep familiarity with the text—some as exact repetition and some in their own words.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Begin to read aloud their own writing with adult/teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing using an audible voice (some teacher/adult support may still be required).</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing clearly and audibly.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Read aloud own writing clearly and, with help, begin to recognise intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud own writing clearly and begin to use some intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing clearly, audibly and with appropriate intonation.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Read aloud their own writing to a group with appropriate intonation and volume.</li> </ul>	<ul style="list-style-type: none"> <li>Explore intonation and volume to add clarity so meaning is clear when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing, with appropriate intonation and volume, so that the meaning is clear.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Convey meaning through use of intonation and by controlling volume, beginning to modify the tone of their voice appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with their tone of voice, when appropriate, to enhance a performance.</li> </ul>	<ul style="list-style-type: none"> <li>Convey meaning through use of intonation and by controlling volume and tone.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Enhance a performance, using movement where necessary. Begin to make informed choices about how to perform their own compositions.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly convey meaning through use of intonation, volume, tone and movement.</li> </ul>	<ul style="list-style-type: none"> <li>Make choices about how to perform their own compositions effectively.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Make choices about performing own compositions, beginning to take the needs of the listener into account.</li> </ul>	<ul style="list-style-type: none"> <li>Devise a performance considering how to adapt the material for a specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>Make choices about performing own compositions, taking the needs of the listener into account. Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>