

Oracy Progression Document – Bosmere Junior School

Core Strands:

Physical – voice, pace, clarity, posture

Linguistic – vocabulary, sentence structures, grammar

Cognitive – structure, reasoning, content

Social and Emotional – listening, turn-taking, confidence, collaboration

		Physical	Linguistic	Cognitive	Social & Emotional
	Year 3 Establishing foundations	Speak audibly in small groups. Use simple volume control (quiet vs loud). Sit/stand with basic presentation posture. Use basic facial expression and simple gestures to show a character's feelings in performance.	Use everyday vocabulary clearly. Begin using simple sentence starters (oracy sentence stems.) Speak clearly when performing lines.	Give a short explanation or recount in order. Respond to a partner's idea ("I agree with...") with prompts. With support, order a short scene into a beginning, middle and end during role-play.	Take turns in pairs or small groups. Begin active listening (look at speaker, nod). Work cooperatively in a small group to rehearse a short performance or freeze-frame.
SEND scaffolds		Sentence stems on card, modelled repetition, visual cue cards for volume.	Word banks, pictorial prompts.	Modelled repetition, visual sequencing.	Clear rules, structured turn-taking games.
GDS extension		Experiment with tone (eg: how would you say this if you were excited?).	Introduce precise vocabulary linked to subjects.	Offer reasons with evidence from texts or learning.	Take on simple group roles (timekeeper, encourager).
	Year 4 Building confidence and structure	Maintain clear pace and volume for a small audience.	Use a wider range of sentence openers.	Organise ideas into beginning/middle/end without support.	Participate in group discussions, following agreed ground rules.

		<p>Begin using gesture purposefully.</p> <p>Use body language and movement to show different characters or moods in a scene.</p>	<p>Introduce subject-specific vocabulary in spoken explanations.</p> <p>Adapt voice (pace, tone, volume) when performing a script or poem to show meaning.</p>	<p>Ask simple clarifying questions.</p> <p>Plan and rehearse a short performance, making simple decisions about staging and character choices.</p>	<p>Show increasing confidence when speaking to class.</p> <p>Take turns and negotiate roles within a drama activity, showing respect for group ideas.</p>
SEND scaffolds		Rehearsal time, modelled gestures.	Vocabulary mats	Structured question stems.	Smaller groups, adult support
GDS extension		Experiment with emphasis for meaning.	Develop use of all year 4 sentence stems.	Support peers by summarising ideas and restating points.	Lead part of a group discussion or facilitate turn-taking.
	<p>Year 5</p> <p>Developing reasoning and independence</p>	<p>Use posture, eye contact, and controlled pace during whole-class speaking.</p> <p>Vary tone appropriately (to persuade, explain, entertain).</p> <p>Use controlled movement, gesture and facial expression to create a believable character or mood in performance.</p>	<p>Use ambitious vocabulary and link ideas with cohesive devices (“Furthermore...”, “As a result...”).</p> <p>Grow confidence in rephrasing ideas for clarity.</p> <p>Select expressive vocabulary and phrasing to enhance characterisation when delivering lines</p>	<p>Build structured arguments using evidence.</p> <p>Summarise others’ contributions accurately.</p> <p>Justify performance choices made while rehearsing.</p>	<p>Offer feedback on peers’ speaking using agreed prompts and respond to feedback by making simple improvements.</p> <p>Collaborate in groups with clear roles.</p> <p>Collaborate effectively, giving space for others and supporting group decisions.</p>
SEND scaffolds		Modelled examples; peer buddy.	Provide alternative sentence stems; simplified vocabulary lists.	Checklists for “Point–Reason–Evidence.”	Visual reminders of group roles.
GDS extension		Use controlled movement during a	Flexible use of formal/informal register depending on purpose.	Challenge ideas respectfully and propose alternatives.	Demonstrate empathy by responding sensitively to others’

		presentation (e.g., step forward for key points).			ideas and adapting tone to maintain positive group dynamics.
	Year 6 Consolidation, leadership and nuanced communication	Present to larger audiences with controlled pace, projection, expression. Use gesture, movement and pauses to support meaning. Use posture, movement, gesture and timing deliberately to enhance dramatic meaning and audience impact.	Use sophisticated vocabulary and complex sentence structures. Adapt language to audience and purpose (formal debate vs explanation). Adapt language and register for different dramatic styles (e.g., comedy, suspense, Shakespearean excerpts).	Construct well-sequenced arguments or presentations independently. Critically evaluate ideas and ask probing questions. Analyse and refine performance choices, justifying decisions and making improvements during rehearsal.	Confidently lead and sustain group discussions. Demonstrate empathy and emotional regulation when speaking and listening. Lead or co-direct aspects of a performance, offering constructive suggestions while maintaining group cohesion.
SEND scaffolds		Rehearsed scripts, supportive technology (e.g., voice recorders).	Pre-taught vocabulary; simplified alternatives; chunked practice	Guided structure scaffold (introduction–key points–final thought).	Assign clearly defined group roles with visual reminders (e.g., listener, summariser) and model each role before participation.
GDS extension		Refine delivery for impact (pauses, persuasive tone).	Use figurative language or rhetorical devices.	Demonstrate balanced viewpoints.	Support inclusive talk, ensuring all voices are heard.