English Oracy Progression Grid

	Physical	Linguistic	Cognitive	Social and Emotional
Nursery	Speak in short phrases with growing clarity. Use gesture and facial expression when storytelling.	Use simple vocabulary from stories and poems. Begin to use new words introduced in class talk.	Retell simple events in order. Ask simple questions ("Why?", "Who?").	Take turns in circle time. Listen and respond to others' ideas.
Reception	Speak clearly in full sentences. Use expression when retelling stories or poems.	Use new vocabulary from reading and phonics. Use simple connectives ("and", "because").	Retell stories with a beginning, middle, end. Explain choices ("I chose this word because…").	Take turns in partner talk. Share ideas confidently in whole- class discussions.
Year 1	Speak audibly and clearly in front of others. Use gesture to support meaning in storytelling.	Use sentence stems to express opinions. Use vocabulary from Essential Writing units (e.g., adjectives, verbs).	Retell stories orally using story language. Ask simple questions about texts.	Take turns in talk. Listen respectfully to others' ideas.
Year 2	Use expression and intonation when reading aloud. Present short pieces to the class.	Build on others' ideas ("I agree because…"). Use talk to reason ("I think… because…"). Use vocabulary from spelling patterns and morphology.	Explain choices of vocabulary or sentence structure. Summarise short texts orally.	Participate in small- group discussions. Challenge ideas respectfully.
Year 3	Project voice clearly in drama and presentations. Use gesture and posture to support meaning.	Use topic- specific vocabulary (grammar terms, literary language). Use structured stems ("Firstly…, then…, finally…").	Summarise others' ideas. Explain authorial choices ("The writer chose this because…"). Use oral rehearsal to structure writing.	Take on talk roles (chair, summariser). Present with increasing confidence.
Year 4	Use pace and intonation effectively when performing. Adapt posture and voice for audience and purpose.	Use rhetorical devices (repetition, rule of three). Use advanced vocabulary from Essential Writing and Spelling.	Challenge ideas respectfully using evidence. Explain themes, motives, and character choices. Structure arguments logically.	Lead group discussions. Support quieter peers to contribute.

Year 5	Deliver extended presentations with clarity and control. Use gesture and movement to enhance storytelling or argument.	Use formal and informal registers appropriately. Use evidence to support arguments. Use advanced vocabulary (figurative language, etymology- based words).	Evaluate authorial intent. Ask probing questions. Use oral rehearsal to refine writing structure and cohesion.	Facilitate group discussions. Reflect on their own talk and set targets.
Year 6	Present confidently to unfamiliar audiences. Use sophisticated control of tone, emphasis, and gesture.	Use advanced vocabulary and rhetorical techniques. Structure arguments coherently. Use precise grammatical terminology in discussion.	Debate complex issues with clarity and respect. Critically evaluate texts and viewpoints. Use oral rehearsal to craft high- quality writing.	Chair discussions effectively. Demonstrate leadership in group talk.

NURSERY

- "I see…"
- "I think…"
- "It is…"
- "My favourite part is…"
- "Why…?"

RECEPTION

- "I noticed that…"
- "This character feels…"
- "I think it will… because…"
- "First…, then…"
- "My question is…"

YEAR 1

- "I think the character is… because…"
- "This reminds me of…"
- "I chose this word because…"
- "The story starts with…"
- "I predict that…"

YEAR 2

- "I agree/disagree because…"
- "The author chose this word because…"

- “This sentence works because…”
- “Another idea is…”
- “I think they felt… because…”

YEAR 3

- “My evidence for this is…”
- “Firstly…, then…, finally…”
- “The writer shows this by…”
- “A better word choice would be…”
- “In summary…”

YEAR 4

- “The relationship I notice is…”
- “I want to challenge that idea because…”
- “This phrase suggests…”
- “Another perspective is…”
- “This could mean that…”

YEAR 5

- “The most convincing interpretation is…”
- “The evidence suggests…”
- “A more effective sentence would be…”
- “I would like to build on that idea…”
- “The author’s intention might be…”

YEAR 6

- “An alternative interpretation is…”
- “The strongest argument is…”
- “I conclude that…”
- “This raises the question…”
- “To improve this writing, we could…”