



Harbertonford Primary

Oracy Skills and Sentence Stem Progression Map



Oracy skills

	Physical	Linguistic	Cognitive	Social/Emotional
EYFS	<ul style="list-style-type: none"> • Speak clearly with appropriate volume • Look at who is talking and who you are talking to • Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant 	<ul style="list-style-type: none"> • Use talk in play to practice new vocabulary: e.g: lighter, heavier. • Begin to speak in sentences, joining phrases with words such as “if, because, so, could, but.” 	<ul style="list-style-type: none"> • Use ‘because’ to develop their ideas ☒ contributions that match what has been asked • Ask simple questions 	<ul style="list-style-type: none"> • Look at someone who is speaking to you. • Wait for a turn – take turns to speak, when working in a group.
KS1	<ul style="list-style-type: none"> • Look at who is talking to you and you are talking to. • Speak clearly and confidently in a range of contexts with appropriate volume and pace. • Use appropriate tone of voice for context (projecting voice for large audience) • Use body language to show active listening (nodding along, facial expressions) • Hand gestures when speaking become increasingly natural (such as 	<ul style="list-style-type: none"> • Speak in sentences using joining phrases to link ideas • Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller • Take opportunities to try out new language, even if it is not always correctly used • Use sentence stems to link to other’s ideas in group discussion e.g. ‘I agree with... because...’ ‘linking to...’ and to signal when 	<ul style="list-style-type: none"> • Use ‘because’ to develop their ideas • Make relevant contributions that match what has been asked • Ask simple questions • Describe events that have happened to them in detail • Offer reasons for their opinions • Recognise when they haven’t understood something and ask a question 	<ul style="list-style-type: none"> • Listen and respond appropriately to others. • Be willing to change their mind based on what they have heard • Begin to organise group discussions independently. • Start to develop an awareness of audience e.g. what might interest a certain group • Start to show awareness of others

	pointing as someone when referencing their idea.)	<p>they are building or challenging others' ideas in</p> <ul style="list-style-type: none"> • Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally • Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom 	<ul style="list-style-type: none"> • Disagree with someone else's opinion politely • Explain ideas and events in chronological order 	<p>who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them</p> <ul style="list-style-type: none"> • Recite/deliver short preprepared material to an audience
Lower KS2	<ul style="list-style-type: none"> • Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas • Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk or speaking calmly when resolving an issue in the playground • Consider position, posture and movement when addressing an audience • Use pauses for effect in presentational talk. 	<ul style="list-style-type: none"> • Be able to use specialist language to describe their own and others' talk • Use specialist vocabulary e.g. speak like an archaeologist • Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable' • Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain 	<ul style="list-style-type: none"> • Ask probing questions to find out more about a subject • Build on others' ideas in discussions • Make connections between what has been said and their own and others' experiences • Offer opinions that aren't their own e.g. taking on a specific role in group work • Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve • Reach shared agreement in discussions 	<ul style="list-style-type: none"> • Speak with confidence in front of an audience • Begin to recognise different roles within group talk e.g. chairperson • Adapt the content of their speech for a specific audience • Use more natural and subtle prompts for turn taking • Start to develop empathy with an audience • Consider the impact of their words on others when giving feedback

			<ul style="list-style-type: none"> • Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event 	
Upper KS2	<ul style="list-style-type: none"> • Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story • Project their voice to a large audience • Gestures become increasingly natural • Consciously adapt tone, pace and volume of voice. • Speak fluently in front of an audience. • Have a stage presence 	<ul style="list-style-type: none"> • Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions • Consider the words and phrases used to express their ideas and how this supports the purpose of talk • Vary sentence structures and length for effect when speaking 	<ul style="list-style-type: none"> • Draw upon knowledge of the world to support their own point of view and explore different perspectives • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event • Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...? • Construct a detailed argument or complex narrative • Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate 	<ul style="list-style-type: none"> • Listen for extended periods of time including notetaking, drawing visual • Adapt the content of their speech for a specific audience e.g. use of humour • Speak with flair and passion • Use humour effectively • Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions

			<ul style="list-style-type: none"> Reflect on their own and others' oracy skills and identify how to improve. 	
Sentence Stems				

EYFS Sentence Stems

Plan	Do	Review
I will go to.....	I will make...	I went to....
	I will create...	I played with....
To be a/an....	I will work with...	I was a/an.... We were.....
Because.....		I made this.....and....
Questions/opinions		
What did you....?	Where did you....?	You could change....
Why did you....?	I like the way....	Yes because . . .
How did you....?	I like this because....	

KS1 Sentence stems

Prediction	Opinion	Conclusion
I think	I think	Now I think
I predict	I like best because	I found that
I predict will happen because	My partner thinks happened because
I think they will be alike because	I agree because	First I thought but now I know
They are both	I disagree because	Having listened to everyone's ideas
	I prefer because	
Evaluation	Comparison	Argument
I found hard / easy because	It is the same because	Yes because
I feel that next time ...	It is different because	No because
Next time I could	They are alike because they are both	It is right
It was interesting because	They are similar because	It is wrong
I like the part where because		I agree/ disagree because
I found this piece of work hard/ easy because		However

KS2 Sentence stems

Prediction	Opinion	Conclusion
I predict that...because...however...	My partner thinks...whereas I think that...	In summary I think...
This is probable because...	I agree/disagree because...	To conclude...
I think the outcome will be...because...	I appreciate/understand ...'s opinion' however I feel...	Having listened to everyone's opinions...
Due to the fact that...I predict...	My opinion/view is...because...	After looking at the information, I conclude that...
Because...and...are similar/different, I predict that...	The facts lead me to the conclusion that...	...happened because...
After hearing all this evidence, I think that...	It is my opinion that...however others might believe that...	Based on the evidence I was presented with...
I think that there is a high/low probability that...	After consideration...	First I thought...but now I know...
Evaluation	Comparison	Argument
It was interesting because...	It is the same because...	An argument for is...because...
I like the part where...because...	It is different because...	An argument against is...because...
I found this work...because...	They are alike because they are both...	I accept your decision; however I think...because...
Next time /you would/could...	One similarity between...and...is that...	I understand your point of view; however...
Maybe you could try...	In some ways...and...are alike. For instance they are both...	Perhaps some people would argue that...
I enjoyed it because...	Another feature they have in common is that...	However, I would point out that...
Possible improvements may include...	They differ in some ways. For example...	It is clear that...
Or alternatively...	Another difference is that...whereas...	On the one hand...but...