

Whaley Thorns Primary School and Nursery

Oracy and Performing Arts Progression Grid

	EYFS children should...	Year One children should...	Year Two children should...	Year Three children should...	Year Four children should...	Year Five children should...	Year Six children should...
Non-verbal communication	-Begin to show active listening by exhibiting the following behaviours: *Eyes looking *Ears listening *Lips together *Hands still -Begin to use eye contact to signal who the talk is aimed at	-Show active listening by looking at the speaker -Use eye contact to signal who the talk is aimed at	-Show active listening by looking at the speaker and turning to face them -Use eye contact to signal who the talk is aimed at	- Show active listening by looking at the speaker and turning to face them, giving appropriate nonverbal gestures	- Show active listening by looking at the speaker and turning to face them, giving appropriate nonverbal gestures	-Show empathy and an awareness of audience by using a range of appropriate non-verbal gestures	-Show empathy and an awareness of audience by using a range of appropriate non-verbal gestures
Speaking and discussion	-Respond to what they hear with relevant questions, comments and actions -Speak clearly and vary volume to suit the situation -Hold conversation when engaged in back and forth	-Express feelings and ideas about matters of immediate interest -Speak clearly in a voice that is audible and intelligible to peers and adults	-Speak clearly in a voice that is audible and intelligible to peers and adults -Take turns in small group situations or with a partner -Ask a simple question to gain	-Suggest different ideas and opinions related to a specific problem -Sequence and communicate ideas in an organised way -Vary the amount of detail and choice of vocabulary to suit the audience	-Adapt talk to suit a specific audience e.g. younger children or adults -Give clear reasons for their views and opinions -Speak with good diction using standard English	-Sequence, develop and communicate ideas in an organised, effective and concise way -Clearly express a point of view	-Vary vocabulary and grammar to suit the needs of the audience -Speak with good diction using standard English -Shape talk deliberately for effect and clarity -Present and

	exchanges with an adult or peers	-Take turns in small group situations or with a partner	more information or clarification -Make specific vocabulary choices related to topic to engage a listener -Make helpful and purposeful contributions to a discussion			-Speak with good diction using standard English	sustain a strong argument in a formal debate -Make relevant contributions to discussions when evaluating and responding to the ideas of others
Listening	-Listen and engage with a story, rhyme or song	-Listen attentively to the speaker	-Listen to the contribution of others in order to build on it in a paired or group discussion	-Show good awareness of the role of listener including body language -Listen carefully and make relevant comments in response to what has been said	-Listen responsively in discussions to what has been said	-Listen to others responsively in discussions, even when views are different -Value and be prepared to listen to the contributions of different members of the group	-Listen to a debate with an open mind -Respect the opinions of others in discussion
Performance/ speaking to larger audiences	-Perform a simple rehearsed piece in front of the school and/or parents	-Speak clearly with volume and clarity in front of your class -Perform a rehearsed piece in front of the school	-Speak clearly with volume and clarity in front of your class -Speak with increasing confidence and improving diction -Perform a	-Speak with increasing confidence and improving diction -Show an awareness of audience when presenting in different situations -	- Present clearly and articulately to a range of audiences -Perform poems or plays from memory showing characterisation by adapting expression and tone	-Present to an audience using appropriate intonation, tone and volume -Perform poems and plays from memory, making careful choices	-Perform own compositions using appropriate intonation, expression and volume so meaning is clear -Evaluate and



			rehearsed piece in front of the school	Perform a poem from memory, adapting expression and tone as appropriate		about how they convey ideas - Consider the effectiveness of delivery	reflect on the effectiveness of delivery and be able to make improvements
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