



## Thursby Primary School

### Progression of Knowledge and Skills - History



Strand	EYFS (Reception)	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Physical (voice, body language, gesture)</b>	<ul style="list-style-type: none"> <li>• Speak audibly with increasing clarity in small groups</li> <li>• Begin to use facial expression, gesture, and movement</li> <li>• Experiment with rhythm, rhyme, and sound</li> <li>• Show awareness of turn-taking</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly in full sentences</li> <li>• Use expression, intonation, and appropriate volume</li> <li>• Develop awareness of non-verbal communication</li> <li>• Participate in choral speaking or performances</li> </ul>	<ul style="list-style-type: none"> <li>• Project voice for different audiences and purposes</li> <li>• Vary tone, pace, and expression</li> <li>• Use gesture, posture, and facial expression purposefully</li> <li>• Present to a larger group</li> </ul>	<ul style="list-style-type: none"> <li>• Control voice for clarity, projection, and effect</li> <li>• Use emphasis, intonation, and pausing to engage listeners</li> <li>• Sustain confident body language</li> <li>• Present confidently in formal settings</li> </ul>
<b>Linguistic (vocabulary, grammar, style)</b>	<ul style="list-style-type: none"> <li>• Use newly learned words in role play</li> <li>• Build simple sentences orally with support</li> <li>• Retell simple events and stories</li> <li>• Use story language and repeated refrains</li> </ul>	<ul style="list-style-type: none"> <li>• Extend and apply vocabulary across the curriculum</li> <li>• Use conjunctions to explain and reason</li> <li>• Retell stories with key events in sequence</li> <li>• Use language for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Use ambitious and topic-specific vocabulary</li> <li>• Adapt talk for different purposes (explain, persuade)</li> <li>• Organise ideas into coherent sentences</li> <li>• Experiment with descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>• Use wide and sophisticated vocabulary</li> <li>• Select register (formal/informal) appropriately</li> <li>• Craft language for effect in debate or presentation</li> <li>• Demonstrate grammatical accuracy</li> </ul>
<b>Cognitive (content, reasoning, structure)</b>	<ul style="list-style-type: none"> <li>• Talk about ideas with peers</li> <li>• Ask simple questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>• Give reasons for opinions and ideas</li> <li>• Ask and answer questions to build</li> </ul>	<ul style="list-style-type: none"> <li>• Build on and respond to others' ideas</li> <li>• Present information with clear structure</li> </ul>	<ul style="list-style-type: none"> <li>• Critically evaluate ideas in discussion</li> <li>• Summarise key points or arguments</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain own choices or preferences</li> <li>• Sequence ideas orally</li> </ul>	<ul style="list-style-type: none"> <li>understanding</li> <li>• Build short explanations in logical order</li> <li>• Understand importance of listening carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence or examples to support points</li> <li>• Show awareness of audience needs</li> </ul>	<ul style="list-style-type: none"> <li>• Lead structured discussions and debates</li> <li>• Plan, deliver, and reflect on oral presentations</li> </ul>
<b>Social &amp; Emotional (confidence, listening, collaboration)</b>	<ul style="list-style-type: none"> <li>• Listen attentively in pairs or groups</li> <li>• Take turns in speaking and listening</li> <li>• Express feelings with increasing vocabulary</li> <li>• Respond appropriately to others' talk</li> </ul>	<ul style="list-style-type: none"> <li>• Listen actively and respond</li> <li>• Respect and acknowledge ideas of others</li> <li>• Work collaboratively in group discussions</li> <li>• Use sentence stems to build respectful dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Show empathy in discussion</li> <li>• Manage disagreement respectfully</li> <li>• Take roles in group talk (chair, summariser)</li> <li>• Contribute confidently to class talk</li> </ul>	<ul style="list-style-type: none"> <li>• Lead and facilitate group dialogue</li> <li>• Support inclusion of all voices</li> <li>• Challenge ideas respectfully</li> <li>• Speak with confidence in formal contexts</li> </ul>

### Key Principles

- Research-based: Draws on EEF findings that oral language interventions have high impact, particularly for disadvantaged pupils.
- Curriculum-aligned: Matches EYFS ELG (Communication & Language), NC English (Spoken Language), and the Oracy Commission 2024 recommendations.
- Equity-driven: Explicit teaching of oracy supports inclusion, confidence, and attainment for all pupils, especially SEND and disadvantaged groups.
- Voice 21 influence: Strands mirror Talk21 framework (Physical, Linguistic, Cognitive, Social & Emotional).

### Practical Classroom Examples

The following examples illustrate how each strand might be embedded across the curriculum. They support staff in recognising opportunities to develop oracy within everyday practice.

Strand	EYFS (Reception)	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Circle time songs and rhymes</li> <li>• Role play corner (shop, doctor)</li> <li>• Reciting nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Performing poems with actions</li> <li>• Sharing news in front of the class</li> <li>• Small group storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud to the class</li> <li>• Short presentations on a topic</li> <li>• Drama and freeze frames</li> </ul>	<ul style="list-style-type: none"> <li>• Formal presentations in assemblies</li> <li>• Debating a topical issue</li> <li>• Performing Shakespeare/poetry</li> </ul>
<b>Linguistic</b>	<ul style="list-style-type: none"> <li>• Story retelling with props</li> <li>• Using key story phrases ('Once upon a time')</li> <li>• Vocabulary games</li> </ul>	<ul style="list-style-type: none"> <li>• Retelling a story in sequence</li> <li>• Oral recounts of trips or events</li> <li>• Describing a character</li> </ul>	<ul style="list-style-type: none"> <li>• Using ambitious vocabulary in storytelling</li> <li>• Explaining science processes aloud</li> <li>• Hot seating characters</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive speeches</li> <li>• Role play of historical figures</li> <li>• Presenting findings from research</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Explaining a choice of toy/game</li> <li>• Asking 'why' questions</li> <li>• Sequencing a simple story</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining maths reasoning aloud</li> <li>• Asking questions in topic lessons</li> <li>• Giving reasons for opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Class debates on simple moral dilemmas</li> <li>• Explaining cause and effect in science</li> <li>• Presenting project findings</li> </ul>	<ul style="list-style-type: none"> <li>• Leading formal debates with evidence</li> <li>• Summarising class discussion points</li> <li>• Presenting extended research</li> </ul>
<b>Social &amp; Emotional</b>	<ul style="list-style-type: none"> <li>• Turn-taking games</li> <li>• Sharing feelings in circle time</li> <li>• Listening to a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Pair talk before sharing with class</li> <li>• Collaborative group tasks</li> <li>• Using respectful sentence stems</li> </ul>	<ul style="list-style-type: none"> <li>• Group roles in project work</li> <li>• Empathy role play in PSHE</li> <li>• Giving peer feedback respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Chairing group discussions</li> <li>• Leading assemblies with peers</li> <li>• Supporting quieter voices in debates</li> </ul>