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| oracy  Year 1 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Physical  Children should be taught to: | Speak clearly with appropriate  Volume with the person directly next to them.  Look at who is talking and  who you are talking to  Begin to use gestures to  support delivery meaning when talking about self. | Speak clearly with appropriate  Volume with the person directly next to them.  Speak with a louder volume when in an open space and the voice needs projecting. Knowing the difference between indoor and outdoor voice volume.  Look at who is talking and  who you are talking to and give 100% of their focus to them.  Begin to use gestures to  support delivery meaning when talking about others (using the pronouns he, she or their names) | Speak clearly with appropriate  Volume with the person opposite them.  Look at who is talking and  turn your body to face them.  Begin to use gestures to  support delivery meaning when asking a question.  Being calm and still and giving 100% focus . | Speak clearly with appropriate  Volume with the person opposite them.  Look at who is talking and  turn your body to face them.  Begin to use gestures and appropriate inflection and intonation in tone of voice to support delivery meaning when asking a question. | Speak clearly and confidently to peers in a group situation.  Look at who is talking and  turn your body to face them. Indicating active listening by smiling or nodding at them. | Speak clearly and confidently  in a range of contexts  Use appropriate tone of voice in the right context e.g. To  project their voice to a large  audience.  Continue to use gesture to  support delivery e.g. pointing at  parts of a plant they are  discussing. |
| Linguistic  Children should be taught to: | Use talk in play to practice new  vocabulary e.g. lighter, heavier  speak in sentences joining phrases with words such as ‘and, but, because’  **Use appropriate vocabulary linked to their topics.** | Use talk in play to practice new  vocabulary e.g. lighter, heavier  speak in sentences joining phrases with words such as ‘and, but, because’  **Use appropriate vocabulary linked to their topics.** | **Use conjunctions to organise and sequence events such as firstly, secondly, finally.**  **Use appropriate vocabulary linked to their topics.** | **Use conjunctions to organise and sequence events such as firstly, secondly, finally.**  **Use appropriate vocabulary linked to their topics.**  Begin to use sentence stems to link other’s ideas to their own eg : I agree with …. because. | **Use conjunctions to organise and sequence events such as firstly, secondly, finally.**  **Use appropriate vocabulary linked to their topics.**  Begin to use sentence stems to link other’s ideas to their own eg : I agree with …. Because | Speak in sentences using appropriate joining phrases  to link ideas  Use vocabulary appropriately specific to the topic in hand and retrieve vocabulary from previously taught topics.  To confidently use stem sentences to support other’s and own ideas that link. I agree with …. Because ….  Use appropriate presentational skills that are developmentally appropriate for the age. Delivering a presentation to a wider audience. school. |
| Cognitive  Children should be taught to: | Ask simple Questions  Describe a simple chain of events in the correct order.  Disagree with someone with politeness. EG: I am sorry but I do not agree. | Ask simple Questions  Describe a simple chain of events in the correct order with additional details.  Disagree with someone with politeness. EG: I am sorry but I do not agree. | Ask simple Questions to clarify if they have not understood.  Describe a simple chain of events in the correct order with additional details.  Disagree with someone with politeness. EG: I am sorry but I do not agree because… | Ask simple Questions to clarify if they have not understood.  Describe a simple chain of events in the correct order with additional details.  Disagree with someone with politeness. EG: I am sorry but I do not agree because… | Ask simple Questions to clarify if they have not understood.  Offer opinions using sentence stems eg: I think…I wonder… I am sure | Ask simple Questions to clarify if they have not understood.  Offer opinions using sentence stems eg: I think…I wonder… I am sure |
| Social and emotional  Children should be taught to: | Look at someone who is  speaking to them  Wait for a turn using an object to denote who is speaking.  Taking turns to speak, when  working with a partner with an adult. | Look at someone who is  speaking to them  Wait for a turn using an object to denote who is speaking.  Taking turns to speak, when  working with a partner independent of an adult. | Look at someone who is  speaking to them  Wait for a turn using non verbal cues.  Taking turns to speak, when  working in a group with an adult. Putting a ‘thumb in’ if they wish to talk. | Look at someone who is  speaking to them  Wait for a turn using non verbal cues.  Taking turns to speak, when  working in a group independent of an adult. Putting a ‘thumb in’ if they wish to talk. | Look at someone who is  speaking to them  Wait for a turn using non verbal cues.  Taking turns to speak, when  working in a group independent of an adult. Putting a ‘thumb in’ if they wish to talk. Be willing to change their mind based on what they have heard. | Look at someone who is  speaking to them  Wait for a turn using non verbal cues.  Taking turns to speak, when  working in a group independent of an adult. Putting a ‘thumb in’ if they wish to talk. Be willing to change their mind based on what they have heard. |

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| Oracy  Year 2 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Physical  Children should be taught to: | Speak clearly with appropriate  Volume with the person directly next to them.  Speak with a louder volume when in an open space and the voice needs projecting. Knowing the difference between indoor and outdoor voice volume.  Look at who is talking and  who you are talking to  Begin to use gestures to  support delivery meaning when talking about others (using the pronouns he, she or their names) or self (I) | Speak clearly with appropriate  Volume with the person opposite them.  Look at the person talking and use their name when asking them a question or referencing what they said. | Speak clearly and calmly when discussing emotive situations or attempting to discuss personal grievances with other children.  Use gestures and appropriate inflection and intonation in tone of voice to support delivery meaning when asking a question.  Use fingers to support gesticulating a point being made or support oral composition eg: listing items in a list. | Speak clearly and calmly when discussing emotive situations or attempting to discuss personal grievances with other children.  Speak clearly and confidently to peers in a group situation.  Use gestures and appropriate inflection and intonation in tone of voice to support delivery meaning when exclaiming.  Use fingers to support gesticulating a point being made or support oral composition eg: linking points being raised fingers linked to 1st, 2nd, and last point raised. | Speak clearly and calmly when discussing emotive situations or attempting to discuss personal grievances with other children.  Speak clearly and confidently to peers in a group situation.  Use gestures and appropriate inflection and intonation in tone of voice to support delivery meaning when exclaiming.  Use fingers to support gesticulating a point being made or support oral composition eg: linking points being raised fingers linked to 1st, 2nd, and last point raised. | Speak clearly and confidently  with appropriate volume and  pace in a range of  contexts.  Use gestures that are increasingly natural to  support speech e.g. gesturing  towards someone if referencing their ideas or their own.  Use appropriate body language when listening to peers and adults. Giving them eye contact, facing the speaker or listener, considering personal space. |
| Linguistic  Children should be taught to: | speak in sentences joining phrases with words such as ‘and, but, because’ if, so, whilst  Use vocabulary appropriately specific to the topic in hand and retrieve vocabulary from previously taught topics.  To confidently use stem sentences to support other’s and own ideas that link. I agree / disagree with …. Because …. | speak in sentences joining phrases with words such as ‘and, but, because’ if, so, whilst  Use vocabulary appropriately specific to the topic in hand and retrieve vocabulary from previously taught topics.  To confidently use stem sentences to support other’s and own ideas that link. I agree / disagree with …. Because …. | speak in sentences joining phrases with words such as ‘and, but, because’ if, so, whilst  Start adapting how to speak to someone within various contexts. EG: Tea with the King, going to friend’s house, having dinner with the head teacher.  To confidently use stem sentences to support other’s and own ideas that link. I agree / disagree with …. Because …. And I want to add…. Within a small group scenario. | speak in sentences joining phrases with words such as ‘and, but, because’ if, so, whilst  Start adapting how to speak to someone within various contexts. EG: Tea with the King, going to friend’s house, having dinner with the head teacher.  To confidently use stem sentences to support other’s and own ideas that link. I agree / disagree with …. Because …. And I want to add…. Within a small group scenario. I couldn’t disagree with you more, I couldn’t agree with you more | speak in sentences joining phrases with words such as ‘and, but, because’ if, so, whilst  To confidently use stem sentences to support other’s and own ideas that link. I agree / disagree with …. Because …. And I want to add…. Within a whole class scenario. I couldn’t disagree with you more, I couldn’t agree with you more within | speak in sentences joining phrases with words such as ‘and, but, because’ if, so, whilst  To confidently use stem sentences to support other’s and own ideas that link. I agree / disagree with …. Because …. And I want to add…. Within a whole class scenario. I couldn’t disagree with you more, I couldn’t agree with you more within  Use appropriate presentational skills that are developmentally appropriate for the age. Delivering a presentation to a wider audience. school. |
| Cognitive  Children should be taught to : | Ask simple Questions to clarify if they have not understood.  Offer opinions using sentence stems eg: I think…I wonder… I am sure  Describe a simple chain of events in the correct order with additional details.  Disagree with someone with politeness. EG: I am sorry but I do not agree because… | Ask simple Questions to gain more information about a subject or topic.  Build upon others’ ideas in discussions. EG: I agree with …. And want to add….I would like to add… | Ask simple Questions to gain more information about a subject or topic.  Build upon others’ ideas in discussions. EG: I agree with …. And want to add….I would like to add…  Make connections between what has been said and their own experiences. | Ask simple Questions to gain more information about a subject or topic.  Build upon others’ ideas in discussions. EG: I agree with …. And want to add….I would like to add…  Make connections between what has been said and their own experiences. | Ask simple Questions to gain more information about a subject or topic.  Make connections between what has been said and their own and others’  Experiences. | Ask simple Questions to gain more information about a subject or topic.  Make connections between what has been said and their own and others’  Experiences. |
| Social and emotional  Children should be taught to: | Look at someone who is  speaking to them  Wait for a turn using non-verbal cues.  Taking turns to speak, when  working in a group independent of an adult. Putting a ‘thumb in’ if they wish to talk. Be willing to change their mind based on what they have heard. | Look at someone who is  speaking to them  Wait for a turn using non-verbal cues.  Taking turns to speak, when  working in a group independent of an adult. Putting a ‘thumb in’ if they wish to talk. Be willing to change their mind based on what they have heard. | Start having an awareness of others who have not  spoken and invite them into  the discussion e.g. saying their name, asking them a  question, turning to them | Start having an awareness of others who have not  spoken and invite them into  the discussion e.g. saying their name, asking them a  question, turning to them | Start to develop an awareness of audience  e.g. what might interest a  certain group? What do they like? What do they not like? | Recite/deliver short pre-prepared material to an  Audience. |

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| Oracy  Year 3 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Physical  Children should: | Speak clearly and confidently  with appropriate **volume** and  **pace** in a paired scenario.  Use gestures that are increasingly natural to  support speech e.g. gesturing  towards someone if referencing their ideas or their own in a paired scenario.  Use appropriate body language when listening to peers and adults. Giving them eye contact, facing the speaker or listener, considering personal space. | Speak clearly and confidently  with appropriate **volume** and  **pace** in a trio scenario.  Use gestures that are increasingly natural to  support speech e.g. gesturing  towards someone if referencing their ideas or their own in a trio scenario.  Use appropriate body language when listening to peers and adults. Giving them eye contact, facing the speaker or listener, considering personal space. | Speak clearly and confidently  with appropriate volume and  pace in a group no bigger than 6 scenario.  Match the tone of voice to convey the meaning of what is being communicated. EG pathos for a sad story.  Use gestures that are increasingly natural to  support speech e.g. gesturing  towards someone if referencing their ideas or their own in a group no bigger than 6 scenario. | Speak clearly and confidently  with appropriate volume and  pace to the class (immediate peers) in the context of a presentation.  Match the tone of voice to convey the meaning of what is being communicated. EG pathos for a sad story.  Use gestures that are increasingly natural to  support speech e.g. gesturing  towards someone if referencing their ideas or their own (immediate peers) in the context of a presentation. | Speak clearly and confidently  with appropriate volume and  pace to the class (peers from a younger class) in the context of a presentation.  Match the pitch of voice to the occasion. EG: lower pitch to imply authority in what is being communicated.  Present to peers with appropriate posture that i:  Open stance, even weight distribution, avoid closed postures (arms crossed), use hands and arms to naturally gesture to emphasise a point. | 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.  Present to peers with appropriate posture that i:  Open stance, even weight distribution, avoid closed postures (arms crossed), use hands and arms to naturally gesture to emphasise a point. |
| Linguistic  Children should: | speak in sentences joining phrases with words such as ‘and, but, because’ if, so, whilst  To confidently use stem sentences to support other’s and own ideas that link. I agree / disagree with …. Because …. And I want to add…. Within a whole class scenario. I couldn’t disagree with you more, I couldn’t agree with you more within  Use appropriate presentational skills that are developmentally appropriate for the age. Delivering a presentation to a wider audience (younger / older audience) | Be able to use specialist  language to describe their  own and others’ talk  Make precise language choices in line with what they have been taught.  To confidently use stem sentences to support other’s and own ideas that link. I agree / disagree with …. Because …. And I want to add…. Within a whole class scenario. I couldn’t disagree with you more, I couldn’t agree with you more within  Use appropriate presentational skills that are developmentally appropriate for the age. Delivering a presentation to a wider audience (younger / older audience) | Be able to use specialist  language to describe their  own and others’ talk  Use specialist vocabulary e.g.  speak like a historian.  Speak like a scientist  Speak like a geographer  Use appropriate presentational skills that are developmentally appropriate for the age. Delivering a presentation to a wider audience (younger / older audience) | Be able to use specialist  language to describe their  own and others’ talk  Use specialist vocabulary e.g.  speak like a historian.  Speak like a scientist  Speak like a geographer | Be able to use specialist  language to describe their  own and others’ talk  Use specialist vocabulary e.g.  speak like a historian.  Speak like a scientist  Speak like a geographer  Use appropriate presentational skills that are developmentally appropriate for the age. Delivering a presentation to a wider audience (parents) | Be able to use specialist  language to describe their  own and others’ talk  Use specialist vocabulary e.g.  speak like a historian.  Speak like a scientist  Speak like a geographer  Use appropriate presentational skills that are developmentally appropriate for the age. Delivering a presentation to a wider audience (parents) |
| Cognitive  Children should: | Ask simple Questions to gain more information about a subject or topic.  Make connections between what has been said and their own and others’ Experiences. | Know which strand they are  practising and explain why that is important to effective talk.  Reflect on discussion of a group in their performance and use of talk. | Know which strand they are  practising and explain why that is important to effective talk.  Use awareness of audience to  support choice of formal/informal language  Reflect on discussion of a group in their performance and use of talk. | Know which strand they are  practising and explain why that is important to effective talk.  Reflect on discussion of self in their performance and use of talk. | Know which strand they are  practising and explain why that is important to effective talk.  Reflect on discussion of self in their performance and use of talk. | Begin to reflect on discussions and their own and others oracy skills and identify areas of strength and areas to improve  Reach shared agreement in  discussions |
| Social and emotional  Children should: | Notice when someone has not contributed.  Be able to start changing their mind e.g. opinion continuum.  Start to develop an awareness of audience  e.g. what might interest a  certain group? What do they like? What do they not like?  Recite/deliver short pre-prepared material to an  Audience. | Notice when someone has not contributed and invite them to speak.  Be able to start changing their mind e.g. opinion continuum.  Start having an awareness of others who have not  spoken and invite them into  the discussion e.g. saying their name, asking them a  question, turning to them | Be able to confidently change their mind e.g. opinion continuum.  Speak with confidence in front of an audience  Begin to recognise different roles within group  talk e.g. chairperson or those that might be controlling the conversation more or contributing more effectively. | Be able to explain why they have changed their mind e.g. opinion  continuum.  Speak with confidence in front of an audience | Be able to explain why they have changed their mind e.g. opinion continuum.  Speak with confidence in front of an audience  Adapt the content of their speech for a Specific audience | 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 |

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| Year 4 oracy | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Physical  Children should: | 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 to peers.  ● Present to peers with appropriate posture that i:  Open stance, even weight distribution, avoid closed postures (arms crossed), use hands and arms to naturally gesture to emphasise a point. | Deliberately selects gestures  that support the delivery of ideas e.g. gesturing towards  someone if referencing their  ideas or hands and arms to emphasis a point.  • Match the pitch of voice to the occasion. EG: lower pitch to imply authority in what is being communicated. speaking  authoritatively during an expert talk to peers.  Use pauses for effect in presentational talk (e.g. give a point, pause, allow the audience to process what has been said before continuing. | Use the appropriate tone  of voice in the right context e.g.  speaking calmly when resolving an issue in the  playground. (linked to PSHE) | Use the appropriate tone  of voice in the right context e.g.  speaking calmly when resolving an issue in the  playground. (linked to PSHE) | Deliberately select movement  and gesture when addressing  an audience ● To use pauses for  effect in presentational  talk e.g. when telling an  anecdote or joke. Pauses for effect before and after the punchline to a small group. | Deliberately select movement  and gesture when addressing  an audience ● To use pauses for  effect in presentational  talk e.g. when telling an  anecdote or joke. Pauses for effect before and after the punchline to a wider audience. |
| Linguistic  Children should: | Be able to use specialist  language to describe their  own and others’ talk  Use specialist vocabulary e.g.  speak like a historian.  Speak like a scientist  Speak like a geographer  Use appropriate presentational skills that are developmentally appropriate for the age. Delivering a presentation to a wider audience (parents) | Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. persuade, inform, entertain | Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. persuade, inform, entertain | Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. persuade, inform, entertain | Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. persuade, inform, entertain | Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. persuade, inform, entertain |
| Cognitive  Children should: | Offer opinions that aren’t their  own e.g. taking on the role of …  ● Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the  introduction of Talk Detectives  ● Reach shared agreement in  discussions | Show awareness of taught  collocations and recognise when something ‘just doesn’t sound right. | Show awareness of taught  collocations and recognise when something ‘just doesn’t sound right.  Give supporting evidence e.g.  citing a text (using sentence  stems) a previous example or a  historical event | Deliver a short teaching session to a small group of younger children  Give supporting evidence e.g.  citing a text (using sentence  stems) a previous example or a  historical event | Deliver a short teaching session to a small group of younger children  Give supporting evidence e.g.  citing a text (using sentence  stems) a previous example or a  historical event | Give supporting evidence e.g.  citing a text (using sentence  stems) a previous example or a  historical event  Ask probing questions.  Reflect on their own oracy skills and identify areas of strength and areas to  improve and begin to set own  targets. |
| Social and emotional  Children should: | 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 pecific  audience | Use more natural and subtle prompts for turn taking -gesture with hands, eyes, facial prompts. | Use more natural and subtle prompts for turn taking -gesture with hands, eyes, facial prompts. | Consider the impact of teacher’s words on themselves when receiving feedback | Consider the impact of their words on others when giving feedback to a partner on a 1 to 1 basis. | 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 to a group. |

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| Oracy  Year 5 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Physical  Children should: | Deliberately select movement and gesture when addressing an audience  To use pauses for effect in Presentational talk e.g. when telling an anecdote or joke  Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground | Gestures become increasingly natural  Consciously adapt tone, pace and volume of  voice within a single context | Gestures become increasingly natural  Consciously adapt tone, pace and volume of  voice within a single context | Project their voice to a large audience  Deliberately varies tone of voice in order  to convey meaning e.g. speaking  authoritatively during an expert talk, | Project their voice to a large audience  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 | 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 within a single context |
| Linguistic  Children should: | 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. | 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. | Use an increasingly sophisticated range of  sentence stems with fluency and accuracy  to cite evidence  Consider the words and phrases used to  express their ideas and how this supports the  purpose of talk. | Use an increasingly sophisticated range of  sentence stems with fluency and accuracy  to cite evidence  Consider the words and phrases used to  express their ideas and how this supports the  purpose of talk. | Use an increasingly sophisticated range of  sentence stems with fluency and accuracy  to cite evidence and ask probing questions | 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. |
| Cognitive  Children should: | Give supporting evidence e.g. citing a text (using sentence  stems) a previous example or a  historical event  Ask probing questions  Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets | Ask probing questions  Recognise when a discussion is going off topic | Ask probing questions  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 …? | 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 …?  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 | 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 | 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 …? |
| Social and emotional  Children should: | 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 | Use more natural and subtle prompts for turn  Taking  Use body language to convey enthusiasm and energy using gestures, facial expressions and eye contact.  Start to develop empathy with an  audience | Listen for extended periods of time including notetaking, drawing visual  Use body language to convey enthusiasm and energy using gestures, facial expressions and eye contact. | 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  Rehearse speech beforehand to ensure a smooth and confident delivery. | 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 | 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 |

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| Oracy  Year 6 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Physical  Children should: | 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 group of children.  Gestures become increasingly natural when talking within a group.  Consciously adapt tone, pace and volume of  voice within a single context | Project their voice to peers within the classroom.  Gestures become increasingly natural when talking to peers within the classroom in a presentation.  Speak increasingly fluently in front of peers within a group.  Respond to feedback from teacher on adapting tone, pace and volume of voice. | Project their voice to peers within the classroom.  Gestures become increasingly natural when talking to peers within the classroom in a presentation.  Speak increasingly fluently in front of peers within the classroom.  Respond to feedback from peers on adapting tone, pace and volume of voice. | Project their voice to peers within the classroom and in a larger environment such as the hall.  Gestures become increasingly natural when talking to peers within the classroom and in a larger environment such as the hall.  Speak increasingly fluently in front of peers within the classroom and in a larger environment such as the hall.  Develop stage presence in front of peers. | Project their voice to peers within the classroom and in a larger environment such as the hall.  Gestures become increasingly natural when talking to peers within the classroom and in a larger environment such as the hall.  Speak increasingly fluently in front of peers within the classroom and in a larger environment such as the hall.  Consciously adapt tone, pace and volume of voice.  Develop stage presence in front of smaller audience with children from other year groups. | Project their voice to peers within the classroom and in a larger environment such as the hall.  Gestures become increasingly natural when talking to peers within the classroom and in a larger environment such as the hall.  Speak increasingly fluently in front of peers within the classroom and in a larger environment such as the hall.  Consciously adapt tone, pace and volume of voice.  Develop stage presence in front of smaller audience with children from other year groups and other adults. |
| Linguistic  Children should: | 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.  To use a range of sentence stems, e.g. to signal when building on or challenging others’ ideas. | Vary sentence structures and length for effect when speaking.  Begin to use idioms and expressions amongst peers within the classroom in informal discussion. | Vary sentence structures and length for effect when speaking.  Become increasingly comfortable using idioms and expressions amongst peers within the classroom in informal discussion. | Vary sentence structures and length for effect when speaking.  Become increasingly comfortable using idioms and expressions amongst peers within the classroom in informal discussion. | To understand and use devices like sarcasm and mimicry.  To use common language and rhetorical devices  To adapt how they speak in different situations according to audience. | To understand and use devices like sarcasm and mimicry.  To use common language and rhetorical devices  Use and innovate an increasingly sophisticated  range of sentence stems  with fluency and accuracy  Vary sentence structures and length for effect when speaking  Be comfortable using idioms and expressions |
| Cognitive  Children should: | 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 …? | 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 with the support of the class teacher  Reflect on their own oracy skills and identify how to improve. | Construct a detailed argument or complex  Narrative with the support of the class teacher  Reflect on their own and others’ oracy skills and identify how to improve. | Construct a detailed argument or complex  Narrative that draws upon knowledge of the world to support their view point and explore and acknowledge differing perspectives and opinions.  Reflect on their own and others’ oracy skills and identify how to improve. | Construct a detailed argument or complex  Narrative that draws upon knowledge of the world to support their view point and explore and acknowledge differing perspectives and opinions.  Spontaneously respond to and offer increasingly complex questions, citing  evidence where appropriate.  Reflect on their own and others’ oracy skills and identify how to improve. |
| Social and emotional  Children should: | 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 | Gain an understanding of humour  Begin to be able to read a room or a group and evaluate how the audience is receiving what is being said. Spotting signs of engagement, disengagement. | Use humour effectively with a peer  Begin to be able to read a room or a group and evaluate how the audience is receiving what is being said. Spotting signs of engagement, disengagement. | Use humour effectively within a group task and amongst peers  Begin to be able to read a room or a group and evaluate how the audience is receiving what is being said. Spotting signs of engagement, disengagement. Discuss strategies to be employed if the audience appears disengaged. | Use humour effectively when presenting to peers in a class environment or bigger audience.  Begin to be able to read a room or a group and evaluate how the audience is receiving what is being said. Spotting signs of engagement, disengagement. Discuss strategies to be employed if the audience appears disengaged. | Use humour effectively when presenting to peers in a class environment or bigger audience.  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 |