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| oracyYear 1 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Physical Children should be taught to: | Speak clearly with appropriateVolume with the person directly next to them.Look at who is talking andwho you are talking toBegin to use gestures tosupport delivery meaning when talking about self.  | Speak clearly with appropriateVolume 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 andwho you are talking to and give 100% of their focus to them.Begin to use gestures tosupport delivery meaning when talking about others (using the pronouns he, she or their names) | Speak clearly with appropriateVolume with the person opposite them.Look at who is talking andturn your body to face them.Begin to use gestures tosupport delivery meaning when asking a question.Being calm and still and giving 100% focus . | Speak clearly with appropriateVolume with the person opposite them.Look at who is talking andturn 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 andturn your body to face them. Indicating active listening by smiling or nodding at them. | Speak clearly and confidentlyin a range of contextsUse appropriate tone of voice in the right context e.g. Toproject their voice to a largeaudience.Continue to use gesture tosupport delivery e.g. pointing atparts of a plant they arediscussing. |
| Linguistic Children should be taught to: | Use talk in play to practice newvocabulary e.g. lighter, heavierspeak in sentences joining phrases with words such as ‘and, but, because’**Use appropriate vocabulary linked to their topics.** | Use talk in play to practice newvocabulary e.g. lighter, heavierspeak 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 phrasesto link ideasUse 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. |
| CognitiveChildren should be taught to: | Ask simple QuestionsDescribe 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 QuestionsDescribe 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 emotionalChildren should be taught to: | Look at someone who isspeaking to themWait for a turn using an object to denote who is speaking.Taking turns to speak, whenworking with a partner with an adult. | Look at someone who isspeaking to themWait for a turn using an object to denote who is speaking.Taking turns to speak, whenworking with a partner independent of an adult. | Look at someone who isspeaking to themWait for a turn using non verbal cues.Taking turns to speak, whenworking in a group with an adult. Putting a ‘thumb in’ if they wish to talk.  | Look at someone who isspeaking to themWait for a turn using non verbal cues.Taking turns to speak, whenworking in a group independent of an adult. Putting a ‘thumb in’ if they wish to talk. | Look at someone who isspeaking to themWait for a turn using non verbal cues.Taking turns to speak, whenworking 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 isspeaking to themWait for a turn using non verbal cues.Taking turns to speak, whenworking 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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| OracyYear 2 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Physical Children should be taught to: | Speak clearly with appropriateVolume 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 andwho you are talking toBegin to use gestures tosupport delivery meaning when talking about others (using the pronouns he, she or their names) or self (I) | Speak clearly with appropriateVolume 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 confidentlywith appropriate volume andpace in a range ofcontexts.Use gestures that are increasingly natural tosupport speech e.g. gesturingtowards 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, whilstUse 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, whilstUse 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, whilstStart 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, whilstStart 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, whilstTo 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, whilstTo 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. |
| CognitiveChildren 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 sureDescribe 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 emotionalChildren should be taught to: | Look at someone who isspeaking to themWait for a turn using non-verbal cues.Taking turns to speak, whenworking 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 isspeaking to themWait for a turn using non-verbal cues.Taking turns to speak, whenworking 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 notspoken and invite them intothe discussion e.g. saying their name, asking them aquestion, turning to them | Start having an awareness of others who have notspoken and invite them intothe discussion e.g. saying their name, asking them aquestion, turning to them | Start to develop an awareness of audiencee.g. what might interest acertain group? What do they like? What do they not like?  | Recite/deliver short pre-prepared material to anAudience. |

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| OracyYear 3 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Physical Children should: | Speak clearly and confidentlywith appropriate **volume** and**pace** in a paired scenario.Use gestures that are increasingly natural tosupport speech e.g. gesturingtowards 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 confidentlywith appropriate **volume** and**pace** in a trio scenario.Use gestures that are increasingly natural tosupport speech e.g. gesturingtowards 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 confidentlywith appropriate volume andpace 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 tosupport speech e.g. gesturingtowards someone if referencing their ideas or their own in a group no bigger than 6 scenario. | Speak clearly and confidentlywith appropriate volume andpace 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 tosupport speech e.g. gesturingtowards someone if referencing their ideas or their own (immediate peers) in the context of a presentation. | Speak clearly and confidentlywith appropriate volume andpace 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 gesturesthat support the delivery of ideas e.g. gesturingtowards someone ifreferencing their ideas Deliberately varies tone ofvoice in order to conveymeaning e.g. speakingauthoritatively 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, whilstTo 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 specialistlanguage to describe theirown and others’ talkMake 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 specialistlanguage to describe theirown and others’ talkUse specialist vocabulary e.g.speak like a historian.Speak like a scientistSpeak like a geographerUse appropriate presentational skills that are developmentally appropriate for the age. Delivering a presentation to a wider audience (younger / older audience) | Be able to use specialistlanguage to describe theirown and others’ talkUse specialist vocabulary e.g.speak like a historian.Speak like a scientistSpeak like a geographer | Be able to use specialistlanguage to describe theirown and others’ talkUse specialist vocabulary e.g.speak like a historian.Speak like a scientistSpeak like a geographerUse appropriate presentational skills that are developmentally appropriate for the age. Delivering a presentation to a wider audience (parents)  | Be able to use specialistlanguage to describe theirown and others’ talkUse specialist vocabulary e.g.speak like a historian.Speak like a scientistSpeak like a geographerUse appropriate presentational skills that are developmentally appropriate for the age. Delivering a presentation to a wider audience (parents) |
| CognitiveChildren 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 arepractising 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 arepractising and explain why that is important to effective talk.Use awareness of audience tosupport choice of formal/informal languageReflect on discussion of a group in their performance and use of talk. | Know which strand they arepractising 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 arepractising 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 indiscussions |
| Social and emotionalChildren should: | Notice when someone has not contributed.Be able to start changing their mind e.g. opinion continuum.Start to develop an awareness of audiencee.g. what might interest acertain group? What do they like? What do they not like? Recite/deliver short pre-prepared material to anAudience. | 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 notspoken and invite them intothe discussion e.g. saying their name, asking them aquestion, turning to them | Be able to confidently change their mind e.g. opinion continuum.Speak with confidence in front of an audienceBegin to recognise different roles within grouptalk 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. opinioncontinuum.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 audienceAdapt the content of their speech for a Specific audience | Speak with confidence infront of an audienceBegin to recognisedifferent roles within grouptalk e.g. chairperson● Adapt the content of theirspeech for a specificaudience |

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| Year 4 oracy | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Physical Children should: | Deliberately selects gesturesthat support the delivery of ideas e.g. gesturing towardssomeone if referencing theirideas• Deliberately varies tone ofvoice in order to conveymeaning e.g. speakingauthoritatively 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 gesturesthat support the delivery of ideas e.g. gesturing towardssomeone if referencing theirideas 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. speakingauthoritatively 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 toneof voice in the right context e.g.speaking calmly when resolving an issue in theplayground. (linked to PSHE) | Use the appropriate toneof voice in the right context e.g.speaking calmly when resolving an issue in theplayground. (linked to PSHE) | Deliberately select movementand gesture when addressingan audience ● To use pauses foreffect in presentationaltalk e.g. when telling ananecdote or joke. Pauses for effect before and after the punchline to a small group. | Deliberately select movementand gesture when addressingan audience ● To use pauses foreffect in presentationaltalk e.g. when telling ananecdote or joke. Pauses for effect before and after the punchline to a wider audience. |
| Linguistic Children should: | Be able to use specialistlanguage to describe theirown and others’ talkUse specialist vocabulary e.g.speak like a historian.Speak like a scientistSpeak like a geographerUse 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 |
| CognitiveChildren should: | Offer opinions that aren’t theirown 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 theintroduction of Talk Detectives● Reach shared agreement indiscussions | Show awareness of taughtcollocations and recognise when something ‘just doesn’t sound right. | Show awareness of taughtcollocations and recognise when something ‘just doesn’t sound right.Give supporting evidence e.g.citing a text (using sentencestems) a previous example or ahistorical event | Deliver a short teaching session to a small group of younger childrenGive supporting evidence e.g.citing a text (using sentencestems) a previous example or ahistorical event | Deliver a short teaching session to a small group of younger childrenGive supporting evidence e.g.citing a text (using sentencestems) a previous example or ahistorical event | Give supporting evidence e.g.citing a text (using sentencestems) a previous example or ahistorical event Ask probing questions.Reflect on their own oracy skills and identify areas of strength and areas toimprove and begin to set owntargets. |
| Social and emotionalChildren should: | Speak with confidence infront of an audienceBegin to recognise different roles within group talk e.g. chairperson Adapt the content of their speech for a pecificaudience | 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 subtleprompts for turn takingStart to develop empathy with an audienceConsider the impact of their words on others when giving feedback to a group.  |

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| OracyYear 5 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Physical Children should: | Deliberately select movement and gesture when addressing an audienceTo use pauses for effect in Presentational talk e.g. when telling an anecdote or jokeUse the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground | Gestures become increasingly naturalConsciously adapt tone, pace and volume ofvoice within a single context | Gestures become increasingly natural Consciously adapt tone, pace and volume ofvoice within a single context | Project their voice to a large audienceDeliberately varies tone of voice in orderto convey meaning e.g. speakingauthoritatively during an expert talk,  | Project their voice to a large audienceDeliberately varies tone of voice in orderto convey meaning e.g. speakingauthoritatively during an expert talk, orspeaking with pathos when telling a sadpart of a story | Deliberately varies tone of voice in orderto convey meaning e.g. speakingauthoritatively during an expert talk, orspeaking with pathos when telling a sadpart of a storyProject their voice to a large audienceGestures become increasingly naturalConsciously adapt tone, pace and volume ofvoice within a single context |
| Linguistic Children should: | Carefully consider the words andphrasing they use to express their ideas and how this supports the purpose of thetalk e.g. to persuade or to entertain. | Carefully consider the words andphrasing they use to express their ideas and how this supports the purpose of thetalk e.g. to persuade or to entertain. | Use an increasingly sophisticated range ofsentence stems with fluency and accuracyto cite evidenceConsider the words and phrases used toexpress their ideas and how this supports thepurpose of talk. | Use an increasingly sophisticated range ofsentence stems with fluency and accuracyto cite evidenceConsider the words and phrases used toexpress their ideas and how this supports thepurpose of talk. | Use an increasingly sophisticated range ofsentence stems with fluency and accuracyto cite evidence and ask probing questions | Use an increasingly sophisticated range ofsentence stems with fluency and accuracyto cite evidence and ask probing questionsConsider the words and phrases used toexpress their ideas and how this supports thepurpose of talk. |
| CognitiveChildren should: | Give supporting evidence e.g. citing a text (using sentencestems) a previous example or ahistorical eventAsk probing questionsReflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets | Ask probing questionsRecognise when a discussion is going off topic | Ask probing questionsIdentify when a discussion is going off topicand be able to bring it back on track withsupport and use of sentence stems e.g. Thatmight be true, however what do you thinkabout …? | Identify when a discussion is going off topicand be able to bring it back on track withsupport and use of sentence stems e.g. Thatmight be true, however what do you thinkabout …?Draw upon knowledge of the world to support their own point of view and explore differentperspectivesTo 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 differentperspectivesTo 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 differentperspectivesTo be able to give supporting evidence e.g.citing a text, a previous example or a historical eventIdentify when a discussion is going off topicand be able to bring it back on track withsupport and use of sentence stems e.g. Thatmight be true, however what do you thinkabout …? |
| Social and emotionalChildren should: | Use more natural and subtle prompts for turntakingStart to develop empathy with anaudienceConsider the impact of their words on others when giving feedback | Use more natural and subtle prompts for turnTakingUse body language to convey enthusiasm and energy using gestures, facial expressions and eye contact.Start to develop empathy with anaudience | Listen for extended periods of time including notetaking, drawing visualUse body language to convey enthusiasm and energy using gestures, facial expressions and eye contact. | Listen for extended periods of time including notetaking, drawing visualAdapt the content of their speech for aSpecific audience e.g. use of humourRehearse speech beforehand to ensure a smooth and confident delivery. | Listen for extended periods of time including notetaking, drawing visualAdapt the content of their speech for aSpecific audience e.g. use of humour | Listen for extended periods of timeincluding notetaking, drawing visualAdapt the content of their speech for aSpecific audience e.g. use of humourSpeak with flair and passion |

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| OracyYear 6 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Physical Children should: | Deliberately varies tone of voice in orderto convey meaning e.g. speakingauthoritatively during an expert talk, orspeaking with pathos when telling a sadpart of a storyProject their voice to a group of children.Gestures become increasingly natural when talking within a group.Consciously adapt tone, pace and volume ofvoice 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 ofsentence stems with fluency and accuracyto cite evidence and ask probing questionsConsider the words and phrases used toexpress their ideas and how this supports thepurpose 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 devicesTo 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 devicesUse and innovate an increasingly sophisticatedrange of sentence stemswith fluency and accuracyVary sentence structures and length for effect when speaking Be comfortable using idioms and expressions |
| CognitiveChildren should: | Draw upon knowledge of the world to support their own point of view and explore differentperspectivesTo be able to give supporting evidence e.g.citing a text, a previous example or a historical eventIdentify when a discussion is going off topicand be able to bring it back on track withsupport and use of sentence stems e.g. Thatmight be true, however what do you thinkabout …? | Draw upon knowledge of the world to support their own point of view and explore differentperspectivesTo be able to give supporting evidence e.g.citing a text, a previous example or a historical eventIdentify when a discussion is going off topicand be able to bring it back on track withsupport and use of sentence stems e.g. Thatmight be true, however what do you thinkabout …? | Construct a detailed argument or complexNarrative with the support of the class teacherReflect on their own oracy skills and identify how to improve. | Construct a detailed argument or complexNarrative with the support of the class teacherReflect on their own and others’ oracy skills and identify how to improve. | Construct a detailed argument or complexNarrative 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 complexNarrative 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, citingevidence where appropriate.Reflect on their own and others’ oracy skills and identify how to improve. |
| Social and emotionalChildren should: | Listen for extended periods of time including notetaking, drawing visualAdapt the content of their speech for a specific audience e.g. use of humourSpeak with flair and passion | Gain an understanding of humourBegin 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 peerBegin 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 peersBegin 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 |