

	Physical	Linguistic	Cognitive	Social and Emotional
<b>EYFS</b>	<p>Speak clearly so they can be heard and understood by a talk partner.</p> <p>Look at who is talking and who they are talking to whilst sitting still.</p> <p>Maintain eye contact with a partner or familiar adult.</p> <p>Speak clearly so they can be heard and understood in a trio.</p> <p>Begin to use gestures to support meaning e.g. pointing at what they are discussing.</p> <p>Speak clearly at an appropriate volume so they can be heard and understood by the class.</p>	<p>Express their ideas and feelings clearly to a familiar adult or peer using full sentences, including use of the past, present and future tense</p> <p>Know the names of the four strands of the oracy framework.</p> <p>State their point of view simply to a partner and small group (up to 5).</p> <p>Use recently introduced vocabulary in conversation</p> <p>Use conjunctions, such as 'because', 'then' 'but' when explaining their plans and outcomes</p> <p>Use 'if' and 'might' to explain how they could improve their work next time.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Retell a story to a partner.</p> <p>Describe an experienced event or thoughts to a partner including 'and' to elaborate.</p> <p>Explain how things work and why they might happen.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Explain how or why something happened using 'because' or 'so'.</p>	<p>Engage in story time, building familiarity and understanding.</p> <p>Look at the speaker. Hold conversation when engaged in back and forth exchanges with their peers and teachers.</p> <p>Take turns in games and speaking.</p> <p>Begin to use language to express needs and feelings e.g. rather than snatching.</p>
<b>Year 1</b>	<p>Use gestures to support meaning e.g. pointing at what they are discussing.</p> <p>Speak clearly and confidently in a small group of peers.</p> <p>Use body language to show active listening and support meaning when speaking e.g. nodding and facial expressions.</p> <p>Speak clearly and confidently when presenting learning to the class or explaining learning to an adult.</p> <p>Speak clearly and confidently, projecting their voice to an audience.</p>	<p>Begin to use sentence stems with some prompting.</p> <p>Start to answer when, where, how and why questions.</p> <p>Use sentence stems independently, even if not always appropriately.</p> <p>Independently speak in sentences using specific, provided vocabulary e.g. lighter/heavier rather than bigger/smaller.</p>	<p>Sequence events using the language of time or number.</p> <p>Include 'because' in their contribution to justify ideas.</p> <p>Ask simple questions.</p> <p>Retell a story to a small group.</p> <p>Recognise when events are out of sequence and self-correct.</p> <p>Give answers, which match what has been asked (relevant and appropriate).</p>	<p>Able to build friendships.</p> <p>Confidently use language to express needs and feelings e.g. rather than snatching.</p> <p>Independently take turns and ensure all members contribute.</p> <p>Confidently use language to express needs and feelings e.g. rather than snatching.</p> <p>Explain the title or topic of their reading book, maintaining eye contact.</p>

Year 2	<p>Gestures are increasingly natural to support speech.</p> <p>Begin to understand the importance of posture when speaking.</p> <p>Moderate tone and volume to match the audience.</p> <p>Maintain suitable posture throughout a spoken contribution.</p> <p>Natural use of body language and facial expressions.</p> <p>Be aware of where to look or stand to ensure the audience can hear clearly.</p> <p>Speak clearly and confidently in a range of contexts.</p>	<p>Choose the most appropriate stem sentence independently.</p> <p>Use technical, subject-specific vocabulary when explaining opinions.</p> <p>Use conjunctions for longer, spoken sentences.</p> <p>Use stem sentences to link to others' ideas in group discussions, e.g. I agree with...</p> <p>Include taught vocabulary appropriately and independently in discussions.</p>	<p>Recognise when they have not understood something and ask a question to help with this.</p> <p>Begin to build on others' ideas in discussions.</p> <p>Disagree with someone's opinion politely. Justify their agree/disagree choice with relevant explanations.</p> <p>Retell an event calmly in logical order e.g. on the playground.</p> <p>Make connections between what has been said and their own and others' experiences.</p> <p>With support, identify a suitable question in response to a stimulus.</p> <p>Take on the instigator role in a trio discussion.</p>	<p>Take turns showing patience.</p> <p>Listen for extended periods.</p> <p>Speak with increased confidence in front of a small audience.</p> <p>Recite pre-prepared material in front of an audience.</p> <p>To give feedback to others.</p>
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Year 3	<p>Begin to vary tone of voice for humorous or sad parts of a story telling.</p> <p>Consider movement when addressing an audience.</p> <p>Begin to use pauses for effect in presentational talk e.g. telling an anecdote or joke.</p> <p>Begin to speak fluently in front of an audience</p>	<p>Use stem sentences to signal when they are building on or challenging others' ideas.</p> <p>Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p> <p>Use awareness of audience to support choice of formal/informal language.</p> <p>Take opportunities to try out new language, even if not always used correctly.</p> <p>With prompting, vary some sentence structures and length for effect when speaking.</p> <p>Know which strand of the oracy framework they are practising and explain why that is important to effective talk.</p>	<p>Offer reasons for their opinions.</p> <p>Take on the challenger role in a small discussion.</p> <p>Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.</p> <p>Ask questions to find out more about a subject.</p> <p>Explain reasoning in maths to the class in a logical way.</p> <p>Adapt explanation to suit audience reaction.</p> <p>Deliver a short presentation (with notes) to an audience.</p> <p>Begin to summarise others' ideas in a discussion.</p> <p>Begin to reflect on their oracy skills and identify areas of strength and areas to improve.</p>	<p>Notice when someone has not contributed and invite them to speak.</p> <p>Listen to others and be willing to change their mind based on what they have heard e.g. opinion continuum.</p> <p>Be confident when organising group talk e.g. as a chairperson.</p> <p>Be able to explain why they have changed their mind e.g. opinion continuum.</p> <p>Consider, when prompted, the impact of their words on others when giving feedback.</p>
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Year 4	<p>Deliberately select movement and gesture when addressing an audience.</p> <p>Use pauses for effect in presentational talk e.g. telling an anecdote or joke, to allow for an audience's reaction.</p> <p>Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue on the playground.</p> <p>Project voice to the back of a large space e.g. the hall, without shouting.</p> <p>Speak fluently in front of an audience.</p>	<p>Begin to understand common idioms and expressions.</p> <p>Take opportunities to try out new language with increasing accuracy.</p> <p>Use a more sophisticated range of sentence stems with fluency and accuracy.</p> <p>Show awareness of taught collocations and recognise when something 'just doesn't sound right.'</p> <p>Use appropriate vocabulary, specific to the topic at hand.</p> <p>Deliver a short teaching session to a small group of younger children, varying sentence structures and length for effect.</p>	<p>Take on the summariser role in a trio discussion.</p> <p>Confidently build on others' ideas in discussions.</p> <p>Confidently summarise discussions in a logical order.</p> <p>Identify when a discussion is going off topic and be able to bring it back on track.</p> <p>Cite evidence from the text or link wider experiences when participating in discussions in reading lessons and/or cite historical evidence or events in history lessons.</p> <p>Begin to offer opinions that are not their own by using external evidence.</p> <p>Reflect on their oracy skills and identify areas of strength and areas to improve.</p> <p>Structure extended presentational talk e.g. beginning, middle and end.</p>	<p>Listen for increasingly extended periods, being able to change their mind and explain the key reasons why</p> <p>Develop an awareness of audience e.g. what might interest a certain group.</p>
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Year 5	<p>Use gestures effectively to engage and persuade an audience.</p> <p>Speak increasingly fluently in front of an audience</p> <p>Begin to deliberately vary tone of voice in order to convey meaning e.g. speaking authoritatively.</p> <p>Begin to show conscious adaptation /change of tone, pace and volume of voice within a single situation.</p>	<p>Be comfortable with using idioms and expressions and show an awareness of humour</p> <p>Use evaluative stems to support the discussion of successes and next steps.</p> <p>Begin to consider the use of specialist language to describe their own and others' talk.</p> <p>Begin to reflect on the words and phrases used to express their ideas and how this supports the purpose of talk.</p> <p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>Deliver a presentation to an audience, varying sentence structures and length for effect.</p>	<p>Self-assess own delivery of a short recorded presentation.</p> <p>Set targets to work on this year (reflect on discussions and identify how to improve).</p> <p>Use evaluative stems to support the discussion of successes and next steps.</p> <p>Explain ideas and events in chronological order.</p> <p>Ask probing questions.</p> <p>Use effective exploratory and evaluative language to clarify thinking during a discussion.</p> <p>Reach a shared agreement in their discussions.</p> <p>Independently discuss a question in a small group, maintaining focus on the question and roles.</p> <p>Chair discussion group of up to 6 pupils.</p> <p>Maintain focus and use of appropriate sentence stems.</p> <p>Present to an audience.</p>	<p>When prompted, reflect carefully on listening skills in subsequent talk.</p> <p>Consider the impact of their words on others when giving feedback and plan feedback accordingly.</p> <p>Organise group discussions independent of an adult.</p> <p>Deliver that argument to a larger audience of their peers e.g. year group.</p> <p>Speak with flair and passion.</p> <p>Adapt content of speech for a specific audience.</p>
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Year 6	<p>Use and reflect on the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue on the playground.</p> <p>Project voice to the back of the large hall and maintain volume and pitch through several short-spoken contributions.</p> <p>Deliberately vary tone of voice in order to convey meaning e.g. speaking authoritatively or speaking with pathos when telling a sad part of a story.</p> <p>Consciously adapt pace, tone and volume of voice within a single situation.</p> <p>Use posture, gestures and tone of voice effectively to persuade an audience.</p> <p>Speak confidently and naturally to an audience of known and unknown adults. Have a stage presence.</p>	<p>Use effective formal vocabulary.</p> <p>Structure a persuasive speech, to present to an audience, effectively using taught language techniques for effect.</p> <p>Use specialist language to describe their own and others' talk.</p> <p>Carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.</p> <p>Use humour, irony and sarcasm appropriately and effectively to engage an audience.</p>	<p>Structure their talk in abstract and sophisticated ways e.g. grouping ideas by theme.</p> <p>Be able to negotiate.</p> <p>Reflect on their own and others' oracy and identify how to improve, using evaluative stems</p> <p>Use wider world knowledge to support views when participating in debates (mature and appropriate references).</p> <p>Choose appropriately formal language when participating in debates and formal discussions.</p> <p>Be able to reply to spontaneous questions from the audience, citing evidence where appropriate.</p>	<p>Reflect carefully on listening skills in subsequent talk.</p> <p>Be able to empathise with an audience.</p> <p>Engage in conversation with an unfamiliar adult.</p> <p>Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.</p> <p>Be able to read a room or group and act accordingly e.g. if everyone looks disengaged, changing topic, or if people look confused, stopping to take questions.</p>
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