



Nusery

Key Skills to teach:				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
<p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words <p>such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	<p>Use a wider range of vocabulary.</p> <p>Use longer sentences of four to six words.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Sing songs, poems and nursery rhymes</p> <p>Engage in group learning and begin to engage with talk partners</p> <p>Engage in collaborative play and pretend play</p>

Reception

Key Skills to teach:				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
<p>To speak audibly so they can be heard and understood.</p> <p>To use gestures to support meaning in play.</p>	<p>To use talk in play to practice new vocabulary.</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</p>	<p>To use 'because' to develop their ideas</p> <p>To make relevant contributions and asks questions</p> <p>To describe events that have happened to them in detail</p>	<p>To look at someone who is speaking to them</p> <p>To take turns to speak when working in a group</p>	<p>To speak to a partner during whole class teaching</p> <p>Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.</p>

Year 1

Key Skills to teach:				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
<p>To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. To speak clearly and confidently in a range of contexts .</p>	<p>To use vocabulary appropriate specific to the topic at hand</p> <p>To take opportunities to try out new language, even if not always used correctly.</p> <p>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p>	<p>To offer reasons for their opinions</p> <p>To recognise when they haven't understood something and asks a question to help with this.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order</p>	<p>Listens to others and is willing to change their mind based on what they have heard</p> <p>To organise group discussions independently of an adult.</p>	<p>To take part in small group discussions without an adult.</p> <p>To be filmed speaking and use this for reflection</p> <p>To speak in front of a larger audience e.g. during an assembly.</p>

Year 2

Key Skills to teach:				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
<p>To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.</p>	<p>To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas.</p>	<p>To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.</p>	<p>To start to develop an awareness of audience e.g. what might interest a certain group. To be aware of others who have not spoken and to invite them into discussion. Confident delivery of short pre-prepared material.</p>	<p>Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom. Participate in a short 'show and tell' session</p>

Year 3

Key Skills to teach:				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
<p>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. Considers position and posture when addressing an audience.</p>	<p>To be able to use specialist language to describe their own and others' talk. To use specialist vocabulary. To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</p>	<p>To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions.</p>	<p>To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.</p>	<p>Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist. Become a storyteller for an authentic audience. Present to an audience of older or younger students. Chair a discussion. Hold a class meeting.</p>

Year 4

Key Skills to teach:				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
<p>To consider movement when addressing an audience.</p> <p>To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>To ask probing questions.</p> <p>To reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	<p>To use more natural and subtle prompts for turn taking.</p> <p>To be able to empathise with an audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>	<p>To use talk for a specific purpose e.g. to persuade or to entertain.</p> <p>To speak in front of a larger audience of adults e.g. a group of eight.</p> <p>To collaboratively solve a problem.</p> <p>To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.</p> <p>To receive feedback from a peer or audience member on their oracy skills.</p> <p>Create TV or Radio adverts.</p> <p>Mock election hustings</p>

Year 5

Key Skills to teach:				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
<p>To project their voice to large audience. For gestures to become increasingly natural.</p>	<p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'. To identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>Listening for extended periods of time. To speak with flair and passion.</p>	<p>Enter a debate competition BBC school report Create a Youtube Channel Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. Leading a parents' evening. Compering a school talent show or event. Slam poetry. Stand up comedy</p>

Year 6

Key Skills to teach:				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
<p>To speak fluently in front of an audience.</p> <p>To have a stage presence.</p> <p>Consciously adapt tone, pace and volume of voice within a single situation.</p>	<p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions.</p>	<p>To construct a detailed argument or complex narrative.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p>	<p>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.</p>	<p>Lead School Council Mentor or teach younger students</p> <p>Lead an assembly. Act as a tour guide for prospective parents.</p> <p>Record their own sports commentary.</p>