**Coleshill Heath Primary School Oracy Curriculum Map.**

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|  | **Reception** | **Yr1** | **Yr 2** | **Yr 3** | **Yr 4** | **Yr 5** | **Yr 6** |
|  **Physical** | * Speaking clearly at appropriate volume
* Looking at who is talking and who you are talking to– sitting still
* Beginning to use gesture to support delivery eg. pointing at parts of plant they are discussing
 | * To project their voice to a large audience.
* Continue to use gesture to support delivery eg. pointing at parts of plant they are discussing
* Use body language to show active listening and support meaning when speaking eg nodding along, facial expressions.
 | * Speaking clearly at appropriate volume and pace in a range of contexts
* Gestures to become increasingly natural to support speech
* Natural use of body language and facial expressions
* Consider position and posture when addressing an audience.
* To speak clearly and confidently in a range of contexts.
 | * To deliberately select gestures that support the delivery of ideas eg. gesturing towards someone if referencing their ideas
* Consider movement when addressing an audience.
* To use pauses for effect in presentational talk eg. then telling an anecdote or joke
* To speak fluently in front of an audience.
 | * To deliberately select movement and gesture when addressing an audience.
* To use pauses for effect in presentational talk eg. then telling an anecdote or joke
* To use the appropriate tone of voice in the right context eg. speaking calmly when resolving an issue in the playground
* To speak fluently in front of an audience.
 | * Deliberately varies tone of voice in order to convey meaning eg speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story.
* Consciously adapt tone, pace and volume of voice within a single situation.
* To speak fluently in front of an audience.
* To use the appropriate tone of voice in the right context eg. speaking calmly when resolving an issue in the playground
* To have a stage presence.
 | * Deliberately varies tone of voice in order to convey meaning eg speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story.
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* To speak fluently in front of an audience.
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| **Skill** | **Reception** | **Yr 1** | **Yr 2** | **Yr 3** | **Yr 4** | **Yr 5** | **Yr 6** |
| **Linguistic** | * Speaking in sentences
* Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller
* Start to answer what, where, when, how and why questions
* Using joining connectives for longer sentences
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* To use sentence stems to link to other’s ideas in group discussion e.g. ‘I agree with… because..’ ‘linking to…’
 | * Speaking in sentences
* Using specific vocabulary e.g. lighter/heavier rather than bigger and smaller
* Start to answer what, where, when, how and why questions
* Using joining connectives for longer sentences
* To use sentence stems to link to other’s ideas in group discussion e.g. ‘I agree with… because..’ ‘linking to…’
 | * To vary sentence structures and length for effect when speaking
* To use conjunctions to organise and sequence ideas eg. firstly, secondly, finally
* To use sentence stems to signal when they are building on or challenging other’s ideas.
* To take opportunities to try out new language, even if not always used correctly.
* To adapt how they speak in different situations according to audience
 | * To vary sentence structures and length for effect when speaking
* To use conjunctions to organise and sequence ideas eg. firstly, secondly, finally
* To use an increasingly sophisticated range of sentence stems with fluency and accuracy.
* To use vocabulary appropriate specific to the topic at hand.
* To understand common idioms and expressions
 | * To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.
* To use specialist vocabulary.
* Beginning to consider the use of specialist language to describe their own and others’ talk.
* To be comfortable using idioms and expressions.
* To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.
 | * To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.
* To judge when appropriate to use specialist language.
* To be able to use specialist language to describe their own and others’ talk.
* To use humour, irony, sarcasm and mimicry
* To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.
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| **Skill** | **Reception** | **Yr 1** | **Yr 2** | **Yr 3** | **Yr 4** | **Yr 5** | **Yr 6** |
| **C:\Users\astott\Documents\Voice 21\Resources & Presentations\Four Strands Icons\Cognitive (7).png****Cognitive** | * Answers that match what has been asked; relevant, appropriate
* Retell stories and experiences.
* To ask simple questions.
 | * Answers that match what has been asked; relevant, appropriate
* Retell stories and experiences.
* To ask simple questions.
 | * To be able to build on others ideas in discussions.
* To make connections between what has been said and their own and others’ experiences.
* To recognise when they haven’t understood something and asks a question to help with this.
* To disagree with someone’s opinion politely.
 | * To build on, challenge and summarise others’ ideas in discussions.
* To offer reasons for their opinions.
* To begin to reflect on their oracy skills and identify areas of strength and areas to improve.
* To ask questions to find out more about a subject.
 | * To structure extended presentational talk eg beginning, middle and end.
* To offer opinions that aren’t their own.
* To identify when a discussion is going off topic, and to be able to bring it back on track.
* To be able to summarise a discussions.
* To reflect on their oracy skills and identify areas of strength and areas to improve.
 | * To structure a detailed argument or complex narrative.
* To reach shared agreement in their discussions.
* To be able to give supporting evidence eg citing a text, a previous example or a historical event.
* To reflect on discussions and identify how to improve.
* To ask probing questions.
* To explain ideas and events in chronological order.
 | * To structure their talk in abstract and sophisticated ways eg using curricular structure, grouping ideas by a theme.
* To be able to negotiate-recognise the importance of giving ground and be able to do this.
* To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.
* To cite evidence, with mature and appropriate reference points.
* To reflect on their own and others oracy and identify how to improve.
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| **C:\Users\astott\Documents\Voice 21\Resources & Presentations\Four Strands Icons\Social.png****Social and Emotional** | * Waiting for a turn
* Listening and responding appropriately
* Building friendships
* Using language to express needs and feelings (e.g. rather than snatching).
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* Building friendships
* Using language to express needs and feelings (e.g. rather than snatching).
 | * To take turns showing patience
* To listen for extended periods of time.
* To speak with increased confidence in front of a small audience.
* Recite pre prepared material in front of an audience.
* Begin to consider the impact of their words on others when giving feedback.
 | * Take turns
* Listen to others and is willing to change their mind based on what they have heard.
* To speak with confidence in front of a larger audience.
* To be aware of others who have not spoken and invite them into the discussion.
* To be comfortable organising group talk eg as a chairperson.
* To consider the impact of their words on others when giving feedback.
 | * To use more natural and subtle prompts for turn taking.
* To listen for extended periods of time, being prepare to change your mind.
* Confident delivery of a short pre prepared task.
* To start to develop an awareness of audience eg what might interest a certain group.
* To consider the impact of their words on others when giving feedback and adapt appropriately.
 | * To reflect careful listening skills in subsequent talk..
* To adapt the content of their speech for a specific audience.
* To use humour effectively.
* To speak with flair and passion.
* To consider the impact of their words on others when giving feedback and be sensitive to their needs.
* To organise group discussions independent of an adult.
 | * To reflect careful listening skills in subsequent talk.
* To be able to read a room or a group and take action accordingly eg if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.
* To be able to empathise with the audience.
* To be able to draw out sub text when listening.
* To engage in conversation with an unfamiliar adult as an equal.
* To consider the impact of their words on others when giving feedback and be sensitive to their needs.
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