**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. * 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. |

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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 | * 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…’ | * 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). | * Waiting for a turn * Listening and responding appropriately * 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. |