



2-year-old Provision

Key Skills to teach:				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
Use the speech sounds p, b, m, w. Pronounce: <ul style="list-style-type: none"> • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer' 	Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'	Start to say how they are feeling, using words as well as actions.	Start to develop conversation, often jumping from topic to topic.	<ul style="list-style-type: none"> • Play collaboratively with other children including pretend play • Sing songs and nursery rhymes • Have group discussion times based on a theme

Nusery

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

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	
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.	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.	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.	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.	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

Year 3

Key Skills to teach:				Experiences
Physical	Linguistic	Cognitive	Social and Emotional	
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.	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'.	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.	To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.	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.

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. To have a stage presence. Consciously adapt tone, pace and volume of voice within a single situation.</p>	<p>To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions.</p>	<p>To construct a detailed argument or complex narrative. 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 Lead an assembly. Act as a tour guide for prospective parents. Record their own sports commentary.</p>