

| Reception | | | | |
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| Key Skills | | | | Experiences |
| Physical | Linguistic | Cognitive | Social and Emotional | |
| <ul style="list-style-type: none"> To speak audibly so they can be heard and understood. To use gestures to support meaning. | <ul style="list-style-type: none"> Use talk in play to practice new vocabulary. Join phrases with simple conjunctions i.e. and, but, or. | <ul style="list-style-type: none"> To develop their ideas using 'because'. Ask questions. Contribute to class discussions. Describe events that have happened to them. | <ul style="list-style-type: none"> Look at someone when they are speaking to them. Take turns when speaking in a group. | <ul style="list-style-type: none"> Poetry by Heart Talk tasks Continuous provision Nativity |

| Year 1 | | | | |
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| Key Skills | | | | Experiences |
| Physical | Linguistic | Cognitive | Social and Emotional | |
| <ul style="list-style-type: none"> Use the right tone of voice for context. Speak clearly and confidently so they can be heard and understood. | <ul style="list-style-type: none"> Use topic appropriate vocabulary. Try out new vocabulary, even if it is not used correctly. Use sentence stems to agree or disagree. Be able to sequence ideas i.e. firstly, secondly. | <ul style="list-style-type: none"> Give reasons for opinions. Ask a question to clarify meaning. Politely disagree with someone. | <ul style="list-style-type: none"> Be willing to change their minds when they have heard other ideas. Organise group discussions independently. | <ul style="list-style-type: none"> Poetry by Heart Talk tasks Drama activities Nativity Leading collective worships |

| Year 2 | | | | |
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| Key Skills | | | | Experiences |
| Physical | Linguistic | Cognitive | Social and Emotional | <ul style="list-style-type: none"> Poetry by Heart Talk tasks Drama activities Nativity Leading collective worships |
| <ul style="list-style-type: none"> To start to use gestures to support the delivery of ideas. | <ul style="list-style-type: none"> To adapt how they speak to difference audiences. Use sentence stems to build upon and challenge ideas. | <ul style="list-style-type: none"> Ask curious questions to find out more about a subject. Make connections between learning and their own lived experiences. | <ul style="list-style-type: none"> Develop an awareness of audience. Be aware of those who haven't contributed and invite them into the discussion. Confidently deliver short, pre-prepared material. | |

| Year 3 | | | | |
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| Key Skills | | | | Experiences |
| Physical | Linguistic | Cognitive | Social and Emotional | <ul style="list-style-type: none"> Poetry by Heart Talk tasks Drama activities Nativity Leading collective worships School performances |
| <ul style="list-style-type: none"> Vary tone of voice to convey meaning. Consider position and posture when addressing an audience. | <ul style="list-style-type: none"> Use subject specific vocabulary. Use more powerful, precise adjectives when describing. | <ul style="list-style-type: none"> Offer opinions that aren't their own. Reflective how they can improve their explanations and discussions. | <ul style="list-style-type: none"> Adapt the content of a speech for a specific audience. Speak with confidence in front of an audience. | |

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| | | <ul style="list-style-type: none"> Summarise discussions. Reach a shared agreement in discussions. | | <ul style="list-style-type: none"> Debate team |
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| Year 4 | | | | |
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| Key Skills | | | | Experiences |
| Physical | Linguistic | Cognitive | Social and Emotional | <ul style="list-style-type: none"> Poetry by Heart Talk tasks Drama activities Nativity Leading collective worships School performances Debate team |
| <ul style="list-style-type: none"> Consider movement when addressing an audience. Pause for effect when giving presentations. | <ul style="list-style-type: none"> Consider words and phrasing to support the purpose of their talk. | <ul style="list-style-type: none"> Give supporting evidence to back up an idea. Ask more probing questions. Reflect on own oracy skills to identify strengths and improvements. | <ul style="list-style-type: none"> Use more natural and subtle prompts for turn taking. Empathise with an audience. Consider impact of their words when giving feedback to others. | |

| Year 5 | | | | |
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| Key Skills | | | | Experiences |
| Physical | Linguistic | Cognitive | Social and Emotional | <ul style="list-style-type: none"> Poetry by Heart Talk tasks Drama activities Nativity Leading collective worships |
| <ul style="list-style-type: none"> Project voice to a larger audience. Gestures to become more natural. | <ul style="list-style-type: none"> Use a range of sentence stems with fluency and accuracy. | <ul style="list-style-type: none"> Use knowledge of the world to support their own point of view and explore different perspectives. | <ul style="list-style-type: none"> Listen for extended periods of time. Speak with flair and passion. | |

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| | | <ul style="list-style-type: none"> Identify when a discussion is going off topic and be able to get it back on track. | | <ul style="list-style-type: none"> School performances Debate team |
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| Year 6 | | | | |
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| Key Skills | | | | Experiences |
| Physical | Linguistic | Cognitive | Social and Emotional | |
| <ul style="list-style-type: none"> Have a strange presence in front of an audience. Adapt tone of voice, pace and volume when needed. | <ul style="list-style-type: none"> Vary sentence structures and length for effect. Be comfortable using expressions and figurative language. | <ul style="list-style-type: none"> Construct a balanced argument. Spontaneously respond to complex questions, backing themselves up with appropriate evidence. | <ul style="list-style-type: none"> Use humour effectively. Be able to read a room. | <ul style="list-style-type: none"> Poetry by Heart Talk tasks Drama activities Nativity Leading collective worships School performances Debate team |