

Year group	Strand of Oracy				
	Physical	Linguistic	Cognitive	Social and Emotional	End of Year Judgement and Notes
<b>EYFS Nursery (30-50+months)</b>	<ul style="list-style-type: none"> <li>To be able to produce voice in order to articulate words</li> </ul>	<ul style="list-style-type: none"> <li>To build up vocabulary that reflects the breadth of their experiences</li> </ul>	<ul style="list-style-type: none"> <li>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (Blank Level 3)</li> </ul>	<ul style="list-style-type: none"> <li>To keep play going by responding to what others are saying or doing</li> </ul>	
	<ul style="list-style-type: none"> <li>To use intonation, rhythm and phrasing to make the meaning clear to others</li> </ul>	<ul style="list-style-type: none"> <li>To be able to put 4 or 5 words together to make a short sentence, with some immaturities (e.g. me want more juice)</li> </ul>	<ul style="list-style-type: none"> <li>To beginning to use more complex sentences to link thoughts</li> </ul>	<ul style="list-style-type: none"> <li>To be able to follow verbal directions/instructions without being shown</li> </ul>	
<b>EYFS (Early Learning Goal)</b>	<ul style="list-style-type: none"> <li>To speak audibly so they can be heard and understood</li> </ul>	<ul style="list-style-type: none"> <li>To use talk in play to practice new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>To use 'because' to develop their ideas</li> <li>To make relevant contributions and asks questions</li> </ul>	<ul style="list-style-type: none"> <li>To look at someone who is speaking to them</li> </ul>	
	<ul style="list-style-type: none"> <li>To use gestures to support meaning in play</li> </ul>	<ul style="list-style-type: none"> <li>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</li> </ul>	<ul style="list-style-type: none"> <li>To describe events that have happened to them in detail</li> </ul>	<ul style="list-style-type: none"> <li>To take turns to speak when working in a group</li> </ul>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</li> </ul>	<ul style="list-style-type: none"> <li>To use vocabulary appropriate specific to the topic at hand</li> <li>To take opportunities to try out new language, even if not always used correctly.</li> </ul>	<ul style="list-style-type: none"> <li>To offer reasons for their opinions</li> <li>To recognise when they haven't understood something and asks a question to help with this.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others and is willing to change their mind based on what they have heard</li> </ul>	
	<ul style="list-style-type: none"> <li>To speak clearly and confidently in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'</li> <li>To use conjunctions to</li> </ul>	<ul style="list-style-type: none"> <li>To disagree with someone else's opinion politely.</li> <li>To explain ideas and events in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>To organise group discussions independently of an adult.</li> </ul>	

		organise and sequence ideas e.g. firstly, secondly, finally.			
Year 2	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To adapt how they speak in different situations according to audience.</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>To start to develop an awareness of audience e.g. what might interest a certain group.</li> <li>To be aware of others who have not spoken and to invite them into discussion.</li> </ul>	
		<ul style="list-style-type: none"> <li>To use sentence stems to signal when they are building on or challenging others' ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To make connections between what has been said and their own and others' experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Confident delivery of short pre-prepared material.</li> </ul>	
Year 3	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use specialist language to describe their own and others' talk.</li> <li>To use specialist vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>CognitiveTo offer opinions that aren't their own.</li> <li>To reflect on discussions and identify how to improve.</li> </ul>	<ul style="list-style-type: none"> <li>To adapt the content of their speech for a specific audience.</li> </ul>	
	<ul style="list-style-type: none"> <li>Considers position and posture when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to summarise a discussion.</li> <li>To reach shared agreement in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>To speak with confidence in front of an audience.</li> </ul>	
Year 4	<ul style="list-style-type: none"> <li>To consider movement when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</li> </ul>	<ul style="list-style-type: none"> <li>To use more natural and subtle prompts for turn taking.</li> </ul>	
	<ul style="list-style-type: none"> <li>To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</li> </ul>		<ul style="list-style-type: none"> <li>To ask probing questions.</li> <li>To reflect on their own oracy skills and identify areas of strength and areas to improve.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to empathise with an audience.</li> </ul>	
				<ul style="list-style-type: none"> <li>To consider the impact of their words on others when giving feedback.</li> </ul>	
	<ul style="list-style-type: none"> <li>To project their voice to a large audience.</li> </ul>	<ul style="list-style-type: none"> <li>To use an increasingly sophisticated range of sentence stems</li> </ul>	<ul style="list-style-type: none"> <li>To be able to draw upon knowledge of the world to support</li> </ul>	<ul style="list-style-type: none"> <li>Listening for extended periods of time.</li> </ul>	

<b>Year 5</b>		with fluency and accuracy.	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'.		
	<ul style="list-style-type: none"> <li>• For gestures to become increasingly natural.</li> </ul>		<ul style="list-style-type: none"> <li>• To identify when a discussion is going off topic and to be able to bring it back on track</li> </ul>	<ul style="list-style-type: none"> <li>• To speak with flair and passion.</li> </ul>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• To speak fluently in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• To vary sentence structures and length for effect when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• To construct a detailed argument or complex narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• To use humour effectively.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To have a stage presence.</li> </ul>	<ul style="list-style-type: none"> <li>• To be comfortable using idiom and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consciously adapt tone, pace and volume of voice within a single situation</li> </ul>				

Assessment Key	
Autumn	
Spring	
Summer	

### EYFS Language Stems

<b>Language for argument and opinion</b>	<b>Language for comparing and contrasting</b>	<b>Language of explanation / description</b>	<b>Language of prediction</b>
I agree with / I disagree	It's the same because	It's the same/different...because	I think it will...
I think....	It's different because	They / we both have...	This will.....because
I don't think....	This is... and that is....	Altogether we / I have	I know that...
It will...because		I know... because	
I like the way....		It looks / smells / feels / tastes / sounds like...	

### Year 1 Language Stems

<b>Language for argument and opinion</b>	<b>Language for comparing and contrasting</b>	<b>Language of explanation / description</b>	<b>Language of prediction</b>
Yes / no because...	They are the same / different because... is .... and ... is ....	I ....because	I think... because
I don't like / do like...because	They are alike because they are both....	When I ....because	I predict...
I agree / disagree with...		It is .... and....	I think....will happen because
It is right / wrong because...		It is a/an (adjective) (noun)	I know that
I think / don't think that...		After I....	

## Year 2 Language Stems

<b>Language for argument and opinion</b>	<b>Language for comparing and contrasting</b>	<b>Language of explanation / description</b>	<b>Language of prediction</b>
Yes / no because...	They are the same / different because... is .... and .... is ....	I ....because	I think... will happen because
I don't like / do like...because	They are alike because they are both....	When I ....because	I predict...because
I agree / disagree with...	They are similar because	It is .... and....	I know that
It is right / wrong because...	They are different because	It is (adjective) (noun)	
I think / don't think that...		After / Before I....	
I believe...			
I think that...			
In my opinion...			
However... Also....			

## Year 3 Language Stems

<b>Language for argument and opinion</b>	<b>Language for comparing and contrasting</b>	<b>Language of explanation / description</b>	<b>Language of prediction</b>
An argument for/against is...	They are the same / different because... is .... and .... is ....	I ....because	I think... will happen because
I don't like / do like...because	They are alike because they are both....	When I ....because	I predict...because
I agree / disagree with...	They are similar because	It is .... and....	I think....will happen because
It is right / wrong because...	They are different because	It is (adjective) (noun)	This is probable because...
I think / don't think that...		After / Before I....	After...I predict that...
I believe...		I think it looks it looks / feels/smells/sounds like...	This is a result of...
In my opinion... / My view is		It reminds me of...	
I understand but / however...			
I accept your opinion / decision but/however...			
I think that...			
However... Also....			
Building on what you're saying...			

### Year 4 Language Stems

<b>Language for argument and opinion</b>	<b>Language for comparing and contrasting</b>	<b>Language of explanation / description</b>	<b>Language of prediction</b>
An argument for/against is...because...	They are the same / different because...	I ...because	I think... will happen because
I don't like / do like...because	They are alike because they are both....	When I ...because	I predict...because
I agree / disagree with...	One similarity / difference is...	It is ... and...	This is probable because...
It is right / wrong because...	They are different because	It is (adjective) (noun)	After...I predict that... because
I think / don't think that...	A further similarity / difference is...	After / Before I....	Due to the fact that...
I believe...			As a result of...
In my opinion...		It reminds me of...	The outcome will be...
I understand your point of view however...		As a result...	Based on... I predict that
I appreciate ...'s opinion / decision but/however...		Meanwhile	After hearing all the evidence...
I think that...		Furthermore	
However, I think differently because		Eventually	
I see it differently...		In contrast to...	
Most reasonable people would agree that...		Because	
Building on what you're saying...			

### Year 5 Language Stems

<b>Language for argument and opinion</b>	<b>Language for comparing and contrasting</b>	<b>Language of explanation / description</b>	<b>Language of prediction</b>
An argument for/against is...because...	In some ways...	In conclusion...	I think... will happen because
The two main reasons for believing this...	Another feature they have in common...	To begin with...	I predict...because
My first/second important reason...	Furthermore they are both..	Because of...x happened	This is probable because...
Perhaps some people would argue...	However, they also differ in some ways...	It seems to be like...	After...I predict that... because
However, I would point out...	A further similarity / difference is...	After / Before I....	Due to the fact that...
In opinion, it is clear...		It reminds me of...	As a result of...
I understand your point of view however...		As a result...	The outcome will be...
I appreciate ...'s opinion / decision but/however...		Meanwhile	Based on... I predict that
However, I think differently because		Furthermore	After hearing all the evidence...
I see it differently...		Eventually	
Most reasonable people would agree that...		In contrast to...	
Building on what you're saying...		The reasons for...	

## Year 6 Language Stems

<b>Language for argument and opinion</b>	<b>Language for comparing and contrasting</b>	<b>Language of explanation / description</b>	<b>Language of prediction</b>
I am convinced...	In some ways...	In conclusion...	I think... will happen because
Given that...	Another feature they have in common...	To begin with...	I predict...because
Based on fact...	Furthermore they are both..	Because of...x happened	This is probable because...
Perhaps some people would argue...	However, they also differ in some ways...	It seems to be like...	After...I predict that... because
However, I would point out...	A further similarity / difference is...	After / Before I....	Due to the fact that...
Having pondered /analysed...		It reminds me of...	As a result of...
I understand your point of view however...		As a result...	The outcome will be...
I appreciate ...'s opinion / decision but/however...		Meanwhile	Based on... I predict that
However, I think differently because		Furthermore	After hearing all the evidence...
Taking everything into account		Eventually	In light of...
Most reasonable people would agree that...		In comparison to..	In summary
Building on what you're saying...		The reasons for...	