

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Speak clearly and confidently in a range of contexts**
 - **Use gesture to support delivery**
 - **Vary tone of voice accordingly**
 - **Consider position and posture**
 - **Use pauses for effect**

Year Four

Deliberately select movement and gesture when addressing an audience. To use pauses for effect in presentational talk e.g. when telling an anecdote or joke. Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground

Year Three

Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their idea. Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk. Consider position and posture when addressing an audience

Year Two

Speak clearly and confidently with appropriate volume and pace in a range of contexts. Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea. Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions

Year One

Speak clearly and confidently in a range of contexts. Use appropriate tone of voice in the right context e.g. to project their voice to a large audience. Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing

EYFS

Begin to join in with action songs and rhymes. Make eye contact. Use gestures. Use non-verbal communication as well as verbal communication e.g. watching what other children do and following them or waiting them or using a gesture. Join in with songs and rhymes. Attend to stories and songs, joining in and listening well. Use non-verbal and verbal communication. Use intonation, rhythm and phrasing to make meaning clear. Speak clearly with appropriate volume. Look at who is talking and who you are talking to. Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing.

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- Consider word choices and phrasing to express their ideas for a particular purpose
 - Use specialist vocabulary
 - Ask questions
- Have a conversation which links one idea to the next
 - Have discussions

Year Four

Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. to persuade or to entertain

Year Three

Be able to use specialist language to describe their own and others' talk. Use specialist vocabulary e.g. speak like an archaeologist. Make precise language choices e.g. instead of describing a cake as 'nice' use 'delectable'

Year Two

Speak in sentences using joining phrases to create longer sentences. Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom. Use sentence stems to signal when they are building or challenging others' ideas in groups

Year One

Speak in sentences using joining phrases to link ideas using vocabulary appropriately specific to the topic in hand e.g. heavier/lighter rather than bigger and smaller. Take opportunities to try out new language, even if it is not always correctly used. Use sentence stems to link to others' ideas in group discussion e.g. "I agree with...because..." "linking to..."

EYFS

Put two words together. Ask simple questions. Use different types of words: nouns, verbs, adjectives. Identify action words. Use at least 50 words and understand many more. Use 'me' 'I' 'mine' 'you'. Use descriptive words 'hot' 'cold' 'big' 'little'. Join three words together. Begin to use word endings correctly. Beginning to use more complex sentences with joining words. Retell events in the correct order. Use talk to connect ideas. Use talk in play to practice new vocabulary e.g. lighter, heavier. Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Ask probing questions**
- **Give supporting evidence and offer reasons for opinions**
- **Reflect and evaluate oracy skills including discussions**
 - **Offer opinions (their own or those of others)**
 - **Reached a shared agreement in discussions**

Year Four

Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event. Ask probing questions. Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets.

Year Three

Offer opinions that aren't their own e.g. taking on the role of.... Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve. Reach shared agreement in discussions.

Year Two

Ask questions to find out more about a subject. Build on others' ideas in discussions. Make connections between what has been said and their own and others' experiences.

Year One

Offer reasons for their opinions. Recognise when they haven't understood something and ask a question. Disagree with someone else's opinion politely. Explain ideas and events in chronological order.

EYFS

Begin to ask simple questions. Follow simple instructions. Understand prepositions. Follow instructions. Look at their reflection in the mirror and say "me". Follow conversations with adults. Understand and talk about people who are not there. Understands more complex sentences. Identifies action words e.g. who's jumping? Follow directions. Listen 1:1 or in a small group. Use 'because' to develop their ideas. Make relevant contributions that match what has been asked. Ask simple questions. Describe events that have happened to them in detail.

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Turn take naturally in discussions and conversations**
- **Understand and develop empathy with the audience**
 - **Consider the impact of words on others**
- **Speak confidently in front of an audience, adapting the content**
 - **Begin to recognise the roles in group talk**
 - **Listen and respond appropriately**

Year Four

Use more natural and subtle prompts for turn taking. Start to develop empathy with an audience. Consider the impact of their words on others when giving feedback.

Year Three

Speak with confidence in front of an audience. Begin to recognise different roles within group talk e.g. chairperson. Adapt the content of their speech for a specific audience.

Year Two

Start to develop an awareness of audience e.g. what might interest a certain group. Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them. Recite / deliver short pre-prepared material to an audience.

Year One

Listen and respond appropriately to others. Be willing to change their mind based on what they have heard. Begin to organise group discussions independently of an adult.

EYFS

Copy familiar expressions 'all gone'. Copy facial expressions. Make eye contact with peers, key workers and parents and attend to what they're saying. Create familiar routines. Indicate needs and wants using preferred method of communication. Indicate choices. Talk about things that they have seen and done.

Use words in a social context. Use talk for wants, needs and choices. Begin to use words for social interaction e.g. "bye bye" Use talk in pretend play. Talk to adults about feelings. Use social language to engage with peers and adults "What are you having for lunch?" "Are you ok?" Look at someone who is speaking to them. Wait for a turn. Taking turns to speak, when working in a group.