



Physical

| EYFS (3-5 YEARS) | RECEPTION (4-5 YEARS) | YEAR 1 (5-6 YEARS) | YEAR 2 (6-7 YEARS) |
|---|--|---|--|
| <p>To turn your body towards the speaker for an appropriate amount of time.</p> <p>To speak to be heard clearly by others.</p> | <p>To use gesture to support meaning in play.</p> <p>To speak audibly so they can be heard and understood.</p> | <p>To use body language to show listening.</p> <p>To experiment with adjusting tone, volume and pace.</p> | <p>To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</p> <p>To speak clearly and confidently in a range of contexts.</p> |
| YEAR 3 (7-8 YEARS) | YEAR 4 (8-9 YEARS) | YEAR 5 (9-10 YEARS) | YEAR 6 (10-11 YEARS) |
| <p>To consider position and posture when addressing an audience.</p> <p>To experiment with adjusting tone, volume and pace for different audiences.</p> | <p>To consider movement when addressing an audience.</p> <p>To consider how tone, volume and pace influence meaning.</p> | <p>For body language to become increasingly natural.</p> <p>To project their voice to a large audience.</p> | <p>To have a stage presence.</p> <p>To adjust tone, volume and pace for a given purpose and audience.</p> |



Linguistic

| EYFS (3-5 YEARS) | RECEPTION (4-5 YEARS) | YEAR 1 (5-6 YEARS) | YEAR 2 (6-7 YEARS) |
|---|---|--|---|
| <p>To use talk in play to practise new vocabulary.</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p> | <p>To use talk in play to practise new vocabulary.</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p> | <p>To use vocabulary specific to the topic at hand.</p> <p>To take opportunities to try out new language.</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p> <p>To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...')</p> <p>'Linking to ...')</p> | <p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>To use newly learnt vocabulary in an appropriate way.</p> |
| YEAR 3 (7-8 YEARS) | YEAR 4 (8-9 YEARS) | YEAR 5 (9-10 YEARS) | YEAR 6 (10-11 YEARS) |
| <p>To begin to use specialist vocabulary.</p> <p>To be able to use specialist language to describe their own and others' talk.</p> <p>To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').</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 use specialist vocabulary when discussing a known topic.</p> | <p>To use an increasingly sophisticated range of sentence stems with accuracy.</p> <p>To select specific vocabulary appropriate to the topic at hand.</p> | <p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions.</p> <p>To use sophisticated vocabulary appropriate to the context and purpose of talk.</p> |



Cognitive

| EYFS (3-5 YEARS) | RECEPTION (4-5 YEARS) | YEAR 1 (5-6 YEARS) | YEAR 2 (6-7 YEARS) |
|---|---|--|---|
| <p>To begin to understand how and why questions.</p> <p>To use 'and' to link their ideas.</p> <p>To describe events currently happening and what might happen next.</p> | <p>To ask questions.</p> <p>To wonder about ideas.</p> <p>To use 'because' to develop their ideas.</p> <p>To describe events that have happened to them in detail.</p> | <p>To consider the merits of different viewpoints.</p> <p>To offer reasons for opinions.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p> | <p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p> |
| YEAR 3 (7-8 YEARS) | YEAR 4 (8-9 YEARS) | YEAR 5 (9-10 YEARS) | YEAR 6 (10-11 YEARS) |
| <p>To offer opinions that aren't their own.</p> <p>To reflect on discussions and identify how to improve.</p> <p>To be able to summarise a discussion.</p> <p>To reach shared agreement in discussions.</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 be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track.</p> | <p>To construct a detailed argument or complex narrative.</p> <p>To assess different viewpoints and present counter-arguments.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>To acknowledge and explain changes of position.</p> |



Social & Emotional

| EYFS (3-5 YEARS) | RECEPTION (4-5 YEARS) | YEAR 1 (5-6 YEARS) | YEAR 2 (6-7 YEARS) |
|---|---|--|--|
| <p>To listen to others.</p> <p>To take turns to speak with the support of an adult.</p> | <p>To listen attentively in a pair or small group.</p> <p>To take turns to speak with a partner independently.</p> | <p>Listen carefully to others.</p> <p>To participate in group discussions independently of an adult.</p> | <p>To encourage everyone to contribute.</p> <p>To develop an awareness of audience, e.g. what might interest a certain group.</p> <p>Confident delivery of short pre-prepared material.</p> |
| YEAR 3 (7-8 YEARS) | YEAR 4 (8-9 YEARS) | YEAR 5 (9-10 YEARS) | YEAR 6 (10-11 YEARS) |
| <p>Listen actively, questioning and responding to others.</p> <p>To adapt the content of their speech for a specific audience.</p> <p>To speak with confidence in front of an audience.</p> | <p>To use more natural and subtle prompts for turn taking.</p> <p>To develop an awareness of audience.</p> <p>To consider the impact of their words on others when giving feedback.</p> | <p>Listening actively for extended periods of time.</p> <p>To speak with flair and passion.</p> | <p>To use humour effectively.</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 if people look confused stopping to take questions.</p> <p>To develop an awareness of group dynamics and invite those who haven't spoken to contribute.</p> |