








# Oracy Overview


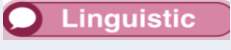


Reception			
Active Listening/Understanding/attention	Speaking	Managing feelings & behaviour	Relationships
ELG 1&2	ELG 3	ELG7	ELG8
<ul style="list-style-type: none"> <li>• Listen with enjoyment and respond to stories, songs and other music, rhymes and poems, and make up their own stories, rhymes and poems.</li> <li>• They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</li> <li>• Sustain attentive listening, responding to what they have heard by relevant comments, questions and actions in a range of situations.</li> <li>• Extend vocabulary, exploring the meanings and sounds of new words.</li> <li>• They give their attention to what others say and respond appropriately, while engaged in another activity</li> <li>• Children follow instructions involving several ideas or actions</li> <li>• They answer 'how' and 'why' questions about their experiences and in response to stories or events</li> </ul>	<ul style="list-style-type: none"> <li>• Hears and says the initial sound in words.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Enjoy listening to and using spoken and written language, to imagine and recreate roles and experiences in play situations.</li> <li>• Use talk to organise sequence and clarify thinking, ideas, feelings and events.</li> <li>• Speak clearly and audibly with confidence and control, and show awareness of the listener.</li> <li>• Extend their vocabulary, exploring the meanings and sounds of new words.</li> <li>• They use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>• They develop their own narratives and explanations by connecting ideas or events</li> </ul>	<ul style="list-style-type: none"> <li>• Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable</li> <li>• They work as part of a group or class, and understand and follow the rules</li> <li>• They adjust their behaviour to different situations, and take changes of routine in their stride</li> </ul>	<ul style="list-style-type: none"> <li>• Children play co-operatively, taking turns with others</li> <li>• They take account of one another's ideas about how to organise their activity</li> <li>• They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</li> </ul>

Year 1	 Physical	 Linguistic	 Cognitive	 Social & Emotional
Aut 1	To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.	To use vocabulary appropriate specific to the topic at hand	To offer reasons for their opinions	Listens to others and is willing to change their mind based on what they have heard
Aut 2	To speak clearly and confidently in a range of contexts	To take opportunities to try out new language, even if not always used correctly.	To recognise when they haven't understood something and asks a question to help with this	To organise group discussions independently of an adult.
Spring 1	Physical: none	To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...'	To disagree with someone else's opinion politely. To explain ideas and events in chronological order	To organise group discussions independently of an adult.
Spring 2	Physical: To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.	To use vocabulary appropriate specific to the topic at hand	To offer reasons for their opinions	Listens to others and is willing to change their mind based on what they have heard
Summer 1	Physical: To speak clearly and confidently in a range of contexts	To take opportunities to try out new language, even if not always used correctly.	To recognise when they haven't understood something and asks a question to help with this.	To organise group discussions independently of an adult.
Summer 2	Physical: none	To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to	To disagree with someone else's opinion politely. To explain ideas and events in chronological order	To organise group discussions independently of an adult.

<b><u>Year 2</u></b>	 <b>Physical</b>	 <b>Linguistic</b>	 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
Aut 1	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	None	To ask questions to find out more about a subject.	To start to develop an awareness of audience e.g. what might interest a certain group.
Aut 2	None	To adapt how they speak in different situations according to audience.	To build on others' ideas in discussions.	To be aware of others who have not spoken and to invite them into discussion.
Spring 1	None	To use sentence stems to signal when they are building on or challenging others' ideas.	To make connections between what has been said and their own and others' experiences.	Confident delivery of short pre-prepared material.
Spring 2	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.	None	To ask questions to find out more about a subject.	To start to develop an awareness of audience e.g. what might interest a certain group.
Summer 1	None	To adapt how they speak in different situations according to audience.	To build on others' ideas in discussions.	To be aware of others who have not spoken and to invite them into discussion.
Summer 2	None	To use sentence stems to signal when they are building on or challenging others' ideas.	To make connections between what has been said and their own and others' experiences.	Confident delivery of short pre-prepared material.

<b>Year 3</b>	 <b>Physical</b>	 <b>Linguistic</b>	 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
Aut 1	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.	To be able to use specialist language to describe their own and others' talk.	To offer opinions that aren't their own.	To adapt the content of their speech for a specific audience.
Aut 2	Considers position and posture when addressing an audience.	To use specialist vocabulary.	To reflect on discussions and identify how to improve.	To speak with confidence in front of an audience
Spring 1	Considers position and posture when addressing an audience.	To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	To be able to summarise a discussion. To reach shared agreement in discussions.	None
Spring 2	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.	To be able to use specialist language to describe their own and others' talk.	To offer opinions that aren't their own.	To adapt the content of their speech for a specific audience.
Summer 1	Considers position and posture when addressing an audience.	To use specialist vocabulary.	To reflect on discussions and identify how to improve.	To speak with confidence in front of an audience
Summer 2	Considers position and posture when addressing an audience.	To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	To be able to summarise a discussion. To reach shared agreement in discussions.	None

<b>Year 4</b>	 <b>Physical</b>	 <b>Linguistic</b>	 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
Aut 1	To consider movement when addressing an audience.	None	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.	To use more natural and subtle prompts for turn taking.
Aut 2	None	to use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.	To ask probing questions.	To be able to empathise with an audience.
Spring 1	None	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To reflect on their own oracy skills and identify areas of strength and areas to improve.	To consider the impact of their words on others when giving feedback.
Spring 2	To consider movement when addressing an audience.	None	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.	To use more natural and subtle prompts for turn taking.
Summer 1	None	To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	To ask probing questions.	To be able to empathise with an audience.
Summer 2	None	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To reflect on their own oracy skills and identify areas of strength and areas to improve.	To consider the impact of their words on others when giving feedback.

<b>Year 5</b>	 Physical	 Linguistic	 Cognitive	 Social & Emotional
Aut 1	To project their voice to large audience	None	None	Listening for extended periods of time.
Aut 2	For gestures to become increasingly natural.	To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	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'.	None
Spring 1	None	To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	To identify when a discussion is going off topic and to be able to bring it back on track.	To speak with flair and passion.
Spring 2	To project their voice to large audience	None	None	Listening for extended periods of time.
Summer 1	For gestures to become increasingly natural.	To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	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'.	None
Summer 2	None	To use an increasingly sophisticated range of sentence stems with fluency and accuracy	To identify when a discussion is going off topic and to be able to bring it back on track.	To speak with flair and passion.

<b>Year 6</b>	 <b>Physical</b>	 <b>Linguistic</b>	 <b>Cognitive</b>	 <b>Social &amp; Emotional</b>
Aut 1	to speak fluently in front of an audience.	To vary sentence structures and length for effect when speaking.	None	To vary sentence structures and length for effect when speaking.
Aut 2	To have a stage presence.	None	To construct a detailed argument or complex narrative.	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.
Spring 1	Consciously adapt tone, pace and volume of voice within a single situation.	To be comfortable using idiom and expressions.	To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	None
Spring 2	to speak fluently in front of an audience.	None	None	To vary sentence structures and length for effect when speaking.
Summer 1	To have a stage presence.	To vary sentence structures and length for effect when speaking.	To construct a detailed argument or complex narrative.	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.
Summer 2	Consciously adapt tone, pace and volume of voice within a single situation.	To be comfortable using idiom and expressions	To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	None