

## Speaking & Listening (Oracy)

Key	Physical	Cognitive	Linguistic	Social & Emotional	Sentence stems to be used to support progression in language	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Speak audibly so they can be heard and understood by a talk partner.</p> <p>Express needs clearly to a familiar adult or peer</p>	<p>To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate.</p> <p>Know the names of the four strands of the framework</p>	<p>Speak audibly so they can be heard and understood in a trio.</p> <p>State their point of view simply to a larger group (up to 5)</p> <p>Look at/towards the speaker, showing active listening</p>	<p>Use gestures to support meaning eg: in a recital. Ask a relevant question about a story.</p> <p>Use the key vocabulary accurately in conversation.</p> <p>Take turns in games and speaking.</p>	<p>Speak audibly so they can be heard and understood by the class.</p> <p>Eg, in a plan, do, review session.</p> <p>Use 'because' 'then' 'but' when explaining their plans and outcomes</p>	<p>To explain how or why something happened using 'because' or 'so'.</p> <p>To use 'if' and 'might' to explain how they could improve their work next time.</p>
Year 1	<p>Speak clearly and confidently in a small group of known peers.</p> <p>Sequence events using the language of time or number. Begin to use sentence stems with some prompting.</p>	<p>Use non – verbal signals to indicate agreement or disagreement.</p> <p>Include 'because' in their contribution to justify ideas.</p>	<p>Speak clearly when presenting learning to the class E.g.: recording a presentation.</p> <p>Use sentences stems independently even if not always appropriate</p>	<p>Retell a story to a small group.</p> <p>Recognising when events are out of sequence and self – correcting.</p> <p>Be able to independently take turns and ensure all members contribute</p>	<p>Speak clearly and confidently when explaining displayed learning to an adult.</p> <p>Recognise when the wrong stem has been used and choose a more appropriate one.</p>	<p>Speak clearly and confidently using a script eg, live presentation.</p> <p>Request a book from the librarian.</p> <p>Explaining the title or topic and maintaining eye contact.</p>
Year 2	<p>Using non – verbal signals confidently to indicate the contribution they wish to make.</p> <p>Agree, disagree or build.</p> <p>Choose the most appropriate stem independently.</p>	<p>Speak clearly and confidently when explaining displayed learning to their peers.</p> <p>Justify their agree/disagree choice with relevant explanations.</p> <p>Use technical, subject – specific vocabulary when explaining opinions.</p>	<p>Begin to understand the importance of posture when speaking.</p> <p>Use taught vocabulary independently, even if not always accurately</p>	<p>Moderate tone and volume to match the audience.</p> <p>Retell an event calmly in logical order</p>	<p>Maintain a suitable posture throughout a spoken contribution.</p> <p>With support, identify a suitable question in response to a stimulus.</p> <p>Be able to change their mind in response to another person's argument e.g., the opinion continuum.</p>	<p>Be aware of where to look or stand to ensure the audience can hear clearly.</p> <p>Take on instigator role in a trio discussion.</p> <p>Include taught vocabulary appropriately and independently in discussions.</p>
Year 3	<p>Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.</p>	<p>Be confident when speaking in a talk role in a small group.</p> <p>Take on the challenger role in a small discussion.</p> <p>Be able to confidently change their mind e.g. opinion continuum</p>	<p>Use awareness of audience to support choice of formal/informal language.</p> <p>Explain the purpose of their talk e.g. to discuss, entertain, inform, instruct or persuade</p>	<p>Take part in a consensus circle and reach a shared conclusion.</p> <p>Deliver a short presentation (with notes) to an unfamiliar audience</p>	<p>Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction.</p> <p>Be able to explain why they have changed their mind e.g., opinion continuum</p>	<p>As Summariser - begin to summarise the opinion of one contributor.</p> <p>Know which strand they are practising and explain why that is important to effective talk.</p>
Year 4	<p>As Summariser - confidently summarise the contribution of one participant in a logical order.</p>	<p>Pause at appropriate points to allow for an audience's reaction.</p>	<p>Take on the summariser role confidently in a trio discussion.</p> <p>Show awareness of taught collocations and recognise when something 'just doesn't sound right'</p>	<p>Project voice to the back of the hall and maintaining that without shouting.</p>	<p>Cite evidence from the text or linked wider experiences when participating in discussions.</p> <p>Deliver a short teaching session to a small group of younger children</p>	<p>Write own short contribution to be presented to the class.</p>
Year 5	<p>Use gestures effectively to engage and persuade the audience.</p> <p>Self-assess own delivery of a short-recorded presentation.</p> <p>Set personal targets to work on this year.</p>	<p>Write a coherent discussion text in response to a whole class stimulus.</p> <p>Deliver that argument to a larger audience of their peers (Year group)</p>	<p>Use effective exploratory and evaluative language to clarify thinking during a discussion</p>	<p>Confidently begin to project voice.</p> <p>Present learning to peers or adults.</p> <p>Use evaluative stems to support the discussion of successes and next steps.</p>	<p>Independently discuss a question in a small group, maintaining focus on the question and talk roles.</p>	<p>Chair discussion group of up to 6 pupils.</p> <p>Maintain focus and use of appropriate sentence stems.</p> <p>Present the outcome of the discussion to the class</p>
Year 6	<p>Use humour appropriately and effectively to engage an audience.</p>	<p>To project voice to the back of the large hall and maintain volume and pitch through several short-spoken contributions.</p>	<p>Use wider world knowledge to support views when participating in debates.</p> <p>Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be rewarded.</p>	<p>Choose appropriately formal language when participating in debates and formal discussions.</p> <p>Structure a persuasive speech effectively using taught language techniques.</p>	<p>To use posture, gestures and tone of voice effectively to persuade the audience.</p> <p>Be able to reply to questions from the audience</p>	<p>Speak confidently and naturally to an audience of known and unknown adults during the end of year production.</p>