

Skill	Year 3	Year 4	Year 5	Year 6
<b>PHYSICAL</b>	<p>Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas.</p> <p>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk</p> <p>Considers position and posture when addressing an audience</p>	<p>Deliberately select movement and gesture when addressing an audience.</p> <p>Uses pauses for effect in presentational talk e.g. when telling an anecdote or joke</p> <p>Uses the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</p>	<p>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</p> <p>Projects their voice to a large audience</p> <p>Gestures become increasingly natural</p> <p>Consciously adapts tone, pace and volume of voice within a single context.</p>	<p>Speaks fluently in front of an audience.</p> <p>Has a stage presence.</p> <p>Consciously adapts tone, pace and volume of voice.</p>
<b>LINGUISTIC</b>	<p>Is able to use specialist language to describe their own and others' talk</p> <p>Uses specialist vocabulary e.g. speak like an archaeologist</p> <p>Makes precise language choices e.g. instead of describing a cake as 'ice' using 'delectable'</p>	<p>Carefully considers the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain</p>	<p>Uses an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions</p> <p>Considers the words and phrases used to express their ideas and how this supports the purpose of talk</p>	<p>Uses an innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</p> <p>Varies sentence structures and length for effect when speaking</p> <p>Is comfortable using idioms and expressions</p>

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<b>COGNITIVE</b>	<p>Offers opinions that aren't their own e.g. taking on the role of ...</p> <p>Begins to reflect on discussions and their own oracy skills and identifies areas of strength and areas to improve</p> <p>Reaches shared agreement in discussions</p>	<p>Gives supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event</p> <p>Asks probing questions</p> <p>Reflects on their own oracy skills and identifies areas of strength and areas to improve and begin to set own targets</p>	<p>Draws upon knowledge of the world to support their own point of view and explore different perspectives</p> <p>Is able to give supporting evidence e.g. citing a text, a previous example or a historical event</p> <p>Identifies when a discussion is going off topic and is able to bring it back on track with support and uses sentence stems e.g. That might be true, however what do you think about ...?</p>	<p>Constructs a detailed argument or complex narrative</p> <p>Spontaneously responds to questions and offers increasingly complex answers, citing evidence where appropriate</p> <p>Reflects on their own and others' oracy skills and identifies how to improve.</p>
<b>SOCIAL AND EMOTIONAL</b>	<p>Speaks with confidence in front of an audience</p> <p>Is beginning to recognise different roles within group talk e.g. chairperson</p> <p>Adapts the content of their speech for a specific audience</p>	<p>Uses more natural and subtle prompts for turn taking</p> <p>Is starting to develop empathy with an audience</p> <p>Considers the impact of their words on others when giving feedback</p>	<p>Listens for extended periods of time including note-taking, drawing visual</p> <p>Adapts the content of their speech for a specific audience e.g. use of humour</p> <p>Speaks with flair and passion</p>	<p>Uses humour effectively</p> <p>Is beginning 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</p>