

Nursery

Skills	Experiences/ Roles
<p>To start a conversation with an adult or peer</p> <p>To understand an instruction that has 2 parts e.g. <i>"Get your coat and wait at the door"</i></p> <p>Listen to stories and recall some of what happens</p> <p>Use actions to agree or disagree</p> <p>Use the vocabulary flowers to widen their range of vocabulary</p>	<p>-React to the learning partner pictures-the 'hand holding' image and the 'facing each other' image</p> <p>-Take part in small group work with an adult</p> <p>-Talk about what they see</p> <p>-Use a feelings chart to express how they feel on a daily basis</p> <p>-Use model vocabulary in provision e.g. <i>I say, you say</i></p> <p>-Describe their 'favourite object' to the rest of the class</p>

Reception

Skills	Experiences/ Roles
<p>To listen carefully and recognise why listening is important</p> <p>To talk about fiction and non-fiction to widen their vocabulary</p> <p>To understand a question or instruction that has 2 parts</p> <p>To develop social phrases</p> <p>Use actions and words to agree or disagree</p> <p>To use (and add to) the vocabulary flowers to widen their range of vocabulary</p>	<p>-React to the learning partner pictures-the 'facing each other' image</p> <p>-Take part in small group work with an adult</p> <p>-Talk about how they and others are feeling</p> <p>-Answer 'how' and 'why'</p> <p>-Retell a story with actions and familiar vocabulary</p> <p>-Filmed speaking and discussing 'what went well' in regards to their listening</p> <p>-Describe people who are familiar to them to the rest of the class</p> <p>-Use sentence structures</p>

Year 1

Skills	Experiences/ Roles
<p>Use the appropriate tone of voice e.g. <i>speaking clearly when repeating instructions</i></p> <p>To speak clearly and confidently using Standard English at all times</p> <p>To use the sentence structures from the 'Principles'</p> <p>To have the opportunity to use subject vocabulary before it is written down so they understand the meaning of the word</p> <p>To justify their reasons using 'because'</p> <p>To use conjunctions to organise and sequence ideas e.g. <i>firstly, secondly, finally</i></p>	<p>-Learning partners</p> <p>-Take part in small group work, without an adult</p> <p>-Filmed speaking and discussing 'what went well' 'what could have gone better'</p> <p>-Speak in front of a large audience e.g. <i>bring an object in and discuss it in front of a neighbouring class</i></p> <p>-Use sentence structures</p>

Year 2

Skills	Experiences/ Roles
<p>Incorporate the skills from Year 1 and also include:</p> <p>Using gestures to support the delivery of ideas e.g. <i>gesturing towards someone if they would like them to speak, counting off ideas on their fingers as they say them</i></p> <p>Inviting others into the discussion</p> <p>Building on others ideas in discussions</p> <p>Asking the speaker questions about their reasoning</p>	<p>-Learning partners</p> <p>-Take part in small group work, without an adult</p> <p>-Filmed speaking and discussing 'what went well' 'what could have gone better'</p> <p>-Speak in front of a large audience e.g. class assembly</p>

	<ul style="list-style-type: none"> -Role play scenarios to allow children to practice speaking in different contexts <i>e.g. having tea with the Queen</i> -Develop 'class talk rules' <i>e.g. for inviting others, for building on others ideas</i>
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Year 3

Skills	Experiences/ Roles
Incorporate the skills from Year 1/ 2 and also include: Considering their position and posture when addressing an audience Making precise language choices <i>e.g. use 'delectable' when describing a cake, not 'nice'</i> Offering opinions that aren't their own Summarising a discussion Reaching shared agreements in discussions	<ul style="list-style-type: none"> -Learning partners -Take part in small group work, without an adult -Filmed speaking and discussing 'what went well' 'what could have gone better' -Speak in front of a large audience <i>e.g. class assembly</i> -Share the class talk rules on a weekly basis -Evaluate the class talk rules after each Oracy session -Take on an expert role <i>e.g. deliver a presentation as an artist or archaeologist</i>

Year 4

Skills	Experiences/ Roles
Build on skills from Years 1-3 and also include: Pauses for effect in presentational talk Asking probing questions Reflecting on their own individual Oracy skills and identify 'what is going well' and 'what needs to improve' Empathising with their audience Considering the impact of their words when giving feedback	<ul style="list-style-type: none"> -Learning partners -Take part in small group work, without an adult -Speak in front of a large audience <i>e.g. class assembly</i> -Evaluate the class talk rules after each Oracy session -Take on an expert role <i>e.g. deliver a presentation as an artist or archaeologist</i> -Use Oracy for a specific purpose <i>e.g. to persuade or to entertain</i> -To collaboratively solve a problem -To speak with an unknown adult for a specific purpose <i>e.g. questioning visitors in careers or market research</i> -Take part in teaching their peers -Create TV or Radio adverts

Year 5

Skills	Experiences/ Roles
Build on skills from Years 1-4 and also include: Projecting their voice to large audiences Drawing upon the nature of the world to support their own point of view Listening for extended periods of time	Debating club in class and after school BBC school report Stand-up comedy Performance poetry Compering a school event School ambassadors

Year 6

Skills	Roles
<p>Build on skills from Years 1-5 and also include:</p> <p>Consciously adapting tone, pace and volume of voice within a single situation</p> <p>Varying sentence structures and length for effect when speaking</p> <p>Using humour effectively</p> <p>Reading a room and take action accordingly <i>e.g. if everyone looks disengaged, moving on or changing the topic</i></p>	<p>Lead the school council</p> <p>Mentor/ teach younger students</p> <p>Act as tour guide for prospective parents</p> <p>Record their own sports commentary</p> <p>Lead the end of year production</p> <p>Talent show</p> <p>School ambassadors</p>