


**Physical:** This strand focuses on how children use their body and non-verbal signals to communicate. This includes the use of gesture, posture, facial expression and eye focus

		<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Body Language and Gesture</b>		<p>To speak audibly so they can be heard and understood</p> <p>To use gestures to support meaning in play</p>	<p>Use body language to show listening e.g. face the face/person, posture – body turned towards point of focus (this might be the person speaking or the shared focus such as a book, ppt, object).</p> <p>Use body language to support the delivery of ideas e.g. turning towards a partner to speak.</p>	<p>Use gesture to show listening e.g. non-verbal signals (nodding, ABC hand signals) to show agreement or disagreement.</p> <p>Use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</p>	<p>Maintain an open position and appropriate posture when addressing an audience e.g. when standing in front of an audience, use a comfortable, balanced stance with two feet slightly apart, shoulders back and head looking forward. When contributing to a class discussion, raise slightly in seat and turn to face the majority of the class.</p>	<p>Use gesture to emphasise key elements of what is being said e.g. pointing to/referencing an image or object, using a gesture or exaggerated movement to show emphasis: using an expansive arm movement to encompass ‘the whole world’ or ‘all of the equipment’.</p>	<p>Consider movement and gesture to enhance audience understanding e.g. moving to a different area of the stage when a particular point is made; moving to the front of the stage to draw the audience in, beckoning with a finger to encourage closer listening/share a secret.</p>	<p>Use gesture and body language appropriate to the content and needs of the audience e.g. in performance poetry: use more exaggerated gestures or facial expressions when presenting a humorous poem; in a persuasive presentation: counting points off on fingers to show first, second and third points; in PE: instructing a small group to follow warm up exercises and use gesture to get them into position.</p>

**Physical:** This strand focuses on how children use their voice to communicate. This includes pace of speaking, tonal variation, clarity of pronunciation and voice projection.

	Clarity of Pronunciation		Clarity of Pronunciation				
	Use speech that is consistently clear and easy to understand (though may still have some immaturities).		Use speech that is consistently clear and easy to understand.				
Tone and Pronunciation		<b>To use the appropriate tone of voice in the right context.</b> E.g. speaking calmly when resolving an issue in the playground.	<b>Vary volume when there is a change of context</b> <i>e.g. switching from talking in a group to sharing group ideas to the class.</i>	<b>Vary volume, tone and pace to convey meaning</b> <i>e.g. presenting a story to a younger class: changing pace in action scenes and using tone to show characters’ emotions; or taking on an expert role and emphasising key words when explaining a scientific process such as how shadows are formed.</i>	<b>Vary tone and volume deliberately to convey meaning and to keep the listener engaged</b> <i>e.g. recognise when the listener is losing interest and increase volume or vary intonation.</i>	<b>Control their voice depending on the audience</b> <i>e.g. consistently projects their voice to a larger audience. Knowing how to project their voice involves the following: take a deep breath to prepare for speaking, raise the volume without shouting and use moderate pace.</i>	<b>Speak fluently in front of an audience.</b>
		<b>To speak clearly and confidently in a range of contexts</b> <b>Show awareness of volume when speaking</b> <i>e.g. playground voice, partner voice.</i> <b>Use tone to show feelings and emotions</b> <i>e.g. when role playing a character from a book or from history.</i> <b>Respond to teacher prompts to slow the pace of their speech</b> <i>e.g. when delivering a line in a play or recounting an event.</i>	<b>Use tone for emphasis to engage the listener and keep them interested</b> <i>e.g. convey excitement or difficulty.</i>  <b>Understand the need to control pace of speaking in different context</b> <i>e.g. when talking with friends vs sharing group ideas to the class.</i>		<b>Understand when to pause for effect</b> <i>e.g. in presentational talk when giving examples or telling a joke during a Joke-a-thon for Comic Relief or sharing something surprising or unexpected.</i>		<b>Adjust tone, volume and pace deliberately to match the purpose and audience</b> <i>e.g. when emphasising a point to persuade others during a debate, explaining reasoning in mathematics, supporting younger children as a playground buddy.</i>



**Linguistic:** This strand focuses on the speaker's choice of vocabulary; the grammar and structure of the sentences and choosing the appropriate register.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	New vocabulary will be taught and practised each year. This includes the words they need for social interaction, general learning and topic specific vocabulary. At each stage, expect to hear children using vocabulary relating to the topic at hand and using newly introduced words appropriately in a range of contexts.						
	Children will use an increasing range of sentence stems with accuracy. Teachers should refer to 'speak like a' resource which demonstrate progression through Key Stage One, Lower Key Stage Two and Upper Key Stage Two across all subject areas. Children will use the sentence stems with increasing independence and less reliance on written prompts in each phase.						
Vocabulary	<p>To use talk in play to practice new vocabulary</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</p>	<p>Use words to specify and to make meaning clearer e.g. I'm going to play with the <u>red, spotty</u> ball and then the <u>blue</u> ball. (adjectives for specification).</p>	<p>Use topic words correctly to describe and explain. e.g. The petals attract the insects</p> <p>To adapt how they speak in different situations according to audience.</p>	<p>Show awareness of the difference between topic specific and everyday vocabulary and, with support, chooses appropriately depending on the context e.g. may use colloquial words such as 'belly' in playground talk but understands the need to use correct terminology 'stomach' in classroom talk. <b>To make precise language choices</b> e.g. instead of describing a cake as 'nice' using 'delectable'.</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>Use a wider range of verbs and adverbs within their talk e.g. children may use 'I <u>sprinted</u> for the bus.' choosing a more precise verb during everyday talk rather than 'I <u>ran</u> for the bus'.</p>	<p>Make precise language choices across a range of contexts e.g. describing an adventurous event as <u>really exciting</u> or <u>thrilling</u> rather than great or brilliant. Precisely describing the <u>high pitched, piercing</u> sound of the recorder.</p>	<p>Choose words and phrases carefully to achieve the intended purpose e.g. recognises that different types of language are used for different types of talk. Using emotive language to persuade: 'Think of those <u>poor, defenceless animals</u> who will be affected by this destruction.' Using technical language to explain: Many <u>species</u> are now under <u>threat of extinction</u> due to <u>deforestation</u>.</p>
Sentence Stems		<p>Use sentence stems provided by the teacher to link to others' ideas (stems are introduced over the course of the year as appropriate to the cohort) e.g. I think that... I believe that... I like/dislike... because... It can/can not be... because...</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p>	<p>Use sentence stems provided by the teacher when they are building on or challenging others' ideas (stems are introduced over the course of the year as appropriate to the cohort) e.g. I agree/ disagree with... because..., my idea is the same as/different to... My opinion about ... is the same/different to... because.. "Building on what Sam said about how to calculate 19 +19, we can also do 20 + 20 and take away 2."</p>	<p>Choose from the bank of available sentence stems to build on and challenge the ideas of others i.e. they choose which one to use for themselves rather than being directed to particular ones by the teacher.</p>	<p>To use an increasingly Sophisticated range of sentence stems with fluency and accuracy. Consolidating use of sentence stems used so far.</p>	<p>Build on and challenge others' ideas more flexibly i.e. adapting sentence stems depending on context, creating a more natural delivery style.</p>	<p>To be comfortable using idiom and expressions.</p> <p>Employ a range of rhetorical devices e.g. using a 3-part list to present an argument; repeating key words or phrases for emphasis (rule of 3); using similes or puns for emphasis and to support effective communication.</p>

**Cognitive :** This strand relates to how children develop and articulate their thinking through talk. It involves the processes of thinking, questioning, reasoning and reflecting on the viewpoints of others. It also relates to how children organise and deliver the content of their talk.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In each stage, the children will draw on their knowledge of the world when exploring, explaining, discussing and debating ideas. This knowledge will increase in depth and complexity as the children mature and gain curriculum knowledge. <b>Important note:</b> the knowledge and understanding of the subject being discussed is paramount to the children having something to say. 'Good' talk can't be produced if children have limited ideas to work with and to contribute.						
Questioning	<p>To use 'because' to develop their ideas</p> <p>To make relevant contributions and asks questions</p> <p>To describe events that have happened to them in detail</p>	<p><b>Ask simple questions</b></p> <p>Recount events in <b>chronological order</b> e.g. retelling an event from history, recounting the key events from a story, describe the steps involved in a science investigation and the conclusion reached.</p>	<p><b>Ask questions to find out specific information or to extend their understanding</b> e.g. how did Red Riding Hood feel when she saw the wolf in grandma's bed? How did you calculate the answer?</p> <p><b>To recognise when they haven't understood something and asks a question to help with this.</b></p>	<p><b>Ask a range of open and closed questions</b> e.g. children know to use a closed question to gain factual information such as, what were the roofs made from in stone age houses? Children use an open question to elicit more information such as, what was your favourite part of the book?</p>	<p><b>Use open questions in group discussions to generate a wider range of ideas</b></p> <p>e.g. when looking at an artefact in history, children discuss what something is used for. They may ask why someone might use it.</p>	<p><b>Ask a series of questions to develop a deeper understanding</b> e.g. listens actively to initial ideas and <u>probes</u> with further questioning.</p>	<p><b>Understand, ask and use different types of questions to suit a range of situations</b> e.g. use closed questions to check understanding; open questions to gain more information and rhetorical questions for effect, to emphasise a point or to persuade.</p>
Opinions and Viewpoints		<p><b>Share personal opinions and give reasons for these</b> e.g. I like this dinosaur because it has huge teeth, and it looks dangerous.</p> <p><b>To disagree with someone else's opinion politely.</b></p>	<p><b>Justify viewpoints using personal and social experience. Justify explanations using knowledge of the world</b> e.g. D&amp;T: I predict the best material to make a coat for our bear is plastic because my wellies are made of plastic, and they keep my feet dry (personal experience); RE: Christmas is important to Christians because they celebrate the birth of Jesus (knowledge of the world).</p> <p><b>To build on others' ideas in discussions.</b></p> <p><b>To make connections between what has been said and their own and others' experiences.</b></p>	<p><b>Summarise the key points in a discussion between two people</b> i.e. in talk trios, one child has the role of summariser: they listen and give a summary of what the other children have said.</p> <p><b>Structure talk by organising and presenting ideas in given themes</b> e.g. geography: when presenting information on a country, deliver the ideas in themes of location, climate, land use (rather than delivering as a 'stream of consciousness').</p> <p><b>To reach shared agreement in discussions.</b></p> <p><b>To offer opinions that aren't their own.</b></p>	<p><b>Justify viewpoints and explanations using relevant knowledge and evidence</b> e.g. citing the text or knowledge learned previously; using data collected or information gained from examining historical evidence.</p> <p><b>To reflect on their own oracy skills and identify areas of strength and areas to improve.</b></p>	<p><b>Summarise key information or the range of viewpoints presented within a class or group discussion</b> e.g. tell your partner three things we've learned about how Muslims worship in a mosque. In a group, one child has the role of summariser: they listen and give a summary of what the other children have said.</p> <p><b>Communicate the structure of their talk to the audience</b> e.g. in a presentation, will 'headline' the key content or issues in the introduction. Today, I am going to talk to you about deforestation, I have divided my talk into four parts: __, __, __, and finally__.</p>	<p><b>Present ideas in a clear and well-structured way</b> e.g. When making an opening statement in a debate titled 'Is graffiti art?', the child would need to organise the structure of their speech: use an opening statement that 'headlines' key issues to be covered, arguments for and against, a conclusion demonstrating their own viewpoint. Prompts such as a graphic organiser, images or written notes can be useful to support this.</p> <p><b>Prioritise the main ideas and gives less time to those that are not as important</b> e.g. When sharing information on the causes of WW2, children give more information on what they have identified as the main causes and may just list some of the other causes.</p>

**Social and Emotional** :This strand focuses on how children use oracy to build and maintain relationships e.g. turn taking, working collaboratively, showing respect, showing sensitivity to others and self-assurance when speaking. **Important note:** Confidence and self-assurance grow when children have **something to say** based on knowledge of the world around them.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>'Social niceties' (greeting your group before you start working together or welcoming a visitor to class, good manners such as thanking a partner/group after working with them or a visitor for their input, giving praise and recognition to others etc) need to be explicitly modelled and taught to children. These should be regularly practised so that they become habit/ the norm to the children.</b>						
<b>Confidence &amp; Self Assurance</b>	To look at someone who is speaking to them	Share their own ideas in pair or group discussions e.g. predicting which object will float; discussing how a story character felt.	Share group ideas with the class e.g. following a group task exploring historical artefacts, the children articulate their group's main ideas to the rest of the class.  To start to develop an awareness of audience e.g. what might interest a certain group.  Confident delivery of short pre-prepared material	Convey confidence when sharing ideas with an audience e.g. take on an 'expert role' and present rehearsed findings. Conveys confidence through a range of physical attributes e.g. when standing in front of an audience, use a comfortable, balanced stance with two feet slightly apart, shoulders back and head looking forward.	Consider the content and register of their speech depending on the audience e.g. carrying out a questionnaire with adults during geography fieldwork, organising playground games for younger children, asking a visiting expert questions.	Share viewpoint on a topic speaking with passion and self-assurance e.g. describing their response to a piece of music and making links to their own musical preferences.	Respond and adapt according to the needs of the audience in the moment e.g. if their partner or group appears confused, repeat or re-word information or ask them if they have any questions. Pause to allow people to settle when making a class or wider group presentation.  To use humour effectively
<b>Collaboration</b>	To take turns to speak when working in a group	Take turns in paired or group discussions, supported by scaffolds or teacher prompts e.g. passing a mascot during circle time, teacher prompts with A/B to contribute, putting a thumb in when they want to speak. To organise group discussions independently of an adult.	Recognise everyone has a right to a turn to speak.  Encourage others who haven't spoken to take their turn using agreed scaffolds e.g. saying their name, asking a question, inviting them to speak (Sam, what do you think?).	Understand assigned roles within a small group e.g. children are taught different group roles and learn to adhere to these: presenter, questioner and summariser.	Use more sophisticated strategies within group discussions to manage interactions e.g. as an alternative to passing a mascot or A/B talk partners, use hand gestures to pass to the next speaker, nod to show you have finished speaking, use the natural pause and rhythm within the conversation to know it's now their turn. To use more natural and subtle prompts for turn taking	Manage group work ensuring everyone contributes and stays on task e.g. Children recognise when the group is off task and draw on appropriate strategies to re-focus: use modelled sentence stems ('It feels like we are going off topic here. Let's get back to...') or more subtle prompts (hand gestures, nod) to bring individuals back on task.	Independently manage group interactions e.g. use a round robin to allow everyone to share ideas; assign a spokesperson for the group to feedback group ideas; assign specific roles within the group: questioner, summariser or presenter. 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.
<b>Listening</b>		Demonstrate listening e.g. uses body language (see physical strand for Y1 expectations) and through asking a relevant question in response to what has been heard. Listens to others and is willing to change their mind based on what they have heard	Reassure the speaker that they are listening through non-verbal gestures and questioning e.g. use non-verbal signals (nodding/ABC hand signals to show agreement or disagreement) and ask relevant questions.	Demonstrate active listening by responding to others e.g. use non-verbal signals; ask a range of open and closed questions; give a summary of what the speaker has said.	To be able to empathise with an audience.  To consider the impact of their words on others when giving feedback.	Listen actively for extended periods of time e.g. when listening to a speaker/visitor and be able to ask questions about the content or summarise key points.	