



				PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL&EMOTIONAL
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	Summer 2	
	7 weeks	7 weeks	6 weeks	5 weeks	7 weeks	7 Weeks	
RECEPTION	To project their voice clearly so that their partner can hear and understand them. To communicate their needs clearly and effectively to adults and classmates.	To maintain appropriate eye contact with their talk partner or a familiar adult. To describe an experience to a talk partner or familiar adult, using 'and' to add detail and elaborate on ideas. To identify and name the four strands of the Oracy Framework.	To project their voice clearly in a trio so that everyone can hear and understand them. To state their point of view clearly to a larger group (up to five), using sentence stems. To look at the speaker when listening.	To use gestures to support meaning, such as signing during daily prayer or singing. To ask a relevant question about a story. To use key vocabulary accurately during conversations and partner talk. To take turns appropriately during games and conversations.	To speak clearly and confidently so that they can be heard and understood by the class, for example when giving feedback or sharing thoughts and feelings. To use 'because', 'then' and 'but' when explaining plans they have made and their outcomes.	To explain how or why something happens using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.	
YEAR 1	To speak clearly and confidently within a small group of familiar peers. To sequence events using time-related language, such as 'this afternoon' and 'tomorrow morning', or by using numbers. To begin using sentence stems with minimal prompting.	To use non-verbal communication, as modelled in Destination Readers, to indicate agreement or disagreement. To include 'because' in their contributions to justify and clarify their ideas.	To speak clearly when presenting their learning to the class or a wider audience, such as during an assembly. To use sentence stems independently and appropriately.	To retell a story to a small group, identifying when events are out of sequence and self-correcting them. To take turns independently and ensure all peers have an opportunity to contribute to the discussion.	To speak clearly and confidently when explaining their learning to adults and peers during assemblies or whole-class discussions. To recognise when the wrong sentence stem or word has been used and choose a more appropriate one.	To speak clearly and confidently when reading from a script, for example during a live presentation, showcase or assembly. To request a favourite story, explaining the title or topic and maintaining eye contact.	
YEAR 2	To use non-verbal communication, as modelled in Destination Readers, to indicate agreement, disagreement or build. To independently choose a suitable sentence stem.	To explain why they agree or disagree, giving relevant reasons. Use subject-specific vocabulary when explaining opinions.	To begin to understand the importance of posture and body language when speaking. To use taught vocabulary independently, even if it is not always used in	To adjust their tone and volume to suit the audience and purpose. To retell an event calmly and in a logical sequence, for example, an event that happened	To maintain appropriate posture and body language throughout a spoken contribution. To identify a suitable question in response to a stimulus, with support. To be able to change their opinion in response to another person's argument, showing a willingness	To be aware of where to stand or look so that the audience can hear them clearly, using an appropriate volume. To take on the role of instigator in a small group	

			the correct context.	on the playground.	consider different viewpoints.	discussion. To use taught vocabulary appropriately and independently in discussions.
YEAR 3	To begin to use different tones of voice for humorous or sad parts when storytelling. To recognise when someone has not had a chance to contribute and encourage them to share their ideas.	To take on the challenger role respectfully in small group discussions. To confidently change their position on the opinion continuum when their thinking changes.	To be able to summarise a discussion. To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	To reach shared agreement in discussions. To use specialist vocabulary. Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority.	To adapt the content of their speech for a specific audience. To reflect on discussions and identify how to improve. To be able to use specialist language to describe their own and others' talk.	To speak with confidence in front of an audience. To offer opinions that aren't their own.
YEAR 4	To consider movement when addressing an audience. Introduce pupils to sentence stems to cite evidence and ask probing questions.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.	To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.	Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.	To consider how tone, volume and pace influence meaning.	To use talk for a specific purpose e.g. to persuade or to entertain. To receive feedback from a peer or audience member on their oracy skills.
YEAR 5	For body language to become increasingly natural. 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	Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be	To identify when a discussion is going off topic and to be able to bring it back on track.	To project their voice to a large audience. Self assess own delivery of a short recorded presentation. Set targets to work on this year.	To speak with flair and passion Share discussion with groups up to 6 pupils.	Listening for extended periods of time. Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.

	so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'.	true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'. Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.				
YEAR 6	To have a stage presence. To vary sentence structures and length for effect when speaking.	To speak fluently in front of an audience. To be comfortable using idiom and expressions. Choose appropriately formal language when participating in debates and formal discussions.	Practise 'power poses' to explore physical aspects of speaking. To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	To construct a detailed argument or complex narrative. To use humour effectively.	To adjust tone, volume and pace for a given purpose and audience Deliver a short teaching session to a young year group, noticing when the audience needs to be refocused or explanations needs to be reworded.	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. Speak confidently to audience of known or unknown adults during end of year production.