Strand	Nursery	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	To use simple	To project their	To speak clearly	To speak clearly	Natural use of	Natural use of	To consider	To have a stage
	gestures to	voice to a large	in a range of	and confidently	body language	body language	movement when	presence.
	support talk	audience eg.	contexts.	in a range of	and facial	and facial	addressing an	
Physical		Nativity, Class		contexts.	expressions.	expressions.	audience.	To use pauses
	To begin to use	assembly.	To use body			To speak fluently		for effect in
	eye contact		language to	To use body	To speak fluently	in front of an	To use pauses	presentational
	when talking to	To confidently	show active	language to	in front of an	audience.	for effect in	talk e.g. when
	a familiar adult	use gestures to	listening and	show active	audience.		presentational	telling an
		support talk.	support meaning	listening and		Considers	talk e.g. when	anecdote or
	To begin to		when speaking.	support meaning	Considers	position and	telling an	telling a joke.
	project their	To use eye		when speaking.	position and	posture when	anecdote or	
	voice when	contact to	To project their		posture when	addressing an	telling a joke.	Begin to think
	talking to a small	engage with	voice to a large	For gestures to	addressing an	audience.		about deliberate
	group	audience or	audience eg.	become	audience.		Consciously	crafting of the
		speaker,	Class assembly.	increasingly		Deliberately	adapt tone, pace	listener's
		including in one		natural.	To use the	varies tone of	and volume of	journey through
		to one	To start to use		appropriate tone	voice in order to	voice within a	changes to tone,
		conversations.	gesture to	To project their	of voice in the	convey meaning	single situation.	volume and pace
			support the	voice to a large	right context. eg.	eg speaking		eg. to create
		To talk at a	delivery of ideas.	audience eg.	speaking calmly	authoritatively		suspense or
		steady pace so	Eg. Gesturing	Class assembly,	when resolving a	during an expert		coming timing.
		the audience can	towards	year group	playground	talk or speaking		
		understand.	someone if	performances	issue.	with pathos		
			referencing their			when telling a		
		Begin to use	idea, or counting	To use agree,	To confidently	sad part of the		
		agree and	off ideas on their	disagree, linking	use agree,	story.		
		disagree hand	fingers as they	to and building	disagree, linking			
		gestures.	say them.	on hand	to, building on			
				gestures. To	and challenge			
			To use agree,	begin to use	hand gestures.			
			disagree and	challenge hand				
			linking to hand	gestures.				
			gestures.					

Strand	Nursery	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	To begin to take	To use a range of	To use sentence	To use sentence	To begin to use	To understand	To use humour	To use humour,
	opportunities to	vocabulary in	stems to link to	stems to link to	specialist	common idioms	and sarcasm.	irony, sarcasm and
	try out new	interesting ways	other's ideas in	other's ideas in	vocabulary.	and expressions.		mimicry.
Linguistic	language, even if	to add information	group discussions	group discussions	To begin to vary		To be comfortable	
	it is not always	and express ideas.	eg. I	eg. I	sentence structure	To confidently use	using common	To be confident
	used correctly.		agree/disagree	agree/disagree	and length for	specialist	idioms and	using common
		Use a range of	with because	with because,	effect when	vocabulary.	expressions.	idioms and
	To use 'pretend'	vocabulary by		linking to	speaking.			expressions.
	talk in my play	grouping and	To begin to use			To vary sentence	To judge when	
	using correct	naming, exploring	conjunctions to		To use sentence	structure and	appropriate to use	To judge when
	vocabulary for	the meaning and	organise and	To confidently to	stems eg. to signal	length for effect	specialist	appropriate to use
	play objects.	sounds of new	sequence ideas eg.	use conjunctions	when building on	when speaking.	vocabulary.	specialist
		words.	firstly, secondly,	to organise and	or challenging			vocabulary.
			finally	sequence ideas eg.	other's ideas.	To use a range of	To be able to use	
		To take		firstly, secondly,		sentence stems	specialist language	To be able to use
		opportunities to	To take	finally	To carefully	eg. to signal when	to describe their	specialist language
		try out new	opportunities to		consider the	building on or	own and other's	to describe their
		language, even if it	try out new	To use precise	words and phrases	challenging	talk.	own and other's
		is not always used	language.	language choices	used to express	other's ideas.		talk.
		correctly.		eg. instead of	their ideas and		To confidently	
				describing a cake	how this supports	To carefully	vary sentence	To deliberately
				as 'nice' using	the purpose of	consider the	structure and	vary sentence
				'delectable'	talk.	words and	length for effect	structure and
						phrasing they use	when speaking.	length for effect.
				To use		to express their		
				appropriate		ideas and how this	To use and	To use and
				vocabulary		supports the	innovate on an	innovate on an
				specific to the		purpose of talk.	increasingly	increasingly
				topic at hand.			sophisticated	sophisticated
							range of sentence	range of sentence
							stems with	stems with
							accuracy.	accuracy and
								fluency.

Strand	Nursery	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	To begin to use a	Listen and	To offer reasons	To offer reasons	To reach a shared	To reach a shared	To build on,	To continue to
(%)	variety of simple	respond to ideas	for their opinions.	for their opinions	agreement in	agreement in	challenge and to	build on, challenge
	question openers	expressed by		and opinions that	discussions.	discussions.	summarise other's	and begin to
Cognitive	(e.g. what, where,	others in	To begin to ask	aren't their own.			ideas in	summarise other's
	who).	conversation and	questions to find		To confidently ask	To ask probing	discussion.	ideas in
		discussion for	out more about a	To begin to reach	clarifying	questions.		discussion.
	Listen and	short periods of	subject.	shared	questions and		To reflect on	
	respond to ideas	time		agreements in	begin to ask	To build on,	discussion and	To structure their
	expressed by		To begin to draw	small group	probing questions.	challenge and	identify how to	talk in
	others in	To answer 'how'	upon knowledge	discussions.		begin to	improve.	sophisticated ways
	conversation and	and 'why'	of the world to		To recognise when	summarise other's		eg. grouping ideas
	discussion.	questions about	support their own	To disagree with	they haven't	ideas in	To draw upon	by themes.
		my experiences.	point of view.	someone's	understood	discussion.	knowledge of the	
				opinion politely.	something and ask		world to support	To confidently
		To express simple	To begin to		a question to help	To make	their own point of	counter- argue
		views about	explain ideas and	To ask clarifying	with this.	connections	view and explore	and make counter
		events.	events in	questions to		between what has	different	proposals to
			chronological	increase	To build on other's	been said and	perspectives.	problem- solve
			order using simple	understanding.	ideas in	their own and		and move
			sequencing words.		discussions.	others'	To begin to	discussions
				To explain ideas		experiences.	counter- argue	forward.
				and events in	To make simple		and make counter	
				chronological	connections	To begin to draw	proposals to	To cite evidence
				order.	between what has	upon knowledge	problem- solve	with mature and
				To make simula	been said and	of the world to	and move	appropriate
				To make simple connections	their own and others'	support their own	discussions	reference points.
				between what has		point of view and explore different	forward.	To reflect on their
				been said and	experiences.	perspectives.	To cite evidence	own and others'
				their own	To structure	perspectives.	with appropriate	oracy skills and
					extended		reference points.	identify areas of
				experiences.	presentational talk		reference points.	strength and how
				To draw upon	eg. Beginning,		To reflect on their	to improve.
				knowledge of the	middle and end.		own and others'	to improve.
				world to support	illidale alla ella.		oracy and identify	
				their own point of			how to improve.	
				view.			now to improve.	
		1		VIEW.				

Strand	Nursery	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	To begin to	To engage in	Confident	To listen for	To begin to	To confidently	To begin to	To speak with
	engage in	conversation with	delivery of a	extended periods	engage in a	engage in a	speak with flair	flair and
202	conversation	a familiar adult.	short pre-pared	of time.	conversation	conversation	and passion.	passion.
	with a familiar		material eg.		with an	with an		
Social and	adult.	To turn-take when	class assembly.	To organise group	unfamiliar adult.	unfamiliar adult.	To be	
Emotional		talking with a		discussions with			comfortable	To be
Linotional	To begin to	partner and a small	To speak with	the support of an	To begin to	To organise	organising	confidently
	turn-take	group.	confidence in	adult.	organise some	groups	groups talk eg.	organise groups
	when talking		front of an		groups	discussion	as a chairperson	talk eg. as a
	with a partner.		audience.	To be aware of	discussion	without the		chairperson
				others who have	without the	support of an	To adapt the	
			To engage in a	not spoken and to	support of an	adult.	content of their	To begin to be
			two-way	invite them into	adult.		speech for a	able to read a
			conversation	discussion.		To use more	specific	room or a group
			with a familiar		To be aware of	natural and	audience.	and take action
			adult.	To speak with	others who have	subtle prompts		accordingly eg.
				confidence in front	not spoken and	for turn taking.	To begin to	if everyone
			To be aware of	of an audience.	to invite them		consider the	looks
			others who		into discussion.	To start to	impact of their	disengaged,
			have not			develop an	words on others	moving on or
			spoken in a			awareness of	when giving	changing topic.
			discussion.			audience eg.	feedback.	If people look
						What might		confused
						interest a		stopping to take
						certain group?		questions.
								To consider the
								impact of their
								words on others
								when giving
								feedback.