


Skill	EYFS	Yr1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
 <b>Physical</b>	<ul style="list-style-type: none"> <li>To learn to hold a conversation by giving their attention and responding appropriately with back and forth exchanges</li> <li>To learn how to listen attentively in a range of situations, like in class, group, small group - when playing or one to one</li> <li>To learn to listen to stories and guess what might happen next</li> <li>Learn to follow a sequence of instructions using a recipe card to bake buns</li> </ul>	<ul style="list-style-type: none"> <li>To project their voice to a large audience.</li> <li>To use gesture to support delivery e.g. pointing at parts of plant they are discussing</li> <li>To use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>To speak clearly at appropriate volume and pace in a range of contexts</li> <li>To use gesture to become increasingly natural to support speech</li> <li>To use body language and facial expressions</li> <li>To consider position and posture when addressing an audience.</li> <li>To speak clearly and confidently in a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>To deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas</li> <li>Consider movement when addressing an audience.</li> <li>To use pauses for effect in presentational talk e.g. then telling an anecdote or joke</li> <li>To speak fluently in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To deliberately select movement and gesture when addressing an audience.</li> <li>To use pauses for effect in presentational talk e.g. then telling an anecdote or joke</li> <li>To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</li> <li>To speak fluently in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To deliberately vary 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.</li> <li>To consciously adapt tone, pace and volume of voice within a single situation.</li> <li>To speak fluently in front of an audience.</li> <li>To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</li> <li>To have a stage presence.</li> </ul>	<ul style="list-style-type: none"> <li>To deliberately vary 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.</li> <li>To consciously adapt tone, pace and volume of voice within a single situation.</li> <li>To speak fluently in front of an audience.</li> <li>To use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</li> <li>To have a stage presence.</li> </ul>



<b>Talk rules</b>	<b>EYFS</b>	<b>Yr1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
 <b>Physical</b>	<p><b>I will turn to look at the person who is talking, listening and take turns</b></p> <p><b>I will hold a telephone with the earpiece to the ear and microphone in front of their mouth</b></p> <p><b>I will use actions to help with telling a story</b></p> <p><b>I will listen in class at all times</b></p>	<p><b>I will use a big voice when talking</b></p> <p><b>I will point to things I am talking about</b></p> <p><b>I will nod and use facial expressions to show I am listening</b></p>	<p><b>I will speak clearly</b></p> <p><b>I will use gestures to help when talking</b></p> <p><b>I will use facial expressions when talking and listening</b></p> <p><b>I will sit up straight and pay attention in discussions</b></p>	<p><b>Use deliberate gestures</b></p> <p><b>Think about position when talking to an audience</b></p> <p><b>Use pauses for effect when speaking</b></p> <p><b>Speak fluently in discussions</b></p>	<p><b>Use specific gestures in discussions</b></p> <p><b>Use pauses for effect when speaking</b></p> <p><b>Use appropriate tone when talking</b></p> <p><b>Speak fluently in discussions</b></p>	<p><b>Vary tone when speaking</b></p> <p><b>Speak fluently in front of an audience</b></p> <p><b>Speak with confidence</b></p>	<p><b>Deliberately vary tone when speaking</b></p> <p><b>Speak fluently in front of an audience</b></p> <p><b>Speak with confidence</b></p>


Skill	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
 Linguistic	<ul style="list-style-type: none"> <li>To learn to answer 'how' and 'why' questions about experiences and in response to stories and events</li> <li>To learn to talk about past and present events in the lives of friends and family members</li> <li>Learn to talk in complete sentences, many of which are grammatically correct</li> <li>Learns to hold a conversation: expressing themselves effectively and showing awareness of the listener needs</li> <li>Learn to tell a story by using language to create imaginary events, storylines and themes and express themselves to others</li> </ul>	<ul style="list-style-type: none"> <li>To speak in sentences</li> <li>To use specific vocabulary e.g. lighter/heavier rather than bigger and smaller</li> <li>To start to answer what, where, when, how and why questions</li> <li>To use joining connectives for longer sentences</li> <li>To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because..' 'linking to...'</li> </ul>	<ul style="list-style-type: none"> <li>To speak in sentences</li> <li>To use specific vocabulary e.g. lighter/heavier rather than bigger and smaller</li> <li>To start to answer what, where, when, how and why questions</li> <li>To use joining connectives for longer sentences</li> <li>To use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because..' 'linking to...'</li> </ul>	<ul style="list-style-type: none"> <li>To vary sentence structures and length for effect when speaking</li> <li>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</li> <li>To use sentence stems to signal when they are building on or challenging other's ideas.</li> <li>To take opportunities to try out new language, even if not always used correctly.</li> <li>To adapt how they speak in different situations according to audience</li> </ul>	<ul style="list-style-type: none"> <li>To vary sentence structures and length for effect when speaking</li> <li>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</li> <li>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> <li>To use vocabulary appropriate specific to the topic at hand.</li> <li>To understand common idioms and expressions</li> </ul>	<ul style="list-style-type: none"> <li>To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> <li>To use specialist vocabulary.</li> <li>Beginning to consider the use of specialist language to describe their own and others' talk.</li> <li>To be comfortable using idioms and expressions.</li> <li>To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.</li> </ul>	<ul style="list-style-type: none"> <li>To use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> <li>To judge when appropriate to use specialist language.</li> <li>To be able to use specialist language to describe their own and others' talk.</li> <li>To use humour, irony, sarcasm and mimicry</li> <li>To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk.</li> </ul>



Talk rules	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
 <b>Linguistic</b>	<p>I will retell a narrative</p> <p>I will start to answer questions</p> <p>I will use new vocabulary</p>	<p>I will speak in sentences</p> <p>I will use a range of vocabulary</p> <p>I will start to answer questions</p> <p>I will start to use 'and' to join sentences</p> <p>I will start to link ideas with another person in class</p>	<p>I will speak in sentences</p> <p>I will use a range of vocabulary</p> <p>I will start to answer questions</p> <p>I will start to use 'and' to join sentences</p> <p>I will start to link ideas with another person in class</p>	<p>Use time conjunctions to sequences ideas</p> <p>Build on to other's ideas</p> <p>Challenge other's ideas</p> <p>Try out new language in discussions</p> <p>Adapt speaking to match the audience</p>	<p>Use time conjunctions to sequences ideas</p> <p>Build on to other's ideas</p> <p>Challenge other's ideas</p> <p>Try out new language in discussions</p> <p>Use specific topic vocabulary more increasingly</p> <p>Understand expressions</p>	<p>Use appropriate vocabulary</p> <p>Use a range of sentence stems to begin talk: E.g. In my opinion, I believe, On the one hand, On the other hand, Building on to</p>	<p>Use appropriate vocabulary</p> <p>Use a range of sentence stems to begin talk: E.g. In my opinion, I believe, On the one hand, On the other hand, Building on to, That being said</p> <p>Use specialist language</p> <p>Use humour, irony and sarcasm</p>

Skill	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
 Cognitive	<ul style="list-style-type: none"> <li>To learn to use past, present and future forms correctly when talking about events that have happened or are to happen in the future</li> <li>To learn to articulate eloquently, for age, what they are learning and the process that has occurred</li> <li>To learn to develop own narratives and explanations by connecting ideas or events</li> <li>To learn to follow instructions involving several ideas and actions</li> <li>To learn how to use technical items</li> <li>To learn to talk about the key features of the story they have been listening to including characters and events using story maps</li> </ul>	<ul style="list-style-type: none"> <li>To use answers that match what has been asked; relevant, appropriate</li> <li>To retell stories and experiences</li> <li>To ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to build on others ideas in discussions.</li> <li>To make connections between what has been said and their own and others' experiences.</li> <li>To recognise when they haven't understood something and asks a question to help with this.</li> <li>To disagree with someone's opinion politely.</li> </ul>	<ul style="list-style-type: none"> <li>To build on, challenge and summarise others' ideas in discussions.</li> <li>To offer reasons for their opinions.</li> <li>To begin to reflect on their oracy skills and identify areas of strength and areas to improve.</li> <li>To ask questions to find out more about a subject.</li> </ul>	<ul style="list-style-type: none"> <li>To structure extended presentational talk e.g. beginning, middle and end.</li> <li>To offer opinions that aren't their own.</li> <li>To identify when a discussion is going off topic, and to be able to bring it back on track.</li> <li>To be able to summarise a discussions.</li> <li>To reflect on their oracy skills and identify areas of strength and areas to improve.</li> </ul>	<ul style="list-style-type: none"> <li>To structure a detailed argument or complex narrative.</li> <li>To reach shared agreement in their discussions.</li> <li>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</li> <li>To reflect on discussions and identify how to improve.</li> <li>To ask probing questions.</li> <li>To explain ideas and events in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>To structure their talk in abstract and sophisticated ways eg using curricular structure, grouping ideas by a theme.</li> <li>To be able to negotiate-recognise the importance of giving ground and be able to do this.</li> <li>To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.</li> <li>To cite evidence, with mature and appropriate reference points.</li> <li>To reflect on their own and others oracy and identify how to improve.</li> </ul>



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 <b>Cognitive</b>	<p><b>I will answer questions correctly</b></p> <p><b>I will retell stories and things that have happened</b></p> <p><b>I will ask questions</b></p>	<p><b>I will answer questions correctly</b></p> <p><b>I will retell stories and things that have happened</b></p> <p><b>I will ask questions</b></p>	<p><b>I will build on to other's ideas in discussions</b></p> <p><b>I will make connections in discussions</b></p> <p><b>I will ask questions if I don't understand something</b></p> <p><b>I will learn to disagree politely</b></p>	<p><b>Build on, challenge and summarise ideas in discussions</b></p> <p><b>Give opinions with reasons to support</b></p> <p><b>Reflect on Oracy skills</b></p> <p><b>Ask questions to find out more about something</b></p>	<p><b>Build on, challenge and summarise ideas in discussions</b></p> <p><b>Give opinions with reasons to support</b></p> <p><b>Identify when a discussion is going off track and be able to bring it back</b></p> <p><b>Reflect on Oracy skills</b></p>	<p><b>Give detail in discussions</b></p> <p><b>Reach shared agreements where possible</b></p> <p><b>Give supporting evidence</b></p> <p><b>Reflect and discuss ways to improve</b></p> <p><b>Ask probing questions</b></p> <p><b>Explain events in order</b></p>	<p><b>Stay on topic when speaking</b></p> <p><b>Give ground in a discussion</b></p> <p><b>Cite evidence and ask relevant questions</b></p> <p><b>Have an idea of how to improve within discussions</b></p> <p><b>Reflect and discuss ways to improve</b></p>

Skill	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
 <b>Social and Emotional</b>	<ul style="list-style-type: none"> <li>To Learn a favourite joke and tell it eloquently for age</li> <li>To learn to tell you what they think about stories, ask questions and listen to what their friends say</li> </ul>	<ul style="list-style-type: none"> <li>To wait for a turn</li> <li>To listen and respond appropriately</li> <li>To build friendships</li> <li>To use language to express needs and feelings (e.g. rather than snatching).</li> </ul>	<ul style="list-style-type: none"> <li>To take turns showing patience</li> <li>To listen for extended periods of time.</li> <li>To speak with increased confidence in front of a small audience.</li> <li>To recite pre prepared material in front of an audience.</li> <li>To begin to consider the impact of their words on others when giving feedback.</li> </ul>	<ul style="list-style-type: none"> <li>To take turns</li> <li>To listen to others and is willing to change their mind based on what they have heard.</li> <li>To speak with confidence in front of a larger audience.</li> <li>To be aware of others who have not spoken and invite them into the discussion.</li> <li>To be comfortable organising group talk e.g. as a chairperson.</li> <li>To consider the impact of their words on others when giving feedback.</li> </ul>	<ul style="list-style-type: none"> <li>To use more natural and subtle prompts for turn taking.</li> <li>To listen for extended periods of time, being prepare to change your mind.</li> <li>To be confident with delivery of a short pre prepared task.</li> <li>To start to develop an awareness of audience e.g. what might interest a certain group.</li> <li>To consider the impact of their words on others when giving feedback and adapt appropriately</li> </ul>	<ul style="list-style-type: none"> <li>To reflect careful listening skills in subsequent talk..</li> <li>To adapt the content of their speech for a specific audience.</li> <li>To use humour effectively.</li> <li>To speak with flair and passion.</li> <li>To consider the impact of their words on others when giving feedback and be sensitive to their needs.</li> <li>To organise group discussions independent of an adult.</li> </ul>	<ul style="list-style-type: none"> <li>To reflect careful listening skills in subsequent talk.</li> <li>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.</li> <li>To be able to empathise with the audience.</li> <li>To be able to draw out sub text when listening.</li> <li>To engage in conversation with an unfamiliar adult as an equal.</li> <li>To consider the impact of their words on others when giving feedback and be sensitive to their needs.</li> </ul>



Talk rules	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
 <b>Social and Emotional</b>	<b>I will wait for a turn</b>  <b>I will make friends</b>  <b>I will ask for something using please and thank you</b>	<b>I will wait for a turn</b>  <b>I will listen carefully</b>  <b>I will make friends</b>  <b>I will ask for something using please and thank you</b>	<b>I will take turns and be patient</b>  <b>I will listen for a longer amount of time</b>  <b>I will speak in front of a small audience</b>  <b>I will recite a small piece of information</b>  <b>I will start to give other's feedback</b>	<b>Take turns</b>  <b>Prepare to change my mind after listening to discussions</b>  <b>Speak with confidence in front of larger groups</b>  <b>Invite those who have not spoken to speak</b>  <b>Organise group talk as the 'Chair Speaker'</b>  <b>Give fair feedback</b>	<b>Take turns more naturally</b>  <b>Listen for extended periods of time</b>  <b>Deliver a piece of writing with confidence</b>  <b>Develop an awareness of the audience</b>  <b>Consider using words that will be fair when giving feedback</b>	<b>Use careful listening skills</b>  <b>Adapt speech for specific audiences</b>  <b>Use humour, at appropriate times</b>  <b>Speak with passion and flair</b>  <b>Consider sensitivity when giving feedback</b>  <b>Take the lead in discussions</b>	<b>Use careful listening skills</b>  <b>Adapt speech for specific audiences</b>  <b>Respond to non-verbal cues and feedback</b>  <b>Empathise with an audience</b>  <b>Consider sensitivity when giving feedback</b>  <b>Take the lead in discussions</b>