

United Curriculum: Oracy



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	<ul style="list-style-type: none"> I can speak in front of a small group. An adult understands what I am saying. 	<ul style="list-style-type: none"> I can use the 'right' voice (eg: outside voice, classroom voice). I can use voice to show expression when reading. 	<ul style="list-style-type: none"> I can begin to use gestures and facial expressions to support my speech. I can project my voice in a larger space and to a larger audience. I can confidently deliver short-prepared material. 	<ul style="list-style-type: none"> I can vary the tone of my voice for effect linked to the purpose e.g. reading a story, giving a speech I can consider my position and posture when addressing an audience. 	<ul style="list-style-type: none"> I can begin to consider movement when addressing an audience. I can use pauses for effect. 	<ul style="list-style-type: none"> I can use body language and facial expression in an increasingly natural way to support my speech. 	<ul style="list-style-type: none"> I can deliberately adapt pace, tone and volume of voice for a situation. I can demonstrate confidence in front of an audience.
Linguistic	<ul style="list-style-type: none"> I can use 'and' to add more detail. I can use vocabulary appropriate to what I am doing/using. I can usually put a whole sentence together when speaking. 	<ul style="list-style-type: none"> I can use sentence stems in my own talk. I can agree or disagree and say why I can use 'because' and 'but'. I can use appropriate topic vocabulary. My spoken sentences are increasingly accurate. 	<ul style="list-style-type: none"> I can use subject specific vocabulary in context. I can use an increasing variety of sentence openers.** I can adapt the formality of my talk for different audiences and purposes. 	<ul style="list-style-type: none"> I can use specialist vocabulary. I can use an increasing variety of sentence openers. I can describe my own and others talk using specialist language. I can make precise language choices e.g. This cake is nice/ delicious 	<ul style="list-style-type: none"> I can make effective language choices to support the purpose of the talk. I can use an increasing variety of sentence openers. I can describe my own and others talk using specialist language. 	<ul style="list-style-type: none"> I can use more complex sentences in my talk e.g. to explain or describe something. I can use an increasing variety of sentence openers. I can reflect on my own and others talk using specialist language and suggest next steps. 	<ul style="list-style-type: none"> I can use an increasing variety of sentence openers for effect. I can reflect on my own and others talk using specialist language and suggest next steps. I can use idioms and expressions in my own talk.



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Cognitive	<ul style="list-style-type: none"> I can retell. I can say how I feel. I can ask simple questions. I can continue a conversation, staying on topic. 	<ul style="list-style-type: none"> I can retell in chronological order I can say why I think something. I can build on other points of view. I can respectfully disagree with someone else's opinion and say why I can ask for help when I do not understand. 	<ul style="list-style-type: none"> I can ask relevant questions. I can make appropriate connections between what has been said and my own/others' experiences. I can express a different opinion from others within a discussion. I can challenge other points of view. 	<ul style="list-style-type: none"> I can summarise a discussion. I can use speech to reach a shared agreement. I can offer an opinion that is not my own e.g. Some people believe... I can say what I have not understood. 	<ul style="list-style-type: none"> I can justify my own and others opinions. I am able to give supporting evidence. I can ask probing questions to move conversation on/dig deeper. 	<ul style="list-style-type: none"> I can direct discussions. I can ensure discussion remains on track. I can elaborate on my ideas and those of others. I can use speech to come to a compromise. I can ask a specific question about what I have not understood. 	<ul style="list-style-type: none"> I can negotiate an agreement. I can critically examine ideas and views of others. I can elaborate using detailed descriptions, reasons and examples.
Social and Emotional	<ul style="list-style-type: none"> I can understand and answer questions. I can sit still and look at the person speaking. I can take turns to talk in a pair or small group. 	<ul style="list-style-type: none"> I can have a discussion without the help of an adult. I can reflect on my own and others talk (Talk Detective) I can offer nods and short words of encouragement to the person speaking 	<ul style="list-style-type: none"> I can make what I am saying interesting for my audience to hold their attention. I can invite others to join in with discussions. I can reflect on my own and others talk (Talk Detective) 	<ul style="list-style-type: none"> I can value other people's contributions to a discussion building on or questioning what they have said. I can take on different roles in a discussion. 	<ul style="list-style-type: none"> I can appropriately respond to an audience reaction. I can understand when others disagree without taking it personally. I can confidently use a range of roles within discussions. I consider the impact of my words on others when giving feedback. 	<ul style="list-style-type: none"> I can explore different perspectives. I can listen for extended periods of time. I can speak to familiar and unfamiliar adults confidently and politely. I can speak with passion and flair. 	<ul style="list-style-type: none"> I can begin to use humour for appropriate effect. I can read an audience and respond to their needs e.g. if everyone looks disengaged move on or change topic.

