













EYFS

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>P. 1- To use gesture to support meaning in play</p> <p>P.2 -To speak audibly so they can be heard</p>	<p>L.1 – To use talk in play to practice new vocabulary</p> <p>L.2- To join longer phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’, ‘but’</p>	<p>C.1- To ask questions</p> <p>C.2 – To wonder about ideas</p> <p>C.3 To describe events that have happened to them in detail</p>	<p>S&E1 – Listen attentively in a pair or small group.</p> <p>S&E2- To take turns to speak with a partner independently.</p>





Year 1

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>P.1 - To use body language to show listening.</p> <p>P.2- To experiment with adjusting tone, volume and pace.</p>	<p>L.1 To use vocabulary specific to the topic at hand.</p> <p>L.2- To take opportunities to try out new language.</p> <p>L.3- To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p> <p>L.4- To use sentence stems to link to other’s ideas in group discussion (e.g. ‘I agree with... because ...’ ‘Linking to ...’).</p>	<p>C.1 - To consider the merits of different viewpoints.</p> <p>C.2 -To offer reasons for opinions.</p> <p>C.3 - To disagree with someone else’s opinion politely.</p> <p>C.4 -To explain ideas and events in chronological order.</p> <p>C.5 -To ask a question when they haven’t understood.</p>	<p>S&E.1 - Listen carefully to others.</p> <p>S&E. 2- To participate in group discussions independently of an adult.</p>





Year 2

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>P.1 - To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</p> <p>P.2 - To speak clearly and confidently in a range of contexts.</p>	<p>L.1 - To adapt how they speak in different situations according to audience.</p> <p>L.2- To use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>L.3- To use newly learnt vocabulary in an appropriate way.</p>	<p>C.1 - To ask questions to find out more about a subject.</p> <p>C.2 -To build on others' ideas in discussions.</p> <p>C.3 -To make connections between what has been said and their own and others' experiences.</p>	<p>S&E.1 - To encourage everyone to contribute.</p> <p>S&E.2- To develop an awareness of audience, e.g. what might interest a certain group.</p> <p>S&E.3 - Confident delivery of short pre- prepared material.</p>

Year 3

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>P.1 - To consider position and posture when addressing an audience.</p> <p>P.2 -To experiment with adjusting tone, volume and pace for different audiences.</p>	<p>L.1 - To begin to use specialist vocabulary.</p> <p>L.2 -To be able to use specialist language to describe their own and others' talk.</p> <p>L.3 -To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').</p>	<p>C.1 -To offer opinions that aren't their own.</p> <p>C.2 -To reflect on discussions and identify how to improve.</p> <p>C.3 -To be able to summarise a discussion.</p> <p>C.4 -To reach shared agreement in discussions.</p>	<p>S&E. 1- Listen actively, questioning and responding to others.</p> <p>S&E. 2- To adapt the content of their speech for a specific audience.</p> <p>S&E.3 -To speak with confidence in front of an audience.</p>

Year 4

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>P.1 -To consider movement when addressing an audience.</p> <p>P.2- To consider how tone, volume and pace influence meaning.</p>	<p>L.1 -To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>L.2- To use specialist vocabulary when discussing a known topic.</p>	<p>C.1-To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>C.2 -To ask probing questions.</p> <p>C.3 -To reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	<p>S&E.1 -To use more natural and subtle prompts for turn taking.</p> <p>S&E.2- To develop an awareness of audience.</p> <p>S&E.3 -To consider the impact of their words on others when giving feedback.</p>