



St. Anne's Catholic Primary School
Oracy Pillar

Working together; in faith, learning and love

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Voice and Body Language	<ul style="list-style-type: none"> Recognise and respond to many familiar sounds: e.g., turning to a knock on the door. Look at the speaker. 	<ul style="list-style-type: none"> Speak clearly with appropriate volume. Look at who is talking and who they are talking to. Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing. 	<ul style="list-style-type: none"> Speak clearly and confidently in a range of contexts. Use an appropriate tone of voice in the right context: e.g. to project their voice within the classroom setting. Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing. 	<ul style="list-style-type: none"> Speak clearly and confidently with appropriate volume and pace in a range of contexts. Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea. Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expression. 	<ul style="list-style-type: none"> Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas. Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk. Consider position and posture when addressing an audience. 	<ul style="list-style-type: none"> Deliberately select movement and gesture when addressing an audience. To use pauses for effect in presentational talk e.g. when telling an anecdote or joke. 	<ul style="list-style-type: none"> Deliberately varies 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. Project their voice to a large audience e.g. whole school setting Gestures become increasingly natural. Consciously adapt tone, pace and volume of voice within a single context. 	<ul style="list-style-type: none"> Speak fluently in front of an audience. Consciously adapt, tone, pace and volume of voice. Act in role of character portraying.
Vocabulary, Language and Rhetorical Techniques	<ul style="list-style-type: none"> Use language to share feelings, experiences, and thoughts. Use a variety of questions. Begin to use suffixes and plurals (e.g., going, cats). Be able to express a point of view. 	<ul style="list-style-type: none"> Use talk in play to practise new vocabulary e.g. lighter, heavier. Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'. 	<ul style="list-style-type: none"> Speak in sentences using joining phrases to link ideas. Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller. Take opportunities to try out new language, even if it is not always correctly used. Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...' Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. 	<ul style="list-style-type: none"> Speaking in sentences using a variety of coordinating conjunctions to create compound sentences. Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom. Use sentence stems to signal when they are building or challenging others' ideas in group'. 	<ul style="list-style-type: none"> Speaking in sentences using a variety of subordinating conjunctions to create complex sentences. Use taught foundation subject vocabulary with spoken explanations. Make precise language choices e.g. instead of describing a cake as 'nice', using 'delectable'. 	<ul style="list-style-type: none"> Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain. 	<ul style="list-style-type: none"> Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions. 	<ul style="list-style-type: none"> Use and innovate a sophisticated range of sentence stems with fluency and accuracy. Vary sentence structures and length for effect when speaking. Be comfortable using idioms and expressions.
Content, Structure, Clarifying and Summarising, Self-Regulation and Reasoning	<ul style="list-style-type: none"> Begin to use grammatically correct simple sentences, e.g., I brushed my teeth. Understand who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) 	<ul style="list-style-type: none"> Use 'because' to develop ideas. Make relevant contributions that match what has been asked. Ask simple questions. Describe events that have happened in detail. 	<ul style="list-style-type: none"> Offer reasons for opinions. Recognise when something has not been understood and ask a question. Disagree with someone else's opinion politely. Explain ideas and events in chronological order. 	<ul style="list-style-type: none"> Ask questions to find out more about a subject. Build on others' ideas in discussions. Make connections between what has been said and own and others' experiences. 	<ul style="list-style-type: none"> Offer opinions in role. Begin to reflect on discussions and own oracy skills and identify areas of strength and areas to improve. Reach shared agreement in discussions. 	<ul style="list-style-type: none"> Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event. Ask probing questions. 	<ul style="list-style-type: none"> Draw upon knowledge of the world to support own point of view and explore different perspectives. Reflect on their own and others' oracy skills and identify how to improve. 	<ul style="list-style-type: none"> Construct a detailed argument or complex narrative. Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?
Working with others, Listening and Responding, Confidence in Speaking, Audience and Awareness	<ul style="list-style-type: none"> Listen with interest to stories. Join in with sounds, songs, and rhymes. Listen with attention for increasing amounts of time. 	<ul style="list-style-type: none"> Look at the speaker. Demonstrate turn taking in conversation. 	<ul style="list-style-type: none"> Listen and respond appropriately to others. Begin to organise group discussions independently of an adult. 	<ul style="list-style-type: none"> Start to develop an awareness of the audience e.g. what might interest a certain group. Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them. Recite/deliver short pre-prepared material to a classroom audience. 	<ul style="list-style-type: none"> Speak with confidence in front of a classroom audience. Begin to recognise different roles within group talk e.g. chairperson. Adapt the content of their speech for a specific audience. 	<ul style="list-style-type: none"> Use more natural and subtle prompts for turn taking. Consider the impact of their words on others when giving feedback. 	<ul style="list-style-type: none"> Listen for extended periods of time including notetaking, drawing visual. 	<ul style="list-style-type: none"> Use humour effectively. Begin to use a variety of skills to engage an audience.

Working together; in faith, learning and love