

Physical	Linguistic	Cognitive	Social and Emotional
Voice Gestures Body Language	Vocabulary/Language Speech/sentences <i>Discussion Skills - Turn Taking: Listening, Responding, Questioning, Organising</i>	Voice Speech/sentences <i>Discussion Skills - Turn Taking: Listening, Responding, Questioning, Organising</i>	Voice Vocabulary/Language Body Language <i>Discussion Skills - Turn Taking, Organising etc</i>

Reception:

Key skills to teach:				Further Experiences:
Physical - To speak audibly and at appropriate volume so they can be heard and understood - To begin. to use gestures to support meaning in play - eg pointing in play - To look at the person who is talking and	Linguistic - To use talk in play to practise new vocabulary - To join phrases with vocabulary such as 'if', 'because', 'so', 'could', 'but' - To start to answer what, where, when, how and why questions	Cognitive - To answer what has been asked and make relevant contributions - To ask simple questions - To describe events and experiences that have happened to them - To retell stories - To use language like 'because' to develop their ideas	Social and Emotional - To look at someone who is speaking to them - To take turns to speak when working in a group - Build friendships - Use language to express needs and feelings	- To speak to a partner during whole class teaching - Role play: Taking pupils to the supermarket or post office to practise speaking to an unfamiliar adult to carry out a transaction. - Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.

who talking with				
Teaching Ideas				
• Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!' • Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. • Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'. • Introduce new language and sentence stems through call and repeat, 'my turn, your turn'. • Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!' Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?				

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Year 1 Speaking Experience: To recite a poem off by heart - Performance

Key skills to teach:				Further Experiences
Physical - To project and use the appropriate tone and volume of voice in the right context E.g. speaking calmly when resolving an issue in the playground. - To speak clearly in a range of contexts - To look at the person who is talking and	Linguistic - To use vocabulary appropriate to the topic - To take opportunities to try out new language learnt using Word Ladder even if not always used correctly - To answer what, where, when, how and why questions. - To start to use sentence	Cognitive - To offer reasons for their opinions - To recognise when they haven't understood something and asks a question to help with this. - To disagree with someone else's opinion politely. - To explain ideas and events in chronological order.	Social and Emotional Listen and respond to others and is willing to change their mind based on what they have heard - To organise group discussions independently of an adult.	- To take part in small group discussions without an adult. - To be filmed speaking and use this for reflection - To speak in front of a larger audience e.g. during a class assembly/assembly. - Role play area

who talking with To begin to gesture to support delivery	stems to link to other's. E.g. 'I agree with... because ...' To use joining conjunctions for longer sentences			
Teaching Ideas - Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle. - Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other. - Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role. - As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?' - Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'				

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Year 2: To present a short delivery of a pre-prepared show and tell - Presentational

Key skills to teach:				Further Experiences
Physical • To speak clearly • To continue to project and use the appropriate tone and volume of voice in the right context • To continue to use gestures to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. • To start to use body language and	Linguistic • To adapt how they speak in different situations according to audience • To use vocabulary appropriate to the subject eg maths-lighter/heavier • To increasingly use Tier 1,2, 3 vocabulary from Word Ladder • To use conjunctions to organise and sequence	Cognitive • To ask questions to find out more about a subject. • To build on others' ideas in discussions • To make connections between what has been said and their own and others' experiences.	Social and Emotional • To start to develop an awareness of audience e.g. what might interest a certain group • To be aware of others who have not spoken and to invite them into discussion. • Confident delivery of short pre-prepared material	• Speak to unfamiliar people with real purpose e.g. asking questions to a castle/museum curator, church leader, or having a conversation with a visitor in the classroom. • Participate in a short 'show and tell' session. • With support hold a class meeting/assembly/worship. • Role play area

facial expressions to show active listening and support meaning	ideas and events e.g. firstly, after that, secondly, finally To use sentence stems to signal when they are building on or challenging others' ideas			
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Teaching Ideas

- Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point.
- Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground.
- Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.
- Use hot-seating and question tennis to develop pupils' questioning skills.
- Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.
- Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.

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Year 3: To deliver a talk as an expert using specialist language choices - informational

Key skills to teach:				Further Experiences
Physical - To speak clearly and develop confidence when speaking in front of an audience - 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	Linguistic - To use Tier 1, 2 and 3 vocabulary from Word Ladder - To make precise and specialist language choices e.g. instead of describing a cake as 'nice' using 'delectable' - To vary sentence stems in discussions and to	Cognitive - To offer opinions that aren't their own. - To reflect on discussions and identify how to improve. - To be able to summarise a discussion. - To reach shared agreement in discussions.	Social and Emotional - To adapt the content of their speech for a specific audience. - To speak with confidence in front of an audience. - To take turns in discussions, be aware of others who have not spoken and to invite them into discussion. Listen to others and is	- Take on an expert role e.g. to deliver a talk or speech as an archaeologist. - Become a storyteller for an authentic audience. - Present to an audience of older or younger students. - Chair a discussion. - Hold a class meeting/assembly/worship. - Ask questions to a classroom visitor/museum curator

• To select gestures that support the delivery of ideas eg. gesturing towards someone if referencing their ideas • To consider, position and posture when addressing an audience	signal when they are building on or challenging others' ideas • To begin to adapt how they speak in different situations according to audience		willing to change their mind based on what they have heard.	
Teaching Ideas				

- Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority.
- Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions.
- Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.
- Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too.
- Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.
- Play 'articulate' with specialist subject vocabulary.

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Year 4 - Moving away from just sharing information and to more specific purposes. A more sophisticated understanding of different contexts which goes beyond 'formal V informal'. Responding to academic questioning using knowledge.

Year 4: To use talk to persuade and/or entertain to create a television package- Persuasive

Key skills to teach:				Further Experiences
Physical - To speak clearly and confidently in front of an audience. - Varies tone of voice in order to convey meaning. - To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.	Linguistic - To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. - To continue to use Tier 1,2,3 Words from Word Ladder. - To vary sentence stems and structures for	Cognitive - To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. - To ask probing questions. - To reflect on their own oracy skills and identify areas of strength and areas to improve.	Social and Emotional - To have an awareness of audience e.g. what might interest a certain group. - To use more natural and subtle prompts for turn taking. - To be able to empathise with an audience.	- To use talk for a specific purpose e.g. to persuade or to entertain. - To speak in front of a larger audience eg a group of adults. - To collaboratively solve a problem. - To speak with an unknown adult for a specific purpose, e.g. for market research or making an order. - To receive feedback from a peer or audience member on their oracy skills. - Create TV or Radio adverts - Mock election hustings - Peer teaching - Perform poetry by heart - Hold a class meeting/assembly/worship.

To consider movement when addressing an audience.	effect when speaking in front of an audience To use sophisticated conjunctions when organising and sequencing ideas To start to understand common idioms and expressions		To consider the impact of their language choice and words on others when giving feedback.	
Teaching Ideas				
- Introduce pupils to sentence stems to cite evidence and ask probing questions. - Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions. - Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement. - Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event. - When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.				

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Year 5 - Talk at this age is much more reliant on knowledge, not just expert knowledge but knowledge of the world. Increasingly able to participate in high level spontaneous talk - not just subject matter of their own choosing and responding to academic questioning.

Year 5: To meet members of society and conduct an interview comprising of quality questions and answers – Probing and Clarification

Key skills to teach:	Further Experiences
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- To project their voice to a large audience - To consciously use and vary volume and tone of voice to convey meaning .eg speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story - To use movement when addressing an audience and begin to have a stage presence - For gestures to become increasingly natural	- To carefully consider the words and phrases used to express their ideas and how this supports the purpose of talk. - To use an increasingly sophisticated range of sentence stems with fluency and accuracy - To continue to use and consider the use of specialist vocabulary and Tier 1,2,3 Words from Word Ladder - To start to use common idioms and expressions	- To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. - To identify when a discussion is going off topic and to be able to bring it back on track.	Listening for extended periods of time. - To speak with flair and passion. - To consider the impact of their words on others when giving feedback and adapt appropriately	- Enter a debate competition - Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. - Hold a class meeting/assembly/worship. - Give a speech to an audience of peers and adults. - Lead School Council/Worship - BBC school report - Create a Youtube Channel - Slam poetry/Stand up comedy - Help out at a parents' evening.

Teaching Ideas

- Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.
- Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- Use vocal warm ups and diaphragm breathing exercises to support voice projection. (Some examples are in the book, This is a Voice).
- Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'

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Year 6 - To develop their own style as a speaker; to have a sense of their place in discussions, and an increasingly subtle understanding of how to navigate different situations.

Year 6: To construct a detailed narrative and respond to questions citing evidence where appropriate - Explanatory/Educational

Key skills to teach:				Further Experiences
Physical - To speak fluently in front of an audience. - To have a stage presence. - Consciously adapt precision of tone, pace and volume of voice within a single situation.	Linguistic - To use and vary increasingly sophisticated sentence stems and structures and use for effect when speaking. - To use a wide range of vocabulary, idioms and expressions	Cognitive - To construct a detailed argument or complex narrative. - To use the language and different genres of speech. - To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	Social and Emotional - To use humour effectively. - To be able to read a room or a group and emphasise with and take action accordingly e.g. if everyone looks disengaged, moving on or changing	- Give a speech to an audience of peers and adults. - Enter a debate competition - Lead School Council/Worship - Mentor or teach younger students - Lead an assembly. - Act as a tour guides for prospective parents. - Record their own radio news/ sports bulletin/commentary. - Compering a school talent show or event. - Help out at a parents' evening.

To use gestures	to suit any audience. - To engage with ideas and express ideas fluently - To judge when appropriate to use specialist language to support talk - To use humour, irony, sarcasm and mimicry		topic, or if people look confused stopping to take questions - To consider the impact of their words on others when giving feedback and be sensitive to their needs - To engage in conversation with an unfamiliar adult	
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Teaching Ideas

- Play games like 'just a minute' to practise fluency when talking about a given topic e.g. world and current issues eg climate change, oceans under threat
- Practise 'power poses' to explore physical aspects of speaking
- Teach structures for building evidence-based arguments and persuasive skills

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