The Piggott School: Charvil Primary

'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

The Piggott School: Charvil Primary Oracy Skills Framework

Year group:	Physical	Linguistic	Cognitive	Social and Emotional
EYFS	To be able to recognise changes in the volume of our voice. To become aware of the volume of our voice. To begin to identify when to use different volumes in simple contexts. To be able to adjust their body language to face a person when talking to demonstrate listening.	To begin to put words together in simple sentences. To explore and experiment constructing sentences in a variety of contexts.	To use appropriate sentences in the correct situations. To begin to ask simple questions. To make simple contributions to a class discussion.	To focus on a person who is speaking. To begin to be calm and still when a person is talking. To begin to understand how to take turns. To begin to respond to a question or greeting. To begin to make simple contributions to a class discussion.

	Physical	Linguistic	Cognitive	Social and Emotional
Year 1	**<u>Volume</u>** To identify when it is appropriate to use a high volume and low volume voice. To begin to change the volume of our voice to suit the environment and situation. **<u>Eye Contact</u>** To be able to demonstrate eye contact when listening. **<u>Tone</u>** To explore different tones of voice. **<u>Body Language</u>** To consistently use appropriate body language during partner and group talk.	To be able to put words together in full sentences. To explore using new vocabulary in different sentences and contexts. To be able to use some subject specific vocabulary that has been taught. To begin to explore a variety of prefixes and suffixes within talk.	To ask questions that seek meaning. To begin to use some simple sentence starters to structure the introduction of talk. To begin to provide simple reasons for thoughts and ideas. To use sentences that convey meaning and make sense. To begin to consider the relevance of a contribution in a class discussion.	To be able to confidently take turns when talking. To begin to be able to repeat a part or whole of what has been said. To be able to respond to talk in a variety of contexts including answering a question and a greeting. To begin to develop confidence speaking in front of peers in small groups.
	Physical	Linguistic	Cognitive	Social and Emotional
	<u>Volume</u> To be able to change the volume of our voice to suit the environment and situation.	**<u>Sentence Structure</u>** To be able to use full sentences that convey meaning.	<u>Structure</u> To be able to use provided sentence starters to structure talk. <u>Reasoning</u>	Initiating To be able to confidently initiate talk with both adults and children.

Year 2	**Tone** To be able to identify a change in tone of voice to convey a feeling. To be able to change the tone of voice to suit different situations. **Eye Contact and Body Language** To be able to use eye contact and body language confidently to demonstrate listening. **Clarity** To consider and explore the clarity of talk.	**Vocabulary** To be able to use simple subject specific vocabulary that has been taught in full sentences. To be able to use vocabulary to explain a concept or idea to someone else. **Context** To begin to choose appropriate vocabulary to suit a variety of contexts. Grammar To be able to confidently use correct grammatical prefixes and suffixes within words.	To begin to use familiar and modelled sentence starters to structure contributions and responses. Relevance To be able to contribute meaningful relevant ideas to a class discussion. Seeking Understanding To ask questions for clarification independently.	Role of a listener To begin to allow time to process and understand in the role of listener before responding to a speaker. Confidence To be able to confidently contribute and talk in front of a small group. To begin to speak in front of the class.
	Physical	Linguistic	Cognitive	Social and Emotional
	Voice Projection To begin to use volume appropriately to project our voice. **Tone** To be able to interpret the tone of a speaker's voice correctly. **Body Language and Eye Contact** To be able to confidently engage with	**Vocabulary** To begin to use new and ambitious vocabulary in sentences. **Grammar** To be able to confidently use correct grammatical prefixes and suffixes within words.	**Structure of Talk** To be able to structure types of talk that are familiar using sentence starters. **Relevance** To be able to confidently make contributions to a class discussion that are relevant.	**Processing Time** To be able to allow time to process and understand what has been said to inform responses. **Body Language(Active Listening)** To be able to use body language to effectively show active listening. **Managing Contributions**

Year 3	a speaker through body language and eye contact. **Context and Pronunciation** To be able to talk in a variety of contexts ensuring clarity of pronunciation. **Pace** To begin to consider and explore the pace of talk.	**Register** To begin to explore and identify changes in register to suit a variety of audiences and contexts.	**Summary** To begin to summarise talk in the role of listener. **Questioning** To begin to question other speaker's ideas and opinions. **Justifying** To begin to justify thoughts and ideas to support another person's view.	To begin to manage the amount of contributions made in a small group to ensure equal opportunities. **Presenting** To be able to speak and present in front of the class with some confidence.
	Physical	Linguistic	Cognitive	Social and Emotional
Year 4	**Voice Projection** To understand the importance of projection and how this can be achieved. **Volume** To be able to use volume for projection and be able to identify the difference from shouting. **Clarity and Intonation** To be able to develop and ensure clarity of pronunciation in talk. **Pace** To develop and improve the pace of talk in a variety of contexts. **Talk Time** To begin to be able to recognise when a speaker is reaching the end of talk.	**Vocabulary** To be able to apply and use ambitious vocabulary acquired from other areas of learning in sentences. **Audience Awareness** To begin to develop awareness of audience when talking. **Register** To begin to identify differences in formal and informal language. **Techniques** To begin to explore different techniques within talk such as humour, metaphors and similes.	To be able to structure talk in a variety of contexts with a relevant introduction and flow of talk. To be able to summarise talk in the role of listener. To begin to add to other speaker's contributions to deepen the discussion. To be able to question other speaker's thoughts or ideas with support. To be able to confidently express an opinion and provide some support.	To confidently be able to allow time to process, understand and reflect in the role of listener to inform responses. To engage with a speaker to show active listening. To be able to ensure equal opportunities for contributions in a small group discussion. To begin to explore different roles in a discussion. To begin to manage the participation of a small group discussion in the role of chairperson.

				To be able to present a speech, idea or project in front of peers with confidence.
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Year 5	**Projection** To be able to use projection to ensure talk can be heard. **Gestures** To begin to use gestures appropriate for different types of talk. **Posture** To begin to consider the impact of posture on body language that is shown to an audience. **Clarity and Intonation** To be able to ensure clarity and explore the use of intonation when talking. Talking Cues To begin to identify a variety of cues that indicate a suitable time to respond, build on and takeover talk in conversational talk.	**Vocabulary** To be able to confidently use new and ambitious vocabulary in appropriate contexts. **Choice of Vocabulary** To be able to make appropriate choices of vocabulary to suit the audience. **Context and Register** To begin to identify the context and use this to inform the choice of informal or formal language to use. **Linguistic Techniques** To be able to apply some rhetorical techniques to talk including humour, metaphors and similes.	To begin to explore the structure of some presentational styles of talk. To begin to use a variety of sentence stems to conjecture, infer, probe, support or question another speaker. To be able to summarise and build on another speaker's talk by critically examining or supporting. To be able to confidently extend another's view by building on their contribution with some prompting. To be able to talk with flow, relevance and meaning. To be able to express and opinion or idea using evidence or reasoning to accurately provide support. To begin to explore a variety of ways to prompt and support presentational talk to ensure intention is maintained.	To be able to use moments of pause and reflection confidently in a variety of types of talk. To be able to explore the idea of backchannel responses to demonstrate active listening. To be able to identify and take on different roles in a discussion. To be able to manage and lead a group discussion ensuring equal opportunities in the role of chairperson. To be able to adapt the presentation and engagement of talk to suit the level of understanding of the audience. To begin to demonstrate self-assurance and liveliness when participating in presentational talk.
	Physical	Linguistic	Cognitive	Social and Emotional
Year 6	Tone and Projection	**Vocabulary**	**Structure**	**Backchanneling**

	To be able to confidently consider and adapt the tone and projection of voice to suit different contexts and environments. <u>Clarity and Pace</u> To confidently ensure the clarity and pace of talk allows the audience to comprehend and follow talk accurately. <u>Intonation</u> To be able to use intonation when talking to improve interest and audience awareness. <u>Physical Features</u> To be able to identify different uses of facial expression, gesture, posture and body language to suit different types of talk. To be able to explore and adapt posture, gestures, body language and facial expression to suit the type of talk, context and audience. <u>Talk Cues</u> To be able to identify a variety of cues that indicate a suitable time to respond, build on and takeover talk in a discussion.	To make appropriate and confident choices of vocabulary and language in a variety of pre prepared styles of talk to suit the audience and context. To be able to adapt the choice of language and vocabulary in conversational talk to suit the audience and context. <u>Linguistic Techniques</u> To be able to use and apply rhetorical techniques to talk including humour, metaphors and similes with some confidence. <u>Context</u> To be able to identify the context of talk and use this to inform the choice of informal or formal language.	To be able to structure presentational talk to include appropriate introduction, flow, conclusion and summarising judgement where appropriate. **<u>Extend and Build</u>** To confidently and independently extend and build on another's opinion or idea without prompting. **<u>Types of Talk</u>** To be able confidently talk in a variety of types including conversational, exploratory and presentational with flow. **<u>Expression</u>** To be able to confidently express a supported opinion, idea or judgment in both on the spot and pre-prepared contexts. **<u>Talk Prompts</u>** To be able to produce a variety of suitable prompts to support the delivery of presentational talk types.	To understand and apply the role of backchannel responses in conversational talk. To be able to understand term 'holding the floor' in conversational talk. **<u>Managing Talk</u>** To be able to confidently lead a class discussion ensure all participants have opportunities to 'hold the floor'. **<u>Adapting Talk</u>** To be able to confidently adapt the delivery of talk to take into consideration audience awareness. To be able to confidently demonstrate self- assurance and confidence in speaking in paired talk, small group and whole class contexts.