

EYFS and KS1 Oracy

Be a speaker

Physical – voice and body language

Be a linguist

Linguistic – vocabulary, language, rhetorical techniques

Be a thinker

Cognitive – content, structure, clarifying and summarising and reasoning

Be aware of others

Social and emotional – working with others, listening and responding, confidence in speaking, audience awareness.

EYFS Powerful Knowledge

30 – 50 months
40 – 60 months
Early Learning Goals

- O1* - To retell a simple past event in correct order (e.g. went down slide, hurt finger).
- O2* - To talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- O3* - To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'
- O4* - To remember and talk about significant events in their own experience.
- O5* - To talk about why things happen and how things work.
- O6* - To use language to imagine and recreate roles and experiences in play situations.
- O7* - To link statements and stick to a main theme or intention.
- O8* - To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- O9* - To introduce a storyline or narrative into their play.
- O10* - To explain own knowledge and understanding.
- O11* - To develop their own narratives and explanations by connecting ideas or events.

- O12* - To begin to use more complex sentences to link thoughts (e.g. using and, because).
- O13* - To use a range of tenses (e.g. play, playing, will play, played).
- O14* - To use vocabulary focused on objects and people that are of particular importance to them.
- O15* - To build up vocabulary that reflects the breadth of their experiences
- O16* - To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

- O17* - To begin to understand 'why' and 'how' questions.
- O18* - To question why things happen and give explanations. Asks who, what, when and how.
- O19* - To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
- O20* - To ask appropriate questions of others.
- O21* - To initiate conversations, attend to and take account of what others say.
- O22* - To answer 'how' and 'why' questions about their experiences and in response to stories or events.
- O23* - To listen and respond to ideas expressed by others in conversation or discussion. This is 40-60m not ELG.

- O24* - To listen to others one to one or in small groups, when a conversation interests them.
- O25* - To focus attention – still listen or do but can shift own attention.
- O26* - To be able to follow directions (if not -intently focused on own choice of activity).
- O27* - To respond to simple instructions, e.g. to get or put away an object.
- O28* - To use intonation, rhythm and phrasing to make the meaning clear to others.
- O29* - To talk confidently with other children when playing and will communicate freely about own home and community.
- O30* - To maintain attention, concentrate and sit quietly during appropriate activity.
- O31* - To have two-channelled attention – can listen and do for short span.
- O32* - To understand humour, e.g. nonsense rhymes, jokes.
- O33* - To follow a story without pictures or props.
- O34* - To respond to instructions involving a two-part sequence.
- O35* - To confidently speak to others about own needs, wants, interests and opinions.
- O36* - To listen attentively in a range of situations.
- O37* - To give their attention to what others say and respond appropriately,
- O38* - To follow instructions involving several ideas or actions.
- O39* - To express themselves effectively, showing awareness of listeners' needs.
- O40* - To speak confidently in a familiar group, will talk about their ideas.

Year 1 Powerful Knowledge

- O1* - I speak clearly and confidently in front of people in my class, using a natural voice.
- O2* - I make eye contact with the audience.

- O3* - I can use appropriate vocabulary to describe my personal life and my feelings.
- O4* - I can think of alternatives for simple vocabulary choices.

- O5* - I can keep to the main topic when we are talking in a group.
- O6* - I can retell and role play a well-known story and remember the main characters.
- O7* - I can ask questions to get more information.
- O8* - I am beginning to share my opinion about stories, animals, books etc using 'I think that'
- O9* - I can discuss my work orally with a group, practicing turn taking.
- O10* - I can listen carefully to my partner and can report what they have said.
- O11* - I can talk in full sentences.

- O12* - I can listen to others during discussion and usually respond appropriately.
- O13* - I can maintain my focus when playing and learning with others.
- O14* - I can start a conversation with an adult.
- O15* - To understand instructions with more than one point in many situations
- O16* - I can speak in front of larger audiences e.g. class assemblies. Show and tell, performances etc

Year 2 Powerful Knowledge

- O1* - Whilst speaking clearly (pronouncing words with suitable clarity and avoiding shouting), I can hold the attention of people I am speaking to by adapting the way I talk.
- O2* - I smile at my audience and make eye contact; I am beginning to use my hands when speaking.
- O3* - I can recognise that sometimes speakers talk differently, and I can discuss reasons why this might happen.

- O4* - I am starting to use subject specific vocabulary to explain, describe and add detail and my sentences are usually grammatically correct
- O5* - I can use words or phrases appropriate to the topic we are discussing.
- O6* - I practise and rehearse reading sentences and stories aloud
- O7* - I can take on different roles in a drama or role play and can discuss the character's feelings

- O8* - I can retell a story, using narrative language and linking words and phrases.
- O9* - I am beginning to ask questions to get more information and clarify meaning.
- O10* - I can share my opinion about stories, animals, books etc using 'I think that'.
- O11* - I am beginning to sequence my points, in a discussion.
- O12* - I can discuss my work orally with a group and can give reasons as to why I did something.
- O13* - I can listen carefully to a discussion and can report some of what was discussed.

- O14* - I can listen carefully and respond with increasing appropriateness to what has been said: e.g. make a helpful contribution when speaking in a small group and practising turn taking.
- O15* - I can hold the attention of people I am speaking to by adapting the way I talk.
- O16* - I can perform a simple poem from memory.
- O17* - I can fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.
- O18* - I can attempt to follow instructions before seeking assistance

KS2 Oracy

	Be a speaker Physical – voice and body language	Be a linguist Linguistic – vocabulary, language, rhetorical techniques	Be a thinker Cognitive – content, structure, clarifying and summarising and reasoning	Be aware of others Social and emotional – working with others, listening and responding, confidence in speaking, audience awareness.
Year 3 Powerful Knowledge	<p>O1 - Speaking clearly (without lots of stoppages or utterances), I am beginning to use intonation and tone (vocal variety) to the hold attention of my audience.</p> <p>O2 - I am beginning to communicate using non-verbal cues; I smile at my audience and am beginning to use my hands and stand confidently when speaking.</p> <p>O3 - I make eye contact with the audience by focussing on individuals</p>	<p>O4 - I can vary the amount of detail and make appropriate vocabulary choices, depending on the audience.</p> <p>O5 - I can recognise powerful vocabulary in stories/texts that I read or listen to and am beginning to try to use these words and phrases in my talk.</p> <p>O6 - I ensure that my sentences are grammatically correct.</p> <p>O7 - I rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers</p> <p>O8 - I participate in role play tasks, showing an understanding of character by choosing appropriate word and phrases to indicate a person's emotions</p>	<p>O9 - I can share my ideas in group discussion and am beginning to build on the ideas of others.</p> <p>O10 - I can retell a story using narrative language and add relevant detail</p> <p>O11 - I can sequence and communicate ideas in an organised and logical manner, always using complete sentences.</p> <p>O12 - I can ask questions to get more information and clarify meaning.</p> <p>O13 - I can justify an answer by giving my views (utilising 'I think this because' and 'I know this because')</p> <p>O14 - I am beginning to structure my thoughts, before undertaking a presentation.</p> <p>O15 - I can listen carefully to a discussion and can report what was discussed/decided.</p>	<p>O16 - I take part and can listen carefully in a range of contexts (class assembly, sharing news and show and tell) and usually respond appropriately to both adults and peers.</p> <p>O17 - I can perform poems form memory, adapting expression and tone as appropriate.</p> <p>O18 - I can follow instructions in a range of unfamiliar situations</p> <p>O19 - I can ask for additional information to clarify instructions if needed</p>
Year 4 Powerful Knowledge	<p>O1 - I can present to an audience using appropriate pace and intonation; controlling the tone and volume so that the meaning is clear.</p> <p>O2 - I can communicate using non-verbal cues; I smile, use my hands and stand confidently when speaking.</p> <p>O3 - I make eye contact with the audience by focussing on individuals</p>	<p>O4 - I can vary the amount of detail and make appropriate vocabulary choices, depending on the purpose and the audience.</p> <p>O5 - I can regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>O6 - I am beginning to use language that is acceptable in formal and informal situations (speaking with the teacher/visitor vs a peer) with increasing confidence.</p> <p>O7 - I can recognise powerful vocabulary in stories/texts that I read or listen to and can build these words and phrases into my own talk in an appropriate way.</p> <p>O8 - I can use appropriate grammar for the situation. I speak clearly using standard English and am beginning to understand that, in drama or informal situations, dialect or regional variances may be appropriate.</p> <p>O9 - I am beginning use language for effect (metaphors and humour).</p> <p>O10 - I can practise and rehearse sentences and stories and listen to constructive feedback.</p> <p>O11 - I can take on a specific role in role-play/drama activities and participate in focused discussions while remaining in character</p>	<p>O12 - I can show that I understand the main point and details in a discussion and am beginning to build on the ideas of others.</p> <p>O13 - I can sequence and communicate ideas in an organised and logical manner, always using complete sentences.</p> <p>O14 - I can ask questions to clarify or develop my understanding about a subject.</p> <p>O15 - I can justify an answer by giving my views (utilising 'I think this because' and 'I know this because') whilst providing evidence.</p> <p>O16 - I am beginning to structure my presentation in an organised fashion. (introductions, paragraphs, headings, points for discussion, persuasive devices, conclusions)</p> <p>O17 - I can summarise the main points from a discussion or conversation.</p>	<p>O18 - I take part and can listen carefully in a range of contexts (class assembly, sharing news and show and tell, presentations) and usually respond appropriately to both adults and peers.</p> <p>O19 - I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</p> <p>O20 - I can follow complex directions/multi-step instructions without the need for repetition.</p>
Year 5 Powerful Knowledge	<p>O1 - I can engage an audience using appropriate pace and intonation: controlling the tone and volume so that the meaning is clear.</p> <p>O2 - I am beginning to communicate using non-verbal cues; my posture and gestures add clarity to what I am saying. I stand confidently and interact with the audience.</p> <p>O3 - I make eye contact with the audience by focussing on individuals</p>	<p>O4 - I can regularly use interesting adjectives, adverbial phrases, subordinating conjunctions and extended noun phrases in speech.</p> <p>O5 - I can use language that is acceptable in formal and informal situations (speaking with the teacher/visitor vs a peer) with increasing confidence.</p> <p>O6 - I can recognise powerful vocabulary in stories/texts/newspapers that I read or listen to and can build these words and phrases into my own talk in an appropriate way.</p> <p>O7 - I can use appropriate grammar for the situation. I speak clearly using standard English for formal talk and am beginning to understand that, in drama or informal situations, dialect or regional variances may be appropriate.</p> <p>O8 - I am beginning to enhance a statement/point using rhetorical techniques such as: metaphors, humour, sarcasm, irony and mimicry.</p>	<p>O9 - I can express my point of view and develop my ideas and opinions, providing reasons for my thinking. (opinions of stories, persuasive presentations)</p> <p>O10 - I can ask questions that are responsive to the ideas and views of others.</p> <p>O11 - I am beginning to use hypothetical language (modal verbs) to consider and speculate about multiple outcomes or solutions.</p> <p>O12 - I am beginning to summarise the main points from a discussion/presentation/conversation.</p> <p>O13 - I can structure my presentation in an organised fashion. (introductions, linked paragraphs, headings, points for discussion, persuasive devices, conclusions)</p> <p>O14 - I can summarise the main points from a discussion/presentation/conversation.</p>	<p>O15 - I can listen carefully during group work, making timely contributions and asking questions that are responsive to others' ideas and views.</p> <p>O16 - I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.</p> <p>O17 - I can follow complex directions/multi-step instructions without the need for repetition.</p> <p>O18 - I can use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>O19 - I can combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>
Year 6 Powerful Knowledge	<p>O1 - To engage my audience, I use appropriate pace and intonation, volume and expression so that literal and implied meaning is clear.</p> <p>O2 - I can communicate using non-verbal cues; my posture and gestures add clarity to what I am saying. I stand confidently and interact with the audience.</p> <p>O3 - I make eye contact with the audience by focussing on individuals.</p> <p>O4 - To select and use appropriate registers for effective communication.</p>	<p>O5 - I can develop my vocabulary in a range of ways including: looking at the work of others (stories/texts/newspapers), playing games and engaging with unfamiliar vocabulary.</p> <p>O6 - I can use adventurous and ambitious vocabulary in my speech, which is always appropriate to the topic, audience and purpose.</p> <p>O7 - I can use a broad, deep and rich vocabulary to make abstract concepts (electricity, the solar system) clear to a variety of audiences.</p> <p>O8 - I can use appropriate grammar for the situation. I speak clearly using standard English for formal talk but understand that, in drama or informal situations, dialect or regional variances may be appropriate.</p> <p>O9 - I can enhance a statement/point using rhetorical techniques such as: metaphors, humour, sarcasm, irony and mimicry.</p>	<p>O10 - I make contributions to discussions, whilst evaluating others' ideas and responding to them.</p> <p>O11 - I can explain ideas and opinions, providing reasons and evidence to justify my thinking.</p> <p>O12 - I ask questions to develop my ideas, taking account of the work of others'.</p> <p>O13 - I can sustain and argue a point of view in a debate, using the formal language of persuasion.</p> <p>O14 - I can structure my presentations/arguments (debate) in an organised fashion. (introductions, linked paragraphs {within and between}, headings, considered ordered points for discussion, persuasive devices, conclusions)</p> <p>O15 - I can succinctly summarise the main points from a discussion/presentation/conversation.</p>	<p>O16 - I talk confidently and fluently in a range of situations (debates, class assemblies, performances, presentations, discussions etc) and can take on different roles. (speaker, chair of the debate, reporter, scribe etc)</p> <p>O17 - I can make improvements to my listening skills, based on constructive feedback. (SLANT, Tranmere Talk)</p> <p>O18 - I listen to, consider and evaluate different viewpoints during discussions.</p> <p>O19 - I can participate confidently in a range of different performances, role play exercises, improvisations, performance poetry and plays.</p> <p>O20 - I can perform poems and plays from memory making deliberate choices about how to convey ideas and characters, contexts and atmosphere.</p> <p>O21 - I can follow complex directions/multi-step instructions without the need for repetition.</p> <p>O22 - I can gain, maintain and monitor the interest of the listener(s).</p>