



**Dream Big, Aim High
& Make a Difference**

Oracy curriculum Overview – Year R

Physical	Linguistic	Cognitive	Social
I am starting to project my voice so everyone can hear it.	I can use a limited vocabulary well.	I can use evidence to back up my argument.	I can find the confidence to speak in front of an audience.
I am starting to vary the pitch, tone and rhythm of my voice.	I am starting to choose my words more precisely.	I can order my talk into beginning, middle and end.	I can support others in a discussion.
I am beginning to use gestures and body movement to help convey the points I want to make.	I can distinguish between informal and formal settings.		I show proof of listening.
I am starting to maintain eye contact with a partner or familiar adult.			I am beginning to take turns in conversation.

Oracy curriculum Overview – Year 1/2

Physical	Linguistic	Cognitive	Social
I can develop my presence as a performer using my voice and movement to take command.	I can use full sentences with connectives and speak fluently without repetition for several sentences.	I can pursue a line of enquiry.	I can take turns in discussion and listen to others and respond to their points.
I can use tone and pitch and adapt my voice to a range of situations.	I can speak without using filler words e.g. like, with sound grammar instead of street slang.	I can ask a range of questions including probing questions.	I put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation.
I can use subtle gestures and body language to indicate a range of different emotions.	I can use taught vocabulary appropriately and independently in discussion.	I can choose and organise the content of my speech to convey clear meaning.	I can listen actively to people and play back to them what they have said.
I am aware of where to look or stand to ensure that my audience can hear clearly.		I am beginning to respond to and build on the feelings and views of others.	
I can maintain eye contact with a partner or adult.			

Oracy curriculum Overview – Year 3/4

Physical	Linguistic	Cognitive	Social
I have confidence and presence in a range of settings: from big audiences to small groups.	I can use subject specific language of different disciplines e.g. talk like a scientist.	I can take on different roles in discussion and can see both sides of an argument.	I can take into account the level of understanding of an audience and adapt my language.

I know how to vary my body language and tone of voice.	I deploy excellent grammar when talking using full sentences.	I can use different thinking skills to engage with challenging material.	I can use and select metaphor, humour, irony, mimicry and other rhetorical devices with flair and imagination.
I have a range of subtle changes in tone, pitch and movement to suit different genres of talk and different audiences.	I can select precise language and idiom to suit different audiences.	I can respond to and build on the feelings and views of others.	I can respond to and build on the feelings and views of others confidently and with consideration.
I can maintain eye contact with the person or people I am talking to.			

Oracy curriculum Overview – Year 5/6

Physical	Linguistic	Cognitive	Social
I can control my voice and body with precision, using gestures effectively.	I can deploy language with great precision and nuance.	I can take into account the level of understanding of an audience and adapt my language.	I can take risks in the way I present to an audience in order to engage them including using humour and surprise.
I can teach others how to use their voice and body.	I can use a wide range of vocabulary, idiom and expressions to suit any audience.	I can use and select metaphor, humour, irony, mimicry and other rhetorical devices with flair and imagination.	I can lead/chair a discussion in a range of contexts and bring in different people to contribute making sure they feel part of the discussion.
I am at home in any audience and exude confidence and control.	I can engage with ideas at a high level and express my ideas fluently in any setting.	I can respond to and build on the feelings and views of others confidently and with consideration.	
	I can develop the linguistic tools of others.		