

**Year 1**

**National Curriculum Spoken Language Aims and Objectives (Year 1 - Year 6)**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**Key note from National Curriculum for Year 1 Teachers:** Teachers should ensure that their teaching develops pupils’ oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Autumn	Spring	Summer
<p><b>Physical Oracy:</b></p> <ul style="list-style-type: none"> <li>• Speak clearly and confidently in a range of contexts</li> <li>• Use appropriate tone of voice in the right context e.g. To project their voice to a large audience.</li> <li>• Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing</li> </ul> <p><b>Linguistic Oracy:</b></p> <ul style="list-style-type: none"> <li>• Speak in sentences using joining phrases to link ideas</li> <li>• Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller</li> <li>• Take opportunities to try out new language, even if it is not always correctly used</li> <li>• Use sentence stems to link to other’s ideas in group discussion e.g. ‘I agree with... because...’ ‘linking to...’</li> <li>• Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</li> </ul>	<p><b>Cognitive Oracy:</b></p> <ul style="list-style-type: none"> <li>• Offer reasons for their opinions</li> <li>• Recognise when they haven’t understood something and ask a question</li> <li>• Disagree with someone else’s opinion politely</li> <li>• Explain ideas and events in chronological order</li> </ul>	<p><b>Social &amp; Emotional Oracy:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to others</li> <li>• Be willing to change their mind based on what they have heard</li> <li>• Begin to organise group discussions independently of an adult</li> </ul>

**Year 1 Teachers may find it more appropriate to move some aspects of the Oracy Framework to fit best with the topics of learning throughout the academic year.**

**Year 2**

**National Curriculum Spoken Language Aims and Objectives (Year 1 - Year 6)**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**Key note from National Curriculum for Year 2 Teachers:** The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Autumn	Spring	Summer
<p><b>Physical Oracy:</b></p> <ul style="list-style-type: none"> <li>• Speak clearly and confidently with appropriate volume and pace in a range of contexts</li> <li>• Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea</li> <li>• Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions</li> </ul> <p><b>Linguistic Oracy:</b></p> <ul style="list-style-type: none"> <li>• Speaking in sentences using joining phrases to create longer sentences</li> <li>• 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</li> <li>• Use sentence stems to signal when they are building or challenging others' ideas in group'</li> </ul>	<p><b>Cognitive Oracy:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to find out more about a subject</li> <li>• Build on others' ideas in discussions</li> <li>• Make connections between what has been said and their own and others' experiences</li> </ul>	<p><b>Social &amp; Emotional Oracy:</b></p> <ul style="list-style-type: none"> <li>• Start to develop an awareness of audience e.g. what might interest a certain group</li> <li>• 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</li> <li>• Recite/deliver short preprepared material to an audience</li> </ul>

**Year 2 Teachers may find it more appropriate to move some aspects of the Oracy Framework to fit best with the topics of learning throughout the academic year.**

**Year 3**

**National Curriculum Spoken Language Aims and Objectives (Year 1 - Year 6)**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**Key note from National Curriculum for Year 3 Teachers:** In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Autumn	Spring	Summer
<p><b>Physical Oracy:</b></p> <ul style="list-style-type: none"> <li>• Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas</li> <li>• Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk</li> <li>• Consider position and posture when addressing an audience</li> </ul> <p><b>Linguistic Oracy:</b></p> <ul style="list-style-type: none"> <li>• Be able to use specialist language to describe their own and others' talk</li> <li>• Use specialist vocabulary e.g. speak like an archaeologist</li> <li>• Make precise language choices e.g. instead of describing a cake as 'ice' using 'delectable'</li> </ul>	<p><b>Cognitive Oracy:</b></p> <ul style="list-style-type: none"> <li>• Offer opinions that aren't their own e.g. taking on the role of ...</li> <li>• Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives</li> <li>• Reach shared agreement in discussions</li> </ul>	<p><b>Social &amp; Emotional Oracy:</b></p> <ul style="list-style-type: none"> <li>• Speak with confidence in front of an audience</li> <li>• Begin to recognise different roles within group talk e.g. chairperson</li> <li>• Adapt the content of their speech for a specific audience</li> </ul>

**Year 3 Teachers may find it more appropriate to move some aspects of the Oracy Framework to fit best with the topics of learning throughout the academic year.**

**Year 4**

**National Curriculum Spoken Language Aims and Objectives (Year 1 - Year 6)**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**Key note from National Curriculum for Year 4 Teachers:** In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Autumn	Spring	Summer
<p><b>Physical Oracy:</b></p> <ul style="list-style-type: none"> <li>• Deliberately select movement and gesture when addressing an audience</li> <li>• To use pauses for effect in presentational talk e.g. when telling an anecdote or joke</li> <li>• Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</li> </ul> <p><b>Linguistic Oracy:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Cognitive Oracy:</b></p> <ul style="list-style-type: none"> <li>• Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event</li> <li>• Ask probing questions</li> <li>• Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets</li> </ul>	<p><b>Social &amp; Emotional Oracy:</b></p> <ul style="list-style-type: none"> <li>• Use more natural and subtle prompts for turn taking</li> <li>• Start to develop empathy with an audience</li> <li>• Consider the impact of their words on others when giving feedback</li> </ul>

**Year 4 Teachers may find it more appropriate to move some aspects of the Oracy Framework to fit best with the topics of learning throughout the academic year.**

**Year 5**

**National Curriculum Spoken Language Aims and Objectives (Year 1 - Year 6)**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**Key note from National Curriculum for Year 5 Teachers:** During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

Autumn	Spring	Summer
<p><b>Physical Oracy:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Project their voice to a large audience</li> <li>• Gestures become increasingly natural</li> <li>• Consciously adapt tone, pace and volume of voice within a single context.</li> </ul> <p><b>Linguistic Oracy:</b></p> <ul style="list-style-type: none"> <li>• Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions</li> <li>• Consider the words and phrases used to express their ideas and how this supports the purpose of talk</li> </ul>	<p><b>Cognitive Oracy:</b></p> <ul style="list-style-type: none"> <li>• Draw upon knowledge of the world to support their own point of view and explore different perspectives</li> <li>• To be able to give supporting evidence e.g. citing a text, a previous example or a historical event</li> <li>• 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 ...?</li> </ul>	<p><b>Social &amp; Emotional Oracy:</b></p> <ul style="list-style-type: none"> <li>• Listen for extended periods of time including notetaking, drawing visual</li> <li>• Adapt the content of their speech for a specific audience e.g. use of humour</li> <li>• Speak with flair and passion</li> </ul>

**Year 5 Teachers may find it more appropriate to move some aspects of the Oracy Framework to fit best with the topics of learning throughout the academic year.**

**Year 6**

**National Curriculum Spoken Language Aims and Objectives (Year 1 - Year 6)**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
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- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
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- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**Key note from National Curriculum for Year 6 Teachers:** During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

Autumn	Spring	Summer
<p><b>Physical Oracy:</b></p> <ul style="list-style-type: none"> <li>• Speak fluently in front of an audience.</li> <li>• Have a stage presence</li> <li>• Consciously adapt, tone, pace and volume of voice</li> </ul> <p><b>Linguistic Oracy:</b></p> <ul style="list-style-type: none"> <li>• Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</li> <li>• Vary sentence structures and length for effect when speaking</li> <li>• Be comfortable using idioms and expressions</li> </ul>	<p><b>Cognitive Oracy:</b></p> <ul style="list-style-type: none"> <li>• Construct a detailed argument or complex narrative</li> <li>• Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate</li> <li>• Reflect on their own and others' oracy skills and identify how to improve.</li> </ul>	<p><b>Social &amp; Emotional Oracy:</b></p> <ul style="list-style-type: none"> <li>• Use humour effectively</li> <li>• Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions</li> </ul>

**Year 6 Teachers may find it more appropriate to move some aspects of the Oracy Framework to fit best with the topics of learning throughout the academic year.**