



## ECM Oracy Intent 2023-24

YR	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	<p>-Can notice, sit and listen to an adult and know this is important</p> <p>-To focus their attention</p> <p>Responds to what they hear with relevant comments</p> <p>Listens to and understands instructions about what they are doing, without needing to look up.</p> <p>Understands 2 to 3 part spoken instructions: e.g. "Finish your picture, then sit on the carpet and look at a book."</p> <p>-Have an idea about what to say</p> <ul style="list-style-type: none"> <li>• Can answer a 'How' or 'Why' question: e.g. "Why do we need sunhats on?" "To stop the sun burning our face."</li> </ul>	<ul style="list-style-type: none"> <li>• Understands a range of related words to describe concepts: e.g. <i>soon, early and late; soft, hard, and smooth.</i></li> <li>• Knows words can be put into groups and can give common examples in them: e.g. <i>Animals: dog, cat, horse...</i></li> <li>• Uses words more specifically to make the meaning clearer: e.g. "I saw a funny monkey. It was a spider monkey."</li> </ul> <p>Begins to use new words heard in a story/poem e.g. <i>The gruffalo – stroll.</i></p>	<p>Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables: e.g. 'Wabbit' for 'rabbit', 'bow' for 'blow', 'sketti' for 'spaghetti.'</p> <p>Uses well-formed sentences: e.g. "I played with Zoe in the park." but with some errors: e.g. "I falled down."</p> <p>Begin to use the correct tense</p> <p>Joins phrases with words such as: e.g. <i>and, because, but</i></p>	<p>Lists events with some detail: e.g. "I went nanny's. I had fat chips for tea. I played games on the pooter."</p> <p>Events may not always joined in the right order: e.g. "I went on the top of the bus with dad. That big slide is scary. We taked the ball as well."</p> <p>Retells favourite stories using favourite phrases - using some of their own words: e.g. ".....and she said what a nice mouth you got and the wolf said, 'I can eat you! Gulp!'"</p> <p>Perform a short rhyme in song or as a poem. Learn simple traditional rhymes and poems as a class / group.</p> <p>Develop social phrases e.g. <i>good morning</i></p>	<p>Confidently starts and takes part in individual and group conversations.</p> <p>Joins in and organises co-operative role play with friends and can pretend to be someone else talking.</p> <p>Uses language appropriate to ask, negotiate, give opinions and discuss ideas and feelings in play and activities: e.g. "Are we going to Nana's today? Can I take teddy with me? He will be sad by himself." "What if we did this instead?"</p> <p>Is able to express a point of view and say if they agree or disagree</p>	<p>To speak audibly so they can be heard and understood</p> <p>To recognise facial expressions and body language associated with e.g. <i>happiness, sadness and anger, fear</i></p> <p>To use gestures to support meaning in play</p> <p>Develop pronunciation of multisyllabic words through MTTT (talk through stories) and use independently in play</p>
	<p>Autumn 1</p> <p><b>Poem:</b> Cakeasaurus</p> <p><b>Experience:</b> To speak to a partner during whole class teaching</p>	<p>Autumn 2</p> <p><b>Poem:</b> Where am I</p> <p><b>Experience:</b> To speak to a partner during whole class teaching</p>	<p>Spring 1</p> <p><b>Poem:</b> Bedtime March past.</p> <p><b>Experience:</b> Taking pupils to the library to practice speaking to an unfamiliar adult to carry out a transaction</p>	<p>Spring 2</p> <p><b>Poem:</b> Oh Oh the Story man</p> <p><b>Experience:</b> Taking pupils to the supermarket to practice speaking to an unfamiliar adult to carry out a transaction</p>	<p>Summer 1</p> <p><b>Poem:</b> Hurt no living thing Zanzibar</p> <p><b>Experience:</b> Provide pupils with opportunities to speak for an extended time about something they are interested in e.g. a favourite toy</p>	<p>Summer 2</p> <p><b>Poem:</b> Zim Zam Zoom</p> <p><b>Experience:</b> Provide pupils with opportunity to perform in a class assembly</p>

### Teaching ideas

1. 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!'
2. 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.
3. 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'.
4. Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
5. 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!'
6. 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?



Year 1	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	-To offer reasons for their opinions and explain e.g. <i>I want to build a snow man because it's fun</i> -To recognise when they haven't understood something and asks a question to help with this. -To explain ideas and events in chronological order. -Is aware when a message is unclear and comments or asks for explanation. -Understands complex 2 to 3 part instructions: e.g. <i>"Finish your picture from yesterday then with a partner, choose one of the topic books and talk about it quietly on the carpet."</i>	-To use vocabulary appropriate specific to the topic at hand -To take opportunities to try out new language, even if not always used correctly. -To use sentence stems to link to other's ideas in group discussion. E.g. <i>'I agree with... because ...'</i> -To use conjunctions to organise and sequence ideas e.g. <i>firstly, secondly, finally.</i>	-Speech is clear with occasional errors, especially with consonant blends. -Has good knowledge of sounds in words. -Asks lots of questions to find out specific information including <i>'How' and 'Why'</i> . -Joins phrases with words such as: e.g. <i>if, could, when</i>	-Tells stories that set the scene, have a basic plot and a sequence of events. -Use character voices in context -Make mainly appropriate tense choices -Recite some rhyme and traditional poems by heart. Recite in a group.	-Listens to others and is willing to change their mind based on what they have heard -To disagree with someone else's opinion politely. -To organise group discussions independently of an adult. -Takes turns to talk, listen, and respond in two-way conversations and groups -Make comments relevant to the topic- easily prompted to move on if it takes over.	-To use the appropriate tone of voice in the right context. e.g. <i>speaking calmly when resolving an issue in the playground</i> -To speak clearly and confidently in a range of contexts
	Autumn 1 <b>Poem:</b> The Monster Under Your Bed  <b>Experience:</b> To speak to a partner during whole class teaching and feedback to the class	Autumn 2 <b>Poem:</b> The Sound of Music  <b>Experience:</b> To listen and respond to a class suggestion building on previous contributions	Spring 1 <b>Poem:</b> Brother  <b>Experience:</b> Take pupils to a trip and have pre planned questions to ask an adult	Spring 2 <b>Poem:</b> Question Time  <b>Experience:</b> To take part in small group discussions without an adult	Summer 1 <b>Poem:</b> Who has seen the wind  <b>Experience:</b> To speak in front of a larger audience e.g. during an assembly	Summer 2 <b>Poem:</b> If I were a hawk  <b>Experience:</b>

### Teaching Ideas

1. 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.
2. 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.
3. Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.
4. 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?'
5. 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?'



Year 2	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	<p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p> <p>Starts to ignore unimportant information.</p> <p>Ask for meaning of unknown words they have heard</p>	<p>Compares words, the way they look, sound or mean: e.g. "There are two words 'sea' at the beach, and you 'see' with your eyes."</p> <p>Uses newly learnt words in a specific and appropriate way: e.g. "Dad, you know when you have lots of lions together it is called a pride of lions."</p> <p>Can guess the word from clues, or give others clues using shape, size, function, etc. (link to <a href="#">flashcards/retrieval practice</a>)</p>	<p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas e.g. <a href="#">linking to ____</a>, <a href="#">I disagree ____</a></p> <p>Uses different ways to join phrases to help explain or justify an event: e.g. "I'm older than you so I will go first."</p> <p>Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. <a href="#">so</a>, <a href="#">because</a>, <a href="#">if</a>, <a href="#">when</a></p>	<p>Begins to be aware of what the listener already knows and checks: e.g. "You know where I live, right? Well, in that big house by the shop..."</p> <p>Retell what will happen in a story sequencing the main events adding some detail.</p> <p>Recite poems individually and begins to use appropriate tone and pace.</p>	<p>To start to develop an awareness of audience e.g. what might interest a certain group.</p> <p>Uses and experiments with different styles of talking with different people</p> <p>Confident delivery of short pre-prepared material.</p> <p>Copies others' language and begins to be aware of current peer language: e.g. <a href="#">Copies swear words</a>, <a href="#">says, 'Cool'</a>, or <a href="#">'Yeah right.'</a></p> <p>Contributes purposefully to discussions</p> <p>To be aware of others who have not spoken and to invite them into discussion.</p>	<p>To start to use gesture to support the delivery of ideas e.g. <a href="#">gesturing towards someone if referencing their idea</a>, or <a href="#">counting off ideas on their fingers as they say them</a></p>
	<p>Autumn 1</p> <p><b>Poem:</b> Dinosaur Rap</p> <p><b>Experience:</b> Participate in class discussions following the class rules e.g. say the name, ask the question, turn to them</p>	<p>Autumn 2</p> <p><b>Poem:</b> Thirty Days has September</p> <p><b>Experience:</b> Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom</p>	<p>Spring 1</p> <p><b>Poem:</b> Please Mrs Butler</p> <p><b>Experience:</b> Participate in a short 'show and tell' session to a small group.</p>	<p>Spring 2</p> <p><b>Poem:</b> My colours</p> <p><b>Experience:</b> Participate in a short 'show and tell' session to a different class.</p>	<p>Summer 1</p> <p><b>Poem:</b> 'Pleasant Sounds' by John Clare</p> <p><b>Experience:</b> Participate in class hot seating activities asking questions of characters</p>	<p>Summer 2</p> <p><b>Poem:</b> July</p> <p><b>Experience:</b></p>

### 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.



Year 3	Cognitive		Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding		Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	-To offer opinions that aren't their own. -Begin to justify or explain e.g. <b>we know the big bad wolf is bad because he eats grandma. But maybe he was just hungry?</b> -To be able to summarise a discussion. -To reach shared agreement in discussions. -Listens to key information and makes relevant, related comments: e.g. "So all mammals are warm blooded, have fur or hair and their babies all drink milk." -Identifies clearly when they haven't understood: e.g. "What's maize?" or "Get a blue what?" -Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc.		Joins in discussions about an activity using topic vocabulary: e.g. "I saw some chicken eggs hatching in the incubator on the farm last Friday." Uses a range of words related to time and measurement: e.g. century, calendar, width	To be able to use specialist language to describe their own and others' talk. To use specialist vocabulary to justify, explain and relay information To make precise language choices e.g. <b>instead of describing a cake as 'nice' using 'delicious'</b> . • Uses regular and unusual word endings: e.g. <b>walked or fell</b> . • Speech is clear, uses words with three sounds together or words with lots of syllables: e.g. <b>splash or string; rhinoceros or identical</b> .	Makes clear connections between ideas or thoughts e.g. <b>This reminds me of... this is different because..</b>  Stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion: e.g. <b>"...and everyone got home safely which was great."</b>  Perform poems showing understanding through intonation, tone, volume and action	To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience. • Uses formal language when appropriate in some familiar situations: e.g. <b>Showing a visitor around school</b> . • Understands conversational rules: e.g. <b>Looks at listener to judge feedback. Gives more detail if needed.</b>	Considers position and posture when addressing an audience.  Deliberately varies tone of voice in order to convey meaning. E.g. <b>speaking authoritatively during an expert talk or speaking with empathy when telling a sad part of a story</b>
	Autumn 1 <b>Poem:</b> The sound collector  <b>Experience:</b> Become a storyteller for an authentic audience.	Autumn 2 <b>Poem:</b> Goldilocks  <b>Experience:</b> Hold a class meeting using class discussion guidelines	Spring 1 <b>Poem:</b> School tomorrow – excuses for mum  <b>Experience:</b> Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.	Spring 2 <b>Poem:</b> Journey  <b>Experience:</b> Chair a discussion.	Summer 1 <b>Poem:</b> The Pied Piper of Hamelin' by Robert Browning  <b>Experience:</b> Slam Poetry	Summer 2 <b>Poem:</b> Cat-rap <b>Experience:</b> Present to an audience of older or younger students.	

### 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



Year 4	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	<p>To reflect on discussions and identify how to improve</p> <p>To be able to give supporting evidence e.g. <a href="#">citing a text, a previous example or a historical event</a>.</p> <p>Make expanded comments with supporting detail in response to others' viewpoints</p> <p>To ask probing questions.</p> <p>To reflect on their own oracy skills and identify areas of strength and areas to improve.</p> <p>Able to infer meaning, reason and predict: e.g. <a href="#">"It's getting very hot in here," means open the window.</a></p> <p>Is beginning to recognise the difference between open and closed questions and start to apply/use these appropriately.</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <ul style="list-style-type: none"> <li>• Uses a wide range of verbs to express their thoughts, or about cause and effect: e.g. <a href="#">"I wonder what she's thinking,"</a> or, <a href="#">"If we run we should get there on time but we might arrive late."</a></li> </ul> <p>To understand the effect of using verbs and adverbs in more formal speech. E.g. <a href="#">"I used sprinted instead of ran because it tells you more."</a></p> <p>In familiar situations can recognise when to use formal language e.g. <a href="#">leading a group of peers, discussion with a visitor, formal debate etc</a></p>	<p>Uses complex grammar and sentences to clarify, summarise, explain and plan: e.g. <a href="#">"So the bee collects the pollen from the stamen and then flies to"</a></p> <p>Uses complex sentences to communicate clearly and explain further .e.g <a href="#">embedded and relative clauses</a></p>	<p>Uses intonation to make storytelling and reports exciting and interesting.</p> <p>Adds detail or leaves information out according to how much is already known by the listener.</p> <p>Structure information with key ideas e.g. <a href="#">can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons</a></p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>To use more natural and subtle prompts for turn taking.</p> <p>To be able to empathise with an audience.</p> <p>To consider the impact of their words on others when giving feedback.</p> <p>Uses tone of voice, stress on words and gestures naturally to add meaning.</p> <p>Uses language for full range of different reasons: e.g. <a href="#">complimenting, criticising, negotiating.</a></p>	<p>To consider movement when addressing an audience.</p> <p>To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.</p>
	<p>Autumn 1 <b>Poem:</b> Catching up on Sleep</p> <p><b>Experience:</b> To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.</p>	<p>Autumn 2 <b>Poem:</b> Thought Machine</p> <p><b>Experience:</b> to speak in front of a larger audience of adults e.g. a group of eight.</p>	<p>Spring 1 <b>Poem:</b> Talk us through it, Charlotte</p> <p><b>Experience:</b> Create Radio adverts.</p>	<p>Spring 2 <b>Poem:</b> The Land of Blue</p> <p><b>Experience:</b> To receive feedback from a peer or audience member on their oracy skills</p>	<p>Summer 1 <b>Poem:</b> What are heavy?</p> <p><b>Experience:</b> Perform poetry by heart</p>	<p>Summer 2 <b>Poem:</b> Words are ours</p> <p><b>Experience:</b> To use talk for a specific purpose e.g. to persuade or to entertain</p>

### Teaching Ideas

1. Introduce pupils to sentence stems to cite evidence and ask probing questions.
2. 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.
3. Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.
4. 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.
5. 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.



Year 5	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. <i>E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'</i></p> <p>To identify when a discussion is going off topic and to be able to bring it back on track</p> <p>Sustains active listening to both what is said and the way it is said.</p> <p>Understands different question types: <i>e.g. open, closed, rhetorical.</i></p> <p>Is able to pose increasingly thoughtful questions to both their peers and to adults.</p>	<p>Makes choices from a wide and varied vocabulary: <i>e.g. 'Leap' instead of 'jump', 'terrified' instead of 'frightened'.</i></p> <p>Uses sophisticated words but the meaning might not always be accurate: <i>e.g. "My bedroom was meticulous."</i></p> <p>Selects the appropriate register in familiar situations <i>e.g. when collaborating with their peers in a lesson without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly</i></p> <p>Is able to use a growing range of vocabulary to speculate and hypothesise <i>e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</i></p>	<p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>Uses long and complex sentence structures: <i>e.g. "I will come with you only because it means you will stop going on at me."</i></p> <p>Uses questions to help conversations flow.</p> <p>Sentences average about 7 to 10 words - longer in stories than in conversation.</p>	<p>Presents entertaining information or stories which include memorable details and specific vocabulary.</p> <p>Everyday language is detailed and not always about their immediate experience.</p> <p>Uses complex joining words and adverbials within their talk to make language flow: <i>e.g. meanwhile, therefore, yet, however</i></p> <p>Evaluate the effectiveness and impact of their own and others' word choices <i>e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates</i></p> <p>Perform, showing understanding of intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Listening for extended periods of time.</p> <p>To speak with flair and passion</p> <p>Vocabulary is well-chosen and specific.</p> <p>Uses different language depending on where they are, who they are with and what they are doing: <i>e.g. Formal style with the headteacher in school; relaxed and informal with family at home; and 'cool' language with friends in the park.</i></p> <p>Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others</p>	<p>For gestures to become increasingly natural.</p> <p>To project their voice to large audience.</p>
	<p>Autumn 1 <b>Poem:</b> Don't by Michael Rosen</p> <p><b>Experience:</b> Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.</p>	<p>Autumn 2 <b>Poem:</b> The Sun in Me</p> <p><b>Experience:</b> Create a BBC school report</p>	<p>Spring 1 <b>Poem:</b> The Mrs Butler Blues</p> <p><b>Experience:</b> Lead a parents' evening or assembly</p>	<p>Spring 2 <b>Poem:</b> Free</p> <p><b>Experience:</b> Stand-up comedy Event</p>	<p>Summer 1 <b>Poem:</b> The Tyger</p> <p><b>Experience:</b> Poetry Slam</p>	<p>Summer 2 <b>Poem:</b> Nothing to do</p> <p><b>Experience:</b> Enter a debate competition</p>

### 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 ...'





Y6	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	<p>To construct a detailed argument or complex narrative.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>Understands simple jokes and simple idioms, but can't really explain why they are funny or what they mean: e.g. <i>You can't have your cake and eat it.</i></p> <p>Is able to understand and use different types of questions to suit different types of situations e.g. <i>open, closed, rhetorical.</i></p>	<p>Uses sophisticated words with increasing accuracy e.g. <i>"My bedroom was meticulous."</i></p> <p>Knows that words can have two meanings and uses them appropriately. Can't always explain how they are linked: e.g. <i>'Hard' (rigid object and tough person).</i></p> <p>Can use a wide range of vocabulary (<i>cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</i>) to speculate about possible outcomes in narrative and real-life situations</p> <p>Explains how and why words and phrases have been adapted for an argument.</p>	<p>To vary sentence structures and length for effect when speaking e.g. <i>simple sentence for effect</i></p> <p>To be comfortable using idiom and expressions.</p> <p>Knows when a sentence is not grammatically correct and can explain rules of grammar.</p>	<p>Incorporates a subplot in telling stories and recalling events, before resolving the main storyline.</p> <p>Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. <i>clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details</i></p> <p>Perform poems by heart with intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Can confidently vary grammar and vocabulary to suit the audience, purpose and context.</p> <p>To use humour effectively.</p> <p>To be able to read a room or a group and take action accordingly e.g. <i>if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</i></p> <p>Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions.</p> <p>Realises when people don't fully understand and tries to help them.</p>	<p>To speak fluently in front of an audience in a wide range of situations</p> <p>To have a stage presence.</p> <p>Consciously adapt the register, tone, pace and volume of voice within a single situation to suit the purpose e.g. <i>effectively argue their point in a discussion with becoming emotional and maintain control of their tone, language and responses</i></p>
	<p>Autumn 1 <b>Poem:</b> Jabberwocky</p> <p><b>Experience:</b> Act as a tour guides for prospective parents or visitors to school</p>	<p>Autumn 2 <b>Poem:</b> A tiger in the zoo</p> <p><b>Experience:</b> Give a speech to an audience of peers and adults.</p>	<p>Spring 1 <b>Poem:</b> If by Rudyard Kipling</p> <p><b>Experience:</b> Interview/ be interviewed</p>	<p>Spring 2 <b>Poem:</b> What do we do with a variation?</p> <p><b>Experience:</b> Mentor or teach younger students</p>	<p>Summer 1 <b>Poem:</b> The Fish</p> <p><b>Experience:</b> Record their own sports commentary</p>	<p>Summer 2 <b>Poem:</b> What I love about school</p> <p><b>Experience:</b> Lead an assembly</p>

**Teaching Ideas**

Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.

Practise 'power poses' to explore physical aspects of speaking

Teach structures for building evidence-based arguments



### ECM Poems to Perform

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	This is the way we brush our teeth <a href="#">Song – Title Here (britishcouncil.org)</a>	If you're super and you know it	Wheels on the bus	Days of the week song	1,2,3,4,5 once I caught a fish alive	Down in the jungle
YR	One, two, buckle my shoe	999 Emergency <a href="#">999 Emergency Song - protective behaviours (teacher made) (twinkl.co.uk)</a>	Queue for the zoo <a href="#">St Stephen's CE (VA) Primary School - Queue for the Zoo by Clare Bevan (ststephens.bradford.sch.uk)</a>	The dark wood (anon)	Hurt No Living Thing' by Christina Rossetti: Hurt no living thing: <a href="#">Z classic poems to read with primary-school children   TheSchoolRun (classic)</a>	Mad about mini beasts: <a href="#">PowerPoint Presentation (stmp.camden.sch.uk)</a>
Y1	The monster under your bed: <a href="#">Year-1-The-Monster-Under-Your-Bed.pdf (vox-cms.com)</a>	The sound of music: <a href="#">Year-1-The-Sound-Of-Music.pdf (vox-cms.com)</a>	Brother: <a href="https://www.st-stephens-primary.org.uk/docs/homework_sheets/y1_brother.pdf">https://www.st-stephens-primary.org.uk/docs/homework_sheets/y1_brother.pdf</a>	Question Time: <a href="#">Question Time   Centre for Literacy in Primary Education (clpe.org.uk)</a>	<a href="#">Who Has Seen the Wind? by Christina Rossetti   Poetry Foundation (classic)</a>	If I were a Hawk: <a href="https://clpe.org.uk/poetry/poems/big-green-crocodile">https://clpe.org.uk/poetry/poems/big-green-crocodile</a>
Y2	The dinosaur rap <a href="#">Dinosaur Rap (speakupstudio.com.au)</a>	30 days has September: <a href="#">Netherton C of E Primary School - Year 2 Poems</a>	Please Mrs Butler: <a href="#">Please Mrs Butler   Centre for Literacy in Primary Education (clpe.org.uk)</a>	My colours <a href="#">MY COLOURS by Colin West   POEM OF THE WEEK   Read by Miss Ellis #poemoftheweek - YouTube</a>	'Pleasant Sounds' by John Clare: <a href="#">Z classic poems to read with primary-school children   TheSchoolRun (classic)</a>	July: <a href="#">July   Centre for Literacy in Primary Education (clpe.org.uk)</a>





Y3	<p>The sound collector  <a href="#">Resource-Lesson-1-Sound-Collector-Poem.pdf</a>  <a href="#">(oaklandsinfants.org)</a></p>	<p>Goldilocks <a href="#">Goldilocks on CCTV   Centre for Literacy in Primary Education</a>  <a href="#">(clpe.org.uk)</a></p>	<p>School tomorrow – excuses for mum  <a href="#">School tomorrow - excuses for Mum   Centre for Literacy in Primary Education</a>  <a href="#">(clpe.org.uk)</a></p>	<p>Journey <a href="#">Journey   Centre for Literacy in Primary Education</a>  <a href="#">(clpe.org.uk)</a></p>	<p>‘The Pied Piper of Hamelin’ by Robert Browning <a href="#">7 classic poems to read with primary-school children   TheSchoolRun</a>            (classic)</p>	<p>Cat-rap <a href="#">Cat-rap   Centre for Literacy in Primary Education</a>  <a href="#">(clpe.org.uk)</a></p>
Y4	<p><a href="#">Catching Up on Sleep by Roger McGough - Scottish Poetry Library</a></p>	<p><a href="#">Thought Machine   Centre for Literacy in Primary Education</a>  <a href="#">(clpe.org.uk)</a> (free verse)</p>	<p>Talk us through it, Charlotte <a href="#">Talk us through it, Charlotte   Centre for Literacy in Primary Education</a>  <a href="#">(clpe.org.uk)</a></p>	<p><a href="#">The Land of Blue   Centre for Literacy in Primary Education</a>  <a href="#">(clpe.org.uk)</a></p>	<p>‘What Are Heavy?’ By Christina Rossetti <a href="#">7 classic poems to read with primary-school children   TheSchoolRun</a>            (classic)</p>	<p><a href="#">Words are ours   Centre for Literacy in Primary Education</a>  <a href="#">(clpe.org.uk)</a> (list)</p>
Y5	<p><a href="#">Dont-by-Michael-Rosen.pdf</a>  <a href="#">(bedecps.org.uk)</a></p>	<p><a href="#">The Sun in Me by Judith Nicholls   Book Excerpt   Spirituality &amp; Practice</a>  <a href="#">(spiritualityandpractice.com)</a></p>	<p><a href="#">The Mrs Butler Blues   Centre for Literacy in Primary Education</a>  <a href="#">(clpe.org.uk)</a></p>	<p><a href="#">Free   Centre for Literacy in Primary Education</a>  <a href="#">(clpe.org.uk)</a> (list)</p>	<p>‘The Tyger’ by William Blake <a href="#">7 classic poems to read with primary-school children   TheSchoolRun</a>            (classic)</p>	<p><a href="#">Nothing to Do   Centre for Literacy in Primary Education</a>  <a href="#">(clpe.org.uk)</a>            (strict verse)</p>
Y6	<p>Jabberwocky  <a href="#">Jabberwocky by Lewis Carroll   Poetry Foundation</a></p>	<p>A tiger in the zoo: <a href="#">A Tiger in the Zoo - PDF Diary.in</a></p>	<p><a href="#">If— by Rudyard Kipling   Poetry Foundation</a></p>	<p><a href="#">What do we do with a variation?   Centre for Literacy in Primary Education</a>  <a href="#">(clpe.org.uk)</a></p>	<p>‘The Fish’ by Elizabeth Bishop <a href="#">7 classic poems to read with primary-school</a></p>	<p>What I love about school  <a href="#">POETRY PAGE - Room 13!</a>  <a href="#">(google.com)</a></p>



					<a href="#">children   TheSchoolRun</a> (classic)	
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## National Curriculum Expectations

### EYFS Early Learning Goals:

- Communication and Language: Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Communication and Language: Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Communication and Language: Speaking- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### National Curriculum Objectives Spoken Language Year 1-6:

- 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