





Year Group on a Page – Year 1

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>To use body language to show listening.</p> <p>To experiment with adjusting tone, volume and pace.</p>	<p>To use vocabulary specific to the topic at hand.</p> <p>To take opportunities to try out new language.</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p> <p>To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...').</p>	<p>To consider the merits of different viewpoints.</p> <p>To offer reasons for opinions.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p> <p>To ask a question when they haven't understood.</p>	<p>Listen carefully to others.</p> <p>To participate in group discussions independently of an adult.</p>

Purpose:

Talk to share information	Talk to acquire and apply new language	Talk to give instructions
Talk to analyse and evaluate	Talk to gather information	Talk to entertain





Audience:

Recorded	Familiar adults	Younger children
Peers	Unfamiliar adults	Chosen by speaker

Contexts:

Autumn 1	Autumn 2	Spring 1
Science - Seasonal Changes - Record a weather forecast for Dojo.	Geography - Present to a familiar adult about the differences between Lostwithiel and London using key vocabulary.	DT - Making moving storybooks and sharing these with Tiny Trees/ Apple Class
Spring 2	Summer 1	Summer 2
Art - Children look at different Hepworth sculptures and discuss which is their favourite and which is their least favourite and why	History - Asking pre-considered questions to learn about how our school has changed.	English - Re-telling stories orally using favourite phrases and new vocabulary

Year Group on a Page – Year 2

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</p> <p>To speak clearly and confidently in a range of contexts.</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.</p> <p>To use newly learnt vocabulary in an appropriate way.</p>	<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>To encourage everyone to contribute.</p> <p>To develop an awareness of audience, e.g. what might interest a certain group.</p> <p>Confident delivery of short pre-prepared material.</p>

Purpose:

Talk to analyse and evaluate	Talk to entertain	Talk to reach consensus
Talk to understand and reason	Talk to gather information	Talk to structure and organise ideas





Audience:

Parents	Large Group Audience	Small Group
Younger	Expert	Peers

Contexts:

Autumn 1	Autumn 2	Spring 1
DT - Answering questions evaluation questions from parents about moving monsters and art.	RE – Perform a nativity	History – Debate around “who was the greatest change maker
Spring 2	Summer 1	Summer 2
Science - Expert talk on how to grow plants	English – Interviewing a cat expert	Maths - Role play – Follow and giving directions and instructions

Year Group on a Page – Year 3

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>To consider position and posture when addressing an audience.</p> <p>To experiment with adjusting tone, volume and pace for different audiences.</p>	<p>To begin to use specialist vocabulary.</p> <p>To be able to use specialist language to describe their own and others' talk.</p> <p>To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').</p>	<p>To offer opinions that aren't their own.</p> <p>To reflect on discussions and identify how to improve.</p> <p>To be able to summarise a discussion.</p> <p>To reach shared agreement in discussions.</p>	<p>Listen actively, questioning and responding to others.</p> <p>To adapt the content of their speech for a specific audience.</p> <p>To speak with confidence in front of an audience.</p>

Purpose:

Talk to understand and reason	Talk to organise and structure ideas	Talk to entertain
Talk to influence	Talk to give instructions	Talk to challenge





Audience:





Peers	Older	Large Group
Younger	Familiar Adult	Small Group

Contexts:

Autumn 1	Autumn 2	Spring 1
Art - Review different examples of art and discuss artists choice of colours.	History - Discuss similarities and differences between civilisations	English - Share their retelling of the Night at the Museum
Spring 2	Summer 1	Summer 2
PE - Talk to younger children about the importance of healthy and active lives	IT - Present best practice/key ideas on how to stay safe online	DT - Discussion around whose pneumatic product best fits the design criteria

Year Group on a Page – Year 4/5

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>To consider movement when addressing an audience.</p> <p>To consider how tone, volume and pace influence meaning.</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>To use specialist vocabulary when discussing a known topic.</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</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>To use more natural and subtle prompts for turn taking.</p> <p>To develop an awareness of audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>For body language to become increasingly natural.</p> <p>To project their voice to a large audience.</p>	<p>To use an increasingly sophisticated range of sentence stems with accuracy.</p> <p>To select specific vocabulary appropriate to the topic at hand.</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>Listening actively for extended periods of time.</p> <p>To speak with flair and passion.</p>

Purpose:

Talk to reach a consensus/ negotiate	Talk to challenge	Talk to consolidate new language
Talk to understand and reason	Talk to give instructions	Talk to gather and share information





Audience:





Small Group	Peers and teacher	Parents
Older Children	Expert	Younger Children

Contexts:

Autumn 1	Autumn 2	Spring 1
English - Reach a consensus (consensus circles) - Greenwild class novel 'Big Ding' question	History - Debate about segregation laws in USA in 1950s – To include reflection afterwards	Art - Art gallery – based on David Hockney's Mulholland Drive – explaining their method and techniques
Spring 2	Summer 1	Summer 2
History - Tourism – synoptic task – How do tourists affect places?	Science - Visit to Heligan – Living Things and their Habitats questioning an expert about beavers	Computing - Design a game on Purple Mash and give instructions to younger children to play it.

Year Group on a Page – Year 5/6

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>For body language to become increasingly natural.</p> <p>To project their voice to a large audience.</p>	<p>To use an increasingly sophisticated range of sentence stems with accuracy.</p> <p>To select specific vocabulary appropriate to the topic at hand.</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>Listening actively for extended periods of time.</p> <p>To speak with flair and passion.</p>

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<ul style="list-style-type: none"> — To have a stage presence. — To adjust tone, volume and pace for a given purpose and audience. 	<ul style="list-style-type: none"> — To vary sentence structures and length for effect when speaking. — To be comfortable using idiom and expressions. — To use sophisticated vocabulary appropriate to the context and purpose of talk. 	<ul style="list-style-type: none"> — To construct a detailed argument or complex narrative. — To assess different viewpoints and present counter-arguments. — To spontaneously respond to increasingly complex questions, citing evidence where appropriate. — To acknowledge and explain changes of position. 	<ul style="list-style-type: none"> — To use humour effectively. — 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. — To develop an awareness of group dynamics and invite those who haven't spoken to contribute.

Purpose:

Talk to problem solve	Talk to challenge	Talk to entertain
Talk to negotiate and reach consensus	Talk to give instructions	Talk to organise and share

Audience:

Peers	Whole Class	Younger Children
Small group	Families	Small group

Contexts:

Autumn 1	Autumn 2	Spring 1
Science - Answer: How does light travel? How can we change it?	History - Harkness discussion: Was Caesar right for marching his troops into Rome even though it was breaking the law?	English - Read aloud own writing to a small audience
Spring 2	Summer 1	Summer 2
Geography - Consensus Circle: Which developments will we include on green island to help the economy without damaging the environment	Maths - Give instructions to a small group as to how to answer a multi-step word problem.	PSHE - Sharing their end of year achievements – what has made them proud about their journey, next steps they are looking forward to