

Key End Points - for end of year

Subject: Oracy



Ready to Progress Criteria...

	Physical	Linguistic	Cognitive	Social and Emotional
Year R	<ul style="list-style-type: none"> I can speak audibly so I can be heard and understood. I can use gestures to support meaning in play. 	<ul style="list-style-type: none"> I use talk in play to support new vocabulary. I can join phrases with words such as 'because' 'and' 'also.' 	<ul style="list-style-type: none"> I ask simple questions to find out more. I can offer reasons for opinions e.g. likes and dislikes, choosing a story. 	<ul style="list-style-type: none"> I look at the person speaking to me. I take turns when speaking.
Year 1	<ul style="list-style-type: none"> I speak clearly and confidently in a range of contexts. E.g. assembly, reading aloud, answering questions in class... I consider position and posture to an audience e.g. assembly, front of class. 	<ul style="list-style-type: none"> I extend ideas using 'and' 'because' 'also.' I use topic appropriate vocabulary to make relevant contributions. 	<ul style="list-style-type: none"> I ask a range of questions to find out more. I can build on and add to another person's ideas. I can reach a shared agreement in discussions. 	<ul style="list-style-type: none"> I listen to others and am willing to change my minds based on what they have heard. I can summarise what my learning partner has said.
Year 2	<ul style="list-style-type: none"> I am beginning to use gestures to deliver ideas. I use appropriate volume and tone in context e.g. in the playground, in the classroom. 	<ul style="list-style-type: none"> I adapt how I speak in different situations according to the audience. I make precise language choices e.g. synonyms for nice, good, bad. 	<ul style="list-style-type: none"> I can build on, challenge and summarise others' ideas in discussions. I can explain ideas and thoughts in chronological order using conjunctions to organise e.g. firstly, secondly, finally 	<ul style="list-style-type: none"> I am aware of others who have not spoken and invite them into discussion. I participate in trio discussions I am confident in the delivery of short pre-prepared material.
Year 3	<ul style="list-style-type: none"> I can deliberately vary tone of voice in order to convey meaning I am beginning to use facial expressions appropriately. I can consider position and posture when addressing an audience. 	<ul style="list-style-type: none"> I make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable' I carefully consider words and phrases and how this supports purpose of talk and audience e.g., persuasion 	<ul style="list-style-type: none"> I offer opinions that aren't my own e.g. Some people say... In my family... In my community... I am able to summarise a discussion and its key points. I can reach a shared agreement in discussions. 	<ul style="list-style-type: none"> I can adapt the content of my speech for a specific audience I can speak with confidence in front of an audience. I listen to others and am willing to change my mind based on what I have heard.
Year 4	<ul style="list-style-type: none"> I am developing gestures within a presentation. I use pauses for effect in presentational talk. 	<ul style="list-style-type: none"> I carefully consider the words and phrases they use to express their ideas and how this supports the purpose of talk through using a range of sentence structures. 	<ul style="list-style-type: none"> I can give supporting evidence e.g. citing a text, a previous example or a historical event. I can reflect on my own oracy skills and identify areas of strength and areas to improve. 	<ul style="list-style-type: none"> I am developing an awareness of audience. I can use more natural and subtle prompts for turn taking through different groupings. I can consider the impact of my words on others when giving feedback.
Year 5	<ul style="list-style-type: none"> My gestures are becoming increasingly natural. I can consider movement when addressing an audience. 	<ul style="list-style-type: none"> I use and innovate a sophisticated range of sentence stems. I begin to vary sentence structures and length for effect when speaking. 	<ul style="list-style-type: none"> I am able to draw upon knowledge of the world to support my point and explore different perspectives. I can counter-argue and make counter proposals. 	<ul style="list-style-type: none"> I am a supportive listener. I speak with flair and passion. I can use humour effectively.
Year 6	<ul style="list-style-type: none"> I speak fluently in front of an audience. I am mindful of the style needed to deliver a type of talk. I can consciously adapt tone, pace and volume of voice within a single situation. 	<ul style="list-style-type: none"> I can use specialist language to give feedback e.g. The Oracy Framework I can use academic register when appropriate 	<ul style="list-style-type: none"> I can construct a detailed argument. I spontaneously respond to increasingly complex questions, citing evidence where appropriate. 	<ul style="list-style-type: none"> I can talk to and engage with an unfamiliar adult. I am able to read a room or a group and take action accordingly. E.g. if everyone looks disengaged, moving on.