



		<p>Use talk in play to practice new vocabulary e.g. lighter, heavier</p>	<p>Speak in sentences using joining phrases to link ideas</p>	<p>Speaking in sentences using joining phrases to create longer sentences</p>	<p>Be able to use specialist language to describe their own and others' talk</p>	<p>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</p>	<p>Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions</p>	<p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</p>
		<p>Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'</p>	<p>Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller</p>	<p>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</p>	<p>Use specialist vocabulary e.g. speak like an archaeologist</p>		<p>Consider the words and phrases used to express their ideas and how this supports the purpose of talk</p>	<p>Vary sentence structures and length for effect when speaking</p>
			<p>Take opportunities to try out new language, even if it is not always correctly used</p>	<p>Use sentence stems to signal when they are building or challenging others' ideas in group'</p>	<p>Make precise language choices e.g. instead of describing a cake as 'ice' using 'delectable'</p>			<p>Be comfortable using idioms and expressions</p>
			<p>Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...'</p> <p>'linking to...'</p>					
			<p>Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</p>					



Use 'because' to develop their ideas	Offer reasons for their opinions	Ask questions to find out more about a subject	Offer opinions that aren't their own e.g. taking on the role of ...	Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event	Draw upon knowledge of the world to support their own point of view and explore different perspectives	Construct a detailed argument or complex narrative
Make relevant contributions that match what has been asked	Recognise when they haven't understood something and ask a question	Build on others' ideas in discussions	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	Ask probing Questions	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event	Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate
Ask simple questions	Disagree with someone else's opinion politely	Make connections between what has been said and their own and others' experiences	Reach shared agreement in discussions	Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets	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 ...?	Reflect on their own and others' oracy skills and identify how to improve.
Describe events that have happened to them in detail	Explain ideas and events in chronological order					



Look at someone who is speaking to them	Listen and respond appropriately to others	Start to develop an awareness of audience e.g. what might interest a certain group	Speak with confidence in front of an audience	Use more natural and subtle prompts for turn taking	Listen for extended periods of time including note-taking, drawing visual	Use humour effectively
Wait for a turn.	Be willing to change their mind based on what they have heard	Start to show awareness of others who have not spoken and invite them into	Begin to recognise different roles within group talk e.g. chairperson	Start to develop empathy with an audience	Adapt the content of their speech for a specific audience e.g.	Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks

				the discussion e.g. saying their name, asking them a question, turning to them			use of humour	disengaged, moving on or changing topic, or if people look confused stopping to take questions
		Taking turns to speak, when working in a group	Begin to organise group discussions independently of an adult	Recite/deliver short pre- prepared material to an audience	Adapt the content of their speech for a specific audience	Consider the impact of their words on others when giving feedback	Speak with flair and passion	

