

Year 1				
Aspect	Physical	Linguistic	Cognitive	Social & Emotional
End Points	To use body language to show I am listening.	To know that a scholar sentence is an accurate, complete sentence.	To consider different viewpoints.	To listen carefully to others by demonstrating active listening skills.
	To experiment with adjusting the tone, volume and pace of my voice.	To use vocabulary specific to the topic at hand.	To offer reasons for opinions.	To participate in group discussions independent of an adult.
		To take opportunities to try out new words.	To disagree with someone else's opinion politely.	To respect others' ideas.
		To use sequencing language and conjunctions to organise and develop ideas e.g. firstly, finally, because.	To explain ideas and events in chronological order.	
		To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...').	To ask a question when they haven't understood.	
Year 2				
Aspect	Physical	Linguistic	Cognitive	Social & Emotional
End Points	To use body language to show I am listening.	To understand that a scholar sentence is an accurate, complete sentence.	To ask questions to find out more about a subject.	To encourage everyone to contribute.
	To use body language to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.	To adapt how I speak in different situations according to audience.	To build on others' ideas in discussions.	To develop an awareness of audience.
	To speak clearly and confidently in a range of contexts.	To use sentence stems to signal when I am building on or challenging others' ideas (ABC : agree, build, challenge).	To make connections between what has been said and their own and others' opinions.	Confident delivery of short pre-prepared material.
Year 3				
Aspect	Physical	Linguistic	Cognitive	Social & Emotional
End Points	To use body language to show I am listening.	To speak in scholar sentences.	To offer opinions that aren't their own.	Listen actively, questioning and responding to others (ABC : agree, build, challenge).
	To consider body language and posture when addressing an audience.	To adapt and use specialist vocabulary depending on the subject and audience	To be able to summarise a discussion.	To adapt the content of their speech for a specific audience.
	To experiment with adjusting tone, volume and pace for different audiences.	To make precise language choices (e.g. describing a cake as 'delicious' instead of 'nice').	To reach shared agreement in discussions including changing my mind.	To speak with confidence in front of an audience.
Year 4				
Aspect	Physical	Linguistic	Cognitive	Social & Emotional
End Points	To use body language to show I am listening.	To speak using scholar sentences.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.	To fluently use prompts for turn taking. (ABC : agree, build, challenge).
	To consider movement when addressing an audience.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To ask probing questions.	To develop an awareness of audience.
	To consider how tone, volume and pace influence meaning.		To reflect on their own oracy skills and identify areas of strength and areas to improve.	To consider the impact of their words on others when giving feedback.
Year 5				
Aspect	Physical	Linguistic	Cognitive	Social & Emotional
End Points	To use body language to show I am listening and listen for extended periods.	To consistently speak using scholar sentences.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.	To fluently and spontaneously use prompts for turn taking. (ABC : agree, build, challenge).
	To project their voice to a large audience.	To use an increasingly sophisticated range of sentence stems with accuracy.	To identify when a discussion is going off topic and to be able to bring it back on track.	To speak with flair and passion.
Year 6				
Aspect	Physical	Linguistic	Cognitive	Social & Emotional
End Points	To use body language to show I am listening.	To consistently speak using scholar sentences.	To construct a detailed argument or complex narrative.	To use humour effectively.
	To have a stage presence.	To vary sentence structures and length for effect when speaking.	To assess different viewpoints and present counter-arguments.	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 adjust tone, volume and pace for a given purpose and audience	To be comfortable using idiom and expressions.	To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	To develop an awareness of group dynamics and invite those who haven't spoken to contribute.