

Lower KS2 Oracy Framework (y3 and 4)

Strand: Physical	Working towards expected (end of y4) standard	Opportunities, strategies and activities to move onto the next stage:	Working at the expected standard	Opportunities, strategies and activities to move onto the next stage:	Working at greater depth within the expected standard	Different contexts in which to master skills learnt:
Voice (Fluency and pace, tonal variation, clarity of pronunciation, projection)	I have an awareness of how I can use my voice to engage audiences		I can use pitch and emphasis to enhance meaning	Game: talking about a given topic for 30/45 seconds without hesitation.	I can use pitch and emphasis to enhance meaning and avoid excessive pausing or hesitation.	
Body language (Gesture, posture, facial expression, eye contact)	I am able to consistently make eye contact and show an awareness of my posture when speaking to a range of audiences.	Self and shared assessment of recorded performances against oracy strands	I can use eye contact, gesture and posture to engage the audience.	Poetry performances Drama roleplays	I can use eye contact, gesture, posture and facial expression to engage the audience.	Sharing learning assemblies Class performances Musical theatre

Strand: Linguistic	Working towards expected (end of Y4) standard	Opportunities, strategies and activities to move onto the next stage:	Working at the expected standard	Opportunities, strategies and activities to move onto the next stage:	Working at greater depth within the expected standard	Different contexts in which to master skills learnt:
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<p>Vocabulary choice and Language variety (register, grammar)</p>	<p>I recognise the difference between formal and informal talk. I can use scaffolding e.g. sentence starters to help me use the correct tense and grammar when speaking.</p>		<p>I am able to speak in both a formal and informal style, according to the situation. I speak using the correct tense and grammar for the majority of the time.</p>		<p>I am able to explain the different features of formal and informal talk and when these are appropriate.</p>	
<p>Structure (structure and organisation)</p>	<p>When I speak, it is structured enough that my points/ideas are usually clear and comprehensible to others</p>		<p>The structure of my talk makes it comprehensible to others. I am able to use language appropriately to signal the opening and end of my talk e.g. 'In my opinion.... Today I am going to present...In conclusion...Finally.. .To summarise...</p>		<p>I am able to use language and structure to build an effective argument/ presentation/ speech etc</p>	
<p>Rhetorical techniques (Metaphor, humour, irony, mimicry)</p>	<p>I am beginning to show an awareness of techniques such as alliteration, rhetorical questions and repetition.</p>		<p>With scaffolding I can use devices such as repeating key words for emphasis, alliteration and asking rhetorical questions to</p>		<p>I can explain why I have used certain techniques and the effect that they have on the listener.</p>	

			communicate effectively.			
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Strand: Cognitive	Working towards expected (end of Y4) standard	Opportunities, strategies and activities to move onto the next stage:	Working at the expected standard	Opportunities, strategies and activities to move onto the next stage:	Working at greater depth within the expected standard	Different contexts in which to master skills learnt:
Content (choice of content to convey meaning and intention, building on the view of others) and Audience awareness (Taking account of their level of understanding)	I can respond to others comments and am beginning to build on their ideas. I include relevant information when making points.		I draw upon what others say when I make my own contributions. When I speak I show some awareness that the content should be relevant and interesting for the listener.		I can reflect on how my contributions moved the conversation on/added depth. I am able to judge whether content is appropriate to include in my talk, based on its relevance to the task/discussion.	
Clarifying and summarising	I can summarise the key points that have been discussed, with some support.		I can summarise the key points that have been discussed and am beginning to clarify my thoughts.		I can explain what a summary is and can respond to questions asked to clarify points.	
Self regulation (Maintaining focus on task, time)	I can present information to a group for a		I can use allocated time effectively to		I can maintain focus on an oracy task and	

management)	period of time.		present my ideas, avoiding distractions.		show an awareness of how long it is appropriate to speak for when taking turns in a conversation.	
Reasoning (Giving reasons to support views, critically examining ideas and views expressed)	I am beginning to back up my reasons with evidence		I can give reasons and use simple evidence to support my views. I am beginning to critically question other people's views e.g. asking 'Why do you think that? Is there any evidence of that? Can you give an example?'		I understand why it is important/useful to question others' ideas.	

Strand: Social and emotional	Working towards expected (end of Y4) standard	Opportunities, strategies and activities to move onto the next stage:	Working at the expected standard	Opportunities, strategies and activities to move onto the next stage:	Working at greater depth within the expected standard	Different contexts in which to master skills learnt:
Working with others (Guiding and managing interactions, turn taking)	I can share some relevant ideas around a theme/task.		I can take turns to make appropriate discussion points based on a theme/task		I can include and invite others responses in a discussional task/theme	

Listening and responding	I can listen for longer periods of time (15 minutes) and recall the main points that have been said.		I can show tolerance when listening to and understanding other points of view, and respond appropriately.		I can reflect on the extent to which I am a good listener. My responses and contributions to discussion show that I listen carefully to others.	
Confidence in speaking (self assurance, liveliness and flair)	When talking to a partner I am able to show some enthusiasm and confidence when discussing topics that interest me.		I am able to control my nerves when I speak and can show some enthusiasm and personality.		I am able to reflect on how I can improve the liveliness and flair in my speaking and the effect that this would have on the audience.	