

Upper KS2 Oracy Framework (Y5 and 6)

<b>Strand:</b> <b>Physical</b>	<b>Working towards expected (end of KS2) standard</b>	<b>Opportunities, strategies and activities to move onto the next stage:</b>	<b>Working at the expected standard</b>	<b>Opportunities, strategies and activities to move onto the next stage:</b>	<b>Working at greater depth within the expected standard</b>	<b>Different contexts in which to master skills learnt:</b>
<b>Voice</b> (Fluency and pace, tonal variation, clarity of pronunciation, projection)	I can speak with fluency and clarity and vary the volume of my voice to appropriately to meet the needs of the listener and the setting.		I can use pitch, emphasis, tone and pace to enhance meaning and avoid excessive pausing or hesitation.	(Year 5) use of open air settings to develop projection and pitch	I can use pitch, emphasis, tone and pace confidently in a range of situations and help others to do so.	
<b>Body language</b> (Gesture, posture, facial expression, eye contact)	I use gesture, posture and facial expression to engage the audience in a familiar situation.	Class poems performed in other classes across key stages during D.E.A.R  Speeches	I use gesture, posture and facial expression to engage the audience confidently in a range of situations.	The Piano – freeze frames	I can effortlessly use subtle gestures and body language to indicate a range of different emotions when speaking in public.	

<b>Strand:</b>	<b>Working</b>	<b>Opportunities,</b>	<b>Working at the</b>	<b>Opportunities,</b>	<b>Working at</b>	<b>Different</b>
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<b>Linguistic</b>	<b>towards expected (end of KS2) standard</b>	<b>strategies and activities to move onto the next stage:</b>	<b>expected standard</b>	<b>strategies and activities to move onto the next stage:</b>	<b>greater depth within the expected standard</b>	<b>contexts in which to master skills learnt:</b>
<b>Vocabulary choice and language variety</b> (inc register and grammar)	I can use key technical/subject specific vocabulary accurately when speaking. When prompted, I am able to speak using the correct tense and grammar.		I use relevant technical/subject specific vocabulary in an appropriate way. I am consistently able to speak using the correct tense and grammar. I can choose words for effect e.g. to be emotive/persuasive I can speak formally, without using filler words (such as 'like') and slang. When in role, I speak in a way that is appropriate to the character being portrayed	The Piano – language to describe scenes	I understand the effect of my vocabulary choices. I am able to explain when and why it is important to use the correct grammar and when it may not be appropriate e.g. when in role as a character. When in role, I can show my understanding of the character by my choice of grammar and vocabulary.	
<b>Structure</b> (structure and organisation)	With scaffolding, I can plan my talk so that it is relevant, clear and comprehensible.		I can plan, organise and elaborate on relevant content of my talk so that it is clear, comprehensible		I can explore and reflect on different structures and the extent to which my own talk, and that of	

			and impactful.		others,has been successful.	
<b>Rhetorical techniques</b> (Metaphor, humour, irony, mimicry)	I can use metaphor and simile to some effect in my talk.		I can use metaphor and simile effectively to add meaning to what I am saying.	The Piano – language to describe scenes	I can build rapport with listeners by effectively using a range of techniques e.g. humour, mimicry, irony etc	

<b>Strand: Cognitive</b>	<b>Working towards expected (end of KS2) standard</b>	<b>Opportunities, strategies and activities to move onto the next stage:</b>	<b>Working at the expected standard</b>	<b>Opportunities, strategies and activities to move onto the next stage:</b>	<b>Working at greater depth within the expected standard</b>	<b>Different contexts in which to master skills learnt:</b>
<b>Content</b> (choice of content to convey meaning and intention, building on the view of others) and <b>Audience awareness</b> (Taking account of their level of understanding)	I make some attempts to include relevant content and to keep my talk interesting for others.  When prompted, I can take into consideration some aspects of the audience's needs. For example age, understanding of the topic and vocabulary.		I exercise good judgement over what content is relevant and interesting for listeners to hear.  I can take into account an audience and adapt my language/content accordingly.		I can critically evaluate how relevant and interesting the content I have spoken about is.  I can explain how and why I adapted my language and the effect that this had.	

<b>Clarifying and summarising</b>	With some support I can ask questions to clarify information and summarise key points.		I can ask questions to clarify information and summarise others' presentations.		I can explain my choice of questions and why key points have been chosen in my summary.	
<b>Self regulation</b> (Maintaining focus on task, time management)	I effectively manage the pace and use allocated time appropriately when presenting or contributing in a group.		I am able to use time effectively in range of presentations, discussions and conversations in a variety of contexts.		I manage the time available in a group discussion to ensure that it reaches a conclusion	
<b>Reasoning</b> (Giving reasons to support views, critically examining ideas and views expressed)	I can use given information to support and justify my point of view.		I can prepare an oral response that explains and justifies my point of view clearly, with evidence and provide a counter argument.		I can adapt my reasoning to respond to others' questions and points of view.	

<b>Strand:</b> <b>Social and emotional</b>	<b>Working towards expected (end of KS2) standard</b>	<b>Opportunities, strategies and activities to move onto the next stage:</b>	<b>Working at the expected standard</b>	<b>Opportunities, strategies and activities to move onto the next stage:</b>	<b>Working at greater depth within the expected standard</b>	<b>Different contexts in which to master skills learnt:</b>
<b>Working with others</b> (Guiding and managing interactions, turn	I sometimes invite others to respond to my points, or at		I use strategies to encourage the contribution of others e.g.		I assert/take on different roles during discussion e.g.	

taking)	least give them the time and chance to do so during a conversation.		suggesting that other speakers take a turn or asking someone their opinion.		chair of meeting, devil's advocate, lead year group assembly.	
<b>Listening and responding</b>	I listen respectfully to others with minimal prompting. I draw on my own knowledge to respond to others in relation to what has been said.		I can listen attentively to what others are saying, responding to and building on their ideas.		I can select between appropriate times to listen or respond in a group discussion and modify my participation where necessary.	
<b>Confidence in speaking</b> (self assurance, liveliness and flair)	With encouragement and some direction I can present to different audiences.		I can comfortably present and act in role. I can respond confidently to questions during presentations and overcome minor issues during oracy tasks e.g. disputes or lack of co-operation during group discussions		I can adopt different styles and take risks in the way I present to an audience in order to engage them: including using humour , surprise. Etc. I can skillfully cope with being questioned, interrogated, and dealing with emotional conflicts, disputes and lack of co-operation in	

					group tasks.	
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