



XII Apostles RCPS – Spoken Language Outcomes

Themed concepts				
<p>Physical Oracy: Voice - Pace of speech, tonal variation, clarity of pronunciation, voice projection; Body language - Gesture & posture, facial expression & eye contact</p> <p>Linguistic Oracy: Vocabulary - Appropriate vocabulary choice; Language – Register, grammar; Rhetorical techniques - Rhetorical techniques such as metaphor, humour, irony & mimicry</p> <p>Cognitive Oracy: Content - Choice of content to convey meaning & intention, building on the views of others; Structure - Structure & organisation of talk; Clarifying & summarising - seeking information & clarification through questioning, summarising; Reasoning - Giving reasons to support views, critically examining ideas & views expressed; Self-regulation - Maintaining focus on task, time management</p> <p>Social and Emotional Oracy: Working with others - Guiding or managing interactions, turn-taking; Listening & responding - Listening actively & responding appropriately; Confidence in speaking - Self assurance, liveliness & flair; Audience awareness - Taking account of level of understanding of the audience</p>				
Year Group	Concepts	Outcomes	Key Vocabulary	Further Vocabulary
Reception	Listening, Attention and Understanding	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers 	listen speak groups ideas feelings	ears mouth words poem story conversation talk
	Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		
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Year 1	Physical Oracy	<ul style="list-style-type: none"> Speaks clearly and confidently in a range of contexts using appropriate tone of voice Uses gesture to support delivery 	tone question disagree vocabulary respond	conversation discussion respond reply understand gesture
	Linguistic Oracy	<ul style="list-style-type: none"> Speaks in sentences using joining phrases to link ideas Uses vocabulary appropriate to the topic 		
	Cognitive Oracy	<ul style="list-style-type: none"> Offers reasons for their opinions Can ask questions e.g. when they have not understood Explains ideas and events in chronological order 		
	Social & Emotional Oracy	<ul style="list-style-type: none"> Listens and responds appropriately to others 		
Year Group	Concepts	Outcomes	Key Vocabulary	Further Vocabulary
Year 2	Physical Oracy	<ul style="list-style-type: none"> Speaks clearly and confidently in full sentences with appropriate volume and pace Uses body language to show active listening and support meaning when speaking 	volume pace gesture audience recite	tone question disagree vocabulary respond body language expression discussion opinion
	Linguistic Oracy	<ul style="list-style-type: none"> Speaks in full sentences using joining phrases to create longer sentences Adapts speech in different situations according to the audience 		
	Cognitive Oracy	<ul style="list-style-type: none"> Asks questions to find out more about a subject Makes connections between what has been said and their own and others' experiences 		



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	Social & Emotional Oracy	<ul style="list-style-type: none"> Starts to develop an awareness of audience Delivers short prepared material to an audience 		
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Year 3	Physical Oracy	<ul style="list-style-type: none"> Considers tone of voice, position and gestures when addressing an audience 	posture addressing precise opinion discuss/discussion	pause purpose evidence oracy empathy language agreement audience recite
	Linguistic Oracy	<ul style="list-style-type: none"> Begins to use specialist vocabulary e.g. speak like an archaeologist Makes precise language choices e.g. instead of describing a cake as 'nice' using 'appetising' 		
	Cognitive Oracy	<ul style="list-style-type: none"> Offers opinions that aren't their own e.g. talking in role Can reach shared agreement in discussions 		
	Social & Emotional Oracy	<ul style="list-style-type: none"> Speaks with confidence in front of an audience Begin to recognise different roles within group talk e.g. chairperson Adapts the content of their speech for a specific audience 		
Year Group	Concepts	Outcomes	Key Vocabulary	Further Vocabulary
Year 4	Physical Oracy	<ul style="list-style-type: none"> Deliberately selects tone of voice, movement and gestures in the right context To use pauses for effect in presentational talk e.g. when telling an anecdote or joke 	pause purpose evidence	project fluent/fluency perspective



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	Linguistic Oracy	<ul style="list-style-type: none"> Carefully considers the words and phrasing they use to express their ideas 	oracy empathy	notetaking cite posture addressing precise opinion probing identify subtle context
	Cognitive Oracy	<ul style="list-style-type: none"> Gives supporting evidence to back up their ideas Asks probing questions Reflects on their own oracy skills and identify areas of strength and areas to improve 		
	Social & Emotional Oracy	<ul style="list-style-type: none"> Starts to develop empathy with an audience Considers the impact of their words on others when giving feedback 		
Year Group	Concepts	Outcomes	Key Vocabulary	Further Vocabulary
Year 5	Physical Oracy	<ul style="list-style-type: none"> Deliberately varies tone of voice and gestures in order to convey meaning 	project fluent/fluency perspective notetaking cite	presence idiom adapt respond vary gesture humour pause purpose evidence oracy empathy
	Linguistic Oracy	<ul style="list-style-type: none"> Uses a range of sentence stems with fluency and accuracy Considers the words and phrases used to express their ideas 		
	Cognitive Oracy	<ul style="list-style-type: none"> Confidently gives supporting evidence including using their own knowledge of the world Identifies when a discussion is going off topic and is able to bring it back on track 		
	Social & Emotional Oracy	<ul style="list-style-type: none"> Listens for extended periods of time Adapts the content of their speech for a specific audience e.g. use of humour Speaks with flair and passion 		



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Year 6	Physical Oracy	<ul style="list-style-type: none"> Speaks fluently in front of an audience Consciously adapts tone, pace and volume of voice 	presence idiom humour adapt respond	project fluent/fluency perspective notetaking cite fluency argument spontaneous identify disengaged
	Linguistic Oracy	<ul style="list-style-type: none"> Uses an increasingly sophisticated range of sentence stems with fluency and accuracy Varies sentence structures and length for effect when speaking 		
	Cognitive Oracy	<ul style="list-style-type: none"> Constructs a detailed argument or complex narrative Can ask and respond to increasingly complex questions, citing evidence where appropriate Is able to reflect on their own and others' oracy skills and identify how to improve 		
	Social & Emotional Oracy	<ul style="list-style-type: none"> Uses humour effectively Begins to be able to read a room or a group and takes action accordingly 		