



### Range of experiences

#### Learners should be given opportunities to:

- respond orally to continuous and non-continuous texts
- see and hear different people talk (including people with different dialects) and respond to what is being seen and heard
- experience and respond to a variety of stimuli and ideas, including written and dynamic texts, *e.g. a painting, music, film, still and moving images*
- communicate for a range of purposes, *e.g. presenting information, expressing opinions, explaining ideas, questioning, conveying feelings, persuading, discussing, evaluation, giving and following sets of instructions, presenting personal and imaginative experiences, role play, improvisation and drama techniques*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, drama approaches such as assuming a role, discussion and debate
- present, talk and perform for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults
- increase their confidence in language use by drawing on their knowledge of English, Welsh and other languages
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of communication, *e.g. written and dynamic texts, theatre, poetry performance, assemblies, visiting speakers, explanations, instructions*
- speak clearly, using intonation appropriately
- use formal and informal language
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers, written and dynamic texts.*

#### Key

Within the table, text taken from the LNF will appear as non-bold. Text that has been extended from the LNF or that is a new skill will appear as bold. The text is further identified by the following icons.

**Extended skill ▲** **Programme of study skill ❖**

#### N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.



## Strand: Oracy across the curriculum

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	<b>Speaking</b>	<ul style="list-style-type: none"> <li>explain information and ideas using relevant vocabulary</li> <li>organise what they say so that listeners can understand, e.g. <i>emphasising key points, sequencing an explanation</i></li> <li>speak clearly varying expression to help listeners</li> <li>use language appropriate to more formal situations, e.g. <i>during an assembly, talking to a visitor</i></li> <li>keep in role and support others in role play</li> </ul>	<ul style="list-style-type: none"> <li>explain information and ideas using supportive resources, e.g. <i>on-screen and web-based materials</i></li> <li>organise talk so that different audiences can follow what is being said, e.g. <i>giving background information, providing a brief summary of main points</i></li> <li>adapt talk, showing understanding of the differences between informal talk with friends and more extended talk with a wider group</li> <li>explore different situations through role play</li> </ul>	<ul style="list-style-type: none"> <li>explain information and ideas, exploring and using ways to be convincing, e.g. <i>use of vocabulary, gesture, visual aids</i></li> <li>speak clearly, using formal language and projecting voice effectively to a large audience, e.g. <i>event for parents/carers, presentation to visitors</i></li> <li>explore issues and themes through role play</li> </ul>	<ul style="list-style-type: none"> <li>express issues and ideas clearly, using specialist vocabulary and examples</li> <li>speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested</li> <li>explore challenging or contentious issues through sustained role play</li> </ul>
	<b>Listening</b>	<ul style="list-style-type: none"> <li>listen carefully and make connections between what they are learning and what they already know</li> <li>check understanding by asking relevant questions or making relevant comments</li> </ul>	<ul style="list-style-type: none"> <li>listen carefully to presentations and show understanding of main points</li> <li>after listening, respond, giving views on what the speaker has said</li> </ul>	<ul style="list-style-type: none"> <li>listen carefully to presentations using techniques to remember the main points, e.g. <i>making notes, summarising</i></li> <li>listen to others, asking questions and responding to both the content and the speakers' viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>listen carefully to presentations and show understanding of the speakers' conclusions or opinions</li> <li>respond to others with questions and comments which focus on reasons, implications and next steps</li> </ul>
	<b>Collaboration and discussion</b>	<ul style="list-style-type: none"> <li>contribute to group discussion, sharing ideas and information</li> <li>use talk purposefully to complete a task in a group.</li> </ul>	<ul style="list-style-type: none"> <li>contribute to group discussion and help everyone take part</li> <li>help a group to reach agreement, e.g. <i>considering reasons or consequences, keeping focus on the topic.</i></li> </ul>	<ul style="list-style-type: none"> <li>contribute to group discussion, taking some responsibility for completing the task well, e.g. <i>introducing relevant ideas, summing up</i></li> <li>build on and develop the ideas of others in group discussions, e.g. <i>by asking questions to explore further, offering more ideas.</i></li> </ul>	<ul style="list-style-type: none"> <li>contribute purposefully to group discussion to achieve agreed outcomes</li> <li>follow up points in group discussions, showing agreement or disagreement giving reasons.</li> </ul>



## Strand: Oracy across the curriculum

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> <li>develop their ability to use a range of syntax structures, vocabulary and terminology ❖</li> <li>develop their understanding of when it is necessary to use standard English and begin to use formal and informal language ❖</li> </ul>	<ul style="list-style-type: none"> <li>use a range of syntax structures, vocabulary and terminology in their talk ❖</li> <li>develop their understanding of when it is necessary to use standard English and use formal and informal language ❖</li> </ul>	<ul style="list-style-type: none"> <li>with some precision, develop their ability to use a range of syntax structures, vocabulary and terminology in their talk so that it allows them to discuss their work purposefully ❖</li> <li>understand when it is necessary to use standard English and to use formal and informal language appropriately ❖</li> </ul>	<ul style="list-style-type: none"> <li>with precision, use a wide range of syntax structures, vocabulary and terminology in their talk, so that it allows them to discuss and adapt their talk purposefully in a range of contexts to engage the listener ❖</li> <li>extend their understanding of the use of standard English and their ability to recognise and use formal and informal language appropriately ❖</li> </ul>
	Collaboration and discussion	<ul style="list-style-type: none"> <li>adapt what they say to meet the need of the listener, using vocabulary, tone, pace and style ❖</li> <li>express basic opinions about topics and written texts, e.g. <i>discuss topics that are within their scope of experience, discuss a character in a story.</i> ❖</li> </ul>	<ul style="list-style-type: none"> <li>adapt what they say to meet the need of the listener, varying their vocabulary, tone, pace and style ❖</li> <li>express opinions about topics and written texts, e.g. <i>topics that affect their own area such as the building of a supermarket, what they think about the ending of a story.</i> ❖</li> </ul>	<ul style="list-style-type: none"> <li>begin to evaluate their own and others' talk and drama activities, and develop an understanding of how to improve by considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations ❖</li> <li>express opinions about topics and written texts including some reasons to support opinions. ❖</li> </ul>	<ul style="list-style-type: none"> <li>evaluate their own and others' talk and drama activities and develop an understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations ❖</li> <li>express opinions clearly about topics and written texts, including reasons to support opinions. ❖</li> </ul>



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- experience and respond to a variety of stimuli and ideas, including written and dynamic texts, *e.g. a painting, music, film, still and moving images*
- communicate for a range of purposes, *e.g. argue, analyse, present, explore and consider ideas in literature and the media, question, discuss, evaluate, present factual information, explain, explore, give and follow sets of instructions, present personal and imaginative experiences, role play and improvise*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, *e.g. drama approaches such as assuming a role, discussion and debate*
- present, talk and perform for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults
- increase their confidence in language use by drawing on their knowledge of English, Welsh and other languages
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of communication, *e.g. written and dynamic texts, theatre, poetry performance, assemblies, visiting speakers, explanations, instructions*
- speak clearly, using intonation appropriately
- use formal and informal language
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers, written and dynamic texts.*

#### Key

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**Extended skill ▲ Programme of study skill ❖**

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## Strand: Oracy across the curriculum

Elements	Aspects	Year 7	Year 8	Year 9
		Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	<b>Speaking</b>	<ul style="list-style-type: none"> <li>present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, e.g. <i>expression, tone of voice, volume</i></li> <li>respond to listeners' questions and comments constructively and in detail</li> <li>argue a convincing case using subject knowledge effectively, e.g. <i>in role or debate</i></li> </ul>	<ul style="list-style-type: none"> <li>present topics and ideas coherently, using techniques effectively, e.g. <i>a clear structure, anecdote to illustrate, plausible conclusions</i></li> <li>respond to others' views positively and appropriately when challenged</li> <li>defend a point of view with information and reasons, e.g. <i>in role or debate</i></li> </ul>	<ul style="list-style-type: none"> <li>present ideas and issues convincingly using a range of techniques for impact, e.g. <i>rhetorical questions, appeals to listeners, gestures</i></li> <li>respond to how listeners are reacting by adapting what they say and how they say it</li> <li>sustain a convincing point of view, anticipating and responding to other perspectives, e.g. <i>in role or debate</i></li> </ul>
	<b>Listening</b>	<ul style="list-style-type: none"> <li>respond thoughtfully to others' ideas, asking pertinent questions</li> <li>listen to explanations of processes, sequences or points of view and identify the main points in order</li> </ul>	<ul style="list-style-type: none"> <li>respond positively and thoughtfully to new ideas and alternative points of view</li> <li>listen to information and ideas (on-screen or live) and identify how evidence is used, e.g. <i>to defend a point of view, or misused, e.g. to mislead by exaggeration</i></li> </ul>	<ul style="list-style-type: none"> <li>consider the relevance and significance of information and ideas presented to them</li> <li>listen to information and ideas and identify how they are presented to promote a particular view point, e.g. <i>use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i></li> </ul>
	<b>Collaboration and discussion</b>	<ul style="list-style-type: none"> <li>make a range of contributions to discussions, e.g. <i>leading, encouraging and supporting others</i></li> <li>reach consensus and agree actions in groups, e.g. <i>agreeing a plan, weighing up reasons and evidence.</i></li> </ul>	<ul style="list-style-type: none"> <li>take a range of roles, e.g. <i>organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults</i></li> <li>discuss opposing viewpoints and negotiate ways forward.</li> </ul>	<ul style="list-style-type: none"> <li>take a range of roles in group discussion with greater autonomy, including in more formal situations, e.g. <i>chair, scribe</i></li> <li>recognise a range of options for action and reach agreement to achieve the aims of the group.</li> </ul>



## Strand: Oracy across the curriculum

Elements	Aspects	Year 7	Year 8	Year 9
		Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> <li>develop their ability to organise and extend their talk using an increasing range of syntax structures and precise and effective vocabulary (including terminology) that allows them to discuss their work to engage the listener's interest ❖</li> <li>extend their understanding of the use of standard English and their ability to recognise and use formal and informal language appropriately ❖</li> </ul>	<ul style="list-style-type: none"> <li>with growing confidence, organise and extend their spoken language using a range of syntax structures and precise and effective vocabulary (including terminology), making significant, well-thought-out contributions to engage the listener's interest ❖</li> <li>with increasing confidence, use standard English and recognise and use language appropriately and fluently in formal and informal situations ❖</li> </ul>	<ul style="list-style-type: none"> <li>confidently organise and extend their spoken language using a range of syntax structures and precise and effective vocabulary (including terminology), making significant, well-thought-out contributions to engage the listener's interest ❖</li> <li>confidently use standard English and recognise and use formal and informal language appropriately in different situations ❖</li> </ul>
	Collaboration and discussion	<ul style="list-style-type: none"> <li>evaluate their own and others' talk and drama activities, showing their understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations ❖</li> <li>clearly express opinions about topics and written texts, supporting opinions with reasons and some supporting evidence. ❖</li> </ul>	<ul style="list-style-type: none"> <li>evaluate their own and others' talk and drama activities, developing their understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations ❖</li> <li>clearly express opinions about topics and written texts, reasoning and supporting with relevant evidence. ❖</li> </ul>	<ul style="list-style-type: none"> <li>evaluate their own and others' talk and drama activities, extending their understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations ❖</li> <li>confidently express opinions about topics and written texts, reasoning and supporting with relevant evidence. ❖</li> </ul>