

	Progression of Speeches						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To entertain	To inform	To discuss	To entertain	To inform	To persuade	To persuade
Knowledge	Performance Nursery Rhymes Children know that nursery rhymes are written to be performed and heard aloud.	Recount speech Children know that they are able to recount events verbally in order to explain the reason for why an event has happened or how a future event may need to be planned.	Instructional speech Children know that verbal instructions, accompanied by physical demonstrations, help an audience to accurately follow a set of instructions.	Performance poetry Children know that poetry to perform is a way in which to convey meaning of a poem in the way the author deems most appropriate.	Information speech Children know that a speech to inform is way in which to convey information to an audience.	Persuasive speech Children know that the purpose of a persuasive speech is to convince or motivate listeners towards a certain point of view or opinion so that they can achieve a desired outcome.	Persuasive speech Children know how to adapt their language appropriately for an audience of experts, motivating listeners towards a desired outcome and speaking to a wider audience.
Task	Children learn a nursery rhyme. As a class, they perform this for the parents via Class Dojo. Parents are encouraged to comment on this performance.	Children learn a short speech of around 3 sentences to recount what Children perform the speech to their parents (either face to face or via Twitter.) Parents are encouraged to comment on these recounts.	Children work in small groups to perform given instructions. They add actions to these instructions so that their audience are able to clearly follow the instructions. The children perform for another group of children (either within the class or from a different year group) and the task is to see if they are able to follow the instructions clearly.	Children perform a poem in small groups modifying their delivery so that the meaning behind the poem can be clearly understood by the audience. Children perform to small groups of Y4 who give feedback about the parts of the poem they felt were most effective and why.	In small groups, children create information giving presentations to inform their parents about a topic that they have been learning about in their wider curriculum studies. Parents are asked to give feedback, commenting on the information they received and the delivery of the presentation.	Individually, children create a speech to present to the headteacher/ members of staff at Gawber School. They must attempt to persuade the staff regarding a subject matter that they feel passionately about. Staff at Gawber will feedback on the most successful speeches, commenting on the content and delivery.	Either in groups or individually, children create an perform speeches to persuade experts, business owners and people from the local community regarding a subject matter they have deep knowledge about such as climate change. The audience are asked to feedback to the children regarding the content and delivery.
Success criteria	Children can join in with a familiar rhyme, following an adult to add actions to their performance. Children are able to remember most of a simple nursery rhyme.	Children speak in full sentences following given sentence stems such as ‘This morning I...’ ‘This afternoon I...’ ‘My favourite activity was...’ Children speak audibly so that their audience can hear them. Children can describe their immediate world and environment They can talk about themselves clearly and confidently They can retell simple stories / recounts	Children speak audibly so that their audience can hear them, raising their voice if they are speaking to a wider audience. Children speak in full sentences. Children use physical demonstration that link to their verbal instruction to ensure their audience are able to fully understand what is being said.	Children can speak to a wider audience adapting their volume appropriately. They adapt language, tone and style to suit the purpose of the listener. Children choose to say words/ phrases in a particular way to emphasize meaning and avoid ambiguity. Children make conscious pauses when encountering a comma most of the time	Children can: Recognise how language choices vary in different situations Can adapt speaking style to suit the audience Prepare and present information orally Plan talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener Can develop ideas and feelings through sustained talk Can organise what they want to say so that it is clear to the listener To use new vocabulary within the correct context Independently respond to punctuation, changing their speed, tone and volume and make conscious pauses when encountering a comma	Children can: Explain how language use varies in different situations. Adopt a formal / informal tone as appropriate to the situation Talk about feelings, thoughts and ideas with some detail to make meaning explicit Sustain a longer conversation about a given topic Use vocabulary appropriately and for effect Use appropriate terminology linked to other curriculum subjects	Children can: Show an understanding of how language varies in different situations by discussing the choices made for delivering talk Articulate thoughts clearly Perform to wider audiences combining words, gestures and movement Maintain control and effective organisation of a talk to guide the listener Adapt vocabulary, grammar and nonverbal features to maintain listener’s interest Begin to respond appropriately to the range of KS2 punctuation such as commas, dashes and brackets when reading aloud, modifying tone, volume and speed as appropriate.
Cross curricular links			Link to wider curriculum subjects for content.	Link to wider curriculum subjects for content.	Computing – use of PowerPoint Link to wider curriculum subjects for content.		Computing – use of PowerPoint Link to wider curriculum subjects for content.
Additional opportunities	To entertain Children take part in whole class performances e.g., Christmas Nativity, Harvest Performances, music performances.	To entertain Children take part in whole class performances e.g., Christmas Nativity Performances, music performances.	To inform Some children may opt to make a speech during assembly to inform other children about a topic they feel passionately about. To entertain Children take part in whole class performances e.g., Christmas Nativity Performances, music performances.	To persuade Some children may opt to make a speech to persuade other children in their class to vote for them in the School Council elections. To inform Some children may opt to make a speech during assembly to inform other children about a topic they feel passionately about. To entertain Children take part in whole class performances e.g., Christmas performances, musical theatre end of year show.	To persuade Some children may opt to make a speech to persuade other children in their class to vote for them in the School Council elections. To inform Some children may opt to make a speech during assembly to inform other children about a topic they feel passionately about. To entertain Children take part in whole class performances e.g., Christmas performances, musical theatre end of year show.	To persuade Some children may opt to make a speech to persuade other children in their class to vote for them in the School Council elections. To inform Some children may opt to make a speech during assembly to inform other children about a topic they feel passionately about. To entertain Children take part in whole class performances e.g., Christmas performances, musical theatre end of year show.	To inform Some children may opt to make a speech during assembly to inform other children about a topic they feel passionately about. To entertain Children take part in whole class performances e.g., Christmas performances, musical theatre end of year show.

	Progression of Debate						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To inform	To persuade	To entertain	To persuade	To entertain	To discuss	To discuss
	<u>Recount</u> <u>Debate opportunity</u>	<u>Persuasive letter (to Santa)</u> <u>Debate opportunity</u>	<u>Traditional stories</u> <u>Debate opportunity</u>	<u>Persuasive adverts</u> <u>Debate opportunity</u>	<u>Twists on traditional fairy tales</u> <u>Debate opportunity</u>	<u>Balanced argument</u> <u>Debate opportunity</u>	<u>Balanced argument</u> <u>Debate opportunity</u>
Task	Children are asked to say what their favourite school activity is/ something they have enjoyed previously. They tell another child and listen to the favourite activity of the other child.	Children are asked to say what they would like for Christmas. They tell another child and ask what the other child would like for Christmas too.	Children consider why characters behave in a certain way in familiar stories.	Children give reasons why their product would be more successful than other products. They compare their own to another attempt to persuade a small audience to purchase their product.	Children consider the behaviours of villains and discuss possible reasons for their behaviours.	Children consider both sides of an argument. They are given one side of the argument to focus on and provide an argument for this with some support from an adult. They listen to the opposing argument and consider which side makes the strongest point before forming a conclusion. This may be supported.	Children consider both sides of an argument. They are given one side of the argument to focus on and provide an argument for this. They listen to the opposing argument and consider which side makes the strongest point before forming a conclusion.
Knowledge	Children know that they can have their own opinion and that the opinion of someone else might be different.	Children know their own likes and dislikes and know the likes and dislikes of others. Children know that they can ask a question to gain the opinion of others.	Children recognise acceptable/ unacceptable behaviours and know that they are able to give reasons why they/others may behave in certain ways.	Children know how to persuade a listener and know how to show respect when disagreeing with another.	Children know to justify why they believe a character has behaved in a certain way.	Children know that there are times where there may be opposing views that both provide reasonable justification to an argument.	Children know that there are times where there may be opposing views that both provide reasonable justification to an argument. They know how to weigh up the differing viewpoints before forming their own conclusion.
Success criteria	Children are able to state their opinion. Children are able to recognise if their opinion is the same or different.	Children are able to state their own opinion and ask for the opinion of someone else.	Children are able to consider reasons behind behaviours of others (with support), giving their opinions about this. Children are able to say whether they agree or disagree with the opinion of another.	Children are able to use persuasive techniques to convince a small audience to agree with their thoughts. Children are able to respectfully explain why their idea is the most agreeable.	Children are able to consider reasons behind behaviours of others, giving their opinions about this. Children are able to say whether they agree or disagree with the opinion of another, giving reasons for his. They do so respectfully.	Children begin to: Challenge a viewpoint politely. Use evidence to support their point. Allow the other participant to speak, listen to their point and respond refencing this. Conclude a debate with a concluding statement.	Children can: Challenge a viewpoint politely. Use evidence to support their point. Allow the other participant to speak, listen to their point and respond refencing this. Conclude a debate with a concluding statement.

	Progression of Talk in the Classroom						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Partner talk	To take turns when speaking to adults and peers. Listen to what is being said and respond maintaining the same topic. Recognise when someone has a different idea	Speak in grammatically correct sentences with some support from adults. Speak clearly so that the listener can hear what is said Make helpful contributions when speaking in turns, in pairs and in small groups with support from an adult. Can answer questions clearly in sentences Are encouraged to explore why they have certain thoughts or opinions. Know that different people have different ideas / responses and recognise that these are as valuable as their own with support from the adult	Speak in grammatically correct sentences using appropriate volume in both whole class and group situations. Know when it is their turn to speak in a simple discussion Listen and respond to the speaker independently, making simple comments and suggestions Make helpful contributions when speaking in turns, in pairs and in small groups. Can give a reason for their answer when asked Know that different people have different ideas / responses and recognise that these are as valuable as their own	Respond to what is being said, sticking to the topic of conversation. Respond to a speaker's main ideas, developing them through suggestions supported by an adult. Build on ideas shared by the adult. Can give answers to questions that are supported by justifiable reasons Take account of the viewpoints of others when building own arguments and offer responses with support from the adult	Participate in discussions by listening to others and building on from what has been said Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared by the adult or peers. Can support own ideas and opinions with explanation	Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused Show a clear understanding of the main points of a conversation / discussion. Refer to others comments when articulating own ideas. Can sustain and argument and follow a train of thought, returning to main ideas throughout the course of the conversation Refer to the viewpoints of others providing supporting evidence	Allow the other person to speak, responding to their ideas respectfully. Give equal time to the discussion where possible, avoiding dominating the conversation but ensuring they allow ample time to express their own views. Be able to articulate and develop the speaker's ideas in different ways. Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group Can present ideas / opinions coherently, supported with reasons Refer to the viewpoints of others providing supporting evidence and counterbalancing these with their own opinions
Group talk	To take turns when speaking to adults and peers. Listen to what is being said and respond maintaining the same topic. Recognise when someone has a different idea	Speak in grammatically correct sentences with some support from adults. Know when it is their turn to speak in a simple presentation / discussion Speak clearly so that the listener can hear what is said Listen and respond to the speaker making simple comments and suggestions with support from an adult. Make helpful contributions when speaking in turns, in pairs and in small groups with support from an adult. Know that different people have different ideas / responses and recognise that these are as valuable as their own with support from the adult	Complete a discussion without the need for adult intervention. Speak politely and without disagreement. Speak in grammatically correct sentences using appropriate volume in both whole class and group situations. Know when it is their turn to speak in a simple discussion Listen and respond to the speaker independently, making simple comments and suggestions Make helpful contributions when speaking in turns, in pairs and in small groups. Can give a reason for their answer when asked Know that different people have different ideas / responses and recognise that these are as valuable as their own	Ask to speak in a polite way such as 'please may I contribute?' Begin to adapt suitable styles of delivery dependent on task / audience Respond to a speaker's main ideas, developing them through suggestions supported by an adult. Build on ideas shared by the adult. Work in a small group situation, following appropriate etiquette when supported by an adult. Can give answers to questions that are supported by justifiable reasons Take account of the viewpoints of others when building own arguments and offer responses with support from the adult	Adopt familiar strategies to enable turn taking such as 'hands up.' Participate in discussions by listening to others and building on from what has been said Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared by the adult or peers. Work in a variety of group situations following appropriate etiquette for group dynamics Can support own ideas and opinions with explanation	Notice if a member of the group has not yet spoken and invite them to share their contribution. Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused Be aware of the listener and adapt talk to maintain the listener's interest Express and explain relevant ideas with some elaboration to make meaning explicit Show a clear understanding of the main points of a conversation / discussion. Refer to others comments when articulating own ideas. Can sustain and argument and follow a train of thought, returning to main ideas throughout the course of the conversation Refer to the viewpoints of others providing supporting evidence	Facilitate discussion so that all parties are able to given their contribution. Be able to articulate and develop the speaker's ideas in different ways. Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group Can present ideas / opinions coherently, supported with reasons Refer to the viewpoints of others providing supporting evidence and counterbalancing these with their own opinions
Whole class talk	To know when it is appropriate to shout and when it is appropriate to whisper with support from the adult. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Can give their opinion on something and explain this when prompted by an adult.	Notice how different speakers talk and consider why this might be the case with support from the adult. Can speak clearly when talking in class using appropriate volume. Speak in grammatically correct sentences with some support from adults. Speak clearly so that the listener can hear what is said Are encouraged to explore why they have certain thoughts or opinions.	Speak in grammatically correct sentences using appropriate volume in both whole class and group situations. Organising thoughts into sentences before expressing them, choosing words to add interest or detail. Notice how different speakers talk and consider why this might be the case Listen and respond to the speaker independently, making simple comments and suggestions Make helpful contributions when speaking in turns, in pairs and in small groups.	Respond to a speaker's main ideas, developing them through suggestions supported by an adult. Build on ideas shared by the adult. Can give answers to questions that are supported by justifiable reasons Take account of the viewpoints of others when building own arguments and offer responses with support from the adult Revisit their main point adding to this where appropriate with support from an adult.	Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared by the adult or peers. Work in a variety of group situations following appropriate etiquette for group dynamics Can support own ideas and opinions with explanation Revisit their main point adding to this where appropriate.	Show a clear understanding of the main points of a conversation / discussion. Refer to others comments when articulating own ideas. Can sustain and argument and follow a train of thought, returning to main ideas throughout the course of the conversation Refer to the viewpoints of others providing supporting evidence	Be able to articulate and develop the speaker's ideas in different ways. Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group Can present ideas / opinions coherently, supported with reasons Refer to the viewpoints of others providing supporting evidence and counterbalancing these with their own opinions

	Recognise when someone has a different idea	Can answer questions clearly in sentences	Can give a reason for their answer when asked Know that different people have different ideas / responses and recognise that these are as valuable as their own		Take account of the viewpoints of others when building own arguments and offer responses independently.		
Performance talk	Role play - Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children can join in with a familiar rhyme, following an adult to add actions to their performance. Children are able to remember most of a simple nursery rhyme.	Take part in role play to find out about different characters and situations Children speak audibly so that their audience can hear them. Children speak in full sentences following given sentence stems such as 'This morning I...' 'This afternoon I...' 'My favourite activity was...'	Take different roles in a drama / role play to explore how others felt about a character's actions Children speak audibly so that their audience can hear them, raising their voice if they are speaking to a wider audience. Children speak in full sentences. Children use physical demonstration that link to their verbal instruction to ensure their audience are able to fully understand what is being said.	Children can speak to a wider audience adapting their volume appropriately. Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions Adapt language, tone and style to suit the purpose of the listener. Children choose to say words/ phrases in a particular way to emphasize meaning and avoid ambiguity.	Recognise how language choices vary in different situations Can adapt speaking style to suit the audience Prepare and present information orally Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener	Explain how language use varies in different situations. Can adopt a formal / informal tone as appropriate to the situation	Show an understanding of how language varies in different situations by discussing the choices made for delivering talk Can articulate thoughts clearly when presenting to a range of audiences Can present information in a variety of ways to a range of audiences Perform to wider audiences combining words, gestures and movement Participate in debates, following appropriate etiquette, and conventions Maintain control and effective organisation of a talk to guide the listener Adapt vocabulary, grammar and nonverbal features to maintain listener's interest
Content of talk	To describe their immediate world and environment with support from an adult. Can talk about themselves clearly and confidently with support. Can retell simple stories / recounts with support. To being to use new vocabulary during relevant lessons when supported by an adult.	To describe their immediate world and environment Can talk about themselves clearly and confidently Can retell simple stories / recounts To listen to and use new vocabulary to develop their own vocabularies when supported by an adult.	Can give clear descriptions about things that are familiar to them – e.g. stories, environments etc. Use new vocabulary in a variety of meaningful contexts. To think of alternatives for simple vocabulary choices	Can give descriptions recalling events / stories / recount experiences with some added detail to engage the listener To develop their individual vocabulary by using words they hear and see in their reading and across curriculum subjects	Can develop ideas and feelings through sustained talk Can organise what they want to say so that it is clear to the listener To use new vocabulary within the correct context To discuss a wider range of topics which are perhaps unfamiliar to own direct experience	Can talk about feelings, thoughts and ideas with some detail to make meaning explicit Can sustain a longer conversation about a given topic Use vocabulary appropriately and for effect Use appropriate terminology linked to other curriculum subjects	Can present information clearly and in an appropriate form to the listener Can plan and present information verbally selecting the appropriate format and style to match the purpose Talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions Use appropriate terminology linked to other curriculum subjects in and out of context.
Reading aloud	The pupil can • speak in a full sentence • recognise when a character in a book is speaking	The pupil can • speak in a full sentence using the conjunction and to join more than one idea (but does not overuse and within a sentence). • attempts to change the intonation of their voice when excited or saddened. • mimic the intonation of an adult when reading aloud • recognise when a character in a book is speaking and attempt to manipulate their voice to mimic that of the character.	The pupil can: • speaks clearly and confidently using full sentences. • changes the intonation of their voice when excited or saddened • mimic the intonation of an adult when reading aloud and attempt to do this when independently reading • independently recognise when a character in a book is speaking and attempt to manipulate their voice to mimic that of the character, beginning to use the internal punctuation as an indicator of how to change their tone and volume.	The pupil can: • independently recognise when a character in a book is speaking and attempt to manipulate their voice to mimic that of the character, using the internal punctuation as an indicator of how to change their tone and volume. • make conscious pauses when encountering a comma most of the time	The pupil can: • independently respond to punctuation, changing their speed, tone and volume. • make conscious pauses when encountering a comma	The pupil can: • self-correct when reading according to the punctuation that they encounter	The pupil can: • begin to respond appropriately to the range of KS2 punctuation such as commas, dashes and brackets when reading aloud, modifying tone, volume and speed as appropriate.
Debate	Children are able to state their opinion. Children are able to recognise if their opinion is the same or different.	Children are able to state their own opinion and ask for the opinion of someone else.	Children are able to consider reasons behind behaviours of others (with support), giving their opinions about this. Children are able to say whether they agree or disagree with the opinion of another.	Children are able to use persuasive techniques to convince a small audience to agree with their thoughts. Children are able to respectfully explain why their idea is the most agreeable.	Children are able to consider reasons behind behaviours of others, giving their opinions about this. Children are able to say whether they agree or disagree with the opinion of another, giving reasons for his. They do so respectfully.	Children begin to: Challenge a viewpoint politely. Use evidence to support their point. Allow the other participant to speak, listen to their point and respond refencing this. Conclude a debate with a concluding statement.	Children can: Challenge a viewpoint politely. Use evidence to support their point. Allow the other participant to speak, listen to their point and respond refencing this. Conclude a debate with a concluding statement.