

# Voice @ THA

## Speaking and Listening Progression Across the Curriculum

		Physical	Linguistic	Cognitive	Social & Emotional
Phase 1	EYFS	Speak audibly so as to be heard and understood. Use gestures to support meaning in play.	Use talk in play to practise new vocabulary. Join in phrases with words such as 'if', 'because' 'so' 'could' 'but'.	Use 'because' to develop ideas. Make relevant contributions and asks questions. Describe events.	Focus on the person speaking. Take turns to speak when working in a group.
	Year 1	Use the appropriate tone of voice in different contexts. E.g. speaking calmly when resolving an issue. Speak clearly and confidently in different contexts.	Use vocabulary specific to the topic at hand. Take opportunities to try out new language. Use sequencers to organise ideas e.g. firstly, secondly.	Offer reasons for opinions. Disagree with someone else's opinion respectfully. Explain ideas and events in chronological order. Ask a question to clarify meaning.	Listen to others and be willing to change own thinking. Take part in small group discussions without adult support.
Phase 2	Year 2	Use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on fingers as they are being shared.	Adapt speech in different situations according to audience. Use sentence stems to signal when supporting or challenging others' ideas.	Ask questions to find out more about a subject. Build on others' ideas in discussions. Make connections between what has been said and own and others' experiences.	Develop an awareness of audience e.g. what might interest a certain group. Be aware of others who have not spoken and to invite them into discussion. Be able to deliver short pre-prepared material.
	Year 3	Deliberately vary tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. Consider position and posture when addressing an audience.	Use specialist vocabulary. Make precise language choices e.g. instead of describing a cake as 'nice' using 'delicious'.	Share opinions that aren't their own. Reflect on discussions and identify how to improve. Be able to summarise a discussion. Reach shared agreement in discussions.	Adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.
	Year 4	Consider movement when addressing an audience. Use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.	Carefully consider words and phrasing e.g. selecting newly acquired topic specific vocabulary.	Be able to give supporting evidence e.g. citing a text, a previous example or an historical event. Ask probing questions. Reflect on their own oracy skills and identify areas of strength and areas to improve.	Use more natural and subtle prompts for turn taking. Be able to empathise with an audience. Consider the impact of their words on others when giving feedback.
Phase 3	Year 5	Project voice to a large audience. Gestures to become increasingly natural.	Use an increasingly sophisticated range of sentence stems with fluency and accuracy.	Be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. Identify when a discussion is going off topic and to be able to bring it back on track.	Listen for extended periods of time. Speak with flair and enthusiasm.
	Year 6	Speak fluently in front of an audience. Consciously adapt tone, pace and volume of voice.	Vary sentence structures and length for effect when speaking. Comfortable using idiom and expressions.	Construct a detailed argument or complex narrative. Spontaneously respond to increasingly complex questions, citing evidence where appropriate.	Use humour effectively. Be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Phase 4</b></p>	<p><b>Year 7</b> <b>Year 8</b> <b>Year 9</b></p>	<p>Use an appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</p> <p>Speak confidently on a range of topics.</p> <p>Use body language to show active listening and support meaning when speaking.</p> <p>Deliberately vary tone of voice in order to convey meaning.</p>	<p>Adapt speech in different situations according to audience.</p> <p>Use a range of sentence stems, e.g. to signal when building on or challenging others' ideas.</p> <p>Use common language and rhetorical devices for deliberate effect.</p> <p>Vary sentence structures and length for effect when speaking.</p> <p>Understand and use devices like sarcasm and mimicry.</p> <p>Carefully consider the words and phrases used to express ideas.</p>	<p>Ask questions to find out more about a subject. Build on, challenge and summarise others' ideas in discussions.</p> <p>Make connections between what has been said and own and others' experiences.</p> <p>Reflect on own and others' oracy and identify how to improve.</p> <p>Structure extended presentational talk e.g. beginning, middle, end.</p> <p>Offer opinions that differ from one's own.</p> <p>Reach shared agreement in discussions.</p> <p>Be able to draw upon knowledge of the world to support own point of view and explore different perspectives.</p> <p>Identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>Develop an awareness of audience e.g. what might interest a certain group.</p> <p>Be aware of others who have not spoken and to invite them into discussion.</p> <p>Be able to deliver pre-prepared material with confidence.</p> <p>Adapt the content of talk for a specific audience or purpose.</p> <p>Use more natural and subtle prompts for turn taking.</p> <p>Consider the impact of their words on others when giving feedback.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Phase 5</b></p>	<p><b>Year 10</b> <b>Year 11</b></p>	<p>Natural use of body language and facial expressions.</p> <p>Deliberate crafting of the listener's journey through changes to tone, volume and pace e.g. to create suspense or comic timing.</p>	<p>Use and innovate on an increasingly sophisticated range of sentence stems with accuracy.</p> <p>Use humour, irony and mimicry</p> <p>Judge when appropriate to use specialist language.</p> <p>Be able to speak in an academic register when appropriate.</p>	<p>Construct a detailed argument or complex narrative.</p> <p>Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate.</p> <p>Cite evidence, with mature and appropriate reference points.</p> <p>Structure talk in abstract and sophisticated ways e.g. using a curricular structure, grouping ideas by theme.</p> <p>Counter-argue and make counter proposals to problem-solve and move discussions forward.</p> <p>Negotiate e.g. understanding the importance of giving ground.</p>	<p>Be able to draw out subtext when listening.</p> <p>Listen attentively for extended periods of time.</p> <p>Confident delivery of prepared and spontaneous material.</p> <p>Comfortable organising group talk e.g. as a chairperson or refocussing a discussion that has gone off-track.</p> <p>Engage in conversation with an unfamiliar adult.</p> <p>Confidently speak up for own ideas and challenge the status quo.</p>

