

## Oracy Key Performance Indicators at St Paul's



### YEAR 1

	<b>Performance Indicators.</b>
<b>Talking to others:</b> competence; confidence; recitation, solo performance and presentation	Respond differently to adults and children, showing an awareness that people use different kinds of speech in different circumstances.
	Explain simple things and express feelings.
	Provide descriptions and tell a simple narrative, using specific vocabulary to make the meaning clearer: "I'm going to play with the red, spotty ball then the blue one."
	Speak before a group of 30, gaining the interest of listeners.
<b>Talking with others:</b> listening; responding; discussion and debate	Express an opinion and substantiate it with one reason (speaking in simple and compound sentences).
	Actively listen and respond to others in discussions: i.e. join in conversations; ask and answer questions; share opinions.
	Maintain concentration in discussions for reasonable periods of time.
	Listen attentively for reasonable periods of time (e.g. during assembly).
<b>Role-play and drama</b>	Enact simple characters in role play - using appropriate language.
	Recite some rhymes and poems by heart.

**YEAR 2**

	<b>Performance Indicators.</b>
<b>Talking to others:</b> competence; confidence; recitation, solo performance and presentation	Speak audibly and fluently; begin to use Standard English
	Read aloud with appropriate intonation to make the meaning clear.
	Provide appropriate descriptions selecting adjectives and adverbs that clarify meaning; communicate feelings appropriately; provide a simple explanation.
	Be increasingly aware that people use different kinds of speech in different circumstances.
<b>Talking with others:</b> listening; responding; discussion and debate	Gain the interest of the listener; sometimes able to monitor the listener's response.
	Know that different people have different ideas; be able to listen to these and make a contribution.
	Use spoken language and newly introduced topic words to explore ideas and learn, independently in small groups: to imagine, make guesses and predict.
	Participate in discussion about books and poems read to them and those they can read for themselves, taking turns and listening to what others say.
<b>Role-play and drama</b>	Use drama and role-play to develop understanding of characters and events and order ideas for writing.
	Recite some poems by heart, with appropriate intonation to make the meaning clear.

**YEAR 3**

	<b>Performance Indicators.</b>
<b>Talking to others: competence; confidence; recitation, solo performance and presentation</b>	Speak audibly and fluently with an increasing command of Standard English.
	Starting to be able to select and use appropriate registers (tone and volume).
	Read aloud their own writing, controlling the tone and volume so that the meaning is clear; rehearse poems for presentation and performance.
	Give appropriate descriptions, explanations and narratives for different purposes, selecting the most appropriate vocabulary to express meaning; express feelings appropriately.
<b>Talking with others: listening; responding; discussion and debate</b>	Maintain relevant topic in collaborative talk.
	Listen to and participate in discussion about books and texts, taking turns and listening to what others say.
	Advance knowledge and understanding of a subject independently through small group discussion, using topic vocabulary, and discuss learning.
	Work independently and collaboratively in small teams to produce and evaluate ideas.
<b>Role-play and drama</b>	Prepare play scripts to read aloud and to perform effectively (with some understanding of tone, volume, intonation and action).
	Speak clearly and audibly before an audience outside of the classroom (e.g. in class worship).

**YEAR 4**

	<b>Performance Indicators.</b>
<b>Talking to others: competence; confidence; recitation, solo performance and presentation</b>	Continue to speak audibly and fluently with an increasing command of Standard English.
	Become familiar with and confident in using language with a wider range of verbs and adjectives, in a greater variety of situations, for a variety of audiences and purposes, including through formal presentation
	Growing in the ability to monitor the listener's response and make adjustments, commenting on impact of vocabulary: "I used sprinted instead of ran because it tells you more."
	Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
<b>Talking with others: listening; responding; discussion and debate</b>	Understand there are different arguments and viewpoints, responding appropriately.
	Articulate answers and opinions, being able to justify their response.
	Begin to understand the process of debate.
	Develop, agree on, and evaluate rules for effective discussion, showing the ability to evaluate their own contribution to a discussion and to change how they contribute in future as a result
<b>Role-play and drama</b>	Perform confidently, showing an understanding of tone, intonation, volume and action before an audience outside of the classroom (e.g. class worship).
	Perform improvised dialogue/event to others.

**YEAR 5**

	<b>Performance Indicators.</b>
<b>Talking to others: competence; confidence; recitation, solo performance and presentation</b>	Give extended descriptions, explanations and narratives for different purposes, using a range of words related to time and measure; express feelings appropriately using a wide range of verbs.
	Explain their understanding of what they have read, including through formal presentation, maintaining a focus on the topic.
	Gain, maintain and monitor the interest of the listener adapting where necessary – e.g use adverbs, imperative and modal verbs in persuasive speeches, arguments and debates.
	Collaborate in a group to prepare a presentation.
<b>Talking with others: listening; responding; discussion and debate</b>	Debate with increasing understanding
	Collaborate in a group to discuss and deepen understanding of what I am learning.
	Use small group or whole class discussions to speculate, hypothesise, imagine and explore ideas without behavioural support from teacher.
	Participate in discussions effectively and I can challenge views politely.
<b>Role-play and drama</b>	Make use of opportunities to devise and script drama for one another and a range of audiences.
	Adopt, create and sustain a range of roles in drama and improvisation.

**YEAR 6**

	<b>Performance Indicators.</b>
<b>Talking to others: competence; confidence; recitation, solo performance and presentation</b>	Confident to select and use appropriate registers (tone and volume) for effective communication, including a command of Standard English.
	Demonstrates a degree of confidence and mastery of language when describing or explaining before the class and understands effectiveness of their word choices.
	Prepares poems and play scripts to read aloud and perform clearly, audibly and with appropriate intonation before a wider audience (e.g. school assembly).
	Expresses feelings appropriately, selecting the appropriate audience.
<b>Talking with others: listening; responding; discussion and debate</b>	Understands and uses the conventions for discussion and debate.
	Develops own and others' knowledge, understanding and ideas in different ways through unsupervised group discussion.
	Effectively shapes the overall direction of talk with effective contributions across a range of contexts, showing implicit and explicit meanings.
	Asks and responds to questions to demonstrate a secure understanding of topics under discussion.
<b>Role-play and drama</b>	Can rehearse, refine and perform before an audience, e.g. class worship.
	Can respond thoughtfully to drama and theatre performances.