

**Literacy – Oracy  
across the curriculum  
Foundation Phase**

		Reception	Year 1	Year 2
Elements	Aspects	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>talk about things from their experience and share information</li> <li>use words, phrases and simple sentences</li> <li>express what they like and dislike</li> <li>speak audibly</li> <li>contribute to role-play activities using relevant language</li> <li>Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ci, y gath</i></li> </ul>	<ul style="list-style-type: none"> <li>express an opinion on familiar subjects</li> <li>talk about things they have made or done, explaining the process</li> <li>include some detail and some relevant vocabulary to extend their ideas or accounts</li> <li>speak audibly, conveying meaning to listeners beyond their friendship group</li> <li>adopt a role using appropriate language</li> <li>Welsh-medium statement: show awareness that some sounds change at the beginning of words, e.g. <i>y ferch</i></li> </ul>	<ul style="list-style-type: none"> <li>express opinions, giving reasons, and provide appropriate answers to questions</li> <li>extend their ideas or accounts by sequencing what they say and including relevant details</li> <li>speak clearly to a range of audiences</li> <li>adopt a specific role, using appropriate language in structured situations</li> <li>Welsh-medium statement: use some mutations that have been practised orally, e.g. <i>fy mag, i dref</i></li> </ul>
	Listening	<ul style="list-style-type: none"> <li>show that they have listened to others, e.g. <i>by drawing a picture</i></li> <li>join in, repeat or memorise rhymes, songs and stories with some support</li> <li>ask questions about something that has been said</li> </ul>	<ul style="list-style-type: none"> <li>listen to others, with growing attention, usually responding appropriately, e.g. <i>carrying out instructions</i></li> <li>join in, repeat or memorise a range of rhymes and songs</li> <li>retell narratives or information that they have heard</li> <li>show understanding of what they have heard by asking questions to find out more information</li> <li>Welsh-medium statement: answer questions usually using the correct formats, e.g. <i>Oes? Oes/Nac oes</i></li> </ul>	<ul style="list-style-type: none"> <li>listen to others with concentration, understanding the main points and asking for clarification if needed</li> <li>retell narratives or information that they have heard, sequencing events correctly</li> <li>show understanding of what they have heard by asking relevant questions to find out specific information</li> <li>Welsh-medium statement: answer questions by using the correct formats, e.g. <i>Ydy? Ydy/Nac ydy</i></li> </ul>
	Collaboration and discussion	<ul style="list-style-type: none"> <li>exchange ideas in one-to-one and small group discussions, e.g. <i>with friends</i></li> <li>take part in activities alongside others, with some interaction.</li> </ul>	<ul style="list-style-type: none"> <li>contribute to conversations and respond to others, taking turns when prompted</li> <li>take part in activities with others and talk about what they are doing.</li> </ul>	<ul style="list-style-type: none"> <li>contribute to discussion, keeping a focus on the topic and taking turns to speak</li> <li>share activities and information to complete a task.</li> </ul>

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Key Stage 2**

		Year 3	Year 4	Year 5	Year 6
Elements	Aspects	Learners are able to:	Learners are able to:	Learners are able to:	Learners are able to:
<b>Developing and presenting information and ideas</b>	<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> <li>Welsh-medium statement: use the most common mutations usually correctly, e.g. <i>ar ben</i></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> <li>Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghalon</i></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> <li>Welsh-medium statement: mutate correctly after most prepositions and pronouns, e.g. <i>am funud, dy fam</i></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 and varying expression, tone and volume, to keep listeners interested</li> <li>explore challenging or contentious issues through sustained role play</li> <li>Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every word follows the usual order, e.g. <i>y llinell</i></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>

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Key Stage 3**

		Year 7	Year 8	Year 9
Elements	Aspects	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, <i>e.g. 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, <i>e.g. in role or debate</i></li> <li>Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context</li> </ul>	<ul style="list-style-type: none"> <li>present topics and ideas coherently, using techniques effectively, <i>e.g. 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, <i>e.g. in role or debate</i></li> <li>Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context</li> </ul>	<ul style="list-style-type: none"> <li>present ideas and issues convincingly using a range of techniques for impact, <i>e.g. 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, <i>e.g. in role or debate</i></li> <li>Welsh-medium statement: use a range of mutations correctly (soft, nasal and aspirate mutations) in context</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, <i>e.g. 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, <i>e.g. 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, <i>e.g. leading, encouraging and supporting others</i></li> <li>reach consensus and agree actions in groups, <i>e.g. agreeing a plan, weighing up reasons and evidence.</i></li> </ul>	<ul style="list-style-type: none"> <li>take a range of roles, <i>e.g. organising, initiating actions</i>, in more formal group contexts, <i>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, <i>e.g. chair, scribe</i></li> <li>recognise a range of options for action and reach agreement to achieve the aims of the group.</li> </ul>

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 More able and talented

**Extension**

Elements	Aspects	Learners are able to do the following.
Developing and presenting information and ideas	<b>Speaking</b>	Learners continue to develop their speaking and listening skills, and their skills in contributing to and working with others in groups. In formal presentations they are fluent, they articulate clearly and use a range of techniques, including choice of vocabulary, expression, gestures and eye contact, to convey their ideas. They construct their presentation so that listeners can follow and they adapt their use of language for different purposes effectively. In informal contexts they adapt to the nature and size of the group and use collaborative language, such as suggestions and tentative proposals, to reach shared conclusions.  They listen carefully to both individual speakers and group discussions, keeping track of ideas and arguments and trying to understand others' points of view. Their sensitivity in listening is shown in following others' ideas, testing them out through application in different contexts, analysing conclusions and criticising constructively. In group work they are alert to what will enable the group to progress and adapt their contributions accordingly, including organising activities, drawing others in and negotiating to reach conclusions.
	<b>Listening</b>	
	<b>Collaboration and discussion</b>	