



ORACY Y3 AND Y4 STICKY KNOWLEDGE

A Year 3 pupil will:	A Year 4 pupil will:
<p><u>Physical</u></p> <ul style="list-style-type: none"> • Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk . • Considers position and posture when addressing an audience 	<p><u>Physical</u></p> <ul style="list-style-type: none"> • To consider movement with addressing an audience. • To use pauses for effect in presentational talk. E.g. when telling a joke.
<p><u>Linguistic</u></p> <ul style="list-style-type: none"> • To be able to use specialist language to describe their own and others' talk. E.g. using talk detective to give feedback. • To use specialist vocabulary. • To make precise language choices. E.g. instead of describing a cake as 'nice' using delectable. 	<p><u>Linguistic</u></p> <ul style="list-style-type: none"> • To carefully consider the words and phrasing they use to express their ideas through specific planned activities. • To consider how their word choices support the purpose of talk E.g. Metaphors in oral storytelling.
<p><u>Cognitive</u></p> <ul style="list-style-type: none"> • To offer opinions that aren't their own. • To reflect on discussions and identify how to improve. • To be able to summarise a discussion. • To reach a shared agreement in discussions. • To give supporting evidence from their own experiences and knowledge. 	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> • To be able to give supporting evidence. E.g. citing a text, a previous example or a historical event. • To ask probing questions. • To reflect on their own oracy skills and identify areas of strength and areas to improve.
<p><u>Social and emotional</u></p> <ul style="list-style-type: none"> • To adapt the content of their speech for a specific audience. • To speak with confidence in front of an audience. • To listen to extended talk and identify the key information needed in small groups. 	<p><u>Social and emotional</u></p> <ul style="list-style-type: none"> • To use more natural and subtle prompts for turn taking. • To be able to empathise with an audience. • To consider the impact of their words on others when giving feedback. • To listen to extended talk and identify the key information needed in larger groups.