

Presentation Skills (Including report and argument)

EYFS	Speak so that they can be heard and understood.
	Look at who they are talking to.
	Begin to use gesture to support delivery of talk e.g. pointing
	Speak clearly at appropriate volume
	Speak in sentences.
	Use well-formed sentences.
	Use specific vocabulary e.g. lighter / heavier rather than bigger and smaller.
	Use joining connectives for longer sentences (if, because, so, could, but).
Year 1	Project voice to a large audience.
	Continue to use gesture to support delivery.
	Use body language to support meaning when speaking e.g. facial expressions etc.
	Use well-formed sentences.
	Use increasingly specific vocabulary e.g. lighter / heavier rather than bigger and smaller to make meaning clearer.
	Use language to reason or persuade.
	Give a reason(s) for their opinion or idea.
Year 2	Speak clearly and confidently at an appropriate volume and pace.
	Gestures become increasingly natural to support speech.
	Make natural use of body language and facial expressions.
	Consider position and posture when addressing an audience.
	Use subject specific vocabulary correctly most of the time when talking in sentences.
	Use conjunctions to organise and sequence ideas when talking (firstly, secondly, finally).
	Use joining connectives for longer sentences when talking.
	Begin to adapt how they speak in different situations according to the audience.
	Explain ideas and events in chronological order.
	Begin to consider the impact of their words on others.
Year 3	Deliberately select gestures that support the delivery of ideas.
	Consider movement when addressing an audience.
	Use pauses for effect in presentational talk.
	Speak fluently in front of an audience.
	Use subject specific vocabulary correctly when talking.
	Select precise vocabulary when speaking about something rather than e.g. nice or sad.
	Carefully select the phrasing they use to express ideas and understand that this supports clarity.
	Begin to vary sentence structures and length for effect when speaking.
	Adapt how they speak in different situations according to the audience.
	Give more detailed reasons for their opinions.
	Speak with confidence in front of a larger audience.
	Consider the impact of their words on others when commenting or giving feedback.
	Continue to deliberately select gestures that support the delivery of ideas.
	Continue to use pauses for effect in presentational talk.
	Use appropriate tone of voice given the context.

	Continue to speak fluently in front of an audience.
	Have a stage presence.
	Use an increasingly sophisticated range of sentence stems with fluency and accuracy when speaking.
Year 4	Use a wider range of verbs and adverbs within every day and more formal speech.
	Understand how language has been used effectively in persuasive talk and use it in their own.
	Use specialist vocabulary.
	Comfortably use idioms and expressions.
	Put forward opinions / viewpoints that aren't their own.
	Presentational talk is clearly sequenced and includes relevant details.
	Confidently deliver a pre-prepared task.
	Start to develop an awareness of what might interest different audiences (empathise).
Year 5	Consider the impact of their words on others when commenting or giving feedback and adapt appropriately.
	Deliberately vary tone of voice in order to convey meaning.
	Consciously adapt tone, pace and volume of voice within a single situation.
	Use a range of oral techniques to present a persuasive argument.
	Use an increasingly sophisticated range of sentence stems with fluency and accuracy when speaking.
	Understand how language has been used effectively in persuasive talk and use it in their own.
	Use specialist vocabulary.
	Comfortably use idioms and expressions.
	Carefully consider the words and phrases used to express their ideas.
	Evaluate the effectiveness and impact of their word choices and those of others.
	Give supporting evidence based upon learned knowledge.
	Structure a detailed argument or speech.
	Explain ideas and events in chronological order.
	Adapt the content of their speech for a specific audience.
	Speak with flair and passion.
	Consider the impact of their words on others when commenting or giving feedback and be sensitive to their needs.
Year 6	Deliberately vary tone of voice in order to convey meaning.
	Consciously adapt tone, pace and volume of voice within a single situation.
	Use a range of oral techniques to present a persuasive argument.
	Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy when speaking.
	Use specialist vocabulary.
	Use persuasive language effectively.
	Use appropriate language to show conflict as well as language to resolve conflict.
	Use humour, irony, sarcasm and mimicry.
	Evaluate the effectiveness and impact of their word choices and those of others.