

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

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

**Literacy – Oracy
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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:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> explain information and ideas using relevant vocabulary organise what they say so that listeners can understand, e.g. <i>emphasising key points, sequencing an explanation</i> speak clearly, varying expression to help listeners use language appropriate to more formal situations, e.g. <i>during an assembly, talking to a visitor</i> keep in role and support others in role play Welsh-medium statement: use the most common mutations usually correctly, e.g. <i>ar ben</i> 	<ul style="list-style-type: none"> explain information and ideas using supportive resources, e.g. <i>on-screen and web-based materials</i> 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> adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group explore different situations through role play Welsh-medium statement: use the most common mutations correctly, e.g. <i>fy nghalon</i> 	<ul style="list-style-type: none"> explain information and ideas, exploring and using ways to be convincing, e.g. <i>use of vocabulary, gesture, visual aids</i> speak clearly, using formal language and projecting voice effectively to a large audience, e.g. <i>event for parents/carers, presentation to visitors</i> explore issues and themes through role play Welsh-medium statement: mutate correctly after most prepositions and pronouns, e.g. <i>am funud, dy fam</i> 	<ul style="list-style-type: none"> express issues and ideas clearly, using specialist vocabulary and examples speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested explore challenging or contentious issues through sustained role play Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every letter follows the usual order, e.g. <i>y llinell</i>
	Listening	<ul style="list-style-type: none"> listen carefully and make connections between what they are learning and what they already know check understanding by asking relevant questions or making relevant comments 	<ul style="list-style-type: none"> listen carefully to presentations and show understanding of main points after listening, respond, giving views on what the speaker has said 	<ul style="list-style-type: none"> listen carefully to presentations using techniques to remember the main points, e.g. <i>making notes, summarising</i> listen to others, asking questions and responding to both the content and the speakers' viewpoints 	<ul style="list-style-type: none"> listen carefully to presentations and show understanding of the speakers' conclusions or opinions respond to others with questions and comments which focus on reasons, implications and next steps
	Collaboration and discussion	<ul style="list-style-type: none"> contribute to group discussion, sharing ideas and information use talk purposefully to complete a task in a group. 	<ul style="list-style-type: none"> contribute to group discussion and help everyone take part help a group to reach agreement, e.g. <i>considering reasons or consequences, keeping focus on the topic.</i> 	<ul style="list-style-type: none"> contribute to group discussion, taking some responsibility for completing the task well, e.g. <i>introducing relevant ideas, summing up</i> build on and develop the ideas of others in group discussions, e.g. <i>by asking questions to explore further, offering more ideas.</i> 	<ul style="list-style-type: none"> contribute purposefully to group discussion to achieve agreed outcomes follow up points in group discussions, showing agreement or disagreement giving reasons.

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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	Speaking	<ul style="list-style-type: none"> 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> respond to listeners' questions and comments constructively and in detail argue a convincing case using subject knowledge effectively, <i>e.g. in role or debate</i> Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context 	<ul style="list-style-type: none"> present topics and ideas coherently, using techniques effectively, <i>e.g. a clear structure, anecdote to illustrate, plausible conclusions</i> respond to others' views positively and appropriately when challenged defend a point of view with information and reasons, <i>e.g. in role or debate</i> Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context 	<ul style="list-style-type: none"> present ideas and issues convincingly using a range of techniques for impact, <i>e.g. rhetorical questions, appeals to listeners, gestures</i> respond to how listeners are reacting by adapting what they say and how they say it sustain a convincing point of view, anticipating and responding to other perspectives, <i>e.g. in role or debate</i> Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context
	Listening	<ul style="list-style-type: none"> respond thoughtfully to others' ideas, asking pertinent questions listen to explanations of processes, sequences or points of view and identify the main points in order 	<ul style="list-style-type: none"> respond positively and thoughtfully to new ideas and alternative points of view 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> 	<ul style="list-style-type: none"> consider the relevance and significance of information and ideas presented to them listen to information and ideas and identify how they are presented to promote a particular viewpoint, <i>e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i>
	Collaboration and discussion	<ul style="list-style-type: none"> make a range of contributions to discussions, <i>e.g. leading, encouraging and supporting others</i> reach consensus and agree actions in groups, <i>e.g. agreeing a plan, weighing up reasons and evidence.</i> 	<ul style="list-style-type: none"> 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> discuss opposing viewpoints and negotiate ways forward. 	<ul style="list-style-type: none"> take a range of roles in group discussion with greater autonomy, including in more formal situations, <i>e.g. chair, scribe</i> recognise a range of options for action and reach agreement to achieve the aims of the group.

**Literacy – Oracy
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Key Stage 4**

		Year 10	Year 11	Extension
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"> present ideas and issues to meet the demands of different audiences speak fluently, using a range of techniques, expressions and gestures confidently use formal language in a range of contexts respond to how listeners react, and adapt their use of language for different contexts and purposes sustain a convincing point of view, anticipating and responding to other perspectives, e.g. <i>in role or debate</i> confidently explore challenging or contentious issues through sustained role play Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context 	<ul style="list-style-type: none"> present ideas and issues to meet the demands of different audiences speak fluently and confidently, using a range of techniques, expressions and gestures adapt their use of language for different purposes within a wide range of contexts respond confidently to how listeners react, adapting their language in a wide range of contexts and for different purposes speak from a range of convincing perspectives to meet the demands of different situations, contexts and purposes confidently and consistently explore challenging or contentious issues through sustained role play Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context 	<ul style="list-style-type: none"> make a range of contributions to discussions in a wide range of contexts and in a range of formal and informal situations listen to complex information, giving relevant, cogent and engaging responses make effective presentations in a wide range of contexts, presenting complex information, ideas and views persuasively independently fulfil the demands of a range of roles and move discussions forward skilfully confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information and feelings in an engaging and creative manner.
	Listening	<ul style="list-style-type: none"> respond to the ideas of others in thoughtful and considerate ways, seeking clarification through appropriate questioning listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view 	<ul style="list-style-type: none"> respond with confidence and sensitivity to the ideas of others in different situations, reflecting on information and ideas and asking relevant questions listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view 	
	Collaboration and discussion	<ul style="list-style-type: none"> adapt talk in a range of roles, including in more formal situations, contexts and purposes, e.g. <i>speaking to larger audiences in a formal debate</i> use a range of options and strategies to enable the group to progress and reach agreement. 	<ul style="list-style-type: none"> adapt talk in a range of roles with increasing confidence, including in more challenging and formal situations, contexts and purposes, e.g. <i>presenting a pitch to an external/unfamiliar audience</i> use a range of options and strategies to enable the group to progress and reach consensus. 	