

Spoken Language – oracy in poetry - consider and teach use of Standard English where appropriate.

Remember the Say, Listen Improve approach (KS1) and Articulate, Refine, Enhance KS2

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical						
<p>I can show a combination of gestures which have been copied from my class teacher or friends.</p>	<p>I can show a combination of gestures and body language which have been copied from my class teacher or friends.</p> <p>I can explain the difference between something which is said with a steady pace compared to something which is said in a rushed manner.</p>	<p>I can show a combination of gestures, body language and eye contact which have been copied from my class teacher or friends.</p> <p>As I move through my poem, most of my pronunciation remains clear. I know how to pause briefly to think before I speak for any words I may find tricky.</p> <p>As part of a small group, I can understand what it sounds like if something starts to lose rhythm and pace and explain these changes.</p>	<p>I can show some independent examples of confident body language, gestures and eye contact in my poem.</p> <p>As I move through my poem, most of my pronunciation remains clear. I have practised keeping a steady rhythm so as not to be led by nerves.</p> <p>I know what it sounds like if something starts to lose rhythm and pace and can pinpoint when this change happens.</p>	<p>I am becoming more confident and comfortable with the body language, gestures and eye contact I am using in my poem so these elements do not seem completely forced and instead have some automaticity to them.</p> <p>I work hard to make my poem have clear pronunciation and pay particular attention to ensure new vocabulary or words which are important for the mood are said with clarity.</p> <p>If I deviate from the rhythmic pace the poem offers, I know how my peers may enable me to understand this so I can work on slowing down.</p>	<p>I have a poised and strong body language which shows I have a confident stage presence.</p> <p>As I move through my poem the clarity of my pronunciation remains clear and confident.</p> <p>If I deviate from the rhythmic pace the poem offers, I know how I can stop to ensure it does not continue.</p>	<p>Authoritative; body language, eye contact, gesture and posture shows compelling stage presence.</p> <p>Very clear and crisp clarity and pronunciation with deliberate pauses for effect.</p> <p>The pace of speech delivers a very clear, rhythmic flow throughout which does not change.</p> <p>I have a skilful use of projection and intonation to ensure all audience members are engaged and following my words.</p>

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Linguistic						
<p>I can use vocabulary from stories, non-fiction, rhyme and poems</p> <p>I can learn and retell stories, rhymes, poems and songs.</p> <p>Read aloud simple sentences and poems that are consistent with their phonic knowledge, including some common exception words</p>	<p>I can use vocabulary from stories, non-fiction, rhyme and poems and recognise and join in with predictable phrases.</p> <p>I can become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics in order to use prosody effectively.</p> <p>Read aloud simple sentences and poems that are consistent with their phonic knowledge, including some common exception words.</p>	<p>I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>I can listen to, discuss and express views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently.</p> <p>I can become increasingly familiar with and retell a wider range of poetry.</p> <p>Read aloud a range of sentences and poems that are consistent with their phonic knowledge, including some</p>	<p>Development of a specific tier 2 and (if required) tier 3 vocabulary has been used and understood through the use of discussion and word banks given from the class teacher.</p> <p>This vocabulary has been used in order to articulate the correct shade of meaning for the mood.</p>	<p>Development of a variety of tier 2 and (if required) tier 3 vocabulary has been independently used and understood through the use of discussion.</p> <p>This vocabulary has been used confidently in order to articulate the correct shade of meaning for the mood.</p>	<p>Use of alliteration, metaphor and simile have been used for effect and this has been emphasised through an appropriate use of register in order to develop a particular mood.</p> <p>The reasons behind particular vocabulary choices can be explained well and develops the desired impact well.</p>	<p>A range of figurative language has been used to deepen the desired mood such as metaphor, humour, irony and symbolism.</p> <p>An appropriate register has been used with the language that has been developed and included purposefully.</p> <p>Appropriate vocabulary choice Register Grammar Rhetorical techniques such as metaphor, humour, irony & mimicry</p>

		common exception words.				
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Cognitive						
Through modelling and copying my key worker or class teacher, I can copy appropriate actions whilst performing a poem. I can talk about stories, rhymes, non-fiction and songs.	I can learn and repeat appropriate actions, movements and expressions whilst performing a poem. I give a reason as to why an action, movement and expression is appropriate with modelling and support from the teacher.	I can decide on some appropriate actions, expressions and movements whilst performing a poem. I give some reasons as to why these actions, movements and expressions are appropriate.	Elements of the poem are enhanced by the style of delivery; any gestures, expressions, and movements are appropriate to the poem. I can articulate why such movements etc will enhance this particular poem with some support. I can extend a particular movement given by my peer to make it more appropriate for the context.	Poem is enhanced by style of delivery; any gestures, expressions, tonal variation and movements are appropriate to the poem's meaning. I can articulate why such movements etc will enhance this particular poem. I can extend a particular movement given by my peer to make it more appropriate for the context and explain why this extension is more appropriate.	Style of delivery reflects precedence of poem; the poem's meaning is well conveyed by delivery and gestures. All movements can be justified well. Alterations can be made independently based on advice and feedback with further questions to clarify any understanding needed.	Style of delivery reflects internalisation of poem; all gestures and movements feel essential to poem's success. I can give reasons to support views and critically examine ideas & views expressed. I can build on the views of others and seek information & clarification through questioning.
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Social and emotional						
Take part in whole class performances which are echoed from the class teacher	I can use role-play, both as a group or independently, to help me identify with and explore characters and	I can listen to, discuss and express views about a wide range of	As a small group, take turns to interpret the nuances and emotions needed to convey in the poem.	As a small group, take turns to interpret the nuances and emotions needed to convey in the poem and be able to feed this over to most of the audience well.	Independently interpret the nuances and emotions needed to convey in the poem and be able	Masterfully interprets poem for an audience of all ages which deftly reveals poem's meaning so the audience can understand the meaning

	<p>meanings and to try out the language I have listened to.</p>	<p>contemporary and classic poetry at a level beyond that at which they can read independently</p> <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can discuss my favourite words and phrases in small groups and as a whole class.</p>			<p>to feed this over to most of the audience well.</p>	<p>behind the poem no matter their age e.g. using particular gestures or prosody and focusing on certain members of the audience when this is done.</p>
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