



THREAD: Presentation (Speaking)

AOLE: LLC

Progression Step 1		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>REGISTER: To use full sentences clearly.</p> <p>PURPOSE: To provide a response when required.</p> <p>FLUENCY: To be understood.</p> <p>DICTION: To consider volume when talking to others or a group.</p> <p>NON-VERBAL: To ensure that their face/mouth/ body can be seen and begin to use facial expression e.g., happy, sad etc</p> <p>AUDIENCE: To present to a teacher and/or class and to be able to ask and respond to questions.</p> <p>VOCABULARY: To use everyday language patterns in sentences and topic related words.</p>	<p>Voice</p> <p>Volume</p> <p>Pace (slow down, speed up)</p> <p>Look at me, look at the audience</p> <p>Eye Contact</p>	<p>Essential: Opportunities to talk about themselves and their experiences and to listen to others.</p> <p>- Opportunity to express an opinion.</p> <p>Entitlement: Role play and stories</p> <p>Essential: To experience a WAGOLL (What A Good One Looks Like)</p> <p>Enrichment: Teachers to model</p> <p>Essential: To have the opportunities for free play.</p> <p>Entitlement: To use the continuous enhanced provision</p> <p>Enrichment: School performances</p>



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Progression Step 2		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>REGISTER (your tone of voice): To use and adapt familiar language, and tone to suit the audience.</p> <p>PURPOSE: To understand that people present for different reasons.</p> <p>FLUENCY: To start my sentences in a different way and vary the types of sentences.</p> <p>DICTION: To consider expression e.g., diction, tone, volume, pace.</p> <p>NON-VERBAL: To know of and use appropriate non-verbal communication devices.</p> <p>AUDIENCE: To change how to communicate, depending on the where and who. To be able to respond to questions from the audience.</p> <p>VOCABULARY: To practise and use every day and subject specific vocabulary.</p> <p>COLLABORATE: To understand roles within a group.</p> <p>PLANNING: To think through what I am about to say.</p>	<p>Voice</p> <p>Tone (y3)</p> <p>Volume</p> <p>Speed</p> <p>Expression</p> <p>Audience</p> <p>Facial Expressions</p> <p>Eye Contact</p> <p>Important words</p> <p>Collaborate</p>	<p>Essential: opportunities to talk and listen about a topic of interest, individually and as part of a group.</p> <p>Entitlement: Role play and stories</p> <p>Essential: To experience a WAGOLL (What A Good One Looks Like)</p> <p>Enrichment: Teachers to model</p> <p>Essential: To have the opportunities for free play.</p> <p>Entitlement: To use the continuous enhanced provision</p> <p>Enrichment: School performances, Pupil Voice groups</p>



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Progression Step 3		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>REGISTER: To use and adapt familiar language, varying vocabulary and tone to suit the audience.</p> <p>PURPOSE: To understand the purpose of the presentation (e.g., persuasive/ informative etc).</p> <p>FLUENCY: To speak with fluency.</p> <p>DICTION: To consider quality of expression e.g., diction, tone, volume, pace.</p> <p>NON-VERBAL: To actively select appropriate non-verbal communication devices.</p> <p>AUDIENCE: To recognise different audiences require different content and register.</p> <p>RHETORIC: To use a range of rhetoric devices to convey purpose.</p> <p>COLLABORATE: To organise a group presentation and understand their role within it.</p> <p>PLANNING: I can organise talk for different audiences and different contexts.</p> <p>REFLECTING: I can reflect on the quality of my presentation.</p>	<p>Diction</p> <p>Tone</p> <p>Volume</p> <p>Pace</p> <p>Expression</p> <p>Facial Expressions</p> <p>Eye Contact</p> <p>Projection</p> <p>Emphasis</p> <p>Intonation</p> <p>Technical vocabulary</p> <p>Rhetoric devices (rhetorical questions, imperatives, collective pronouns)</p> <p>Contributions</p> <p>Roles</p> <p>Delegate</p>	<p>Essential: Opportunities to present for different purposes and audiences</p> <p>Entitlement: To listen to presenters or real-life models.</p> <p>Essential: To show WAGOLL/WABOLL</p> <p>Enrichment: Research social media/ watch people present.</p> <p>Essential: Differences between news reporter/social media influencers</p> <p>Entitlement: Presenting to pupil voice groups</p> <p>Speaking to stake holders</p> <p>Enrichment: School performances</p> <p>Essential: To look at famous historical speeches e.g. Martin Luther King 'I have a dream'</p>



THREAD: Presentation (Speaking)

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Progression Step 4

Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>STRUCTURE: To structure the talk so that it follows a logical sequence.</p> <p>REGISTER: To select vocabulary, idiomatic language and syntax to express views and opinions clearly and fluently.</p> <p>PURPOSE: To present information and ideas effectively to suit the purpose of the task: persuasive/informative/argumentative.</p> <p>FLUENCY: Speak fluently, adapting style and language to a range of forms, contexts, audiences and purposes.</p> <p>DICTION: Select adequate techniques to express opinions, create effects and engage audiences.</p> <p>NON-VERBAL: Eye contact, gestures, stance, cue notes.</p> <p>AUDIENCE: To adapt register, purpose and tone to suit the audience.</p> <p>RHETORIC: Use a wide range of rhetorical techniques to engage the audience (Emotive language, hyperbole, imperative verb, anecdote, expert opinion, rule of three, facts / figures, rhetorical questions, repetition, alliteration, direct address (personal pronouns)).</p> <p>VERBAL REASONING: Use verbal reasoning skills to support and develop an argument.</p> <p>ARGUMENT: Provide two sides of an argument to form independent views.</p> <p>LISTEN: To respond to questions with confidence, demonstrating evidence of research and sound understanding of topic.</p> <p>CHALLENGE: Use verbal reasoning skills to challenge arguments.</p> <p>COLLABORATE: To be able to effectively undertake a variety of roles across a variety of contexts.</p> <p>REFLECT: I can reflect on the quality of my presentation and that of others and offer ways in which to improve.</p>	<p>Formal/Informal</p> <p>Emotive language</p> <p>hyperbole</p> <p>imperative verb</p> <p>anecdote</p> <p>expert opinion</p> <p>rule of three</p> <p>facts / figures</p> <p>rhetorical questions</p> <p>Repetition</p> <p>alliteration</p> <p>direct address (personal pronouns)</p> <p>Discourse markers</p>	<p>Essential: Opportunities to present for different purposes and audiences</p> <p>Essential: To view, listen and analyse delivery of famous public speakers, ie: Glover 'Death Penalty' Obama 'Acceptance Speech', Emma Watson's 'HeForShe' speech.</p> <p>Enrichment: School performances, Charity pitches</p>