







# Oracy curriculum planner

## EYFS

### EYFS (3-5 years old)

 <b>Physical</b> To turn your body towards the speaker for an appropriate amount of time. To speak to be heard clearly by others.	 <b>Linguistic</b> To use familiar words with confidence. To use some taught vocabulary to describe.	 <b>Cognitive</b> To begin to understand how and why questions. To use 'and' to link their ideas. To describe events currently happening and what might happen next.	 <b>Social &amp; Emotional</b> To listen to others. To take turns to speak with the support of an adult.
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Year Group	Oracy Skills				Oracy Outcome		
EYFS	Physical	Linguistic	Cognitive	Social & Emotional	Purpose	Audience	Outcome
<b>Autumn 1</b>	Turn your body towards the speaker for an appropriate amount of time.	To use familiar words with confidence.		To listen to others	Entertain (English)	Peers - class	<b>Performance Poetry</b> Perform a chosen poem. <b>Linked to National Poetry Day</b> <b>Nursery Rhymes</b>
<b>Autumn 2</b>	To speak clearly to be heard by others	To use familiar words with confidence			Entertain (English)	Peers and Familiar adults and parents	<b>Performing to an audience – Christmas performance</b>
<b>Spring 1</b>	To speak clearly to be heard by others		To describe events happening and what might happen next.		Entertain (English)	Younger and Older Pupils	<b>Perform a favourite familiar story to Sunflowers / small group of Reception</b>
<b>Spring 2</b>			To begin to understand how and why questions	To listen to others To take turns to speak with the support of an adult	Inform / Share information (KUW - RE)	Familiar adults - visitor	<b>Visit from Reverend Darren – learning about Easter – talking and asking questions</b>
<b>Summer 1</b>		To use some taught vocabulary to describe	To use and to link ideas	To listen to others To take turns to speak with support of an adult	Inform (KUW - Science)	Peers - class	<b>To share facts that they have learnt about plants and animals.</b>
<b>Summer 2</b>	Turn your body towards the speaker for an appropriate amount of time.		To describe events	To listen to others	Inform / Analyse and evaluate (KUW - Geography)	Peers - class	<b>To talk about and describe a journey they have been on –where did they go and how did they travel, what did they see?</b>



# Oracy curriculum planner

## Reception

### Reception (4-5 years old)

Physical	Linguistic	Cognitive	Social & Emotional
<p>To use gesture to support meaning in play.</p> <p>To speak audibly so they can be heard and understood.</p>	<p>To use talk in play to practice new vocabulary.</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p>	<p>To ask questions.</p> <p>To wonder about ideas.</p> <p>To use 'because' to develop their ideas.</p> <p>To describe events that have happened to them in detail.</p>	<p>To listen attentively in a pair or small group.</p> <p>To take turns to speak with a partner independently.</p>

Year Group	Oracy Skills				Oracy Outcome		
Reception	Physical	Linguistic	Cognitive	Social & Emotional	Purpose	Audience	Outcome
<b>Autumn 1</b>	To use gesture to support meaning in play. To speak audibly so they can be heard and understood.			To listen attentively in a pair or small group.	Entertain (English)	Peers - class	<b>Performance Poetry</b> Perform a chosen poem. Linked to National Poetry Day
<b>Autumn 2</b>	To use gesture to support meaning in play. To speak audibly so they can be heard and understood.			To listen attentively in a pair or small group.	Entertain (English)	Peers - class	<b>Fairytale Performance</b> Reciting parts of a familiar fairytale story
<b>Spring 1</b>		To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	To ask questions. To wonder about ideas. To use 'because' to develop their ideas.	To take turns to speak with a partner independently.	Persuade (English)	Peers – other class	<b>Around the world</b> Which country is your favourite and why?
<b>Spring 2</b>	To speak audibly so they can be heard and understood.			To listen attentively in a pair or small group. To take turns to speak with a partner independently.	Share Information (English/KUW)	Peers – group in class	<b>Animals</b> Share animal facts
<b>Summer 1</b>	To speak audibly so they can be heard and understood.	To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	To use 'because' to develop their ideas.		Instruct (KUW)	Peers – class Adult – familiar adult	<b>Plants</b> Instructions on how to plant a seed
<b>Summer 2</b>	To speak audibly so they can be heard and understood.		To ask questions. To wonder about ideas. To use 'because' to develop their ideas.	To listen attentively in a pair or small group. To take turns to speak with a partner independently.	Challenge/Negotiate (KUW)	Peers – class Adult – familiar adult	<b>Transport</b> Which is the best mode of transport and why?



# Oracy curriculum planner

## Year 1

<b>Physical</b> To use body language to show listening. To experiment with adjusting tone, volume and pace.	<b>Linguistic</b> To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...').	<b>Cognitive</b> To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order. To ask a question when they haven't understood.	<b>Social &amp; Emotional</b> Listen carefully to others. To participate in group discussions independently of an adult.
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Year Group	Oracy Skills				Oracy Outcome		
1	Physical	Linguistic	Cognitive	Social & Emotional	Purpose	Audience	Outcome
<b>Autumn 1</b>	To use body language to show listening. To experiment with adjusting tone, volume and pace.	To use vocabulary specific to the topic. To take opportunities to try out new language.			Entertain (English)	Peers - class	<b>Performance Poetry</b> Perform a chosen poem. Linked to National Poetry Day
<b>Autumn 2</b>		To use vocabulary specific to the topic. Use conjunctions to organise and sequence ideas e.g. firstly.	To consider the merits of different viewpoints. To explain ideas and events in chronological order.	Participate in group discussions independently.	Share information (Topic)	Different year group – Year 2/3?	<b>Playscript</b> Perform as Amelia Earhart / George Stephenson to discuss their lives.
<b>Spring 1</b>	To experiment with adjusting tone, volume and pace.		To offer reasons for opinions.	Listen carefully to others.	Entertain (Topic/English)	Peers – groups (5)	<b>Perform a song</b> Create a song with a simple tune to 'help our world'.
<b>Spring 2</b>		To take opportunities to try out new language.	To ask a question when they haven't understood. To explain ideas and events in chronological order.	Listen carefully to others.	Inform (Science)	Parents	<b>Project Presentation</b> Present science projects as part British Science Week
<b>Summer 1</b>			To disagree with someone else's opinion politely.	To participate in group discussions independently of an adult.	Persuade (PSHCE)	Peers - groups	<b>Poster / debate</b> A guide to 'keeping healthy'.
<b>Summer 2</b>	To use body language to show listening.		To offer reasons for opinions.		Persuade (Topic)	Different year group? Reception?	<b>Persuade</b> Persuade others to visit Preston Park based on experience.



# Oracy curriculum planner

## Year 2

### Year 2 (6-7 years old)

Physical	Linguistic	Cognitive	Social & Emotional
<p>To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</p> <p>To speak clearly and confidently in a range of contexts.</p>	<p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>To use newly learnt vocabulary in an appropriate way.</p>	<p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</p>	<p>To encourage everyone to contribute.</p> <p>To develop an awareness of audience, e.g. what might interest a certain group.</p> <p>Confident delivery of short pre-prepared material.</p>

Year Group	Oracy Skills				Oracy Outcome		
2	Physical	Linguistic	Cognitive	Social & Emotional	Purpose	Audience	Outcome
Autumn 1	To speak clearly and confidently in a range of contexts			Confident delivery of short pre-prepared material	Entertain (English)	Peers - class	<b>Performance Poetry</b> Perform a chosen poem. Linked to National Poetry Day
Autumn 2	To speak clearly and confidently in a range of contexts			Confident delivery of short pre-prepared material	Share information (History)	Peers - class	<b>Presentation of learning</b> Share learning about Great Fire of London
Spring 1		To adapt how they speak in different situations according to audience		To develop an awareness of audience	Entertain (English)	Peers – younger children	Read a book Share a story with expression
Spring 2		To adapt how they speak in different situations according to audience		To use newly learnt vocabulary in an appropriate way	Inform (Science)	Parents	<b>Project Presentation</b> Present science projects as part of British Science Week
Summer 1		To use sentence stems to signal when they are building or challenging others' ideas	To ask questions to find more about a subject		Persuade (PSCHE)	Peers - groups	<b>Discussion</b> Ways to stay healthy and safe
Summer 2	Of contexts To speak clearly and confidently in a range		To build on others' ideas in discussions		Persuade (History)	Peers - class	<b>Learning presentation</b> Compare past and present seaside activities and experiences – which is best, past or present



# Oracy curriculum planner

## Year 3

Year 3 (7-8 years old)

Physical	Linguistic	Cognitive	Social & Emotional
<p>To consider position and posture when addressing an audience.</p> <p>To experiment with adjusting tone, volume and pace for different audiences.</p>	<p>To begin to use specialist vocabulary.</p> <p>To be able to use specialist language to describe their own and others' talk.</p> <p>To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').</p>	<p>To offer opinions that aren't their own.</p> <p>To reflect on discussions and identify how to improve.</p> <p>To be able to summarise a discussion.</p> <p>To reach shared agreement in discussions.</p>	<p>Listen actively, questioning and responding to others.</p> <p>To adapt the content of their speech for a specific audience.</p> <p>To speak with confidence in front of an audience.</p>

Year Group?	Oracy Skills				Oracy Outcome		
3	Physical	Linguistic	Cognitive	Social & Emotional	Purpose	Audience	Outcome
Autumn 1	To consider position and posture when addressing an audience.				Entertain (English)	Peers - class	<b>Performance Poetry</b> Perform a chosen poem. Linked to National Poetry Day
Autumn 2		To begin to use specialist vocabulary	To offer opinions that aren't their own.		Persuade/inform/entertain (ICT/Geography)	Year group	<b>Creating an iMovie</b> Presentation about a natural disaster
Spring 1	To experiment with adjusting tone, volume and pace for different audiences.	To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').		To speak with confidence in front of an audience.	Inform and explain (English)	Another year group	<b>Presentation</b> How we made our Egyptian masks?
Spring 2			To be able to summarise a discussion.	To adapt the content of their speech for a specific audience.	Share information (DT/ Geography)	Parents	<b>Model of Yarm and the River Tees.</b> Share learning about our local area
Summer 1		To begin to use specialist vocabulary	To reflect on discussions and identify how to improve.	Listen actively, questioning and responding to others.	Generate ideas (Geography/Science)	Partner school in Rwanda –	Share information about the rainforest in their area and create a question and answer session
Summer 2		To be able to use specialist language to describe their own and others' talk.	To reach shared agreement in discussions.		Analyse and evaluate Cross-curricular	Another year group	Debate – Consensus Circle What has been the best 3 topics/ events in Year 3?



# Oracy curriculum planner

## Year 4

Year 4 (8-9 years old)

Physical	Linguistic	Cognitive	Social & Emotional
<p>To consider movement when addressing an audience.</p> <p>To consider how tone, volume and pace influence meaning.</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>To use specialist vocabulary when discussing a known topic.</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>To ask probing questions.</p> <p>To reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	<p>To use more natural and subtle prompts for turn taking.</p> <p>To develop an awareness of audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>

Year Group	Oracy Skills				Oracy Outcome		
4	Physical	Linguistic	Cognitive	Social & Emotional	Purpose	Audience	Outcome
Autumn 1	To consider movement when addressing an audience.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To reflect on their own oracy skills and identify areas of strength and areas to improve.		Entertain (English)	Peers - class	<b>Performance Poetry</b> Perform a chosen poem. Linked to National Poetry Day
Autumn 2		To use specialist vocabulary when discussing a known topic.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.		Inform/Share Information (History)	Peers - Groups	<b>Remembrance Day</b> Becoming 'tourist guides' reading/presenting facts to groups.
Spring 1			To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.	To use more natural and subtle prompts for turn taking.	Inform/Instruct (Geography)	Parents	<b>Food Festival</b> Making and sharing recipes to parents alongside step-by-step video.
Spring 2	To consider how tone, volume and pace influence meaning.	To use specialist vocabulary when discussing a known topic.			Inform (Science)	Parents	<b>Project Presentation</b> Present science projects as part of British Science Week
Summer 1			To ask probing questions.	To consider the impact of their words on others when giving feedback.	Generate Ideas (Geography)	Older Pupils Generate Ideas	<b>Climate Change Warriors</b> Link to Fieldwork Fortnight
Summer 2		To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.		To develop an awareness of audience.	Inform/Evaluate (Maths)	Other Class – Y3 Younger Pupils	<b>MTC Guidance</b> Presentational video on the MTC for Y3 pupils.





# Oracy curriculum planner

## Year 5

Year 5 (9-10 years old)

Physical	Linguistic	Cognitive	Social & Emotional
<p>For body language to become increasingly natural.</p> <p>To project their voice to a large audience.</p>	<p>To use an increasingly sophisticated range of sentence stems with accuracy.</p> <p>To select specific vocabulary appropriate to the topic at hand.</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>Listening actively for extended periods of time.</p> <p>To speak with flair and passion.</p>

Year Group	Oracy Skills				Oracy Outcome		
5	Physical	Linguistic	Cognitive	Social & Emotional	Purpose	Audience	Outcome
Autumn 1	To adjust tone, volume and pace for a given purpose and audience.	To be comfortable using idiom and expressions.			Entertain (English)	Peers – class and other year groups	<b>Performance Poetry</b> Perform a chosen poem. Linked to National Poetry Day
Autumn 2	To adjust tone, volume and pace for a given purpose and audience.	To be comfortable using idiom and expressions.	To construct a detailed argument or complex narrative.	Use humour effectively	Persuade/inform/entertain (ICT/History)	Peers/ younger year groups linking to chosen topic	<b>Creating a Podcast</b> Deepening knowledge – podcast about a previous learnt history topic
Spring 1		To be comfortable using idiom and expressions.		Showing confidence	Entertain & Inform (English)	Peers Filmed to be sent to Uganda (discussed with Jamie at development day)	<b>Performance Poetry</b> Create a poem about 'our home' to send to Uganda. Link to World Poetry Day.
Spring 2	To project your voice to a larger audience	To use sophisticated vocabulary appropriate to the context and purpose of talk.		To be able to read a room or a group e.g. if people look confused, stopping to take questions. Speak with passion	Inform (Science)	Parents And peers from other year groups	<b>Project Presentation</b> Present science projects as part of British Science Week
Summer 1	To adjust tone, volume and pace for a given purpose and audience.		Identify when a discussion is going off topic and bring it back in track		Inform (DT)	Y3 linking to them also building bridges	<b>Presentation</b> Linking to Bridges topic
Summer 2			To assess different viewpoints and present counter-arguments.	To develop an awareness of group dynamics and invite those who haven't spoken to contribute.	Persuade/Inform (English/History)	Peers - class	<b>Debate</b> Was Henry VIII a good King?



# Oracy curriculum planner

## Year 6

Year 6 (10-11 years old)

Physical	Linguistic	Cognitive	Social & Emotional
<p>To have a stage presence.</p> <p>To adjust tone, volume and pace for a given purpose and audience.</p>	<p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions.</p> <p>To use sophisticated vocabulary appropriate to the context and purpose of talk.</p>	<p>To construct a detailed argument or complex narrative.</p> <p>To assess different viewpoints and present counter-arguments.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p> <p>To acknowledge and explain changes of position.</p>	<p>To use humour effectively.</p> <p>To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</p> <p>To develop an awareness of group dynamics and invite those who haven't spoken to contribute.</p>

Year Group	Oracy Skills				Oracy Outcome		
6	Physical	Linguistic	Cognitive	Social & Emotional	Purpose	Audience	Outcome
Autumn 1	To adjust tone, volume and pace for a given purpose and audience.	To be comfortable using idiom and expressions.			Entertain (English)	Peers - class	<b>Performance Poetry</b> Perform a chosen poem. Linked to National Poetry Day
Autumn 2	To have a stage presence.			To use humour effectively.	Entertain (English)	Peers – year group	<b>Playscript Performance</b> Write and perform plays linked to Robin Hood topic
Spring 1			To assess different viewpoints and present counter-arguments.	To develop an awareness of group dynamics and invite those who haven't spoken to contribute.	Persuade (History)	Peers – groups	<b>Debate</b> Athens vs Sparta. Linked to Ancient Greece topic
Spring 2		To use sophisticated vocabulary appropriate to the context and purpose of talk.		To be able to read a room or a group e.g. if people look confused, stopping to take questions.	Inform (Science)	Parents	<b>Project Presentation</b> Present science projects as part British Science Week
Summer 1			To acknowledge and explain changes of position.	To develop an awareness of group dynamics and invite those who haven't spoken to contribute	Negotiate (PSHCE)	Peers - trios	<b>Consensus Circle</b> What are the features of a healthy family/relationship?
Summer 2	To adjust tone, volume and pace for a given purpose and audience	To vary sentence structures and length for effect when speaking.	To construct a detailed argument or complex narrative.		Inform/persuade (Cross-curricular)	Younger pupils	<b>YouTube channel/Podcast</b> Why should you go to Northumberland?

