

Thurgoland CE Primary School Oracy Curriculum and Progression

Rationale

At Thurgoland C of E Primary School, we recognise that oracy — the ability to speak and listen effectively — is fundamental to learning, communication and participation. Strong oracy skills support cognitive development, academic achievement and social-emotional well-being. Research highlighted by the Education Endowment Foundation (EEF, 2018) and Voice 21 (2020) emphasises the importance of high-quality spoken language and purposeful classroom talk in supporting pupils' learning and engagement.

Effective oracy also supports literacy and language development. The ability to articulate thoughts and ideas clearly helps pupils to develop and communicate their understanding, while opportunities for purposeful talk can support confidence, self-regulation and positive relationships. Research from Hirsch (2021), the Centre for Education and Youth (2022) and Alexander (2018) highlights these wider benefits of developing pupils' spoken language.

The Oracy Education Commission's *We Need to Talk* report (2024) reinforces the importance of embedding oracy across education rather than treating it as an additional activity. At Thurgoland, this reflects our belief that oracy should be a golden thread running through our curriculum and pedagogy, enabling pupils to articulate their thinking, deepen their understanding and communicate confidently across different contexts.

Oracy is therefore not taught as an isolated subject. It is developed progressively from Strong Foundations in Communication and Language in the Early Years and embedded throughout the curriculum and wider life of the school. Pupils have planned opportunities to develop their ability to listen, question, explain, reason, discuss, rehearse, present and perform for different purposes and audiences.

Our Oracy Curriculum and Progression provides a clear framework for the progressive development of oracy from EYFS to Year 6, ensuring that pupils build on previous learning and become increasingly confident, articulate and respectful communicators.

Aims

Our Oracy curriculum aims to:

- develop strong communication and language foundations from the Early Years
- enable pupils to express themselves clearly and confidently
- develop pupils' ability to listen attentively and respond thoughtfully
- develop vocabulary and increasingly precise spoken language
- use talk to support thinking, reasoning and learning across the curriculum
- develop pupils' ability to discuss, explain, justify and build on the ideas of others
- support pupils to communicate appropriately for different purposes and audiences
- develop confidence in presentation and performance
- support pupils to use language to build positive relationships, express feelings and manage differences
- ensure all pupils have meaningful opportunities to participate in talk

Oracy Curriculum Overview

Oracy is a golden thread running through our curriculum and pedagogy. It is developed through purposeful opportunities to talk, listen, question, explain, reason, discuss, rehearse, present and reflect across the curriculum and throughout school life.

Our approach begins with Strong Foundations in Communication and Language in the Early Years, providing the foundation for the development of oracy throughout the school. These foundations are developed through the school as pupils build their vocabulary, sentence structure, listening and interaction skills alongside their ability to communicate ideas and adapt their language for different purposes and audiences.

Our curriculum is organised around four interconnected dimensions of oracy:

Physical: Using voice, body language, eye contact, gesture and other physical aspects of communication effectively.

Linguistic: Developing vocabulary, sentence structure, grammar and the ability to communicate with increasing clarity and precision.

Cognitive: Using talk to develop thinking, reasoning, questioning, explanation and understanding.

Social and Emotional: Listening to others, taking turns, responding appropriately, collaborating, managing differences and communicating with increasing confidence.

Our approach is structured around three complementary areas: Talk in the Early Years, Talk for Learning and Talk for Life. Together, these provide a coherent approach to developing oracy from the Early Years onwards.



Talk in the Early Years establishes the foundations for communication through high-quality interactions, rich vocabulary, storytelling, purposeful conversation and sustained shared thinking.



Talk for Learning uses talk as a tool for thinking and learning across the curriculum. Pupils develop their ability to question, explain, reason, discuss, rehearse ideas and articulate their understanding.



Talk for Life develops the communication skills pupils need to express themselves, build relationships, listen to others, manage differences and participate confidently in school and wider life.

These three areas are woven through the four dimensions of oracy, with pupils becoming increasingly confident, independent and effective communicators as they progress through the school.

Our Oracy curriculum supports the National Curriculum Spoken Language expectations across Key Stages 1 and 2. Pupils are taught to listen and respond appropriately, ask relevant questions, build on others' ideas, articulate and justify their answers, participate in discussions, prepare and deliver presentations and adapt their spoken language for different purposes and audiences.

Progression

The progression below sets out the knowledge, skills and understanding pupils develop across the four dimensions of oracy. Expectations become increasingly complex and independent as pupils move through the school, building on the communication and language foundations established in the Early Years.

YR	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	Expressions and Gestures
Autumn	<u>Can notice, sit and listen to an adult and know this is important</u> To focus their attention on an adult Have an idea about what to say	Begins to use new words heard in a story/poem e.g. Owl Babies - swoop	Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables: e.g. 'potato – tatto', 'banana – nana'	Events may not always be joined in the right order: e.g. "I went on the slide at the park. I listened to songs in the car. The swing went really high." Retells favourite stories using favourite phrases - using some of their own words: e.g. ".....he said can't catch me, run as fast as you can. The fox said he will eat him."	Develop social phrases e.g How are you today?	<u>To speak audibly so they can be heard and understood</u> To use gestures to support meaning in play
	<u>Responds to what they hear with relevant comments</u> Can answer a 'How' or 'Why' question e.g. "Why do we need to sit in the shade?" "To stop the sun burning us."	Knows words can be put into groups and can give common examples in them: e.g. Fruits: banana, apple, mango, strawberry	<u>Uses well-formed sentences:</u> e.g. "I had chips for my dinner.." but with some errors: e.g. "I eated it." Develop pronunciation of multisyllabic words through MTYT (talk through stories) and use independently in play	Perform a short rhyme in song or as a poem. Learn simple traditional rhymes and poems as a class / group.	Confidently take part in individual and group situations <u>Joins in and organises co-operative role play with friends and can pretend to be someone else talking.</u>	To use facial expressions and gestures to help communicate meaning.
Summer	Listens to and understands instructions about what they are doing, without needing to look up Understands 2 to 3 part spoken instructions: e.g. "Put your coat on your peg, put your bookbag away and sit on the carpet."	Understands a range of related words to describe concepts: e.g. hot, cold, large, tiny, rough, shiny Uses words more specifically to make the meaning clearer: e.g. "I saw spotty dog. It was a Dalmatian."	Begin to use the correct tense Joins phrases with words such as: e.g. and, because, but	Lists events with some detail: e.g. "I went to the park. I played on the big swing. I played football on the wet grass."	Confidently starts conversations with individuals and in group situations <u>Uses language appropriate to ask, negotiate, give opinions and discuss ideas and feelings in play</u> e.g. "Are we going to the shop today? Can I buy some sweets? Please, I'll be hungry." Is able to express a point of view and say if they agree or disagree	<u>To recognise facial expressions and body language associated with</u> e.g. happiness, sadness and anger, fear

Class R Oracy Opportunities		
Term	Oracy Experience	Poems
Autumn 1	To speak in front of familiar adults and peers about themselves, their interests and their experiences. Develop communication through continuous provision, role play and interactions with adults and peers. Children are encouraged to share ideas, listen to others, make choices and use new vocabulary in their play. Talk about their families, experiences, school and local community.	<i>Bath Time</i> – Matt Goodfellow <i>One Elephant Went Out to Play</i> – Traditional
Autumn 2	To speak to a partner during whole-class teaching and share ideas. Develop language through continuous provision and role play, using talk to negotiate, explain ideas and sustain conversations. Learn and perform a familiar story or role as part of the Nativity in church, using voice, expression and gesture to communicate meaning. Talk with visitors and adults in familiar school and community settings.	<i>Moon Rocket</i> – Jane Newberry <i>Higgelty Piggelty Pop</i> – Traditional
Spring 1	Use language to participate confidently in play, ask and answer questions, share ideas and express feelings. Visit Thurgoland Luncheon Club to speak with unfamiliar adults and perform learned poems or songs. Share books with older members of the community and talk about familiar stories and texts. Talk about something they know or have experienced, responding to questions and making relevant comments.	<i>Plane Spotting</i> – Jane Newberry <i>Two Feet</i> – Julia Donaldson
Spring 2	Use language to participate confidently in play, ask and answer questions, share ideas and express feelings. Talk with community visitors, including baby and toddler visitors, and ask and answer questions about growing and changing. Visit Thurgoland Luncheon Club to share books and talk about stories and texts with older members of the community. Perform a learned poem to mothers and grandmothers, using clear speech, expression and gesture. Ask and answer questions and talk about what they notice during visits, including Gulliver's Valley and the alpaca farm.	<i>Love Is...</i> – Monica Sheehan
Summer 1	Sustain conversations and use increasingly precise vocabulary to explain ideas, share experiences and develop imaginative play within continuous provision. Talk for an extended time about something they are interested in, sharing ideas and experiences with others. Visit Thurgoland Luncheon Club to perform learned poems or songs and talk with members of the community. Perform prepared poems to parents and carers.	<i>The Rhythm of Life</i> – Michael Rosen <i>Caterpillar Cake</i> – Matt Goodfellow
Summer 2	Confidently initiate and sustain conversations, express opinions and use language to negotiate, explain and share ideas within continuous provision. Help prepare and ask questions and talk about what they notice during visits and outdoor experiences, including the local stream and Whistlestop Valley. Share ideas, describe experiences and talk about what they have learned afterwards. Use visits and outdoor experiences to develop vocabulary and talk about the world around them.	<i>Fish Tales</i> – Jane Newberry

Y1	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	Expressions and Gestures
Autumn	To offer reasons for their opinions and explain e.g. I think Winnie made the right choice because... <u>To recognise when they haven't understood something and asks a question to help with this</u> Understands complex 2 to 3 part instructions e.g. "Put your PE kit away from yesterday, then choose a pencil from the pot and write your name on your paper."	<u>To take opportunities to try out new language, even if not always used correctly</u> <u>To use sentence stems to link to other's ideas in group discussion</u> e.g. 'I think... because ...'	Speech is clear with occasional errors, especially with consonant blends <u>Asks lots of questions to find out specific information including 'How' and 'Why'</u>	Tells stories that set the scene, have a basic plot and a sequence of events Recite some rhyme and traditional poems by heart. Recite in a group	Takes turns to talk, listen, and respond in two-way conversations and groups Make comments relevant to the topic- easily prompted to move on if it takes over	Begins to show facial expressions that match their ideas e.g. smiling when excited
Spring	-To explain ideas and events in chronological order.	-To use conjunctions to organise and sequence ideas e.g. firstly, then, next	<u>Joins phrases with words such as:</u> e.g. if, could, when	Use character voices in context		Use a wider range of gestures to emphasise meaning e.g. open hands for sharing, shrugging for uncertainty
Summer		<u>To use vocabulary appropriately, specific to the topic at hand</u>	Can say the sounds in multisyllabic words e.g. forest, model, second	Make mainly appropriate tense choices	Listens to others and is willing to change their mind based on what they have heard <u>To disagree with someone else's opinion politely</u> To organise group discussions independently of an adult	<u>To use the appropriate tone of voice in the right context</u> e.g. speaking politely when talking to a visitor

Class 1 Oracy Opportunities		
Term	Oracy Experience	Poem
Autumn 1	To offer reasons for their opinions and explain their ideas when discussing class texts and experiences.	<i>Monster March</i> — Jane Newberry
	Develop communication through continuous provision, role play and interactions with adults and peers. Children are encouraged to share ideas, listen to others, take turns and use new vocabulary in their play.	
	Use Talk Through Stories to retell and sequence events, discuss characters' choices and ask and answer questions.	
	Perform the learned poem to parents and carers, developing clear speech, expression and confidence when speaking to an audience.	
Autumn 2	To ask questions to find out specific information, including <i>how</i> and <i>why</i> questions.	<i>Pirate Pete</i> – James Carter
	Develop language through continuous provision and role play, using talk to negotiate, explain ideas and sustain conversations.	
	Use Talk Through Stories to explore characters, settings and events and develop vocabulary through discussion.	
	Take part in the local village walk, talking about what they notice, asking questions and using language to describe their local environment.	
Spring 1	Learn and perform a familiar story or role as part of the Nativity in church, using voice, expression and gesture to communicate meaning.	<i>Let me do it</i> – Michel Rosen
	To explain ideas and events in chronological order and use language such as <i>firstly</i> , <i>then</i> and <i>next</i> to sequence ideas.	
	Develop communication through continuous provision, role play and interactions with adults and peers. Children are encouraged to sustain conversations, negotiate roles, share ideas and explain their thinking.	
	Use Talk Through Stories to retell events and explain characters' actions and choices.	
Spring 2	Take part in group discussions, listening to others and contributing relevant ideas.	<i>My Mum</i> – Anthony Browne
	Talk about something they know or have experienced, responding to questions and making relevant comments.	
	To contribute to discussions, listen to others and respond to their ideas.	
	Continue to develop communication through continuous provision and role play, using language to share ideas, express feelings and develop co-operative play.	
Summer 1	Use Talk Through Stories to discuss characters' feelings, choices and different viewpoints.	<i>Who Has Seen the Wind?</i> – Christina Rossetti
	During the Grandparent Toy Visit, ask and answer questions and talk with grandparents about toys, memories and experiences.	
	During the Yorkshire Wildlife Park visit, ask questions, talk about what they notice and use new vocabulary to describe animals and experiences.	
	Perform <i>My Mum</i> to mothers and grandmothers, using clear speech, expression and gesture.	
Summer 2	To use vocabulary appropriately and specifically when talking about a topic.	
	Sustain conversations and use increasingly precise vocabulary to explain ideas, share experiences and develop imaginative play.	
	Use Talk Through Stories to discuss characters' actions, feelings and viewpoints and build on the ideas of others.	

	Use role play and character voices to explore stories and communicate meaning. Take part in group discussions, listening to others and contributing with increasing independence.	
Summer 2	To listen to others and be willing to change their mind based on what they have heard. To disagree with someone else's opinion politely and contribute to group discussions with increasing independence. Confidently initiate and sustain conversations, express opinions and use language to negotiate, explain and share ideas. During the KS1 seaside visit, ask and answer questions, talk about what they notice and describe their experiences using appropriate vocabulary. Perform the learned poem to dads and grandads, adapting tone, volume and expression for an audience. Share ideas, describe experiences and talk about what they have learned afterwards.	<i>Hide and Seek – Matt Goodfellow</i>

Y2	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	Expressions and Gestures
Autumn	To ask questions to find out more about a subject. To build on others' ideas in discussions. Ask for meaning of unknown words they have heard	Can guess the word from clues, or give others clues using shape, size, function, etc.	To use sentence stems to signal when they are building on or challenging others' ideas e.g. linking to ____, I disagree ____	Begins to be aware of what the listener already knows and checks: e.g. "You know the shop is, right? Well, that's where the park is, across the road." <u>Retell what will happen in a story sequencing the main events adding some detail</u>	<u>To start to develop an awareness of audience e.g. what might interest a certain group</u> Copies others' language and begins to be aware of current peer language	Use simple gestures e.g. pointing, nodding to support spoken ideas
Spring	<u>To make connections between what has been said and their own and others' experiences.</u>	<u>Uses newly learnt words in a specific and appropriate way:</u> e.g. "Mum, do you know that transparent means it's see through." _	Uses different ways to join phrases to help explain or justify an event: e.g. "You are younger than me so you go to bed earlier."		Uses and experiments with different styles of talking with different people Contributes purposefully to discussions	
Summer	Starts to ignore unimportant information.	Compares words, the way they look, sound or mean e.g. "Meat is something you eat, while meet means coming together with someone."	<u>To adapt how they speak in different situations according to audience</u> <u>Use a range of conjunctions to join clauses and sentences and to help explain and justify events</u> e.g. so, because, if, when	Recite poems <i>individually</i> and begins to use appropriate tone and pace	Confident delivery of short pre-prepared material. To be aware of others who have not spoken and to invite them into discussion.	Use deliberate gestures to enhance storytelling and explanations (e.g., acting out emotions, using hands for emphasis).

Class 2 Oracy Opportunities		
Term	Oracy Experience	Poem
Autumn 1	To ask questions to find out more about a subject and build on others' ideas in discussions.	<i>Dinosaur Rap – John Foster</i>
	Develop communication through classroom interactions, collaborative activities and discussions. Children are encouraged to listen to others, respond to ideas and explain their own thinking.	
	Take part in class discussions and meetings, following agreed discussion rules and contributing ideas about school life.	
	Participate in class voting and develop confidence in expressing and explaining their choices.	
Autumn 2	To ask questions to find out more and begin to develop an awareness of what the listener already knows.	<i>30 Days Hath September – Traditional</i>
	Speak to unfamiliar people with a real purpose, including visitors to school and members of the local community.	
	Use new vocabulary appropriately when talking about texts, experiences and learning.	
	Learn and perform speaking parts to a large audience during the Nativity, using voice, expression and gesture to communicate meaning.	
Spring 1	To make connections between what has been said and their own and others' experiences.	<i>Please Mrs Butler – Allan Ahlberg</i>
	Use increasingly precise vocabulary when talking about learning, experiences and texts.	
	Participate in a short presentation to a small group, explaining something they know or have experienced and responding to questions.	
	Ask questions and talk about artwork and experiences during the Yorkshire Sculpture Park visit.	
Spring 2	To contribute purposefully to discussions and make connections between their own and others' experiences.	<i>Smile – Spike Milligan</i>
	Participate in a short presentation to a different class, adapting what they say for a less familiar audience and responding to questions.	
	Use discussion to explore different experiences and viewpoints and experiment with different styles of talking with different people.	
	Perform a learned poem to mothers and grandmothers for Mothering Sunday, using appropriate tone, pace, expression and gesture.	
Summer 1	To adapt how they speak in different situations according to audience.	<i>Pleasant Sounds – John Clare</i>
	Participate in class hot-seating activities, asking questions of characters and responding in role.	
	Use different styles of talking when speaking in role and when discussing characters' actions, feelings and choices.	
	Perform to an audience of dads and grandads, developing confidence and awareness of audience.	
Summer 2	To adapt how they speak in different situations according to audience.	<i>Let's Invent a Monster – James Carter</i>
	Interview an unfamiliar adult, preparing questions and responding appropriately to answers.	
	Be aware of others who have not spoken and invite them into discussion.	
	Ask questions and talk about what they notice during the KS1 seaside visit.	

	Share ideas, describe experiences and talk about what they have learned afterwards.	
--	---	--

Y3	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	Expressions and Gestures
Autumn	<u>Listens to key information and makes relevant, related comments</u> Identifies clearly when they haven't understood e.g. "Why are they mammals?" Will ask relevant questions in a widening variety of situations e.g. showing a visitor round school and asking them questions relevant to their visit	Joins in discussions about an activity using topic vocabulary: e.g. "We need a balanced diet because different foods provide our bodies with different nutrients."	Uses regular and unusual word endings: e.g. <i>swam, caught, jumped</i> <u>Speech is clear, uses words with three adjacent consonants together or words with lots of syllables</u> e.g. <i>scratch</i> or <i>straight</i>; specifically and introduction	Use basic intonation, tone, and volume to convey meaning, with simple gestures to support key words.	<u>Understands conversational rules</u> e.g. <i>Nods in agreement or acknowledgement</i> To speak with confidence in front of an audience	<u>Considers position and posture when addressing an audience</u> e.g. <i>stood up straight and looking towards the audience</i>
Spring	<u>Begin to justify or explain</u> e.g. "I think the Egyptians believed that Isis was important because..." To be able to summarise a discussion	Uses a range of words related to time and measurement: e.g. <i>length, decade</i>	To make precise language choices e.g. "Instead of saying the flood was 'big', I could describe it as devastating." To use specialist vocabulary to justify, explain and relay information	<u>Makes clear connections between ideas or thoughts</u> e.g. <i>This is similar to....</i>	Uses formal language when appropriate in some familiar situations: e.g. <i>Meeting a teacher or member of SLT to ask for resources for a topic.</i>	
Summer	To offer opinions that aren't their own <u>To reach shared agreement in discussions</u>		To be able to use specialist language to describe their own and others' talk	Personal story-telling (retell or recount) has a good structure with a distinct point, an exciting event, clear resolution and conclusion e.g. <i>We were all talking about it when we got back to school because it was a really good trip</i>	To adapt the content of their speech for a specific audience	<u>Deliberately varies tone of voice in order to convey meaning</u> e.g. <i>speeds up during an exciting part of a story. Inflection in voice when asking questions</i>

Class 3 Oracy Opportunities		
Term	Oracy Experience	Poem
Autumn 1	To listen to key information and make relevant, related comments.	<i>Thinker's Rap – Eloise Greenfield</i>
	Develop communication through classroom interactions, collaborative activities and discussions. Children are encouraged to listen carefully, ask relevant questions and use topic vocabulary when discussing their learning.	
	Plan and ask questions during the Stone Age visit to Murton Park, speaking to adults and responding appropriately to what they hear.	
	Develop confidence in speaking to an audience through poetry performance.	
Autumn 2	To ask relevant questions in a widening variety of situations and identify when they have not understood.	<i>I Don't Want to Go to School – Colin McNaughton</i>
	Use topic vocabulary to explain and discuss learning and experiences.	
	Discuss characters' actions and choices, giving reasons for opinions.	
	Speak with confidence in front of an audience, using appropriate intonation, tone and volume to communicate meaning.	
Spring 1	To begin to justify or explain ideas and make clear connections between different ideas or thoughts.	<i>Slowly – James Reeves</i>
	Take on an expert role and deliver a short talk or speech using appropriate specialist vocabulary.	
	Share ideas and take part in discussions during the Science workshop at Magna, listening to others and making connections between ideas.	
	Prepare and perform poetry using expression, intonation and appropriate volume.	
Spring 2	To contribute purposefully to discussions and make connections between their own and others' experiences.	<i>Child Care – Michaela Morgan</i>
	Participate in a short presentation to a different class, adapting what they say for a less familiar audience and responding to questions.	
	Use discussion to explore different experiences and viewpoints and experiment with different styles of talking with different people.	
	Perform a learned poem to mothers and grandmothers for Mothering Sunday, using appropriate tone, pace, expression and gesture.	
Summer 1	To offer opinions that aren't their own and reach shared agreement in discussions.	<i>My Dad's Amazing – Ian Souter</i>
	Participate in and contribute to structured discussions, developing the ability to consider different viewpoints, build on others' ideas and work towards shared agreement. Selected pupils have opportunities to chair or lead parts of a discussion.	
	Perform a learned poem to an audience of dads and grandads for Father's Day, using appropriate tone, pace, expression and gesture.	
Summer 2	To adapt the content of their speech for a specific audience.	<i>The Duelling Duo – Joseph Coelho</i>
	Develop personal storytelling through recounting experiences and retelling events with a clear structure.	
	Prepare for and participate in the Class 3 Local Area Walk , asking and answering questions and using appropriate vocabulary to describe what they notice.	
	Present prepared material to an audience, adapting content and delivery for the audience.	

Y4	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	Expressions and Gestures
Autumn	Is beginning to recognise the difference between open and closed questions and start to apply/use these appropriately <u>To ask probing questions</u>	Uses a wide range of verbs to express their thoughts, or about cause and effect: e.g. "If we all walk to school, there will be less pollution in the air which means fewer people may develop asthma."	Uses complex sentences to communicate clearly and explain further	<u>Adds detail or leaves information out according to how much is already known by the listener</u>	Uses tone of voice, stress on words and gestures naturally to add meaning <u>To use more natural and subtle prompts for turn taking</u>	Uses movement purposefully when addressing an audience e.g. stepping forward for emphasis, using open gestures
	To be able to give supporting evidence e.g. making connections from texts read or topics covered Able to infer meaning, reason and predict: e.g. "I think you might want to wear comfortable shoes" means we are going to be walking / stood for extended pieces	<u>In familiar situations can recognise when to use formal language</u> e.g. presenting to the class, discussion with a school governor about the curriculum To understand the effect of using verbs and adverbs in more formal speech e.g. "I used devoured instead of ate because it shows a greater level of hunger."	Uses complex grammar and sentences to clarify, summarise, explain and plan e.g. "Because the weather isn't good, we will have to move our event to the hall so it can still go ahead."	<u>Structure information with key ideas</u> e.g. can explain a sequence of events in a particular era of history, can give reasons for their thoughts about an issue including their personal feelings about it	Uses language for range of different reasons e.g. persuading, defending, explaining	Demonstrates appropriate facial expressions to match the tone of their speech
Summer	Make expanded comments with supporting detail in response to others' viewpoints To reflect on their own oracy skills and identify areas of strength and areas to improve To reflect on discussions and identify how to improve	<u>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk</u>		Vary tone and volume to match the mood of the poem, storytelling, reports by incorporating more deliberate actions for emphasis	<u>To be able to empathise with an audience</u> To consider the impact of their words on others when giving feedback	To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke

Class 4 Oracy Opportunities		
Term	Oracy Experience	Poem
Autumn 1	To recognise the difference between open and closed questions and begin to use these appropriately. Develop communication through classroom interactions, collaborative activities and discussions. Children are encouraged to ask probing questions, listen carefully and adapt their responses according to what others already know. Take part in running the Tuck Shop, speaking with adults for a specific purpose, making enquiries and responding appropriately to customers. Ask questions and respond appropriately during the Roman visit to Murton Park, using relevant historical vocabulary and building on what they learn during the visit. Explain ideas using appropriate subject vocabulary, for example when discussing how to make a complete electrical circuit.	<i>Catching Up on Sleep – Roger McGough</i>
Autumn 2	To ask probing questions and use complex sentences to communicate clearly and explain further. Use a wide range of vocabulary and increasingly complex sentences to explain ideas, including cause and effect. Develop awareness of audience by considering what the listener already knows when discussing learning and experiences. Discuss characters' actions and choices in Krindlekrax, explaining ideas using evidence from the text. Speak in front of a larger audience, using tone of voice, stress and gesture to add meaning.	<i>Thought Machine – Laura Mucha</i>
Spring 1	To give supporting evidence and make connections from texts read and topics covered. Take on an expert role and deliver a short talk or speech using appropriate specialist vocabulary. Create and perform radio adverts, adapting language, voice and delivery for a particular purpose and audience. Use evidence from The Boy Who Grew Dragons to explain characters' actions, thoughts and choices. Use scientific vocabulary to explain observations and conclusions, for example when discussing sound and how it travels.	<i>Walking with My Iguana – Brian Moses</i>
Spring 2	To structure information using key ideas and use language for different purposes. Use discussion to explain and justify ideas and respond appropriately to others. Use key ideas and appropriate vocabulary when discussing the Anglo-Saxons and preparing an informal podcast. Receive feedback from a peer or audience member about their oracy skills and identify ways to improve. Perform a learned poem to mothers and grandmothers for Mothering Sunday, using appropriate tone, pace, expression and gesture to communicate meaning. Ask and respond to questions during the Weston Park Museum visit, using relevant historical vocabulary.	<i>Tell Me About Love – Jennifer Watson</i>
Summer 1	To make expanded comments with supporting detail in response to others' viewpoints. Use language deliberately for a particular purpose and audience.	<i>The Witches' Spell – William Shakespeare</i>

	Explore The Witches' Spell from Macbeth, experimenting with vocabulary, rhyme, rhythm, tone and expression. Write and perform a rhyming couplet inspired by The Witches' Spell, using high-level vocabulary and adapting delivery for an audience. Perform poetry by heart to Thurgoland Luncheon Club, using voice, expression and gesture to engage the audience. Ask questions and respond appropriately during the Sheffield Cathedral and Mosque visit, using respectful language and building on what they hear.	
Summer 2	To reflect on their own oracy skills and identify strengths and areas for improvement. Use talk for a specific purpose, such as to persuade or entertain. Present prepared material to an audience, adapting language and delivery according to purpose and audience. Use precise vocabulary when discussing Why the Whales Came, including the characters, setting and events, and when exploring the themes within the text. Use talk to explain, justify and evaluate ideas in science, using evidence to support conclusions. Use tone, volume, pace, pauses and gesture deliberately to communicate meaning..	<i>The Ocean's Blanket – Carol Ann Duffy</i>

Y5	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	Expressions and Gestures
Autumn	<u>Sustains active listening to both what is said and the way it is said</u> Understand the purpose of different question types e.g., open, closed, rhetorical	Makes choices from a wide and varied vocabulary e.g. timid instead of shy, stated instead of said.	Uses long and complex sentence structures e.g. “Because of the weather, I am going to ensure that I am suitably dressed Sentences average about 7 to 10 words - longer in stories than in conversation <u>Uses questions to help conversations flow</u>	Presents entertaining information or stories which include memorable details and specific vocabulary Uses complex joining words and adverbials within their talk to make language flow e.g. meanwhile, therefore, yet, however	Listening for extended periods of time	Uses controlled gestures to enhance meaning e.g. hand movements to illustrate a point, adjusting stance for emphasis
	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives e.g. In a discussion about recycling – uses plastic is wrong To identify when a discussion is going off topic and to be able to bring it back on track	Uses sophisticated words but the meaning might not always be accurate e.g. “My friend is endearing	<u>To use an increasingly sophisticated range of sentence stems with fluency and accuracy</u>	Evaluate the effectiveness and impact of their own and others’ word choices e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates Everyday language is detailed and not always about their immediate experience	To speak with flair and passion Vocabulary is well-chosen and specific <u>Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others</u>	Shows awareness of space and audience positioning
Summer	Is able to pose increasingly thoughtful questions to both their peers and to adults	Is able to use a growing range of vocabulary to speculate and hypothesise	<u>Selects the appropriate register depending on where they are, who they are with and what they are doing</u> e.g. Formal style with the headteacher in school; relaxed and informal with family at home; and colloquial with friends and relatives where appropriate	<u>Perform, use a range of intonation, pace, pauses, tone and volume so that the meaning is clear to an audience</u>		To project their voice to large audience

Class 5 Oracy Opportunities		
Term	Oracy Experience	Poem
Autumn 1	To sustain active listening to both what is said and the way it is said. Understand the purpose of different question types, including open, closed and rhetorical questions. Use a wide and varied vocabulary and long, complex sentence structures to explain ideas clearly. Use questions to develop and sustain conversations with adults and peers. Prepare and ask questions during the York Chocolate Factory visit, adapting questions according to what they want to find out and responding appropriately to the answers they receive. Use precise vocabulary to explain aspects of their learning about exploration and survival in <i>The Explorer</i>.	<i>From a Railway Carriage – Robert Louis Stevenson</i>
Autumn 2	To sustain active listening for extended periods of time and respond appropriately to what others have said. Use complex joining words and adverbials to make spoken language flow. Make deliberate vocabulary choices when discussing climate change and the environment through <i>The Last Bear</i>. Use questions to help conversations flow and build on the contributions of others. Present a BBC school report, selecting memorable details and specific vocabulary and adapting delivery for the intended audience. Use controlled gestures and appropriate positioning when presenting.	<i>The River – Valerie Bloom</i>
Spring 1	To draw upon knowledge of the world to support their own point of view and explore different perspectives. Use increasingly sophisticated sentence stems to agree, challenge, clarify and build on others' ideas. Use <i>There's a Boy in the Girl's Bathroom</i> to explore different perspectives on friendship, behaviour, relationships and change, supporting ideas with evidence from the text. During the Tudor Experience Day, use knowledge of Tudor life and religious change to support a point of view and respond to different perspectives. Evaluate the impact of vocabulary choices, including imperative and modal verbs, when developing persuasive arguments. Identify when a discussion is going off topic and make contributions that help bring it back on track.	<i>Shoulders – Naomi Shihab Nye</i>
Spring 2	To interpret and respond to different viewpoints by making relevant comments that build on the contributions of others. Speak with flair and passion, using well-chosen and specific vocabulary. Use detailed language to discuss ideas beyond their immediate experience, including crime, punishment, justice and Victorian poverty. Prepare and deliver a persuasive speech or argument, considering the impact of vocabulary and sentence choices on the audience.	<i>To My Mother – Christina Rossetti and The Lanyard – Billy Collins</i>

	Perform poetry to mothers and grandmothers for Mothering Sunday, using appropriate tone, pace, expression and gesture. Share books and talk about texts with younger pupils, adapting language and explanations for the audience.	
Summer 1	To pose increasingly thoughtful questions to both peers and adults. Use a growing range of vocabulary to speculate and hypothesise about characters, events and possible outcomes. Explore different perspectives on Victorian poverty, child labour and social reform through Street Child. Use an appropriate register depending on the audience, purpose and context. Ask thoughtful questions and respond appropriately when speaking with visitors and adults. Take part in a poetry slam, performing with flair and passion and making deliberate choices about pace, pauses, tone, volume and gesture.	<i>Bed in Summer – Robert Louis Stevenson</i>
Summer 2	To select an appropriate register depending on where they are, who they are with and what they are doing. Use a growing range of vocabulary to speculate and hypothesise when discussing The Kid Who Came from Space. Prepare and present material for a specific audience, selecting vocabulary and sentence structures carefully. Perform using a range of intonation, pace, pauses, tone and volume so that meaning is clear to an audience. Use controlled gestures and appropriate positioning to enhance a presentation or performance. Reflect on the effectiveness of their own and others' spoken communication. Project their voice clearly when speaking to a large audience.	<i>Everyone comes from somewhere – Michel Rosen</i>

Y6	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	Expressions and Gestures
Autumn	<u>Is able to understand and use different types of questions to suit different types of situations</u> e.g. open, closed, rhetorical Understands simple jokes and simple idioms, but can't really explain why they are funny or what they mean e.g. <i>it is raining cats and dogs</i>	Knows that words can have two meanings and uses them appropriately. Can't always explain how they are linked e.g. <i>'cool – you look cool, it is cool in here</i>	<u>To vary sentence structures and length for effect when speaking</u> e.g. <i>Short snappy sentences for effect and other sentences structures used</i> To be comfortable using idiom and expressions	Perform poems by heart with intonation, tone and volume so that the meaning is clear to an audience.	<u>To use humour effectively</u> <u>To be able to read a room or a group and take action accordingly</u>	Uses a combination of gestures, facial expressions, and movement to engage and influence an audience
Spring	<u>To construct a detailed argument or complex narrative</u>	Explains how and why words and phrases have been adapted for an argument Uses sophisticated words with increasing accuracy e.g. <i>“My friend is endearing</i>	Knows when a sentence is not grammatically correct and can explain rules of grammar	<u>Adapt the structure of talk in ways which support meaning and show attention to the listener</u> e.g. <i>clearly summarises by stating key points in a logical order</i>	Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions	To speak fluently in front of an audience in a wide range of situations
Summer	<u>To spontaneously respond to increasingly complex questions, citing evidence where appropriate</u>	Can use a wide range of vocabulary to speculate about possible outcomes in narrative and real-life situations		Deliver with confident, dynamic expression, using voice, movement, and facial expression to fully engage an audience	Can confidently vary grammar and vocabulary to suit the audience, purpose and context Realises when people don't fully understand and tries to help them.	Adapts physical delivery to suit different speaking situations e.g. formal vs. informal, persuasive vs. storytelling <u>To be confident when speaking to an audience for different purposes knowing that they are trying to convey</u>

Class 6 Oracy Opportunities		
Term	Oracy Experience	Poem
Autumn 1	To understand and use different types of questions to suit different situations, including open, closed and rhetorical questions. Explore how words can have more than one meaning and make deliberate vocabulary choices when speaking. Vary sentence structures and sentence length for effect when explaining ideas and telling stories. Take on leadership responsibilities as Sports Leaders, communicating clearly with younger pupils and adapting explanations according to their needs. Ask and respond to questions during the Y6 local river visit, using geographical vocabulary to explain what they notice and developing ideas through discussion. Work collaboratively and communicate effectively during the Y6 residential, negotiating, problem-solving and responding to others' ideas.	<i>The City of My Birth – Karl Nova</i>
Autumn 2	To perform poems by heart with intonation, tone and volume so that meaning is clear to an audience. Use humour, idiom and expression appropriately when speaking. Develop the ability to read a room or group and adapt communication accordingly. Use Skellig to explore unusual ideas and possibilities, varying sentence structures and vocabulary to explain interpretations. Take part in the Y6 Evacuee Experience, adopting different perspectives and using appropriate historical vocabulary when speaking in role. Speak confidently in unfamiliar contexts during Crucial Crew, responding to questions and adapting communication to different situations.	<i>The Parent and Child Quadrille – Michaela Morgan</i>
Spring 1	To construct a detailed argument or complex narrative. Explain how and why words and phrases have been adapted for a particular purpose or audience. Use sophisticated vocabulary with increasing accuracy and consciously select language to strengthen an argument. Use Jumanji to construct and develop complex narratives, explaining how choices of vocabulary, sentence structure and dialogue affect the listener. Interview and be interviewed, responding spontaneously to questions and developing answers with relevant detail. Take part in structured speaking and listening activities linked to curriculum learning, adapting responses according to audience and purpose.	<i>Mainly About Aliens – Ruth Awolola</i>
Spring 2	To adapt the structure of talk in ways which support meaning and show attention to the listener. Communicate successfully by sharing ideas and information, giving and receiving advice, and offering and taking notice of opinions. Use Jumanji to discuss alternative possibilities, justify choices and develop complex narratives, summarising key points in a logical order. Mentor or teach younger pupils, adapting explanations, vocabulary and pace according to the listener. Perform a learned poem to mothers and grandmothers for Mothering Sunday, using appropriate intonation, tone, pace and expression.	<i>For You – Karl Nova</i>

	Reflect on how effectively language and delivery communicated meaning to the audience.	
Summer 1	To spontaneously respond to increasingly complex questions, citing evidence where appropriate. Use a wide range of vocabulary to speculate about possible outcomes in narrative and real-life situations. Confidently vary grammar and vocabulary according to audience, purpose and context. Use <i>The Boy at the Back of the Class</i> to explore different perspectives on refugees, belonging and displacement, responding to challenging questions and supporting ideas with evidence. Record their own sports commentary, responding spontaneously to events and adapting vocabulary, pace, tone and volume to engage the listener. Take part in Sports Leader activities, adapting explanations and instructions for younger pupils.	<i>I Asked the River – Valerie Bloom</i>
Summer 2	To deliver with confident, dynamic expression, using voice, movement and facial expression to fully engage an audience. Adapt grammar, vocabulary and physical delivery to suit the audience, purpose and context. Use <i>Journey to Jo'burg</i> to explore apartheid, racism, equality and justice, responding to increasingly complex questions and considering different perspectives. Prepare and perform material as part of the Y6 drama and music production, adapting voice, movement, facial expression and delivery to engage a live audience. Perform confidently to an audience during the Y6 Leavers' Assembly, selecting appropriate language and delivery for the occasion. Reflect on the effectiveness of their own and others' communication and identify how delivery could be improved.	<i>Goal – Steven Camden</i>