

Oracy curriculum

	Planned talk	Physical	Linguistic	Cognitive	Social & emotional
Reception	<p>Effective partner talk using discussion guidelines planned into each carpet session.</p> <p>A visit to Longsight library to practice speaking to unfamiliar adults.</p> <p>Speak for an extended period at weekly 'show and tell'.</p>	<p>To speak audibly so they can be heard and understood.</p> <p>To use gestures to support meaning in play</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 use 'because' to develop their ideas.</p> <p>To make relevant contributions and ask questions.</p> <p>To describe events that have happened to them in detail.</p>	<p>To look at someone who is speaking to them.</p> <p>To take turns to speak when working in a group</p>
Year 1	<p>To take part in a small group discussion without an adult</p> <p>To be filmed speaking and use this for reflection.</p> <p>To speak in front of a larger audience during the weekly KSI assembly.</p>	<p>To use the appropriate tone of voice in different contexts. E.g. speaking calmly when resolving an issue</p> <p>To speak clearly and confidently in a range of contexts</p>	<p>To use vocabulary specific to the topic at hand</p> <p>To take opportunities to try out new language.</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, lastly</p>	<p>To offer reasons for opinions</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p> <p>To ask a question when they haven't understood</p>	<p>To listen to others and be willing to change their mind based on what they have heard.</p> <p>To organise group discussions independently of an adult.</p>
Year 2	<p>Speak to unfamiliar people with a real purpose, asking questions during our Houghton Tower castles trip.</p> <p>Participate in a short 'show and tell' session during our Toys unit Major Glad and Major Dizzy.</p>	<p>To use gestures to support the delivery of ideas e.g. gesturing towards someone</p> <p>To referencing their idea or counting off ideas on their fingers as they say them.</p>	<p>To adapt how they speak in different situations according to the audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</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 develop an awareness of audience e.g. what might interest a certain group.</p> <p>To be aware of others who have not spoken and invite them to join.</p> <p>Confident delivery of prepared material.</p>
Year 3	<p>Take on an expert role, to deliver a history speech.</p> <p>Become a storyteller for Reception children.</p> <p>Present to an audience of younger students during WBD.</p> <p>Chair a discussion in class Science 'Plants' unit.</p> <p>Hold a class meeting each half term to plan for the Changemakers meetings.</p>	<p>To deliberately vary tone of voice to convey meaning. E.g. speaking authoritatively during an expert talk.</p> <p>To consider position and posture when with an audience.</p>	<p>To be able to use specialist language to describe their own and others' talk.</p> <p>Using specialist vocabulary.</p> <p>To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</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>To adapt the content of their speech for a specific audience.</p> <p>To speak with confidence in front of an audience.</p>

Year 4	<p>To use talk for a specific purpose e.g. to persuade or to entertain.</p> <p>To speak in front of a larger audience of adults during LGB visits.</p> <p>To collaboratively solve problems during daily Maths lessons.</p> <p>To speak with an unknown adult for a specific purpose, during termly library visits.</p> <p>Peer teaching in lessons.</p> <p>Perform poetry by heart during Proud to be From Longsight event.</p>	<p>To consider movement when addressing an audience.</p> <p>To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</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 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 be able to empathise with an audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>
Year 5	<p>Enter a debate on BBC school report.</p> <p>Meet professionals during aspirations day to ask questions about their job.</p> <p>Lead Spring parents' eve.</p> <p>Slam poetry during Proud to be from Longsight day.</p> <p>Stand-up comedy at assembly.</p>	<p>To project their voice to a large audience.</p> <p>For gestures to become increasingly natural.</p>	<p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</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 for extended periods of time.</p> <p>To speak with flair and passion.</p>
Year 6	<p>Give a speech to an audience of peers and adults during the Leaver's event.</p> <p>Lead the Changemaker meetings.</p> <p>Mentor Y5 students in Summer term.</p> <p>Lead the Leaver's assembly.</p> <p>Act as tour guides for prospective parents at New to Reception event.</p> <p>Record sports commentary during Sports Day</p>	<p>To speak fluently in front of an audience.</p> <p>To have a stage presence.</p> <p>Consciously adapt tone, pace and volume of voice within a single situation.</p>	<p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions.</p>	<p>To construct a detailed argument or complex narrative.</p> <p>Spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p>	<p>Use humor effectively.</p> <p>Be able to read a room and act accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</p>