



Curriculum Content for Oracy

Aims and Vision:

At Springfield Juniors, we are aiming for communication to lie at the heart of classroom practice where pupils learn through, and are taught to talk. Believing that literacy and communication are life skills, we aspire to develop these and equip pupils with the ability to become life-long learners. We are striving to enable all pupils to use speech to express their thoughts and communicate articulately with others.

Weekly talking assemblies and follow up lessons in class, allow the children to discuss a range of current news topics, enabling them to develop their oracy skills through exploratory and presentational talk.

Oracy skills and knowledge will be built through activities in all subjects and there will be increased opportunities to perform and present to a range of audiences in a range of ways.

Year 3 Oracy experiences: Be a story teller, chair a discussion, take part in a film about mummification and poetry recital		
Year 3 Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Physical: <ul style="list-style-type: none"> Vary tone of voice with intention Consider position and posture when addressing an audience 	Physical is how we use our voice and body language when talking.	Voice Tone Posture position
Linguistic: <ul style="list-style-type: none"> Use specialist vocabulary and make precise vocabulary choices. Describe what makes good talk and can feedback to others. 	Linguistic is using appropriate language, including technical language.	Vocabulary Technical language as appropriate
Cognitive: <ul style="list-style-type: none"> Summarise a discussion. Offer opinions other than their own. Ask appropriate and relevant questions. 	Cognitive is the thinking about what we are talking.	Summarise Opinion Explain Agree Disagree
Social and emotional: <ul style="list-style-type: none"> Speak confidently in front of an audience. Be able to take turns. Be active at listening and responding appropriately. 	Social and emotional is about listening and responding appropriately to others.	Appropriate

Year 4 Oracy experiences: Oral story telling with similes, metaphors and rich description to build suspense, Persuade within a debate- Would you rather... and create and perform a newflash about floods

Year 4 Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Physical: <ul style="list-style-type: none"> Consider movement when addressing an audience. Use pauses for effect 	Physical is about projecting voice, using facial expressions and maintaining eye contact.	Projection Pace Fluency
Linguistic: <ul style="list-style-type: none"> Use complex sentence stems starting with a subordinate clause Make sophisticated language choices 	Linguistic is the command of language and the range of vocabulary.	Clarity Sophisticated
Cognitive: <ul style="list-style-type: none"> Give supporting evidence, eg. Cite a text. Ask probing questions. Critically examine the views of others and reach a shared agreement. Reflect on their own oracy skills. 	Cognitive is the choice of content and the ability to reason. It includes the organisation of talk and summarising ideas.	Probing Challenging Evaluate
Social and emotional: To adapt to different audiences. To use subtle prompts for turn taking.	Social and emotional is active listening and engaging with others appropriately.	Active listening Adaptation prompts

Year 5 Oracy experiences: Participate in a Rainforest debate, Oral story telling focusing on the use of sophisticated language choices and a 2-5 minute talk on a subject of their choice

Year 5 Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Physical: <ul style="list-style-type: none"> Project voice to a larger audience. For gestures and facial expressions to become increasingly natural. 	Physical: Voice- fluency, pace and clarity of pronunciation Body language-includes gesture and facial expression..	Pronunciation Gesture
Linguistic: <ul style="list-style-type: none"> Use a range of more sophisticated sentence stems. Continue to make sophisticated language choices. 	Linguistic: Vocabulary Language- formal/informal language Rhetorical techniques- including humour	Rhetorical techniques Formal Informal
Cognitive: <ul style="list-style-type: none"> Elaborate on their own and others' ideas. Draw on their knowledge of the world to explore different perpepectives. 	Cognitive: choice of content and building on the views of others including disagreeing. Structure of talk Clarifying and summarising through questioning	perspective

	Reasoning – supporting views with reasoned argument.	
Social and emotional: <ul style="list-style-type: none"> To listen to extended periods of time. To speak with passion and flair. 	Social and emotional: Working with others- turn taking Listening and responding Confidence in speaking Audience awareness	Audience awareness

Year 6 Oracy experiences: Oral storytelling, Debates, Stand-up comedy and a Radio/TV advert to sell an object from the past

Year 6 Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Physical: <ul style="list-style-type: none"> Speak fluently in front of an audience. Have a stage presence. 	Physical: Voice- fluency and pace of speaking, tonal variation, clarity of pronunciation, voice projection. Body language- gesture and posture, facial expression and eye contact.	Tonal variation
Linguistic: <ul style="list-style-type: none"> Use a range of more complex sentence structures for effect. 	Linguistic: Appropriate vocabulary choice Language- register and grammar Rhetorical techniques- metaphor, humour, irony and mimicry.	Register Grammar metaphor Irony Mimicry
Cognitive: <ul style="list-style-type: none"> Critically examine ideas and views of others. Tell elaborate stories or construct a detailed argument. Spontaneously respond to increasingly complex questions, citing evidence where appropriate. 	Cognitive: Content- choosing content to convey meaning and building on the views of others. Structure- how talk is organised. Clarifying and summarising- questioning to clarify and summarise views. Reasoning- giving reasons to support views and critically examining views of others.	Critically examine spontaneous
Social and emotional: <ul style="list-style-type: none"> Use humour effectively. Read the room. Not take disagreements or different opinions personally. 	Social and emotional: Working with others- guiding or managing interactions and turn taking. Listening and responding- listening actively and responding appropriately. Confidence in speaking- having liveliness and flair as well as self-assurance. Audience awareness- taking account of the level of understanding of the audience.	Interactions Self-assurance Audience awareness