















	Physical	Linguistic	Cognitive	Social and Emotional	Example outcomes	Teaching ideas
EYFS	To use gesture to support meaning in play. To speak audibly so they can be heard and understood.	To use talk in play to practise new vocabulary. 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 describe events that have happened to them in detail.	To listen to others. To take turns to speak.	<ul style="list-style-type: none"> Effective partner talk A visit to a supermarket or post office to practise speaking to an unfamiliar adult Opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend 	<ul style="list-style-type: none"> Provide children with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. a shopkeeper speaking to a customer might say "How can I help you today?" "Yes, let me get that for you. One moment." Give specific praise when they adopt a role and use language appropriately. Support children's understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. Support children's understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. "Perfect partners sit calmly and face each other when they are listening." Introduce new language and sentence stems through call and repeat – my turn, your turn. Support children to develop an awareness of the volume of their voice through modelling and chances for them to practise speaking at different levels. E.g. "tell your partner what you had for breakfast in a whisper...now tell me your favourite colour in a playground voice!"
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	General Oracy Skills: What is Oracy? Discussion Guidelines. Talk Tactics. Talk Partner.	Giving instructions on how to cook/bake.	Interview Visitors at Job Fair	Presentation – How I made my project	Art Gallery for parents	Life Cycle Group Presentation (to Year 1 & 2).
	Physical	Linguistic	Cognitive	Social and Emotional	Example outcomes	Teaching ideas
KS1 year A	To experiment with adjusting tone, volume and pace To speak clearly and confidently in a range of contexts To use body language to show listening To use gestures to support the delivery of ideas	To use vocabulary specific to the topic at hand To use conjunctions to organise and sequence ideas To adapt how they speak in different situations according to audience. To use sentence stems to link to other's ideas in group discussion To take opportunities to try out new language To use sentence stems to signal when they are building on or challenging others' ideas To use conjunctions to organise and sequence ideas	To explain ideas and events in chronological order. To consider the merits of different viewpoints. To disagree with someone else's opinion politely To ask a question when they haven't understood To build on others' ideas in discussions To offer reasons for opinions To make connections between what has been said and their own and others' experiences	To develop an awareness of audience To participate in group discussions independently of an adult. Look at different ways of taking turns. Listen carefully to others To encourage everyone to contribute Confident delivery of pre-prepared material	<ul style="list-style-type: none"> To take part in a small group discussion without an adult. To be filmed speaking and use this for reflection. To speak in front of a larger audience e.g. during an assembly. 	<ul style="list-style-type: none"> Introduce students to different protocols to scaffold turn –taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle. Use visual aids to support students' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other. As a teacher, explicitly model your own use of questions to clarify understanding, e.g. "I didn't understand that so I'm going to ask a question to help me. What did you mean by X?" Introduce students to the roles of the 'builder' and 'challenger'. Equip students with sentence stems to fulfil each role. Draw pupils' attention to the role that listening has in developing understanding. E.g. "Now that we have heard that, has anyone changed their mind?"
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History – Great Fire of London - recount	General oracy skills	Science - Discussion – habitats and which animal	General oracy skills	General oracy skills	Art – instructions – telling parents how to draw something

	 Physical	 Linguistic	 Cognitive	 Social and Emotional	Example outcomes	Teaching ideas
KS1 year B	To use body language to show listening Experiment with adjusting pace, volume and tone. To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To speak clearly and confidently in a range of contexts	To use sentence stems to link to other's ideas in group discussions To adapt how they speak in different situations according to the audience. Use vocabulary specific to the topic at hand. To use conjunctions/ adverbs to organise and sequence ideas e.g. firstly, secondly, finally To take opportunities to try out new language To use adverbials to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to signal when they are building on or challenging other's ideas	To explain ideas and events in chronological order To build on other's ideas in discussions To make connections between what has been said and their own and others' experiences To consider the merits of different viewpoints To offer reasons for opinions To disagree with someone else's opinion politely To ask a question when they haven't understood. To ask questions to find out more about a subject.	Listen carefully to others To develop an awareness of audience Confident delivery of short pre-prepared material To develop an awareness of audience To encourage everyone to contribute To participate in group discussions independently of an adult	<ul style="list-style-type: none"> • Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation a visitor in the classroom. • Participate in a short 'show and tell' session. 	<ul style="list-style-type: none"> • Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding one finger to emphasise their first point. • Create different role play scenarios which enable students to practise speaking in different contexts e.g. having tea with the King, talking to a sibling, talking to a neighbour or a friend on the playground. • Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'. • Use hot-seating and question tennis to develop students' questioning skills. • Praise students who invite others into discussions and as a class develop ideas for how this can be done e.g. saying their name, asking them a question, turning to them.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	General oracy skills	Geography - Presenting a weather report	General oracy skills	Science – plant sale Giving instructions	History – debate – which is the most significant individual?	General oracy skills
LKS2	 Physical	 Linguistic	 Cognitive	 Social and Emotional	Example outcomes	Teaching ideas
	To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences.	To use specialist vocabulary. To be able to use specialist vocabulary to describe their own and others' talk. To make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').	To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions.	Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.	<ul style="list-style-type: none"> • Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist. • Become a storyteller for an authentic audience. • Present to an audience of older or younger students. • Chair a discussion. • Hold a class meeting. 	<ul style="list-style-type: none"> • Expose students to a range of models for talk e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful. • Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support students to reflect on their discussions. • Introduce 'Talk Detectives' to support students to reflect on their talk and raise students' awareness of what makes good discussion. • Scaffold students' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other member of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion. • Play 'articulate' with specialist subject vocabulary.
	To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of	To use more natural and subtle prompts for turn taking. To develop an awareness of audience. To consider the impact of their words on others when giving feedback.	<ul style="list-style-type: none"> • To use talk for a specific purpose e.g. to persuade or to entertain. • To speak in front of a larger audience of adults e.g. a group of eight. • To collaboratively solve a problem. • To speak with an unknown adult for a specific purpose e.g. market research or ordering. • To undertake peer teaching. • To perform poetry by heart 	<ul style="list-style-type: none"> • Introduce students to sentence stems to cite evidence and ask probing questions. • Teach the conventions for different types of talk e.g. in oral storytelling using similes, metaphors, time adverbials, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such as rule of three and rhetorical questions. • Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement. • Set up discussions where each student has key information to bring to the discussion. E.g. each student has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.

			strength and areas to improve			• When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.
Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Basics of oracy (discussion guidelines, talk tactics and strands)	History - Debate – which period would you rather live in?	Geography/science - Narration of the water cycle	Basics of oracy – continue to develop discussion skills	Basics of oracy – continue to develop speech skills	PSHE - speech
Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Basics of oracy (discussion guidelines, talk tactics and strands)	History / geography. Discussion – Harkness tracker - to be able to reach a conclusion.	Basics of oracy	History - Interview	Basics of oracy – continue to develop speech skills	PSHE - speech
UKS2	 Physical	 Linguistic	 Cognitive	 Social and Emotional	Example outcomes	Teaching ideas
	For body language to become increasingly natural. To project their voice to a large audience.	To use an increasingly sophisticated range of sentence stems with accuracy.	To be able to draw their knowledge of the world to support their own point of view and explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track.	Listening actively for extended periods of time. To speak with flair and passion.	<ul style="list-style-type: none"> • Enter a debate competition. • BBC school report. • Create a Youtube Channel. • Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. • Leading a parents' evening. • Compering a school talent show or event. • Slam poetry. • Stand up comedy. 	<ul style="list-style-type: none"> • Equip pupils with the language to describe a discussion when a discussion has gone off track and support them to identify when this has happened e.g. b looking at transcripts or video examples. Develop sentence stems for pupils to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'. • Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals. • Use vocal warm ups and diaphragm breathing exercise to support voice projection. Some examples are in the book, <i>This is a Voice</i>. • Develop a back of sentence stems which have similar meaning to those pupils are already familiar with e.g. for agreement: "I agree and I would like to add..." "I would like to echo what X said because..." "I see it in a similar way to X because..." "I have a similar opinion because..."
	To have a stage presence. To adjust tone, volume and pace for a given purpose and audience.	To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions.	To construct a detailed argument or complex narrative. To assess different viewpoints and present counter-arguments. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To acknowledge and explain changes of position.	To use humour effectively. 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. To develop an awareness of group dynamics and invite those who haven't spoken to contribute.	<ul style="list-style-type: none"> • Give a speech to an audience of peers and adults. • Lead school council • Mentor or teach younger students • Lead an assembly • Act as tour guides for prospective parents • Record their own sports commentary 	<ul style="list-style-type: none"> • Play games such as 'just a minute' to practise fluency when talking about a given topic e.g. climate change. • Practise 'power poses' to explore physical aspects of speaking. • Teach structures for building evidence-based arguments.
Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Science – discussion / consensus circle (how we stay healthy).	History – battle cry	PSHE – first aid – how to guide.	French – presentation about themselves to parents in French	RE - debate	Science / history – horrible histories.
Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Basics of oracy (discussion guidelines, talk tactics and strands)	Art – gallery – analyse and evaluate.	English – writing a news report	Debate – which was the most effective civilisation?	General oracy skills	History – horrible history Ancient Egyptians.

*As we have mixed age classes, each phase will be designed based on a two-year rolling programme. This will give opportunities to revisit skills and gain mastery over the two years. There will be different oracy outcomes relating to other areas of the curriculum and learning through oracy.

Whole school oracy opportunities

- EYFS nativity
- EYFS show and tell (with parents)
 - KS1 nativity
- Year 6 end of year performance
 - Aspirations day
 - Science fair
 - Poetry assemblies
 - School talent show
- NELI EYFS intervention
 - Talkboost KS2
 - Debating club
 - School council
 - Play leaders
 - School choir
 - Music concerts
 - EYFS class mascot
 - Restorative circles
 - Check in circles
 - School council
- School council tour guides
- Presentation in assembly