

Year 1	Oracy Framework Skills				Oracy Outcome		
	Physical	Social & Emotional	Cognitive	Linguistic	Purpose	Audience	Outcome (context)
Science Autumn 1	To speak audibly so they can be heard	To listen attentively in a pair or a small group	To use 'because' to develop their ideas	To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	Talk to share information	Recorded	Seasonal Changes - Record a weather forecast for Dojo.
Geography Autumn 2	To experiment with adjusting volume	Listen carefully to others	To use 'because' to develop their ideas	To use vocabulary specific to the topic at hand	Talk to acquire and apply new language	Familiar adults	Present to a familiar adult about the differences between Lostwithiel and London using key vocabulary.
DT Spring 1	To experiment with adjusting tone and pace	To listen carefully to questions asked	To explain ideas and events in chronological order	To use conjunctions to order ideas	Talk to give instructions	Younger children	Making moving storybooks and sharing these with Tiny Trees/

							Apple Class
Art Spring 2	To use body language to show listening	To participate in group discussions independently of an adult	To disagree with someone else's opinion politely To offer reasons for opinions	To use sentence stems to link to other's ideas in a group discussion	Talk to analyse and evaluate	Peers	Children look at different Hepworth sculptures and discuss which is their favourite and which is their least favourite and why
History Summer 1	To use body language to show listening	Listen carefully to others	To ask when they haven't understood a question	To use vocabulary related to change	Talk to gather information	Previous students/ unfamiliar adults	Asking pre-considered questions to learn about how our school has changed.
English Summer 2	To experiment with adjusting tone, volume and pace	Listen attentively to others	To explain ideas and events in chronological order	To take opportunities to try out new language	Talk to entertain	Chosen by speaker	Week 3 of Talk Through Stories – Re-telling stories orally using

							favourite phrases and new vocabulary.
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Year 2	Oracy Framework Skills				Oracy Outcome		
	Physical	Social & Emotional	Cognitive	Linguistic	Purpose	Audience	Outcome (context)
Art and DT Autumn 1	To speak clearly and confidently in a range of contexts	Listen carefully to others	To offer reasons for opinions	To use vocabulary specific to the topic at hand	Talk to analyse and evaluate	Parents/Adult	Answering questions evaluation questions from parents about moving monsters and art.
RE Autumn 2	To speak clearly and confidently in a range of contexts	To develop an awareness of audience Confident delivery of prepared material		To adapt how they speak in different situations according to audience	Talk to entertain	Large group audience	Perform a Nativity
History Spring 1	To use gesture to support the delivery of ideas (gesturing	To encourage everyone to contribute	To consider merits of different viewpoints	To use sentence stems to link to others' ideas	Talk to reach consensus/negotiate	Small group	Debate around "who was the greatest change maker"

	towards someone if referencing their idea)		To build on other's ideas in discussions				of the world?"
Science Spring 2	To speak clearly and confidently in a range of contexts	Confident delivery of short pre-prepared material	To explain ideas and events in chronological order	To adapt how they speak in different situations according to audience	Talk to understand and reason	Younger	Expert talk on how to grow plants
English Summer 1	To use gesture to support the delivery of ideas	To encourage everyone to contribute	To ask questions to find out more about a subject	To adapt how they speak in different situations according to audience	Gathering and sharing information	Expert/unfamiliar	Interviewing a cat expert
Maths Summer 2	To use gesture to support the delivery of ideas	To encourage everyone to contribute	To make connections between what has been said and their own and	To use newly learnt vocabulary in an appropriate way	Talk to structure and organise ideas	Peers	Role play – Follow and giving directions and instructions

			others' experiences				
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Year 3	Oracy Framework Skills				Oracy Outcome		
	Physical	Social & Emotional	Cognitive	Linguistic	Purpose	Audience	Outcome (context)
Autumn 1 Art	To experiment with adjusting tone, volume	To encourage everyone to contribute	To make connections between what has been said and their own and others' experiences	To use newly learnt vocabulary in an appropriate way	Talk to understand and reason	Peers	Review different examples of art and discuss artists choice of colours.
Autumn 2 History	To experiment with adjusting tone, volume	Listen actively, questioning and responding to others	To build on others' ideas in discussions	To use sentence stems to signal when they are building on or challenging others' ideas	Talk to organise and structure ideas	Older	Discuss similarities and differences between civilisations
Spring 1 English	To consider position and posture when	To speak with confidence in	To reflect on a performance and identify	To adapt how they speak in different	Talk to entertain	Large group	Share their retelling of the Night at the Museum

	addressing an audience	front of an audience	how to improve	situations according to audience			
Spring 2 PE	To experiment with adjusting tone, volume and pace for a younger audience	To adapt the content of their speech for a specific audience	To offer opinions that aren't their own	To begin to use specialist vocabulary relating to healthy lifestyles	Talk to influence	Younger	Talk to younger children about the importance of healthy and active lives
Summer 1 PSHE/IT	To consider position and posture when addressing an audience	To adapt the content of their speech for a specific audience	To be able to summarise a discussion	To begin to make precise language choices	Talk to give instructions	Familiar adult	Present best practice/key ideas on how to stay safe online
Summer 2 DT	To experiment with adjusting tone, volume and pace for peers	Listen actively, questioning and responding to others	To reach shared agreement in discussions	To begin to use specialist vocabulary	Talk to challenge	Small group	Discussion around whose pneumatic product best fits the design criteria

Year 4/5	Oracy Framework Skills				Oracy Outcome		
	Physical	Social & Emotional	Cognitive	Linguistic	Purpose	Audience	Outcome (context)
Reading Autumn 1	To consider how tone influences meaning	Listen actively, questioning and responding to others	To reach shared agreement in discussions	To begin to make precise language choices	Talk to reach a consensus/negotiate	Small group	Reach a consensus (consensus circles) - Greenwild class novel 'Big Ding' question <small>Do you think the Grim Reapers are real? What clues are there for your opinion?</small>
		To use more natural and subtle prompts for turn taking	To be able to give supporting evidence (from a text)	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk			
English Autumn 2	To consider how tone, and pace influence meaning	To use more natural and subtle prompts for turn taking	To reflect on discussions and identify how to improve	To be able to describe their own and others' talk	Talk to challenge	Peers and teacher in role	Debate about segregation laws in USA in 1950s –

	To consider how tone and pace influence meaning	To speak with flair and passion	To reflect on their own oracy skills and identify areas of strength/weakness	To carefully consider the words and phrasing they use to express ideas and how this supports the purpose of talk			To include reflection afterwards
Art Spring 1	To consider how tone, volume and pace influence meaning	To develop an awareness of audience	To reflect on discussions and identify how to improve	To begin to use specialist vocabulary	Talk to consolidate new language	Parents	Art gallery – based on David Hockney’s Mulholland Drive – explaining their method and techniques
		To speak with flair and passion	To reflect on their own oracy skills and identify areas of strength/weakness	To use specialist vocabulary when discussing a topic			

Geography Spring 2	To consider movement when addressing an audience	To develop an awareness of audience	To give supporting evidence (e.g geographical data)	To carefully consider the words and phrasing they use to express ideas and how this supports the purpose of talk	Talk to understand and reason	Older children	Tourism – synoptic task – How do tourists affect places?
	For body language to become increasingly natural	To speak with flair and passion	To identify when a discussion is going off topic and bring it back on track	To select specific vocabulary appropriate to the topic at hand			
Science Summer 1	To consider how tone, volume and pace influence meaning	To use more natural and subtle prompts for turn taking	To ask probing questions	To use specialist vocabulary when discussing a known topic	Talk to gather and share information	Expert	Visit to Heligan – Living Things and their Habitats

		Listening actively for extended periods of time	To ask probing questions	To select vocabulary appropriate to the topic at hand			questioning an expert about beavers
Computing Summer 2	To consider how tone, volume and pace influence meaning	To develop an awareness of audience	To be able to give supporting evidence – signposting the game correctly	To carefully consider the words and phrasing they use to express ideas and how this supports the purpose of talk	Talk to give instructions	Younger children	Design a game on Purple Mash and give instructions to younger children to play it.
	For body language to become increasingly natural	To speak with flair and passion	To identify when a discussion is going off topic and bring it back on track	To select vocabulary appropriate to the topic at hand			

Y5/6	Oracy Framework Skills				Oracy Outcome		
	Physical	Social & Emotional	Cognitive	Linguistic	Purpose	Audience	Outcome (context)
Science Autumn 1	For body language to become increasingly natural	To develop more natural and subtle prompts for turn taking	To ask probing questions	To use specialist vocabulary when discussing a known topic	Talk to problem solve	Peers	Answer: How does light travel? How can we change it?
	To adjust tone, volume and pace for a given purpose and audience	To speak with flair and passion	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives	To select specific vocabulary appropriate to the topic at hand			
History Autumn 2	For body language to become increasingly natural	To speak with flair and passion	To be able to give supporting evidence	To carefully consider the words and phrasing they use to express their ideas	Talk to challenge	Whole Class	Harkness discussion: Was Ceaser right for marching his troops into Rome even though it was

				and how this supports the purpose of talk			breaking the law?
	To adjust tone, volume and pace for a given purpose and audience	To develop an awareness of group dynamics and invite those who haven't spoken to contribute	To identify when a discussion is going off topic and to be able to bring it back on track	To use an increasingly sophisticated range of sentence stems with accuracy			
English Spring 1	To project their voice to a large audience	To speak with flair and passion	To reflect on their own oracy skills and identify areas of strength and areas to improve	To use vocabulary purposefully	Talk to entertain	Younger children	Read aloud own writing to a small audience
	To have a stage presence	To vary sentence structures and length for	To construct a detailed narrative	To select specific vocabulary appropriate to			

		effect when speaking		the topic at hand			
Geography Spring 2	For body language to become increasingly natural	Listen actively for extended periods of time	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives	To use an increasingly sophisticated range of sentence stems with accuracy	Talk to negotiate and reach consensus	Small group - peers	Consensus Circle: Which developments will we include on green island to help the economy without damaging the environment
	To adjust tone, volume and pace for a given purpose and audience	To develop an awareness of group dynamics and invite those who haven't spoken to contribute	To assess different view points and present counter arguments	To use sophisticated vocabulary appropriate to the context and purpose of talk			
Maths Summer 1	For body language to become increasingly natural	Listening actively for extended periods of time	To ask probing questions	To select vocabulary specific to the subject at hand	Talk to give instructions	Small group	Give instructions to a small group as to how to answer a multi-step word

	To adjust tone, volume and pace for a given purpose and audience	To be able to read a room of group and take action accordingly (E.g. if people look confused, stop and take questions)	To spontaneously respond to complex questions	To use sophisticated vocabulary appropriate to the context and purpose of talk			problem. Take/give feedback
PSHE Summer 2	To project their voice to a large audience	To speak with flair and passion	To identify when a discussion is going off topic and bring it back on track	To use an increasingly complex range of sentence stems with accuracy	Talk to organise and share	Families	Sharing their end of year achievements – what has made them proud about their journey, next steps they are looking forward to
	To have a stage presence	To use humour effectively	To acknowledge and explain changes of position	To be comfortable using idiom expressions			