

# LOSTWITHIEL SCHOOL ORACY CURRICULUM



2025-26

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At Lostwithiel Primary School, we believe that every pupil deserves not only to learn important knowledge and skills, but also to find, use and value their voice. Our curriculum is intentionally designed to empower all children to become confident speakers, active listeners and thoughtful communicators - across every subject, in all aspects of school life and as global global citizens. In partnership with the Voice 21 Oracy Framework, we commit to a curriculum where oracy is as visible and valued as reading, writing and mathematics.

	Year:	Objectives:	Outcome:		
			Purpose	Audience	Outcome
Autumn 1 – Physical Strand	N2	<ul style="list-style-type: none"> <li>To turn your body towards the speaker for an appropriate amount of time.</li> <li>To speak to be heard clearly by others.</li> </ul>	Speak to perform	Large group	Poetry Slam
	YR	<ul style="list-style-type: none"> <li>To use gesture to support meaning in play.</li> <li>To speak audibly so they can be heard and understood.</li> </ul>			
	Y1	<ul style="list-style-type: none"> <li>To use body language to show listening.</li> <li>To experiment with adjusting tone, volume and pace.</li> </ul>			
	Y2	<ul style="list-style-type: none"> <li>To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</li> <li>To speak clearly and confidently in a range of contexts.</li> </ul>			
	Y3	<ul style="list-style-type: none"> <li>To consider position and posture when addressing an audience.</li> <li>To experiment with adjusting tone, volume and pace for different audiences</li> </ul>			
	Y4	<ul style="list-style-type: none"> <li>To consider movement when addressing an audience.</li> <li>To consider how tone, volume and pace influence meaning.</li> </ul>			
	Y5	<ul style="list-style-type: none"> <li>For body language to become increasingly natural.</li> <li>To project their voice to a large audience.</li> </ul>			
	Y6	<ul style="list-style-type: none"> <li>To have a stage presence.</li> <li>To adjust tone, volume and pace for a given purpose and audience.</li> </ul>			

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Autumn 2 – Social and Emotional Strand	Year:	Objectives:	Outcome:		
			Purpose	Audience	Outcome
	N2	<ul style="list-style-type: none"> <li>To listen to others.</li> <li>To take turns to speak with the support of an adult.</li> </ul>	Speak to connect	Peers – large group	EY/KS1 – Discuss “What makes you happy?”  KS2 - Discuss “What do you do for your mental health?”
	YR	<ul style="list-style-type: none"> <li>To listen attentively in a pair or small group.</li> <li>To take turns to speak with a partner independently.</li> </ul>			
	Y1	<ul style="list-style-type: none"> <li>Listen carefully to others.</li> <li>To participate in group discussions independently of an adult.</li> </ul>			
	Y2	<ul style="list-style-type: none"> <li>To encourage everyone to contribute.</li> <li>To develop an awareness of audience, e.g. what might interest a certain group.</li> <li>Confident delivery of short pre- prepared material.</li> </ul>			
	Y3	<ul style="list-style-type: none"> <li>Listen actively, questioning and responding to others.</li> <li>To adapt the content of their speech for a specific audience.</li> <li>To speak with confidence in front of an audience.</li> </ul>			
	Y4	<ul style="list-style-type: none"> <li>To use more natural and subtle prompts for turn taking.</li> <li>To develop an awareness of audience.</li> <li>To consider the impact of their words on others when giving feedback.</li> </ul>			
	Y5	<ul style="list-style-type: none"> <li>Listening actively for extended periods of time.</li> <li>To speak with flair and passion.</li> </ul>			
	Y6	<ul style="list-style-type: none"> <li>To use humour effectively.</li> <li>To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions.</li> <li>To develop an awareness of group dynamics and invite those who haven’t spoken to contribute.</li> </ul>			

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	Year:	Objectives:	Outcome:		
			Purpose	Audience	Context
Spring 1 –Cognitive Strand	N2	<ul style="list-style-type: none"> <li>To use ‘and’ to link their ideas.</li> <li>To describe events currently happening and what might happen next.</li> </ul>	Generate ideas and opinions	Small group	Mystery object challenge
	YR	<ul style="list-style-type: none"> <li>To ask questions.</li> <li>To wonder about ideas.</li> <li>To use ‘because’ to develop their ideas.</li> </ul>			
	Y1	<ul style="list-style-type: none"> <li>To offer reasons for opinions.</li> <li>To explain ideas and events in chronological order.</li> </ul>			
	Y2	<ul style="list-style-type: none"> <li>To ask questions to find out more about a subject.</li> <li>To build on others’ ideas in discussions.</li> </ul>			
	Y3	<ul style="list-style-type: none"> <li>To offer opinions that aren’t their own.</li> <li>To reach shared agreement in discussions.</li> </ul>			
	Y4	<ul style="list-style-type: none"> <li>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</li> <li>To reflect on their own oracy skills and identify areas of strength and areas to improve.</li> </ul>			
	Y5	<ul style="list-style-type: none"> <li>To identify when a discussion is going off topic and to be able to bring it back on track.</li> </ul>			
	Y6	<ul style="list-style-type: none"> <li>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</li> <li>To acknowledge and explain changes of position.</li> </ul>			

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	Year:	Objectives:	Purpose:	Audience:	Context:
Spring 2 – Linguistic Strand	N2	<ul style="list-style-type: none"> <li>To use talk in play to practise new vocabulary.</li> </ul>	Talk to Instruct	Peers – small group	Give a clear set of instructions on how to recreate a picture
	YR	<ul style="list-style-type: none"> <li>To use talk in play to practise new vocabulary.</li> </ul>			
	Y1	<ul style="list-style-type: none"> <li>To use sentence stems to link to other’s ideas in group discussion (e.g. ‘I agree with... because ...’ ‘Linking to ...’)</li> <li>To use vocabulary specific to the topic at hand.</li> </ul>			
	Y2	<ul style="list-style-type: none"> <li>To use sentence stems to signal when they are building on or challenging others’ ideas.</li> <li>To use newly learnt vocabulary in an appropriate way.</li> </ul>			
	Y3	<ul style="list-style-type: none"> <li>To begin to use specialist vocabulary.</li> <li>To begin to make precise language choices (e.g. describing a cake as ‘delectable’ instead of ‘nice’).</li> </ul>			
	Y4	<ul style="list-style-type: none"> <li>To use specialist vocabulary when discussing a known topic.</li> </ul>			
	Y5	<ul style="list-style-type: none"> <li>To select specific vocabulary appropriate to the topic at hand.</li> </ul>			
	Y6	<ul style="list-style-type: none"> <li>To use sophisticated vocabulary appropriate to the context and purpose of talk</li> </ul>			

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	Year:	Objectives:	Purpose	Audience	Context
Summer 1 – Cognitive Strand	N2	<ul style="list-style-type: none"> <li>To begin to understand how and why questions.</li> </ul>	Talk to Challenge	Group of unfamiliar peers	Debate based on protected characteristics – “Should someone who is disabled be treated differently to someone else?”
	YR	<ul style="list-style-type: none"> <li>To ask questions</li> <li>To describe events that have happened to them in detail.</li> </ul>			
	Y1	<ul style="list-style-type: none"> <li>To consider the merits of different viewpoints.</li> <li>To disagree with someone else’s opinion politely.</li> </ul>			
	Y2	<ul style="list-style-type: none"> <li>To make connections between what has been said and their own and others’ experiences.</li> </ul>			
	Y3	<ul style="list-style-type: none"> <li>To reflect on discussions and identify how to improve.</li> <li>To be able to summarise a discussion.</li> </ul>			
	Y4	<ul style="list-style-type: none"> <li>To ask probing questions.</li> <li>To reflect on their own oracy skills and identify areas of strength and areas to improve.</li> </ul>			
	Y5	<ul style="list-style-type: none"> <li>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</li> </ul>			
	Y6	<ul style="list-style-type: none"> <li>To construct a detailed argument or complex narrative.</li> <li>To assess different viewpoints and present counter-arguments.</li> </ul>			

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Summer 1 – Linguistic Strand	Year:	Objectives:	Purpose:	Audience:	Context:
	N2	<ul style="list-style-type: none"> <li>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</li> </ul>	Talk to influence	Parents	Presentation 'If I could change the world in one way I would...'
	YR	<ul style="list-style-type: none"> <li>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</li> </ul>			
	Y1	<ul style="list-style-type: none"> <li>To take opportunities to try out new language.</li> <li>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</li> </ul>			
	Y2	<ul style="list-style-type: none"> <li>To adapt how they speak in different situations according to audience.</li> </ul>			
	Y3	<ul style="list-style-type: none"> <li>To begin to use specialist vocabulary.</li> <li>To be able to use specialist language to describe their own and others' talk.</li> </ul>			
	Y4	<ul style="list-style-type: none"> <li>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</li> </ul>			
	Y5	<ul style="list-style-type: none"> <li>To use an increasingly sophisticated range of sentence stems with accuracy.</li> </ul>			
	Y6	<ul style="list-style-type: none"> <li>To vary sentence structures and length for effect when speaking.</li> <li>To be comfortable using idiom and expressions.</li> <li>To use sophisticated vocabulary appropriate to the context and purpose of talk</li> </ul>			