



Welton St Mary's Church of England Primary Academy



Oracy Curriculum

'Reading and writing float on a sea of talk'

*'Oracy is to speaking, as literacy is to reading and writing,
and numeracy is to maths.'*

Oracy Intent

At Welton St Mary's we give all learners the opportunity to speak and be listened to. With talk at the heart of the curriculum, we are committed to building and embedding a culture of oracy; this being a mixture of learning *to* talk as well as learning *through* talk. Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. By teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them. We are part of the Voice 21 Oracy Programme, which supports us in creating an oracy-rich curriculum that enables pupils to be self-aware, build up their speaking and listening skills with different audiences and apply these in their lives beyond Welton St Mary's, developing a wave of successful adults.

Oracy Overview

This overview documents the explicit oracy lessons where the children will learn *to* talk and where they will learn *through* talk. Each year group will have 2 oracy-focussed writing units during the year. These are where the children will learn *to* talk and are highlighted in yellow. Each year group will have at least one more explicit oracy lesson per term where they will access the wider curriculum *through* talk. Oracy permeates many other parts of our curriculum such as Booktalk and Active English and the children will naturally receive additional opportunities to practise their oracy skills throughout the year. You can find the specific year group expectations that are being developed for each unit or lesson in coloured font. These are from the progression document further down.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
FS	<p>Scrapbooks: Sharing these with a friend and discussing content</p> <p><i>To listen to others.</i></p> <p><i>To take turns to speak.</i></p> <p><i>To describe events that have happened to them in detail.</i></p> <p>Home corner role play</p> <p><i>To use gesture to support meaning in play.</i></p> <p><i>To use talk in play to practice new vocabulary.</i></p>	<p>Bonfire Night discussions. Verbal instructions on how to make chocolate sparklers</p> <p><i>To speak audibly so they can be heard and understood.</i></p> <p><i>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</i></p> <p><i>To use 'because' to develop their ideas.</i></p> <p>Nativity</p> <p><i>To speak audibly so they can be heard and understood.</i></p>	<p>Explanation of how and why they made a London landmark</p> <p><i>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</i></p> <p><i>To use 'because' to develop their ideas.</i></p>	<p>Life cycle of a butterfly, using dual coding to talk the different stages</p> <p><i>To speak audibly so they can be heard and understood.</i></p>	<p>Talk for writing: Retelling the creation story</p> <p><i>To speak audibly so they can be heard and understood.</i></p> <p><i>To wonder about ideas.</i></p> <p>Asking Astronaut Andy questions when he visits.</p> <p><i>To ask questions.</i></p> <p><i>To listen to others.</i></p> <p>Dinosaur and space role play area</p> <p><i>To use gesture to support meaning in play.</i></p> <p><i>To use talk in play to practice new vocabulary.</i></p>	<p>Present a Summer safety poster to a group</p> <p><i>To listen to others.</i></p> <p><i>To take turns to speak.</i></p> <p><i>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</i></p>
Year 1	<p>Van Gogh art analysis and reflections</p> <p><i>To offer reasons for opinions.</i></p> <p><i>To disagree with someone else's opinion politely.</i></p> <p>Holiday books: Sharing their own experiences with a vocabulary focus</p> <p><i>To use vocabulary specific to the topic at hand.</i></p> <p><i>To use conjunctions to organise and</i></p>	<p>History: Florence Nightingale mystery</p> <p><i>Listen carefully to others.</i></p> <p><i>To participate in group discussions independently of an adult.</i></p> <p>Role play: Hospital</p> <p><i>To participate in group discussions independently of an adult.</i></p> <p><i>To take opportunities to try out new language.</i></p>	<p>Science: Using sentence stems to discuss waterproof materials</p> <p><i>To use vocabulary specific to the topic at hand.</i></p> <p><i>To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...').</i></p>	<p>Geography: Weather report of countries in the UK</p> <p><i>To use body language to express a point</i></p> <p><i>To experiment with adjusting tone, volume and pace.</i></p>	<p>RE: Explaining the 5 pillars to a group</p> <p><i>Listen carefully to others.</i></p> <p><i>To use vocabulary specific to the topic at hand.</i></p>	<p>PE: Sports Day commentary</p> <p><i>To offer reasons for opinions.</i></p> <p><i>To explain ideas and events in chronological order.</i></p> <p><i>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</i></p>

	<p><i>sequence ideas e.g. firstly, secondly, finally.</i></p>	<p>Nativity</p> <p><i>To experiment with adjusting tone, volume and pace.</i></p>				
Year 2	<p>Writing: Retelling Little Red Riding Hood (those off RWI)</p> <p><i>Confident delivery of short pre-prepared Material</i></p> <p><i>To speak clearly and confidently in a range of contexts</i></p> <p>Science: Living things and their habitat group presentation</p> <p><i>To develop an awareness of audience, e.g. what might interest a certain group.</i></p> <p><i>To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea or a diagram/object</i></p>	<p>Expressive dance in PE: Discussion and performance</p> <p><i>To make connections between what has been said and their own and others' experiences.</i></p> <p><i>To use sentence stems to signal when they are building on or challenging others' ideas.</i></p>	<p>Geography: Debate about changes to Lincoln over time</p> <p><i>To encourage everyone to contribute.</i></p> <p><i>To use sentence stems to signal when they are building on or challenging others' ideas.</i></p> <p><i>To speak clearly and confidently in a range of contexts.</i></p>	<p>Geography: How do humans use the rainforest? News report</p> <p><i>To adapt how they speak in different situations according to audience.</i></p> <p><i>Confident delivery of short pre-prepared material.</i></p>	<p>Writing: The Way Back Home recount</p> <p><i>To make connections between what has been said or read and their own and others' experiences.</i></p> <p>Computing: Unplugged lesson giving instructions</p> <p><i>To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</i></p>	<p>History: Role Play on the Space Race</p> <p><i>To adapt how they speak in different situations according to audience.</i></p> <p><i>To ask questions to find out more about a subject.</i></p>
Year 3	<p>Writing: Hot-seating characters from Escape from Pompeii to practise 1st person talk.</p> <p><i>Listen actively, questioning and responding to others</i></p> <p><i>To consider position and posture when addressing an audience.</i></p>	<p>Oracy Unit: News report</p> <p><i>To consider position and posture when addressing an audience.</i></p> <p><i>To experiment with adjusting tone, volume and pace for different audiences.</i></p> <p><i>To make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').</i></p> <p><i>To adapt the content of their speech for a specific audience (formal)</i></p> <p>Geography: Local study – Development of Welton discussion</p> <p><i>To be able to summarise a discussion.</i></p>	<p>Oracy Unit: Vlog</p> <p><i>To experiment with adjusting tone, volume and pace for different Audiences.</i></p> <p><i>To adapt the content of their speech for a specific audience. (informal)</i></p>	<p>History: Delivery of Roman Tour</p> <p><i>To speak with confidence in front of an audience.</i></p> <p><i>To experiment with adjusting tone, volume and pace for different audiences</i></p>	<p>RE: Debate statement: 'Why do Christians call 'Good Friday' Good Friday?'</p> <p><i>To offer opinions that aren't their own.</i></p> <p><i>To reflect on discussions and identify how to improve.</i></p> <p>DT: Working in groups to make a bag.</p> <p><i>To reach shared agreement in discussions.</i></p>	<p>Science: Lifecycle of a plant.</p> <p><i>To use specialist vocabulary</i></p> <p>History: Stone Age day – Visitors</p> <p><i>Listen actively, questioning and responding to others</i></p>

		<i>To reach shared agreement in discussions.</i>				
Year 4	<p>Varjak Paw English Unity – Chapter Summary of Chapters 1-5 (2, 6)</p> <p><i>To consider how tone, volume and pace influence meaning.</i></p> <p><i>To reflect on their own oracy skills and identify areas of strength and areas to improve.</i></p> <p>Science – Bright Ideas Starter Focus</p> <p><i>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</i></p>	<p>French – Doctor Role Play (2,5,7)</p> <p><i>To consider how tone, volume and pace influence meaning.</i></p> <p><i>To develop an awareness of audience.</i></p> <p>History – use of dual coding for the overview of the Kingdom of Benin</p> <p><i>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</i></p>	<p>French – Restaurant role play</p> <p><i>To use more natural and subtle prompts for turn taking</i></p> <p>History – explanation of the Door of No Return</p> <p><i>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</i></p> <p><i>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk</i></p>	<p>Music – Stop Bullying rap</p> <p><i>To consider movement when addressing an audience</i></p> <p><i>To develop an awareness of audience</i></p> <p>Rand Farm – Recount including a verbal account</p> <p><i>To develop an awareness of audience</i></p>	<p>English: Poetry</p> <p><i>To consider movement when addressing an audience</i></p> <p><i>To consider how tone, volume and pace influence meaning</i></p> <p><i>To develop an awareness of audience</i></p> <p>Geography: Field trip to Skegness and Horncastle (speaking to members of the public)</p> <p><i>To ask probing questions</i></p> <p><i>To use more natural and subtle prompts for turn taking</i></p> <p><i>To develop an awareness of audience</i></p>	<p>History: Chocolate presentations</p> <p><i>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk</i></p> <p><i>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</i></p> <p>Computing: PowerPoint presentations</p> <p><i>To ask probing questions</i></p>
Year 5	<p>Oracy unit: Performance Poetry</p> <p><i>For body language to become increasingly natural.</i></p> <p><i>To project their voice to a large audience.</i></p> <p>Science: Verbal explanation of the life cycle of a plant using images to support.</p> <p><i>To use an increasingly sophisticated range of sentence stems with accuracy.</i></p>	<p>History: Discussion and Hot Seating on the Role of Women in Egypt and Greece</p> <p><i>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</i></p>	<p>Computing: Presenting a PowerPoint to an audience</p> <p><i>To speak with flair and passion about a topic of their choice</i></p> <p><i>Listening actively for extended periods of time.</i></p> <p><i>For body language to become increasingly natural.</i></p>	<p>French: Directions Role Play</p> <p><i>To use an increasingly sophisticated range of sentence stems with accuracy.</i></p> <p><i>To project their voice to a large audience.</i></p>	<p>RE: Debate the statement: 'The best way to express your beliefs is by going to your place of worship'</p> <p><i>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</i></p> <p><i>To identify when a discussion is going off topic and to be able to bring it back on track.</i></p>	<p>Oracy Unit: Persuasive speech including debating – Should zoos be abolished?</p> <p><i>Listening actively for extended periods of time.</i></p> <p><i>To speak with flair and passion.</i></p> <p>PSHE end of unit discussion and agree top tips as a group: How can we support our mental and physical health?</p> <p><i>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</i></p> <p><i>To identify when a discussion is going off topic and to be able to bring it back on track.</i></p>
Year 6	<p>English: Dramatic Monologue</p> <p>History: Hot-Seating/Roleplay – Life of medieval farmer and his family</p> <p><i>To use humour effectively.</i></p> <p><i>To be comfortable using idiom and</i></p>	<p>Geography/Computing: PowerPoint Presentation on their chosen North American state/city</p> <p><i>To vary sentence structures and length for effect when speaking.</i></p>	<p>RE: Debate on whether Christianity and Science can coexist.</p> <p><i>To construct a detailed argument or complex narrative.</i></p> <p><i>To spontaneously respond to increasingly complex</i></p>	<p>Geography: Discussion in groups on the significance of waterways during World Wars, including whether precautions were necessary.</p> <p><i>To develop an awareness of group dynamics and invite those who haven't</i></p>	<p>English: Discussion Text Unit</p> <p><i>To assess different viewpoints and present counterarguments.</i></p> <p><i>To spontaneously respond to increasingly complex questions, citing</i></p>	<p>English: Discussion Text Unit Cont</p> <p><i>To assess different viewpoints and present counterarguments.</i></p> <p><i>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</i></p>

	<p><i>expressions.</i></p> <p>Science: Explanation of how the circulatory system works.</p> <p><i>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.</i></p>	<p>French: Roleplay about weather.</p> <p><i>To have a stage presence.</i></p>	<p><i>questions, citing evidence where appropriate.</i></p> <p>PE: Year 6s coaching a PE skill to a younger year group, e.g. different methods of accurately passing a ball in basketball.</p> <p><i>To adjust tone, volume and pace for a given purpose and audience.</i></p>	<p><i>spoken to contribute.</i></p>	<p><i>evidence where appropriate.</i></p> <p><i>To acknowledge and explain changes of position.</i></p> <p>DT: Verbal presentation of the effectiveness of their shelters after testing.</p> <p><i>To use humour effectively.</i></p> <p><i>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.</i></p>	<p><i>To acknowledge and explain changes of position.</i></p> <p>Drama/Music: End of Year 6 Production</p> <p><i>To develop a stage presence.</i></p> <p><i>To adjust tone, volume and pace for a given purpose and audience.</i></p>
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Core Strands Progression

Voice 21 sets out four strands of oracy - Physical, Linguistic, Cognitive and Social and Emotional. The 'physical' includes elements such as voice projection, using eye contact and gesture. 'Linguistic' involves using appropriate vocabulary and choosing the right language for different occasions. 'Cognitive' is about organising the content of your speech and 'social and emotional' includes working with others, taking turns and developing confidence in speaking.



Physical

RECEPTION (4-5 YEARS)

To use gesture to support meaning in play.

To speak audibly so they can be heard and understood.

YEAR 1 (5-6 YEARS)

To use body language to show listening.

To experiment with adjusting tone, volume and pace.

YEAR 2 (6-7 YEARS)

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.

YEAR 3 (7-8 YEARS)

To consider position and posture when addressing an audience.

To experiment with adjusting tone, volume and pace for different audiences.

YEAR 4 (8-9 YEARS)

To consider movement when addressing an audience.

To consider how tone, volume and pace influence meaning.

YEAR 5 (9-10 YEARS)

For body language to become increasingly natural.

To project their voice to a large audience.

YEAR 6 (10-11 YEARS)

To have a stage presence.

To adjust tone, volume and pace for a given purpose and audience.



Linguistic

RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)	YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
<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 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, secondly, finally.</p> <p>To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...').</p>	<p>To adapt how they speak in different situations according to audience.</p> <p>To use sentence stems to signal when they are building on or challenging others' ideas.</p>	<p>To use specialist vocabulary.</p> <p>To be able to use specialist language to describe their own and others' talk.</p> <p>To make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').</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 use an increasingly sophisticated range of sentence stems with accuracy.</p>	<p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions.</p>



Cognitive

RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)	YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
<p>To ask questions.</p> <p>To wonder about ideas.</p> <p>To use 'because' to develop their ideas.</p>	<p>To consider the merits of different viewpoints.</p> <p>To offer reasons for opinions.</p>	<p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p>	<p>To offer opinions that aren't their own.</p> <p>To reflect on discussions and identify how to</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different</p>	<p>To construct a detailed argument or complex narrative.</p> <p>To assess different viewpoints and</p>



Social & Emotional

RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)	YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
<p>To listen to others.</p> <p>To take turns to speak.</p>	<p>Listen carefully to others.</p> <p>To participate in group discussions independently of an adult.</p>	<p>To encourage everyone to contribute.</p> <p>To develop an awareness of audience, e.g. what might interest a certain group.</p> <p>Confident delivery of short pre-prepared material.</p>	<p>Listen actively, questioning and responding to others.</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>	<p>To use more natural and subtle prompts for turn taking.</p> <p>To develop an awareness of audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>	<p>Listening actively for extended periods of time.</p> <p>To speak with flair and passion.</p>	<p>To use humour effectively.</p> <p>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.</p> <p>To develop an awareness of group dynamics and invite those who haven't spoken to contribute.</p>

