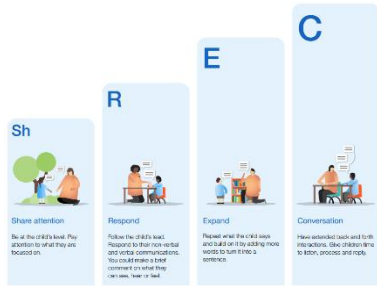


Haywood Village Academy Oracy Curriculum and Coverage Grid



Learning to Talk; Talking to Learn

Clear voices: be heard and understood

Language choices: use new/ambitious vocabulary

Engage with others: eyes, ears, body and ideas

Articulate in full sentences: use sentence stems

Respond and reason respectfully

EYFS – Pre-School

Physical	Linguistic	Cognitive	Social & Emotional
<ul style="list-style-type: none"> To turn your body towards the speaker for an appropriate amount of time. (E) To speak to be heard clearly by others. (C) 	<ul style="list-style-type: none"> To use familiar words with confidence. (C, L) To use some taught vocabulary to describe. (L) 	<ul style="list-style-type: none"> To begin to understand how and why questions. (E, R) To use 'and' to link their ideas. (L, A) To describe events currently happening and what might happen next. (L, A) 	<ul style="list-style-type: none"> To listen to others. (E) To take turns to speak with the support of an adult. (R)

EYFS - Reception

Physical	Linguistic	Cognitive	Social & Emotional
<ul style="list-style-type: none"> To use gesture to support meaning in play. (C) To speak audibly so they can be heard and understood. (C) 	<ul style="list-style-type: none"> To use talk in play to practice new vocabulary. (L) To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. (A) 	<ul style="list-style-type: none"> To ask questions. (E, R) To wonder about ideas. (E) To use 'because' to develop their ideas. (A) To describe events that have happened to them in detail. (L, A) 	<ul style="list-style-type: none"> To listen attentively in a pair or small group. (E) To take turns to speak with a partner independently. (R)

Year 1

Physical	Linguistic	Cognitive	Social & Emotional
<ul style="list-style-type: none"> To use body language to show listening. (E) To experiment with adjusting tone, volume and pace. (C) 	<ul style="list-style-type: none"> To use vocabulary specific to the topic at hand. (L) To take opportunities to try out new language. (L) To use conjunctions to organise and sequence ideas (A) To use sentence stems to link to other's ideas in group discussion (A) 	<ul style="list-style-type: none"> To consider the merits of different viewpoints. (E, R) To offer reasons for opinions. (E, R) To disagree with someone else's opinion politely. (E, R) To explain ideas and events in chronological order. (L, A) 	<ul style="list-style-type: none"> Listen carefully to others. (E, R) To participate in group discussions independently of an adult. (E, R)

Year 2

Physical	Linguistic	Cognitive	Social & Emotional
<ul style="list-style-type: none"> To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. (C, E) To speak clearly and confidently in a range of contexts. (C) 	<ul style="list-style-type: none"> To adapt how they speak in different situations according to audience. (L, R) To use sentence stems to signal when they are building on or challenging others' ideas. (A) To use newly learnt vocabulary in an appropriate way. (L) 	<ul style="list-style-type: none"> To ask questions to find out more about a subject. (E, R) To build on others' ideas in discussions. (R) To make connections between what has been said and their own and others' experiences. (E, R) 	<ul style="list-style-type: none"> To encourage everyone to contribute. (E, R) To develop an awareness of audience, e.g. what might interest a certain group. (E, R) Confident delivery of short pre-prepared material. (C, E)

Year 4

Physical	Linguistic	Cognitive	Social & Emotional
<ul style="list-style-type: none"> To consider movement when addressing an audience. (C, E) To consider how tone, volume and pace influence meaning. (C) 	<ul style="list-style-type: none"> To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. (L, A) To use specialist vocabulary when discussing a known topic. (L) 	<ul style="list-style-type: none"> To be able to give supporting evidence. (A, R) e.g. citing a text, a previous example or a historical event. To ask probing questions. (E, R) To reflect on their own oracy skills and identify areas of strength and areas to improve. (E, R) 	<ul style="list-style-type: none"> To use more natural and subtle prompts for turn taking. (R) To develop an awareness of audience. (C, R) To consider the impact of their words on others when giving feedback. (C, R)

Year 3

Physical	Linguistic	Cognitive	Social & Emotional
<ul style="list-style-type: none"> To consider position and posture when addressing an audience. (C, E) To experiment with adjusting tone, volume and pace for different audiences. (L) 	<ul style="list-style-type: none"> To begin to use specialist vocabulary. (L) To be able to use specialist language to describe their own and others' talk. (L) To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice'). (L) 	<ul style="list-style-type: none"> To offer opinions that aren't their own. (E, R) To reflect on discussions and identify how to improve. (E, R) To be able to summarise a discussion. (A) To reach shared agreement in discussions. (E, A, R) 	<ul style="list-style-type: none"> Listen actively, questioning and responding to others. (R) To adapt the content of their speech for a specific audience. (E, L) To speak with confidence in front of an audience. (C)

Year 5





Physical	Linguistic	Cognitive	Social & Emotional
<ul style="list-style-type: none"> For body language to become increasingly natural. (E) To project their voice to a large audience. (C) 	<ul style="list-style-type: none"> To use an increasingly sophisticated range of sentence stems with accuracy. (A) To select specific vocabulary appropriate to the topic at hand. (V) 	<ul style="list-style-type: none"> To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. (R, L) To identify when a discussion is going off topic and to be able to bring it back on track. (R) 	<ul style="list-style-type: none"> Listening actively for extended periods of time. (E, R) To speak with flair and passion. (C)

Year 6

Physical	Linguistic	Cognitive	Social & Emotional
<ul style="list-style-type: none"> To have a stage presence. (C) To adjust tone, volume and pace for a given purpose and audience. (C) 	<ul style="list-style-type: none"> To vary sentence structures and lengthen for effect when speaking. (A) To be comfortable using idiom and expressions. (L) To use sophisticated vocabulary appropriate to the context and purpose of talk. (L) 	<ul style="list-style-type: none"> To construct a detailed argument or complex narrative. (C) To assess different viewpoints and present counterarguments. (E, R) To spontaneously respond to questions, citing evidence where appropriate. (R) To acknowledge and explain changes of position. (E, R) 	<ul style="list-style-type: none"> To use humour effectively. (L) To be able to read a room or a group and act accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions. (E)

Oracy curriculum + coverage grid

EYFS – Pre-School

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>To turn your body towards the speaker for an appropriate amount of time. (E)</p> <p>To speak to be heard clearly by others. (C)</p>	<p>To use familiar words with confidence. (C, L)</p> <p>To use some taught vocabulary to describe. (L)</p>	<p>To begin to understand how and why questions. (E, R)</p> <p>To use 'and' to link their ideas. (L, A)</p> <p>To describe events currently happening and what might happen next. (L, A)</p>	<p>To listen to others. (E)</p> <p>To take turns to speak with the support of an adult. (R)</p>

Learning to Talk; Talking to Learn


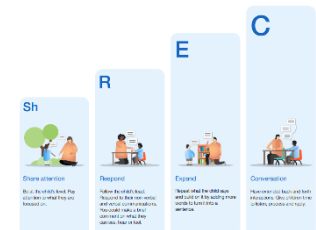
Clear voices: be heard and understood

Language choices: use new/ambitious vocabulary

Engage with others: eyes, ears, body and ideas

Articulate in full sentences: use sentence stems

Respond and reason respectfully

Sh Share attention
We'll do what you say. We'll listen to what you say.





R Respond
When you talk, I'll listen. I'll look at you and listen to what you say.

E Engage
I'll listen to what you say. I'll look at you and listen to what you say. I'll use my eyes, ears, body and ideas.

C Conversation
I'll listen to what you say. I'll look at you and listen to what you say. I'll use my eyes, ears, body and ideas. I'll use my words to talk.

Year Group	Oracy Skills				Oracy Outcome		
	Physical	Linguistic	Cognitive	Social and Emotional	Purpose	Audience	Outcome
P-S							
Term 1	To turn your body towards the speaker for an appropriate amount of time (E) To speak to be heard clearly by others (C)	To use familiar words with confidence (C, L)	To describe events currently happening and what might happen next. (L, A)	To listen to others (E)	Influence and give instructions	Familiar - Peers	Circle time – everyone expected to say one thing – show and tell
Term 2		To use familiar words with confidence (C, L) To use some taught vocabulary to describe (L)			Acquire new language Entertain	Familiar - Peers	Perform a poem to reception
Term 3	To turn your body towards the speaker for an appropriate amount of time (E)	To use familiar words with confidence (C, L)			Entertain	Familiar – Large group	Poetry performance in assembly
Term 4	To speak to be heard clearly by others (C)				Entertain	Familiar - Parents	Stay and play
Term 5		To use some taught vocabulary to describe (L)	To begin to understand how and why questions (E, R)		Gather and share information	Unfamiliar - Recorded	Radio recording – tooth brushing
Term 6	To speak to be heard clearly by others (C)	To use familiar words with confidence (C, L)	To use 'and' to link their ideas (L, A)	To take turns to speak with the support of an adult (R)	Gather and share information	Familiar - Parents	End of year showcase

EYFS - Reception

 Physical	 Linguistic	 Cognitive	 Social & Emotional
To use gesture to support meaning in play. (C) To speak audibly so they can be heard and understood. (C)	To use talk in play to practice new vocabulary. (L) To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. (A)	To ask questions. (E, R) To wonder about ideas. (E) To use 'because' to develop their ideas. (A) To describe events that have happened to them in detail. (L, A)	To listen attentively in a pair or small group. (E) To take turns to speak with a partner independently. (R)

Learning to Talk; Talking to Learn


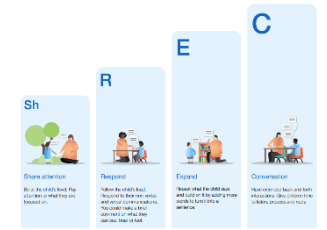
Clear voices: be heard and understood

Language choices: use new/ambitious vocabulary

Engage with others: eyes, ears, body and ideas

Articulate in full sentences: use sentence stems

Respond and reason respectfully

Sh Share attention: Be a listener. Pay attention to what the speaker is saying.

R Respond: Listen to what the speaker says and respond with words and actions that are related to what they are saying.





E Expand: Start with the sentence and add to it by adding more words.

C Conversation: Take turns to talk and listen. Encourage the children to talk and listen.

Year Group	Oracy Skills				Oracy Outcome		
	Physical	Linguistic	Cognitive	Social and Emotional	Purpose	Audience	Outcome
R							
Term 1	To use gesture to support meaning in play (C)	To join phrases with words such as 'if', 'because' 'so' 'could' 'but' (A)	To use 'because' to develop their ideas (A) To describe events that have happened to them in detail (L, A)		Give instructions/influence	Familiar - Peers	Children describing their learning environment in front of the class
Term 2	To speak audibly so they can be heard and understood (C)			To take turns to speak with a partner independently (R)	Entertain	Familiar and Unfamiliar – Large group, Live	Christmas Nativity
Term 3	To use gesture to support meaning in play (C)	To use talk in play to practice new vocabulary (L)			Acquire new language/entertain	Familiar - Parents	Perform poem to parents
Term 4			To ask questions (E, R) To wonder about ideas (E)	To listen attentively in a pair or small group (E)	Challenge/ Problem solve	Familiar – Peers, Small group	Re-telling a story to their reading buddies and asking questions.
Term 5	To join phrases with words such as 'if', 'because' 'so' 'could' 'but' (A)	To describe events that have happened to them in detail (L, A)	To take turns to speak with a partner independently (R)	Gather and share information Organise and structure ideas	Unfamiliar - Recorded		Radio recording introducing recorded performances to pupils
Term 6	To speak audibly so they can be heard and understood (C)		To wonder about ideas (E) To describe events that have happened to them in detail (L, A)		Gather and share information	Familiar – Large group, Live	Parents showcase

Oracy curriculum + coverage grid

Year 1

 Physical	 Linguistic	 Cognitive	 Social & Emotional
To use body language to show listening. (E) To experiment with adjusting tone, volume and pace. (C)	To use vocabulary specific to the topic at hand. (L) To take opportunities to try out new language. (L) To use conjunctions to organise and sequence ideas (A) To use sentence stems to link to other's ideas in group discussion (A)	To consider the merits of different viewpoints. (E, R) To offer reasons for opinions. (E, R) To disagree with someone else's opinion politely. (E, R) To explain ideas and events in chronological order. (L, A)	Listen carefully to others. (E, R) To participate in group discussions independently of an adult. (E,R)

Haywood Learning to Talk; Talking to Learn Haywood


Clear voices: be heard and understood

Language choices: use new/ambitious vocabulary

Engage with others: eyes, ears, body and ideas

Articulate in full sentences: use sentence stems

Respond and reason respectfully



Year Group	Oracy Skills				Oracy Outcome		
	Physical	Linguistic	Cognitive	Social and Emotional	Purpose	Audience	Outcome
1							
Term 1	Body language to show listening (E)	To take opportunities to try out new language (L)		Listen carefully to others (E,R)	Understand and reason	Familiar – Small group	Performing/roleplay innovated story – perform to peers
Term 2		To use sentence stems to link to other's ideas in group discussion (A)	To explain ideas and events in chronological order (L, A) To disagree with someone else's opinion politely. (E, R)	Listen carefully to others (E,R)	Give instructions Gather and share information	Familiar – Peers, Small group	Instructions to make a sandwich – perform to peers
Term 3	Body language to show listening (E)	To use vocabulary specific to the topic at hand (L)			Entertain	Unfamiliar - Recorded	To create and tell a weather report (radio)
Term 4	To experiment with adjusting tone, volume and pace (C)	To take opportunities to try out new language (L)		To participate in group discussions independently of an adult (E,R)	Entertain Organise and structure ideas	Familiar – Peers, Older	Performing innovated stories to reading buddies (The Lion who came to Lunch)
Term 5	To experiment with adjusting tone, volume and pace (C)	To use conjunctions to organise and sequence ideas (A)	To offer reasons for opinions (E,R)	To participate in group discussions independently of an adult (E,R)	Entertain Generate ideas and opinions Analyse and evaluate	Familiar and Unfamiliar – Large group, live	Class showcase Careers Day – interview adults across school
Term 6		To use conjunctions to organise and sequence ideas (A)	To consider the merits of different viewpoints (E,R)		Purpose Generate ideas and opinions	Familiar audience - Parents	Posting a letter of learning through year 1 - reading at home

Oracy curriculum + coverage grid

Year 2



Physical

To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. **(C, E)**

To speak clearly and confidently in a range of contexts. **(C)**



Linguistic

To adapt how they speak in different situations according to audience. **(L, R)**

To use sentence stems to signal when they are building on or challenging others' ideas. **(A)**

To use newly learnt vocabulary in an appropriate way. **(L)**



Cognitive

To ask questions to find out more about a subject. **(E, R)**

To build on others' ideas in discussions. **(R)**

To make connections between what has been said and their own and others' experiences. **(E, R)**



Social & Emotional

To encourage everyone to contribute. **(E, R)**

To develop an awareness of audience, e.g. what might interest a certain group. **(E, R)**

Confident delivery of short pre-prepared material. **(C, E)**

Learning to Talk; Talking to Learn

Clear voices: be heard and understood

Language choices: use new/ambitious vocabulary

Engage with others: eyes, ears, body and ideas





Articulate in full sentences: use sentence stems

Respond and reason respectfully

Year Group	Oracy Skills				Oracy Outcome		
2	Physical	Linguistic	Cognitive	Social and Emotional	Purpose	Audience	Outcome
Term 1	Use gestures to support the delivery of ideas (C,E)	To use newly learnt vocabulary in an appropriate way (L)		Confident delivery of short pre-prepared material (C,E)	To share poetry	Familiar – Large group	Perform 'Around Me' poem to reading buddies
Term 2		To use sentence stems to signal when they are building on or challenging others' ideas (A)	To ask questions to find out more about a subject (E,R)		To use historical vocabulary to discuss causes of the Great Fire of London	Familiar – Peers, Expert	Debate about the cause of The Great Fire of London
Term 3			To make connections between what has been said and their own and others' experiences (E,R)	Confident delivery of short pre-prepared material (C,E)	Gather and share information	Unfamiliar - Recorded	To perform their non-chronological report on the radio
Term 4	To speak clearly and confidently in a range of contexts (C)	To use newly learnt vocabulary in an appropriate way (L)		Confident delivery of short pre-prepared material (C,E)	Gather and share information To entertain	Familiar and Unfamiliar – Large group, Live	Class Showcase
Term 5		To adapt how they speak in different situations according to the audience (L,R)		To develop an awareness of audience (E,R)	To entertain	Unfamiliar - Older	To perform innovated losing tale to Care Home residents
Term 6	Use gestures to support the delivery of ideas (C,E)	To use sentence stems to signal when they are building on or challenging others' ideas (A)	To build on others' ideas in discussions (R)	To encourage everyone to contribute (E,R)	To challenge and influence	Familiar - Peers	Debate about the healthiest lunch

Oracy curriculum + coverage grid

Year 3

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>To consider position and posture when addressing an audience. (C,E)</p> <p>To experiment with adjusting tone, volume and pace for different audiences. (L)</p>	<p>To begin to use specialist vocabulary. (L)</p> <p>To be able to use specialist language to describe their own and others' talk. (L)</p> <p>To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice'). (L)</p>	<p>To offer opinions that aren't their own. (E,R)</p> <p>To reflect on discussions and identify how to improve. (E, R)</p> <p>To be able to summarise a discussion. (A)</p> <p>To reach shared agreement in discussions. (E, A, R)</p>	<p>Listen actively, questioning and responding to others. (R)</p> <p>To adapt the content of their speech for a specific audience. (E, L)</p> <p>To speak with confidence in front of an audience. (C)</p>

Haywood High Academy Learning to Talk; Talking to Learn Haywood High Academy


Clear voices: be heard and understood

Language choices: use new/ambitious vocabulary

Engage with others: eyes, ears, body and ideas

Articulate in full sentences: use sentence stems

Respond and reason respectfully



Year Group	Oracy Skills				Oracy Outcome		
3	Physical	Linguistic	Cognitive	Social and Emotional	Purpose	Audience	Outcome
Term 1	To consider position and posture when addressing an audience (C,E)		To offer opinions that aren't their own (E,R)	Listen actively, questioning and responding to others (R)	Gather and share information	Recorded – Unfamiliar peers	Radio To present a news article on the radio
Term 2		To begin to use specialist vocabulary (L)		To adapt the content of their speech for a specific audience (E,L)	Give instructions	Unfamiliar younger year group	Lesson To teach Year 1 pupils how magnets work.
Term 3	To consider position and posture when addressing an audience (C,E)	To be able to use specialist language to describe their own and others' talk (L)	To reach shared agreement in discussions (E,A,R) To be able to summarise a discussion (A)	Listen actively, questioning and responding to others (R)	Reach consensus/negotiate	Familiar peers - Small groups to class	Group discussion Should HVA be moved to the Mediterranean?
Term 4	To experiment with adjusting tone, volume and pace for different audiences (L)		To reflect on discussions and identify how to improve (E,R)	To speak with confidence in front of an audience (C)	Entertain	Familiar adults - Parents	Columbus trial Mock courtroom exploring perspectives of Columbus from natives and Europeans
Term 5	To consider position and posture when addressing an audience (C,E)	To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice') (L)		To adapt the content of their speech for a specific audience (E,L)	Entertain and use new vocabulary	Familiar and Unfamiliar – Large group, Live Peers- Younger, small group	Class showcase
Term 6		To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice') (L)	To offer opinions that aren't their own (E,R)		Generate ideas and opinions Influence, organise and structure ideas	Unfamiliar - Recorded Expert	Art Gallery (VIVA) Individual presentations to a wide audience Training plan Present a training plan to an expert

Oracy curriculum + coverage grid

Year 4



Physical

To consider movement when addressing an audience. **(C, E)**

To consider how tone, volume and pace influence meaning. **(C)**



Linguistic

To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. **(L, A)**

To use specialist vocabulary when discussing a known topic. **(L)**



Cognitive

To be able to give supporting evidence. **(A, R)**
e.g. citing a text, a previous example or a historical event.

To ask probing questions. **(E, R)**

To reflect on their own oracy skills and identify areas of strength and areas to improve. **(E, R)**



Social & Emotional

To use more natural and subtle prompts for turn taking. **(R)**

To develop an awareness of audience. **(C, R)**

To consider the impact of their words on others when giving feedback. **(C, R)**

Learning to Talk; Talking to Learn

Clear voices: be heard and understood

Language choices: use new/ambitious vocabulary





Engage with others: eyes, ears, body and ideas

Articulate in full sentences: use sentence stems

Respond and reason respectfully

Year Group	Oracy Skills				Oracy Outcome		
	Physical	Linguistic	Cognitive	Social and Emotional	Purpose	Audience	Outcome
4							
Term 1		To use specialist vocabulary when discussing a known topic (L)	To reflect on their own oracy skills and identify areas of strength and areas to improve (E,R)	To use more natural and subtle prompts for turn taking (R)	Acquire new language Generate ideas and opinions.	Peers	Black History Month Clearly articulate the aims of Black History Month and discuss topics in detail as a class.
Term 2		To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk (L,A)	To ask probing questions (E,R)	To consider the impact of their words on others when giving feedback (C,R)	Organise and structure ideas.	Large group Local community	Hosting a Community Performance Formal presentation of a local theatre group.
Term 3			To reflect on their own oracy skills and identify areas of strength and areas to improve (E,R)	To develop an awareness of audience (C,R)	Entertain	Unfamiliar and Unfamiliar – Large group, Live	Showcase to Parents Formal presentation. Children present their learning to their families.
Term 4	To consider movement when addressing an audience (C,E) To consider how tone, volume and pace influence meaning (C)	To use specialist vocabulary when discussing a known topic (L)		To develop an awareness of audience (C,R)	Entertain	Unfamiliar – Peers, Younger and Older	Poetry Performance Use voices and bodies to perform poetry to an audience.
Term 5	To consider how tone, volume and pace influence meaning (C)	To use specialist vocabulary when discussing a known topic (L)	To be able to give supporting evidence (A,R)	To develop an awareness of audience (C,R)	Gather and share information Entertain	Unfamiliar - Local community	Sharing Stories with a Local Care Home Visiting a local care home for conversation and sharing a story from writing.
Term 6		To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk (L,A)	To be able to give supporting evidence (A,R)		Reach consensus/negotiate Organise and structure ideas	Unfamiliar - Recorded	Sports Day Commentary Share information about sports day.

Year 5

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>For body language to become increasingly natural. (E)</p> <p>To project their voice to a large audience. (C)</p>	<p>To use an increasingly sophisticated range of sentence stems with accuracy. (A)</p> <p>To select specific vocabulary appropriate to the topic at hand. (V)</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. (R, L)</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track. (R)</p>	<p>Listening actively for extended periods of time. (E, R)</p> <p>To speak with flair and passion. (C)</p>


Haywood Learning to Talk; Talking to Learn Haywood

Clear voices: be heard and understood

Language choices: use new/ambitious vocabulary

Engage with others: eyes, ears, body and ideas





Articulate in full sentences: use sentence stems

Respond and reason respectfully 

Year Group	Oracy Skills				Oracy Outcome		
5	Physical	Linguistic	Cognitive	Social and Emotional	Purpose	Audience	Outcome
Term 1	For body language to become increasingly natural (E) To project their voice to a large audience (C)			Listening actively for extended periods of time (E,R)	Gather and share information	Familiar and Unfamiliar – Large group, Live	Showcase Share the children's learning to parents in a showcase
Term 2	To project their voice to a large audience (C)	To select specific vocabulary appropriate to the topic at hand (V)	To identify when a discussion is going off topic and to be able to bring it back on track (R)		Generate ideas and opinions	Familiar – Peers, Expert +Linking schools – Unfamiliar, Peer	Group discussion Children to debate and discuss which job in Egyptian civilization was the most important
Term 3		To use an increasingly sophisticated range of sentence stems with accuracy (A)	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives (R,L)	To speak with flair and passion (C)	Influence and structure ideas	Unfamiliar - Recorded	Persuasion Dragon's Den pitch on renewable energy to local expert(s)
Term 4	For body language to become increasingly natural (E) To project their voice to a large audience (C)	To use an increasingly sophisticated range of sentence stems with accuracy (A)			Gather and share information	Unfamiliar – Younger, Expert	Teach younger children about the effects of air resistance
Term 5	For body language to become increasingly natural (E)			To speak with flair and passion (C)	To entertain	Familiar – Younger, Expert	Read a story in French to their reading buddies
Term 6		To use an increasingly sophisticated range of sentence stems with accuracy (A) To select specific vocabulary appropriate to the topic at hand (V)		Listening actively for extended periods of time (E,R) To speak with flair and passion (C)	Organise and structure ideas	Familiar – Peers +Linking schools – Unfamiliar, Peer	Panel discussion on the art in the Art Showcase

Oracy curriculum + coverage grid

Year 6

 Physical	 Linguistic	 Cognitive	 Social & Emotional
To have a stage presence. (C) To adjust tone, volume and pace for a given purpose and audience. (C)	To vary sentence structures and lengthen for effect when speaking. (A) To be comfortable using idiom and expressions. (L) To use sophisticated vocabulary appropriate to the context and purpose of talk. (L)	To construct a detailed argument or complex narrative. (C) To assess different viewpoints and present counterarguments. (E, R) To spontaneously respond to questions, citing evidence where appropriate. (R) To acknowledge and explain changes of position. (E, R)	To use humour effectively. (L) To be able to read a room or a group and act accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions. (E)

Haywood High Academy Learning to Talk; Talking to Learn Haywood High Academy


Clear voices: be heard and understood

Language choices: use new/ambitious vocabulary

Engage with others: eyes, ears, body and ideas

Articulate in full sentences: use sentence stems

Respond and reason respectfully



Year Group	Oracy Skills				Oracy Outcome		
6	Physical	Linguistic	Cognitive	Social and Emotional	Purpose	Audience	Outcome
Term 1	To adjust tone, volume and pace for a given purpose and audience (C)	To be comfortable using idiom and expressions (L)	To construct a complex narrative (C)	To use humour effectively (L)	Entertain Gather and share new information	Unfamiliar – Recorded, Expert	Radio Ancient Greek podcast
Term 2		To vary sentence structures and lengthen for effect when speaking (A)	To spontaneously respond to questions (R) To assess different viewpoints and present counterarguments (E,R)	To be able to read a room or a group and act accordingly (E)	Challenge Influence	Familiar – Peers +Showcase	Courtroom-style debate Based on three little pigs and the big bad wolf-who is more guilty of a crime?
Term 3	To adjust tone, volume and pace for a given purpose and audience (C)	To use sophisticated vocabulary appropriate to the context and purpose of talk. (L)			Gather and share new information	Unfamiliar – Recorded, Expert	News report Present a group news report about a recent volcanic eruption
Term 4		To use sophisticated vocabulary appropriate to the context and purpose of talk (L)	To spontaneously respond to questions (R)	To be able to read a room or a group and act accordingly (E)	Analyse and evaluate Problem-solve	Familiar – Peers +Mini Police presentation – Familiar, Large group	Group discussion Evaluate whether all the roles of the organs are equally important.
Term 5	To adjust tone, volume and pace for a given purpose and audience (C)	To use sophisticated vocabulary appropriate to the context and purpose of talk (L)			Acquire new language	Younger children	Read a story in French to their reading buddies
Term 6	To have a stage presence (C)		To acknowledge and explain changes of position (E,R)	To use humour effectively (L)	Entertain Organise and structure ideas	Live	School play