

Alexandra Park Oracy Curriculum

Oracy is an **expectation** throughout all areas of our school life, with quality speaking & listening opportunities discreetly planned for in each curriculum area, as well as further talk points throughout the school day (such as talk assemblies and class forums).

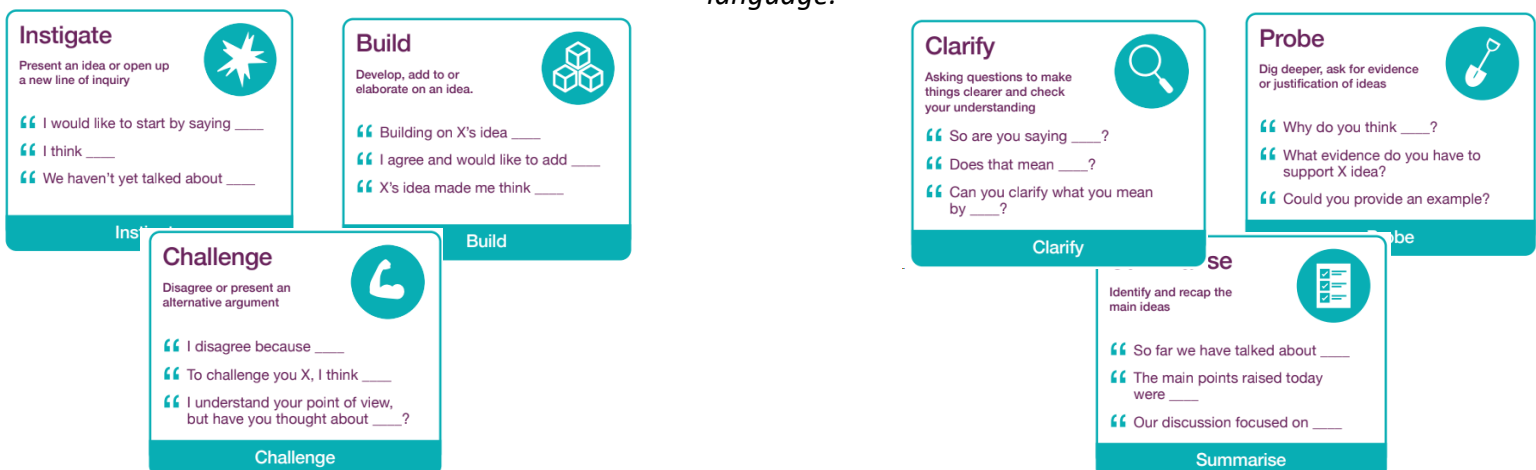
Oracy is the **bedrock** of our teaching practice: in every lesson, children are given structured, purposeful opportunities to consider their personal response (**nesting**) before sharing with others through a variety of **groupings**, including talk partners, talk trios and whole class discussions.



Every classroom uses the **Oracy Framework** to help consider the necessary skills required for quality oracy – this is evidenced through an interactive display within all classrooms and the use of symbols on lesson flipcharts. In Y5, children progress to a more complex framework, allowing them to further build their understanding.



Talk Tactics are introduced incrementally from Y2 onwards, providing children with sentence stems to explore different ways to contribute to a discussion – this is evidenced through manipulatives for children in Y3 and 4 and the use of symbols on lesson flipcharts. As children become more confident with using the Talk Tactics, manipulatives and specific sentence stems are removed, allowing the children to apply learnt techniques within their own unique language.



Using Voice 21's Curriculum Planning Tool, we have sequenced skills across the four strands of the oracy framework, planning them in to where they will best support learning through talk in the wider curriculum. These skills form each year group's **oracy focuses** across the term. They will be explicitly taught and explored during Tuesday class forum sessions, and then use of these skills is planned into lessons across the curriculum.

Oracy is the **lifeblood** of our curriculum, and so in every lesson you will find the children deliberately employing their speaking and listening skills. Dialogic talk forms the backbone of our lessons, and purposeful opportunities for presentational talk are planned to build the children's confidence speaking for a range of contexts and audiences. Each term, we have identified a **big talk opportunity** (usually a COLA), which is a purposeful chance for the children to exhibit their oracy skills, including some specific statements from that term.

Nursery

Physical	Linguistic	Cognitive	Social & Emotional
To give attention by turning body towards the speaker To speak to be heard clearly by others	To use familiar words with confidence To use some taught vocabulary to describe To choose words to explore and share their own ideas	To begin to understand and ask how and why questions To use 'and' to link their ideas To describe events currently happening and what might happen next	To listen and respond to others, e.g. through action or comment To take turns to speak with the support of an adult

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Physical	Linguistic	Cognitive	Social & Emotional
To use gesture to support meaning in play To speak audibly so they can be heard	To use talk in play to practice new or recently introduced vocabulary To join phrases with words such as 'if', 'because', 'so', 'could' and 'but' To choose language to discuss ideas and feelings	To begin to comment on what others have said To wonder about ideas To use 'because' to develop and extend their ideas To describe events that have happened to them in detail	To listen attentively in a pair or small group, e.g. participate in a back and forth exchange To take turns to speak with a partner independently

Year 1

Term	Physical	Linguistic	Cognitive	Social & Emotional	Big talk opportunity
Autumn	To use body language to show listening	To use conjunctions to organise and sequence ideas e.g firstly, secondly, finally	To ask a question when they haven't understood To consider the merits of different viewpoints	To listen carefully to others	Subject: Writing Context: Spoken sequence of events from a character's perspective Audience: Talk partners Purpose: To entertain
Spring		To use sentence stems to link to other's ideas in group discussions – agree with/because To take opportunities to try out new language	To explain ideas and events in chronological order	To participate in group discussions independently of an adult	Subject: History Context: Present findings about school in the past using a timeline. Audience: Other Year 1 class. Purpose: To inform
Summer	To experiment with adjusting tone, volume and pace	To use vocabulary specific to the topic at hand	To disagree with someone else's opinion politely To offer reasons for opinion		Subject: DT Context: Performance of a puppet show (product made in DT). Audience: Other class members Purpose: To entertain

Year 2

Term	Physical	Linguistic	Cognitive	Social & Emotional	Big talk opportunity
Autumn	To speak clearly and confidently in a range of contexts	To use newly learnt vocabulary in an appropriate way	To ask questions to find out more about a subject	Confident delivery of short pre-prepared material	Subject: Art Context: Walking gallery discussing their peer's work Audience: peers Purpose: To appraise
Spring	To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea	To use sentence stems to signal when they are building on or challenging others' ideas	To build on others' ideas in discussions	To encourage everyone to contribute	Subject: Beliefs and Values Context: Presentation comparing different religious festivals

					Audience: Parents on Seesaw Purpose: To inform
Summer		To adapt how they speak in different situations according to the audience	To make connections between what has been said and their own and others' experiences	To develop an awareness of audience e.g. what might interest a certain group	Subject: Geography Context: Advert for visiting coastal town Audience: Year 3 Purpose: to persuade

Year 3

Term	Physical	Linguistic	Cognitive	Social & Emotional	Big talk opportunity
Autumn	To experiment with adjusting tone, volume and pace for different audiences	To begin to use specialist vocabulary	To be able to summarise a discussion	To adapt the content of their speech for a specific audience	Subject: History Context: Presentation on how Britain changed from Paleolithic to Iron Age using timeline Audience: Year 4 Purpose: To inform
Spring	To consider position and posture when addressing an audience	To be able to use specialist language to describe their own and others talk	To reflect on discussions and identify how to improve	To speak with confidence in front of an audience	Subject: Writing Context: Spoken diary entries based on class text Audience: Class assembly for parents Purpose: To entertain
Summer		To begin to make precise language choices	To offer opinions that aren't their own To reach shared agreement in discussions	Listen actively, questioning and responding to others	Subject: Geography Context: Planning an Antarctic group expedition Audience: Small group of peers Purpose: To problem-solve and compromise

Year 4

Term	Physical	Linguistic	Cognitive	Social & Emotional	Big talk opportunity
Autumn	To consider how tone, volume and pace influence meaning	To use specialist vocabulary when discussing a known topic	To reflect on their own oracy skills and identify areas of strength and areas to improve	To consider the impact of their words on others when giving feedback	Subject: Writing Context: Spoken letter asking the chairs to come back Audience: Class (+ the chairs!) Purpose: To influence
Spring	To consider movement when addressing an audience		To be able to give supporting evidence, eg. citing a text, a previous example or a historical event	To develop an awareness of audience	Subject: Beliefs & Values Context: Presentation on major life events from different religions Audience: Year 3 Purpose: To inform
Summer		To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk	To ask probing questions	To use more natural and subtle prompts for turn taking	Subject: Geography Context: Debate about living near volcanoes Audience: Peers from across year group Purpose: To challenge

Year 5

Term	Physical	Linguistic	Cognitive	Social & Emotional	Big talk opportunity
Autumn	To project their voice to a large audience		To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives	To listen actively for extended periods of time	Subject: Geography/Science Context: Persuasive spoken letter for Call to Earth Day Audience: Whole year groups in the hall Purpose: To inform and instruct
Spring	For body language to become	To use an increasingly sophisticated range of	To identify when the discussion is going off-		Subject: History Context: Debate around the importance of

	increasingly natural	sentence stems with accuracy	topic and to be able to bring it back on track		keeping ancient traditions alive Audience: Within class Purpose: To influence and challenge
Summer		To select specific vocabulary appropriate to the topic at hand		To speak with flair and passion	Subject: Writing Context: Video advert for the Alex Park Oscars Audience: Classes across school Purpose: To entertain and inform

Year 6

Term	Physical	Linguistic	Cognitive	Social & Emotional	Big talk opportunity
Autumn		To vary sentence structures and length for effect when speaking	To assess different viewpoints and present counter-arguments To acknowledge and explain changes of position	To be able to read a room or a group and take action accordingly (eg. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions)	Subject: Writing Context: Town Hall meeting discussing what should be done with The Savage Audience: Peers across the year group Purpose: To challenge and compromise
Spring	To adjust tone, volume and pace for a given purpose and audience	To use sophisticated vocabulary appropriate to the context and purpose of talk	To construct a detailed argument or complex narrative	To develop an awareness of group dynamics and invite those who haven't spoken to contribute	Subject: History Context: Recruitment speech in the style of Lord Kitchener Audience: Green screen video to be shared with families and on school website Purpose: To influence
Summer	To have a stage presence	To be comfortable using idiom and expressions	To spontaneously respond to increasingly complex questions,	To use humour effectively	Subject: PSHE (transition & reflection) Context: Letter to my younger self

			citing evidence where appropriate		Audience: Those present at leavers assemblies and/or production Purpose: To share and entertain
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Further Big Talk Opportunities:

- Nativities (EYFS, KS1)
***Audience:** Performance for invited family and friends*
***Purpose:** To entertain*
- Poetry by Heart competition
***Audience:** Panel of judges in audition process, videoed entry of winners submitted into PBH competition*
***Purpose:** To entertain*
- Performance of dramatic excerpts from *Oliver* (Y5)
***Audience:** Performance for invited family and friends after school*
***Purpose:** To entertain*
- Alexandra Park Oscars (Y5)
***Audience:** Performances at local high school in front of entire key stages*
***Purpose:** To entertain*
- Magistrates in the Community (Y6)
***Audience:** Mock trial with classmates and visiting magistrates*
***Purpose:** To connect and analyse*
- End-of-year production (Y6)
***Audience:** Dress rehearsal for whole school, performances for invited family and friends*
***Purpose:** To entertain*
- Business project (Y6)
***Audience:** Selling to children and staff from across school during lunchtimes, with invited family and friends plus visiting business owner on Market Day*
***Purpose:** To connect and influence*