



BERKELEY PRIMARY SCHOOL

Oracy Medium Term Plan



Our Oracy curriculum is based on the Voice 21 Curriculum Design for Reception to Year 6. The oracy knowledge will be taught explicitly within English oracy lessons and opportunities to practice and hone this knowledge will be taken in all curriculum subjects and throughout the school day. We have planned explicit outcomes in Science, History and Geography.

N	Development Matters 3&4 year olds will be learning to: (Communication and Language) - use a wider range of vocabulary (extend children's vocab, explaining unfamiliar words and concepts, include words and concepts which occur frequently in books and other contexts but are not used every day by many young children). - understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - start a conversation with an adult or a friend and continue it for many turns. - use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."		
	Science – This is me (Autumn 1) ACQUIRE NEW LANGUAGE – draw self and discuss body parts Audience: familiar adult and small group Oracy skills: -speak clearly -refer to photo or object -use longer sentences of 2-3 words -ask and respond to simple 'why' questions Subject specific skills: -use some vocabulary related to body parts	Geography – Winter Spring (Spring) INFORM – tell about different occupations related to geography (e.g. a farmer, travel agent, coast guard, driver) Audience: familiar adult and small group Oracy skills: -speak clearly and experiment with volume -refer to photos -use longer sentences of 3-5 words -use wider range of vocab -develop pronunciation -continue a conversation for many turns Subject specific skills: -use occupation related vocab in their play	History – Creepy Crawlies (Summer 1) RETELL – a memory from a photo or object Audience: familiar adult and small group Oracy skills: -speak clearly with appropriate volume -refer to photo or object -use longer sentences of 5-6 words -use wider range of vocab -develop pronunciation Subject specific skills: -use everyday language related to time



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R	Physical	Linguistic	Cognitive	Social and Emotional
	-use gesture to support meaning in play -speak audibly so they can be heard and understood	-use talk in play to practice new vocabulary -join phrases with words such as 'if', 'because' 'so' 'could' 'but'	-ask questions -wonder about ideas -use 'because' to develop ideas -describe events that have happened to them in detail	-listen to others -take turns to speak
	Science – Seasonal Changes (Aut 2) PROBLEM SOLVING – create outfits for different weather and explain their choices Audience: trios and familiar adult Oracy skills: -consider how volume is used in a group -take turns to speak -use 'and' as a conjunction Subject specific skills: -use seasonal vocabulary -justify clothing options with seasonal evidence	History – Let it grow (Spring 2) RETELL – things that have happened in their recent past using photos and objects Audience: familiar adult Oracy skills: -speak loudly and clearly to be easily understood by others -use 'because' as a conjunction to develop ideas and explanations Subject specific skills: -use ordering vocab to structure retelling (first, next, then, etc) -describe events in chronological order	Geography – Around the world and beyond (Sum 2) INFORM – explain why life in the African Savannah is different to life in England Audience: familiar adults and peers Oracy skills: -speak audibly so they can be heard and understood -join phrases with words such as 'if', 'because' 'so' 'could' 'but' -take turns to speak Subject specific skills: -wonder about ideas related to the African Savannah (i.e. "I see, I think, I wonder" – "I see grass, I think the weather is hot, I wonder why the grass isn't green") -use vocab related to the African Savannah	
	Early Learning Goal 2021 (Communication and Language) ELG: Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			



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Y1	Physical	Linguistic	Cognitive	Social and Emotional
	-use body language to show listening -experiment with adjusting tone, volume and pace	-use vocabulary specific to the topic at hand -take opportunities to try out new language -use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally -use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...')	-consider the merits of different viewpoints -offer reasons for opinions -disagree with someone else's opinion politely -explain ideas and events in chronological order -ask a question when they haven't understood	-listen carefully to others -participate in group discussions independently of an adult
	Geography – Blue Planet (Autumn) GIVE OPINION – tell someone what they think is the biggest danger to ocean creatures and why Audience: Peers and familiar adult Oracy skills: -consider the merits of different viewpoints -offer reasons for opinions -ask a question when they haven't understood -listen carefully to others Subject specific skills: -use vocabulary specific to the ocean topic -take opportunities to try out new language about the ocean and threats -use sentence stems to explain why something is a threat to the ocean	Science – Everyday materials (Spring) CHALLENGE – concept cartoon on best material for an umbrella Audience: peers Oracy skills: -use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...') -participate in group discussions independently of an adult Subject specific skills: -disagree with someone else's opinion politely using scientific understanding -justify material choices using scientific knowledge	History – Explorers (Summer) INFORM – museum exhibition (tour guide style delivery) Audience: parents / grandparents (in Inspire) Oracy skills: -show careful listening, using body language as proof of listening -use a loud, clear voice and appropriate pace Subject specific skills: -use ambitious vocab to explain significance of explorers -explain ideas and opinions using chronological order to support this	



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Y2	<table><tr><th>Physical</th><th>Linguistic</th><th>Cognitive</th><th>Social and Emotional</th></tr><tr><td>-use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea -speak clearly and confidently in a range of contexts</td><td>-adapt how they speak in different situations according to audience -use sentence stems to signal when they are building on or challenging others' ideas</td><td>-ask questions to find out more about a subject -build on others' ideas in discussions -make connections between what has been said and their own and others' experiences</td><td>-encourage everyone to contribute -develop an awareness of audience, e.g. what might interest a certain group -confident delivery of short pre-prepared material</td></tr></table>	Physical	Linguistic	Cognitive	Social and Emotional	-use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea -speak clearly and confidently in a range of contexts	-adapt how they speak in different situations according to audience -use sentence stems to signal when they are building on or challenging others' ideas	-ask questions to find out more about a subject -build on others' ideas in discussions -make connections between what has been said and their own and others' experiences	-encourage everyone to contribute -develop an awareness of audience, e.g. what might interest a certain group -confident delivery of short pre-prepared material
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Y3	Physical	Linguistic	Cognitive	Social and Emotional
	-consider position and posture when addressing an audience -experiment with adjusting tone, volume and pace for different audiences	-use specialist vocabulary -use specialist language to describe their own and others' talk -make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice')	-offer opinions that aren't their own -reflect on discussions and identify how to improve -summarise a discussion -reach shared agreement in discussions	-listen actively, questioning and responding to others -adapt the content of their speech for a specific audience -speak with confidence in front of an audience
	Science – Animals, including humans (Autumn) INSTRUCTIONS – How to prepare a healthy eating plate of good food (and film for feedback) Audience: Pairs to pairs (peers) Oracy skills: --consider position and posture when addressing an audience -make precise language choices -reflect on discussions and identify how to improve -adapt the content of their speech for a specific audience Subject specific skills: -use specialist science vocabulary relating to nutrition and food groups	Geography – What makes the earth angry (Spring) INFORM – two class assemblies on enquiry questions 'Why are some places more likely to experience earthquakes?' and 'Why would you live near a volcano?' (half class on one) Audience: Larger group, older peers – Year 4 and parents Oracy skills: -consider position and posture when addressing an audience -experiment with adjusting tone, volume and pace for different audiences -reflect on discussions and identify how to improve -speak with confidence in front of an audience Subject specific skills: -use specialist vocabulary about natural disasters -make precise language choices when describing natural disasters -summarise their main points related to the enquiry questions	History – Romans (Summer) UNDERSTAND AND REASON – Harkness discussion on the legacy of the Romans Audience: Class / peers Oracy skills: -listen actively – showing effective proof or listening and responding to others -use sentence stems to confidently build and elaborate on each other's ideas Subject specific skills: -use specialist vocabulary about the Roman Empire to explain reasoning for ideas and opinions -summarise using historical evidence and opinion to context a response	



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Y4	Physical	Linguistic	Cognitive	Social and Emotional
	-consider movement when addressing an audience -consider how tone, volume and pace influence meaning	-carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk	-give supporting evidence e.g. citing a text, a previous example or a historical event -ask probing questions -reflect on their own oracy skills and identify areas of strength and areas to improve	-use more natural and subtle prompts for turn taking -develop an awareness of audience -consider the impact of their words on others when giving feedback
Geography – South America (Autumn) UNDERSTAND AND REASON – Harkness discussion on how life is different in South America to Scunthorpe Audience: Peers and familiar adults Oracy skills: -ask probing questions -reflect on their own oracy skills and identify areas of strength and areas to improve -use more natural and subtle prompts for turn taking Subject specific skills: -carefully consider the words and phrasing they use to compare the two locations -give supporting evidence about how life is different in these countries		History – Ancient Egypt (Spring) PERSUADE – group presentation on one aspect of Ancient Egyptian influence – which was the most important? Audience: Larger group, older peers – Year 5 Oracy skills: -select the most relevant information needed to persuade -reflect on their own oracy skills in relating to presenting a persuasive argument Subject specific skills: -use supporting evidence about the achievements of Ancient Egypt to context their viewpoints -use vocab carefully to support a persuasive argument or opinion		Science – States of matter – water cycle (Summer) INFORM AND ENTERTAIN – explanation of the water cycle to ensure it is memorable for others Audience: Larger group, younger peers – Year 2 (fits into their plants topic) Oracy skills: -consider movement when addressing an audience -consider how tone, volume and pace influence meaning -develop an awareness of audience Subject specific skills: -use water cycle vocabulary in their presentation -clearly explain the purpose of the water cycle



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Y5	Physical	Linguistic	Cognitive	Social and Emotional
	-body language to become increasingly natural -project their voice to a large audience	-use an increasingly sophisticated range of sentence stems with accuracy	-draw upon knowledge of the world to support their own point of view and explore different perspectives -identify when a discussion is going off topic and to be able to bring it back on track	-listen actively for extended periods of time -speak with flair and passion
	Science – Forces (Autumn) PROBLEM SOLVE – “would you rather” i.e. parachute made from ... (air resistance) a boat made from ... (water resistance) Audience: Peers Oracy skills: -use an increasingly sophisticated range of sentence stems with accuracy -identify when a discussion is going off topic and to be able to bring it back on track -listen actively for extended periods of time Subject specific skills: -draw on knowledge of air and water resistance and frictions when giving opinions -give solutions using scientific knowledge	History – Islamic Civilisation (Spring) INFORM – exhibition (expert talk in trios / partners) Audience: Unfamiliar adults (school governors?) Oracy skills: -speak with flair and passion -use body language in an increasingly natural manner -work collaboratively to prepare and present learning -use increasingly sophisticated sentence stems Subject specific skills: -apply the principles of cause and consequence to structure clear explanations <i>“I know the cause of ... is that ...”</i> <i>“I know the consequence of this is ...”</i>	Geography – River Deep, Mountain High (Summer) DEBATE – climbing Everest should be banned Audience: Larger group, older peers - Year 6 Oracy skills: -listen actively to the opposing point of view and respond -in the planning stage, identify when a discussion is going off track and use conventions of debate to bring it back into focus (vocab and procedure) -project voice to a larger audience Subject specific skills: -use complex physical vocab about mountains -use human geography data about mountains to support their argument	



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Y6	Physical	Linguistic	Cognitive	Social and Emotional
	-have a stage presence -adjust tone, volume and pace for a given purpose and audience	-vary sentence structures and length for effect when speaking -be comfortable using idiom and expressions	-construct a detailed argument or complex narrative -assess different viewpoints and present counter-arguments -spontaneously respond to increasingly complex questions, citing evidence where appropriate -acknowledge and explain changes of position	-use humour effectively -read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions -develop an awareness of group dynamics and invite those who haven't spoken to contribute
	Science – Electricity (Autumn) INSTRUCTIONS – How to make a circuit including a buzzer and a bulb Audience: filmed for younger Year 4 audience Oracy skills: -adjust tone, volume and pace for a given purpose and audience -vary sentence structures and length for effect when speaking Subject specific skills: -use instructional language alongside electrical vocabulary	History – Ancient Greece (Spring) ENTERTAIN – Podcast about the legacy of the Ancient Greeks Audience: adults (for rehearsal and feedback purposes), final recording could have alternative audience – other schools, local historians, etc Oracy skills: -use humour effectively in speech and conversation -use tone, volume and pace to enhance engaging speech -develop an awareness of group dynamics and invite those who haven't spoken to contribute -read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions Subject specific skills: -spontaneously respond to complex questions about Ancient Greek influence, citing evidence where appropriate	Geography – Coast to Coast (Summer) DEBATE – the proposed windfarm off the east coast should be approved Audience: Parents (Inspire) Oracy skills: -use conventions of debate (vocab and procedure) -have a stage presence -adjust tone, volume and pace when presenting argument and counter-arguments -be comfortable using idiom and expressions Subject specific skills: -draw upon knowledge of renewable energy and human geography elements of cause and effect to construct a detailed argument and present counter-arguments -use specific vocab and cite evidence about the harm/benefits or windfarms	