





EYFS Oracy Outcomes

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>To use gesture to support meaning in play.</p> <p>To speak audibly so they can be heard and understood.</p>	<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 ask questions.</p> <p>To wonder about ideas.</p> <p>To use 'because' to develop their ideas.</p> <p>To describe events that have happened to them in detail.</p>	<p>To listen attentively in a pair or small group.</p> <p>To take turns to speak with a partner independently.</p>

Autumn 1	Spring 1	Summer 1
<p>Subject/Topic: All About Me: Prime Areas – Communication & Language / PSED</p> <p>Oracy outcome: To talk about themselves, their families and their preferences using familiar language.</p> <p>Ph1, Ph2, L1, C1, S&E1, S&E2</p> <p>Purpose: To build relationships and confidence through talk.</p> <p>Context: Through circle time, partner talk, show-and-tell and continuous provision, children share personal experiences and likes/dislikes. Talk is highly modelled and scaffolded by adults.</p> <p>Audience: Familiar peers and known adults.</p>	<p>Subject/Topic: Traditional Tales Literacy</p> <p>Oracy outcome: To retell familiar traditional tales using story language</p> <p>Ph1, Ph2, L1, L2, C1, S&E1, S&E2</p> <p>Purpose: To entertain and retell narratives through talk.</p> <p>Context: Through storytelling, small-world play and role play, children retell stories using repeated phrases and story vocabulary. Sequencing is supported through visuals and adult questioning.</p> <p>Audience: Peers in pairs or small groups.</p>	<p>Subject/Topic: Dinosaurs UoW</p> <p>Oracy outcome: To talk about dinosaurs using topic-specific vocabulary.</p> <p>Ph2, L1, L2, C1, C2, S&E1, S&E2, S&E3</p> <p>Purpose: To inform and share knowledge</p> <p>Context: Through small group discussions, role play and simple presentations, children share facts and ideas about dinosaurs, building confidence to speak in front of others.</p> <p>Audience: Peers and a small, familiar audience of adults.</p>
Autumn 2	Spring 2	Summer 2

<p>Subject/Topic: Celebrations: Understanding the World / PSED</p> <p>Oracy outcome: To talk about celebrations, customs and shared events using taught vocabulary.</p> <p>Ph1, Ph2, L1, L2, C1, S&E1, S&E2</p> <p>Purpose: To describe and explain experiences and traditions.</p> <p>Context: Children discuss celebrations they celebrate at home and school, using artefacts, role play and photos to support talk. Adults model subject-specific vocabulary and simple sentence structures.</p> <p>Audience: Peers and familiar adults.</p>	<p>Subject/Topic: Growing and Changing UoW</p> <p>Oracy outcome: To talk about changes in living things and themselves over time.</p> <p>Ph2, L1, L2, C1, C2, S&E2</p> <p>Purpose: To explain and describe change</p> <p>Context: Children discuss life cycles, growing plants and personal changes using photos, observations and shared experiences. Sentence stems and vocabulary are explicitly modelled.</p> <p>Audience: Peers and familiar adults.</p>	<p>Subject/Topic: Adventures! Expressive Arts & Design / Literacy</p> <p>Oracy outcome: To speak confidently about imagined and real adventures, giving ideas and simple reasons.</p> <p>Ph2, L1, L2, C1, C2, S&E2, S&E3</p> <p>Purpose: To entertain, explain ideas and collaborate with others.</p> <p>Context: Through story-making, role play and collaborative tasks, children describe adventures, explain choices and respond to others with increasing independence.</p> <p>Audience: Peers and a familiar wider audience (e.g. another class or adults).</p>
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Year 1 Oracy Outcomes





Physical	Linguistic	Cognitive	Social & Emotional
<p>To use body language to show listening.</p> <p>To experiment with adjusting tone, volume and pace.</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 consider the merits of different viewpoints.</p> <p>To offer reasons for opinions.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p> <p>To ask a question when they haven't understood.</p>	<p>Listen carefully to others.</p> <p>To participate in group discussions independently of an adult.</p>

Autumn 1	Spring 1	Summer 1
<p>Subject/Topic: Science</p> <p>Oracy outcome: To listen to each other's thoughts on why materials should be used to make an umbrella. Why these materials are waterproof.</p> <p>L1, L4, S&E1, S&E2, Ph1, C2, C3, C4.</p> <p>Purpose: Interactive</p> <p>Context: Children are working in a group to test whether materials are waterproof. They made a prediction and discussed what they found after the experiment.</p> <p>Audience: Children / peers in the class.</p>	<p>Subject/Topic: English - recount</p> <p>Oracy outcome: Children to retell an experience in order.</p> <p>Ph1, L1, L3, C3, S&E1, S&E2.</p> <p>Purpose: Develop confidence speaking about experiences.</p> <p>Context: Children are writing a recount from their trip to the Black Country museum.</p> <p>Audience: Adults (Headteacher, Deputy Headteacher)</p>	<p>Subject/Topic: English</p> <p>Oracy outcome: To discuss and describe a setting using adjectives.</p> <p>Ph1, L1, L2, L3, C1, C2, C3, S&E1, S&E2.</p> <p>Purpose: Inform and explain</p> <p>Context: Children to work as a group and describe a setting. Children need to listen to and build on each other's ideas and take turns to write their peers adjectives.</p> <p>Audience: Children / peers in the class.</p> <p>Subject/Topic: Personal development</p> <p>Oracy outcome: To recognise what I am good at.</p> <p>Ph1, Ph2, L1, L2, C1, C2, S&E1, S&E2.</p> <p>Purpose: Inform and explain</p> <p>Context: Children to discuss what they are good at. Best</p>

		<p>their own and each other's confidence.</p> <p>Audience: Children / peers in the class.</p>
Autumn 2	Spring 2	Summer 2
<p>Subject/Topic: Science</p> <p>Oracy outcome: To discuss how the weather is different in autumn and winter.</p> <p>Ph1, Ph 2, L1, L2, L4, C2, C3, C5, S&E1, S&E2.</p> <p>Purpose: To inform and explain. Link to personal experiences. Explain how they know / what they have observed.</p> <p>Context: Children are to go on a walk during the different seasons and observe the signs of autumn and winter. Discuss how the two seasons are different and how they are similar. Explain why we may get them confused with one another. Compare the pictures from our walk in the autumn to our walk in the winter.</p> <p>Audience: Children / peers.</p>	<p>Subject/Topic: Science</p> <p>Oracy outcome: To discuss how the weather is different in autumn, winter and spring.</p> <p>Ph1, Ph 2, L1, L2, L4, C2, C3, C5, S&E1, S&E2.</p> <p>Purpose: To inform and explain. Link to personal experiences. Explain how they know / what they have observed.</p> <p>Context: Children are to go on a walk during the different seasons and observe the signs. Discuss how the two seasons are different and how they are similar. Explain why we may get them confused with one another. Compare the pictures from our walk and talk about differences. Children describe the leaves, what the weather is like and how we experience similar weather during other seasons.</p>	<p>Subject/Topic: History – Significant people</p> <p>Oracy outcome: To perform in front of a live audience.</p> <p>Ph1, Ph 2, L1, L3, C4, S&E2.</p> <p>Purpose: To speak in front of unfamiliar adults.</p> <p>Context: Children are to showcase what they have learnt about significant people from the past.</p> <p>Audience: Adults – Parents/Headteacher/Deputy headteacher.</p>

	Audience: Children / peers.	
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Year 2 Oracy Outcomes

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.</p> <p>To speak clearly and confidently in a range of contexts.</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 newly learnt vocabulary in an appropriate way.</p>	<p>To ask questions to find out more about a subject.</p> <p>To build on others' ideas in discussions.</p> <p>To make connections between what has been said and their own and others' experiences.</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>

Autumn 1	Spring 1	Summer 1
<p>Subject/Topic: Circle time – beginning of the year, speaking about something special to others.</p> <p>Oracy outcome: To incorporate a personal story or experience when you talk to others. What happened to you?</p> <p>L1, S&E2, Ph2.</p> <p>Purpose: Interactive</p> <p>Context: Sat in a circle, on the carpet, children are to say a special memory in their life. Using the correct tone/language and providing a clear sequence.</p> <p>Audience: Other Year 2 children (could swap classes maybe).</p>	<p>Subject/Topic: Personal Development – Special people</p> <p>Oracy outcome: Helping children talk confidently about people who matter to them.</p> <p>Ph2, L1, L3, C3, S&E3.</p> <p>Purpose: Develop confidence speaking about personal experiences</p> <p>Context: Personal Development, focusing on: Understanding relationships Recognising people who help, support, or inspire us Building a sense of belonging and community.</p> <p>Audience: Other Year 2 Children.</p>	<p>Subject/Topic: Geography – Seas and Oceans</p> <p>Oracy outcome: To describe and explain why the sea is important using clear sentences and key vocabulary.</p> <p>Ph2, L2, L3, C2, C3, S&E1, S&E3.</p> <p>Purpose: Inform and explain</p> <p>Context: Children are learning about seas and oceans, including what they provide (food, habitats, travel, leisure) and why they matter to people and animals. They will explore simple facts, look at pictures or short clips, and discuss what they notice. The focus is on using vocabulary such as <i>ocean, waves, habitat, creatures, protect, important</i> and explaining ideas with reasons.</p>

		Audience: Other Year 2 children
Autumn 2	Spring 2	Summer 2
<p>Subject/Topic: History – Travel and Transport.</p> <p>Oracy outcome: To perform in front of a live audience.</p> <p>Ph1, Ph 2, L1, L3, S&E2.</p> <p>Purpose: To speak in front of unfamiliar adults.</p> <p>Context: Children are to showcase what they have learnt about travel and transport in a “show” type of way.</p> <p>Audience: Adults – Parents/Headteacher/Deputy headteacher.</p>	<p>Subject/Topic: Science</p> <p>Oracy outcome: To explain what absorbent means.</p> <p>Ph2, L2, L3, C1, C3.</p> <p>Purpose: Inform and explain</p> <p>Context: Children are learning about materials and their properties. They will explore how different materials behave when they come into contact with water and use spoken language to describe what they observe. The focus is on using scientific vocabulary (e.g., <i>absorbent</i>, <i>waterproof</i>, <i>soaks up</i>, <i>material</i>) and explaining their thinking clearly.</p> <p>Audience: Peers</p>	<p>Subject/Topic: History – Seaside Holidays</p> <p>Oracy outcome: To describe what they observed at the beach using clear sentences and appropriate vocabulary.</p> <p>Ph2, L3, C3, S&E2, S&E3.</p> <p>Purpose: Inform and describe</p> <p>Context: Children will take part in a visit to the beach where they explore physical and human features, use their senses to make observations, and talk about what they notice. After the visit, they will share their experiences, describing what they saw, heard, felt, and learned.</p> <p>Audience: Other Year 2 children</p>





Year 3 Oracy Outcomes

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

Autumn 1	Spring 1	Summer 1
<p>Subject/Topic: Geography – Brazil (The Rainforest)</p> <p>Oracy outcome: To debate and come to an agreement</p> <p>Cog 1, Cog 3, Cog 4, Ling 3, S&E 1.</p> <p>Purpose: Interactive/negotiation</p> <p>Context: In small groups, pupils to act as a rainforest conservation team needing to decide on how to prioritise what to protect. Children need to debate and agree on a top three and then feedback to the rest of the groups.</p> <p>Audience: Peers (small groups of other Year 3 children)</p>	<p>Subject/Topic: Personal Development</p> <p>Oracy outcome: To give a persuasive speech</p> <p>Phys 1, Phys 2, S&E 1, S&E 2, S&E 3.</p> <p>Purpose: Persuasion</p> <p>Context: Pupils to give a speech to members of the Senior Leadership Team about ways that we can save energy in school. Panel of SLT to present children with questions afterwards.</p> <p>Audience: Adults (Headteacher, Deputy Headteacher)</p>	<p>Subject/Topic: Geography - Birmingham</p> <p>Oracy outcome: To participate in a debate. To reflect on the oracy skills of others.</p> <p>Ling 2, Cog 2, Cog 4, S&E 1</p> <p>Purpose: Debate and persuasion. Interactive/negotiation.</p> <p>Context: Children to take part in a simulated Birmingham City Council meeting, discussing ways to improve an area of the city. They propose improvements, respond to each other's ideas and make group decisions. After the 'meeting, pupils reflect on each other's oracy skills.</p> <p>Audience: Peers (small groups of other Year 3 children)</p>
Autumn 2	Spring 2	Summer 2
<p>Subject/Topic: History – Ancient Egypt</p> <p>Oracy outcome: To debate the question – should pyramids have been built? (Assigned for and against)</p>	<p>Subject/Topic: Science – Rocks</p> <p>Oracy outcome: To explain the properties of a rock</p> <p>Phys 1, Ling 1, S&E 3.</p>	<p>Subject/Topic: History – The Stone Age</p> <p>Oracy outcome: To perform a spoken narrative</p> <p>Phys 1, Phys 2, Ling 3, S&E 3.</p>

<p>Phys 1, Cog 1, Cog 3, Cog 4, Ling 1, Ling 3, S&E 1, S&E 2, S&E 3.</p> <p>Purpose: Debate</p> <p>Context: Pupils are assigned for and against positions and will argue from that perspective before reaching a group consensus.</p> <p>Audience: Peers (small groups of other Year 3 children)</p>	<p>Purpose: Inform and explain</p> <p>Context: Geologists show and tell – pupils hold and describe a rock sample, standing confidently, keeping it visible to the audience as they present the properties of the rock.</p> <p>Audience: Peers (other year 3 children)</p>	<p>Purpose: Entertainment and expression</p> <p>Context: Pupils to narrate a short imaginative account of a day in the Stone Age with expressive voice.</p> <p>Audience: Peers (year 2, younger audience)</p>
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Year 4 Oracy Outcomes

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>To consider movement when addressing an audience.</p> <p>To consider how tone, volume and pace influence meaning.</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 specialist vocabulary when discussing a known topic.</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>To ask probing questions.</p> <p>To reflect on their own oracy skills and identify areas of strength and areas to improve.</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>

Autumn 1	Spring 1	Summer 1
<p>Subject/Topic: History - Romans</p> <p>Oracy outcome: To debate Boudicca – Hero or Villain – with additional discussion around the sources (Habits of Mind) e.g. are they biased?</p> <p>Cog 1, Cog 2, Ling 1, Ling 2, S&E 1, S&E 3.</p> <p>Purpose: To constructively debate.</p> <p>Context: In small groups, use a range of varied sources depicting Boudicca in order for children to build a consensus on whether she is a hero or a Villain.</p> <p>Audience: Peers (small groups of other Year 4 children)</p>	<p>Subject/Topic: English - Extreme Earth</p> <p>Oracy outcome: To write and perform a weather report.</p> <p>Phys 1, Phys 2, Ling 1, Ling 2, Cog 2, Cog 3, S&E 2, S&E 3.</p> <p>Purpose: To inform</p> <p>Context: Pupils will watch a plethora of weather reports, analysing and discussing linguistic and structural features to support them in writing and performing their own.</p> <p>Audience: Range of appropriate audience – confidence depending. Either small group or another class/cohort around the school.</p>	<p>Subject/Topic: History – Norman Invasion</p> <p>Oracy outcome: To perform a spoken narrative in the form of a Showcase.</p> <p>Phys 1, Phys 2, Ling 1, Ling 2, Cog 1, Cog 3, S&E 1, S&E 2.</p> <p>Purpose: To inform, entertain and interact with others.</p> <p>Context: Children to take part in a showcase based upon a topic as a cohort. This event will include a variety of talk and turn taking. Children will have opportunities to rehearse and reflect on their performances in order to give feedback and improve their talk.</p> <p>Audience: Younger children (Years 2 and 3 for example), staff and parents/carers.</p>
Autumn 2	Spring 2	Summer 2
<p>Subject/Topic: Science – Animals including Humans</p>	<p>Subject/Topic: Science – Living Things and Their</p>	<p>Subject/Topic: Geography - Antarctica</p>

<p>Oracy outcome: To create a presentation around the digestive system using specific scientific vocabulary.</p> <p>Phys 1, Phys 2, Cog 3, Ling 2, S&E 2, S&E 3.</p> <p>Purpose: To inform</p> <p>Context: Pupils will plan a presentation which accurately describes the journey from mouth to anus. Children will have access to a range of resources that they may wish to utilise to inform their presentation. (This will happen post experiment).</p> <p>Audience: Peers – the rest of the class (Year 4).</p>	<p>Habitats (Climate Change focus)</p> <p>Oracy outcome: To persuade people to consider making a positive environmental change (in school or in their daily life).</p> <p>Phys 1, Phys 2, Ling 1, Ling 2, Cog 1, Cog 2, Cog 3, S&E 3.</p> <p>Purpose: Inform and explain</p> <p>Context: Children will research and create a presentation (possibly including posters) to inform others about their proposed change.</p> <p>Audience: Year 4 cohort and SLT.</p>	<p>Oracy outcome: To Debate whether Antarctica is an appropriate destination for a holiday.</p> <p>Phys 2, Ling 1, Ling 2, Cog 1, Cog 2, S&E 1, S&E 2, S&E 3.</p> <p>Purpose: To persuade and debate the reasons for and against – including the desirable features and the detrimental impacts to the area.</p> <p>Context: Pupils will research and formulate ideas (with support) in small groups. This will then allow them to clearly streamline and put their thoughts together.</p> <p>Audience: Year 5 pupils.</p>
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Year 5 Oracy Outcomes

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

Autumn 1	Spring 1	Summer 1
<p>Subject/Topic: Geography – All around the World</p> <p>Oracy outcome: To discuss differences across the world</p> <p>Ling 1,3, S&E 3.</p> <p>Purpose: Interactive/negotiation</p> <p>Context: In small groups, pupils to discuss the similarities and differences between regions across the globe.</p> <p>Audience: Peers</p>	<p>Subject/Topic: Personal Development</p> <p>Oracy outcome: To give a persuasive speech</p> <p>Phys 1, Phys 2, S&E 1, S&E 2, S&E 3.</p> <p>Purpose: Persuasion</p> <p>Context: Pupils to roleplay a debate in the House of Lords about something they believe should be passed as law.</p> <p>Audience: Peers</p>	<p>Subject/Topic: Religious Education</p> <p>Oracy outcome: To participate in a debate. To reflect on the oracy skills of others.</p> <p>Ling 2, Cog 2, Cog 4, S&E 1</p> <p>Purpose: Debate and persuasion.</p> <p>Interactive/negotiation.</p> <p>Context: Children will be looking at why they believe Jesus had to make a sacrifice. Why was it important for Jesus to make that sacrifice. Also, what roles did others play during the holy week.</p> <p>Audience: Peers (small groups of other Year 3 children)</p>
Autumn 2	Spring 2	Summer 2
<p>Subject/Topic: History – Ancient Greece</p> <p>Oracy outcome: Which would you prefer to be: Spartan or Athenian and why?</p> <p>Phys 1, Cog 1, Cog 3, Cog 4, Ling 1, Ling 3, S&E 1, S&E 2</p> <p>Purpose: Debate</p>	<p>Subject/Topic: Science – properties and materials</p> <p>Oracy outcome: To explain what properties and materials are.</p> <p>Phys 1, Ling 1, S&E 3.</p> <p>Purpose: Inform and explain</p> <p>Context:</p>	<p>Subject/Topic: English</p> <p>Oracy outcome: To perform a spoken narrative</p> <p>Phys 1, Phys 2, Ling 3, S&E 3.</p> <p>Purpose: Entertainment and expression</p> <p>Context: Pupils to narrate a short imaginative account of a day in the in</p>

<p>Context: Pupils are assigned for and against positions and will argue from that perspective before reaching a group consensus.</p> <p>Audience: Peers</p>	<p>Children look at the different materials and make predictions and become curious scientists.</p> <p>Audience: Peers (other year 5 children)</p>	<p>the Tudor times with an expressive voice.</p> <p>Audience: Peers (year 3, younger audience)</p>
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Year 6 Oracy Outcomes

Physical	Linguistic	Cognitive	Social & Emotional
<ul style="list-style-type: none"> — To have a stage presence. — To adjust tone, volume and pace for a given purpose and audience. 	<ul style="list-style-type: none"> — To vary sentence structures and length for effect when speaking. — To be comfortable using idiom and expressions. — To use sophisticated vocabulary appropriate to the context and purpose of talk. 	<ul style="list-style-type: none"> — To construct a detailed argument or complex narrative. — To assess different viewpoints and present counter-arguments. — To spontaneously respond to increasingly complex questions, citing evidence where appropriate. — To acknowledge and explain changes of position. 	<ul style="list-style-type: none"> — To use humour effectively. — To be able to read a room or a group and <u>take action</u> accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions. — To develop an awareness of group dynamics and invite those who haven't spoken to contribute.

Autumn 1	Spring 1	Summer 1
<p>Subject/Topic: History - WWII unit</p> <p>Oracy outcome: By the end of the unit, pupils will deliver a structured spoken presentation that explains and compares different types of leaders during WWII. They will demonstrate secure historical understanding, use evidence to support their ideas, and communicate confidently to an audience.</p> <p>Phys 1, Phys 2, L1, L2, L3, C3</p> <p>Purpose: To enable pupils to speak confidently, clearly and persuasively about the different types of leaders during WWII, explaining their leadership styles, impact and legacy. Pupils will develop the ability to compare viewpoints, justify opinions and communicate historical understanding through structured spoken presentations or debates.</p>	<p>Subject/Topic:</p> <p>Oracy outcome:</p> <p>Purpose:</p> <p>Context:</p> <p>Audience:</p> <p style="text-align: center; background-color: yellow;">Spring 1 and Spring 2 are SATs revision and therefore would only cover ORACY in one of these half terms.</p>	<p>Subject/Topic: Speak up, Speak out competition</p> <p>Oracy outcome: Opportunity for children to participate in the Speak up, Speak out competition</p> <p>Phys 1, Phys 2, S&E1, L1, L2, L3</p> <p>Purpose: To empower pupils to express their ideas with clarity and confidence by crafting and delivering a persuasive or informative speech. The competition provides a real-world platform for pupils to develop their oracy skills, articulate their viewpoints, and engage meaningfully with an audience beyond the classroom.</p> <p>Context: This unit takes place in preparation for the annual Speak Up, Speak Out competition. Pupils will explore effective speech-writing techniques, practise performance skills and refine their delivery through rehearsal and peer feedback.</p> <p>Audience: Pupils will present their final speeches to judges, classmates and a wider audience.</p>

<p>Context: This oracy task takes place within a wider Year 6 history unit exploring:</p> <ul style="list-style-type: none"> • The causes and events of WWII • Key figures such as Winston Churchill, Adolf Hitler, Franklin D. Roosevelt, Joseph Stalin, Emperor Hirohito, and military leaders • How leadership influenced the course of the war <p>Pupils will use their historical knowledge to prepare a spoken presentation, panel discussion, or role-play, demonstrating understanding of:</p> <ul style="list-style-type: none"> • Leadership styles (e.g., democratic, authoritarian, inspirational, militaristic) • How leaders made decisions • The consequences of those decisions <p>Audience: Peers and adults - teachers</p>		
Autumn 2	Spring 2	Summer 2
<p>Subject/Topic: English</p> <p>Oracy outcome: Pupils will use spoken language to rehearse, refine and experiment with dialogue, exploring how characters speak, interact and respond to one another before crafting written dialogue in their own narratives.</p>	<p>Subject/Topic: English</p> <p>Oracy outcome: Presenting a balanced argument</p> <ul style="list-style-type: none"> • Purpose: To teach pupils how to structure and communicate a balanced argument. • To develop critical thinking by exploring multiple perspectives on a topic. 	<p>Subject/Topic: Year 6 performance</p> <p>Oracy outcome: Participate in a Year 6 end of year performance to the school and parents.</p> <p>Phys 1, Phys 2, S&E 1</p> <p>Purpose: To celebrate the achievements of Year 6 pupils by showcasing their oracy, performance and teamwork skills through a polished end-of-year</p>

Phys 1, Phys 2, L1, L3, C1, S&E 1

Purpose:

- To help pupils understand how dialogue reveals character, advances the plot and creates realism within a story.
- To develop pupils' ability to use spoken language as a tool for shaping written language.
- To strengthen pupils' narrative writing by encouraging them to explore voice, tone and character relationships through oral rehearsal.
- To build confidence in performing short scenes or conversations to support accurate punctuation and naturalistic speech patterns.

Context: Pupils will study examples of effective dialogue, role-play character interactions and orally rehearse conversations before writing them. They will explore how speech punctuation works, how dialogue can show emotion or tension and how spoken exchanges can drive a story forward. Activities may include drama techniques such as hot-seating, freeze-frames and

- To strengthen pupils' spoken language skills through discussion, debate, and oral presentation.
- To prepare pupils to write their own balanced argument by first articulating ideas verbally.

S&E 2, L1, L2, L3, C1, C2, C3, C4.

Context: This unit takes place within the wider English curriculum and focuses on non-fiction writing. Pupils will explore a topical or age-appropriate issue (e.g., *Should homework be banned? Should school hours be extended? Should animals be kept in zoos?*) and learn how to present both sides fairly. They will engage in structured talk activities such as debates, partner discussions, hot-seating, and oral rehearsals before producing a written balanced argument.

Audience: Peers

production. The performance provides an opportunity for pupils to express themselves creatively, build confidence and mark their transition to secondary school.

Context: Pupils will rehearse, refine, and perform a scripted or devised piece, incorporating spoken language, movement, and ensemble work.

Audience:

The whole school community including younger peers for dress rehearsal, adults including teachers, parents and carers for the final performance.

improvisation to deepen understanding of character voice.

Audience: Class peers during oral rehearsal, role-play, and performance

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