

# Broadway Junior School



## Whole School Oracy Planning

### Year 3

**Keynote from National Curriculum for Year 3 Teachers: In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.**

Autumn	Spring	Summer
<p><b>Physical Oracy:</b></p> <ul style="list-style-type: none"><li>• Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas.</li><li>• Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk.</li><li>• Consider position and posture when addressing an audience.</li></ul> <p><b>Linguistic Oracy:</b></p> <ul style="list-style-type: none"><li>• Be able to use specialist language to describe their own and others' talk.</li><li>• Use specialist vocabulary e.g. speak like an archaeologist.</li><li>• Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</li></ul>	<p><b>Cognitive Oracy:</b></p> <ul style="list-style-type: none"><li>• Offer opinions that aren't their own e.g. taking on the role of ...</li><li>• Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives</li><li>• Reach shared agreement in discussions</li></ul>	<p><b>Social &amp; Emotional Oracy:</b></p> <ul style="list-style-type: none"><li>• Speak with confidence in front of an audience</li><li>• Begin to recognise different roles within group talk e.g. chairperson</li><li>• Adapt the content of their speech for a specific audience</li></ul>

## Language progression Year 3

Language of comparison, comparing and contrasting	Language of deduction, making an assumption based on prior knowledge	The language of description & describing	The language of argument Agreement and disagreement	Language of evaluation Evaluative Talk	Language of Hypothesis	Language of Explanation Explaining	The language of retelling	Language of Prediction	Language of sequencing
... and...are both... ...and...are alike in that..... .....and.....are similar because ... ..and.....are different in that... ...is...but.....is... ... .....is...but...is..... .....is.....while... .....is.....	I conclude that.....because..... I found that.....because..... As a result of..... I conclude that..... After looking at the data/information /results I conclude that..... On observing I found that.....	It looks/feels/sounds/smells like..... It appears to be.....because... ... It seems to be.....as..... I think it looks like...due to..... It reminds me of ...because / therefore / meanwhile..... Why? How/? What? Tell Me About...	An argument for is..... Because..... An argument against is.....because.... . I understand however / due to / but / therefore ..... I accept your decision however I feel / believe..... Because / as / due / to.....	I found this work.....because..... ..... Next time I could/would..... ..... Maybe you could try..... / I feel that... I enjoyed it because..... .....was successful / ambitious because... You could improve this work by.....	Because I know that..... I know that..... ... Due to this..... I know that...	How..... ..... Why..... Where..... When..... ..... What..... ... After..... ..... Then / As a result of / Later / because...	Once upon a time..... Once there was... As a result of..... Meanwhile..... I remember that..... Then this happened..... Later on..... Eventually ..... Unfortunately... ..... Luckily..... During..... Lastly..... In the end..... To conclude / In conclusion..... .....	I predict that...because...how ever/meanwhile/therefore/also..... I predict that.....after..... I predict that.....as a result of..... This is probable because..... .....and.....are different in that.....therefore as a result..... After..... I predict that..... The outcome will be.....because... What do you think? How did you come to that prediction?	First.....because..... Next.....however..... Then.....the refore..... Finally/Eventually/Lastly... because...

**Year 4**

**Keynote from National Curriculum for Year 4 Teachers: In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>Physical Oracy:</b></p> <ul style="list-style-type: none"><li>• Deliberately select movement and gesture when addressing an audience.</li><li>• To use pauses for effect in presentational talk e.g. when telling an anecdote or joke.</li><li>• Use the appropriate tone of voice in the right context.</li></ul> <p><b>Linguistic Oracy:</b></p> <ul style="list-style-type: none"><li>• Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain</li></ul>	<p><b>Cognitive Oracy:</b></p> <ul style="list-style-type: none"><li>• Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event</li><li>• Ask probing questions</li><li>• Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets</li></ul>	<p><b>Social &amp; Emotional Oracy:</b></p> <ul style="list-style-type: none"><li>• Use more natural and subtle prompts for turn taking</li><li>• Start to develop empathy with an audience</li><li>• Consider the impact of their words on others when giving feedback</li></ul>

## Language progression Year 4

Language of comparison, comparing and contrasting	Language of deduction, making an assumption based on prior knowledge	The language of description & describing	The language of argument Agreement and disagreement	Language of evaluation Evaluative Talk	Language of Hypothesis	Language of Explanation Explaining	The language of retelling	Language of Prediction	Language of sequencing
<p>.....and.....are both.....</p> <p>.....and.....are alike in that.....</p> <p>.....and.....are similar because...</p> <p>.....and.....have the following points in common: .....</p> <p>One similarity between .....</p> <p>.....and .....</p> <p>.is that.....</p> <p>Another is.....</p> <p>A further.....One difference is.....</p> <p>A further difference.....</p>	<p>In conclusion, I would say that.....</p> <p>due to the fact that.....</p> <p>My results make me think that.....</p> <p>because.....</p> <p>.....</p> <p>Having analysed the data, I conclude that.....</p> <p>.....</p>	<p>It looks / tastes / feels / sounds / smells like .....</p> <p>It appears to be...because ...</p> <p>It seems to be like.....becau se.....</p> <p>I think it looks like.....becau se.....</p> <p>It reminds me of.....becaus e..... Why? How? What? Tell Me About...</p>	<p>An argument for .....is.....becau se....and....</p> <p>An argument against.....</p> <p>Is.....becaus e.....and .....</p> <p>I understand... .</p> <p>That....depen ding on the content but would argue....</p> <p>I understand your point of view, however I disagree because.....</p>	<p>I enjoyed.....</p> <p>.....because...</p> <p>.....was successful / ambitious because...</p> <p>You could improve this work by.....</p> <p>Maybe you could try.....</p> <p>.... Next time I / you could / would.....</p>	<p>Because I know that ice melts, I know that...</p> <p>Maybe it's because .....</p> <p>Due to the fact that.....I know that.....will happen</p>	<p>How.....</p> <p>Why.....</p> <p>Where.....</p> <p>When.....</p> <p>What.....Aft er...</p> <p>Then / As a result of / Later /</p> <p>Meanwhile /</p> <p>Furthermor e /</p> <p>Eventually /</p> <p>In contrast to /</p> <p>Because</p>	<p>In the beginning.....</p> <p>Subsequently ....</p> <p>On the other side of the forest.....</p> <p>Back at home .....</p> <p>I remember that.....</p> <p>With hindsight.....</p> <p>Reflecting upon.....</p> <p>In the event that...Lastly.....</p> <p>In the end.....</p> <p>To conclude /</p> <p>In conclusion /</p> <p>To sum up.....</p>	<p>I predict that.....because .....</p> <p>.....however... Due to the fact that...(extension of because) As a result of.....</p> <p>this will happen because.....</p> <p>.... All events lead on to.....because.....</p> <p>Because...and...ar e similar, I predict that...will happen.</p> <p>The outcome will be.....due to.....</p> <p>Based on.....I predict that.....</p> <p>After hearing all the evidence, I think that..... will happen</p>	<p>Whilst X was..... Y was.....D uring X – Y happened.</p> <p>Initially the.....</p> <p>were.....</p> <p>However.....</p>

**Year 5**

**Keynote from National Curriculum for Year 5 Teachers: During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.**

Autumn	Spring	Summer
<p><b>Physical Oracy:</b></p> <ul style="list-style-type: none"><li>• Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story.</li><li>• Project their voice to a large audience.</li><li>• Gestures become increasingly natural.</li></ul> <p><b>Linguistic Oracy:</b></p> <ul style="list-style-type: none"><li>• Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.</li><li>• Consider the words and phrases used to express their ideas and how this supports the purpose of talk.</li></ul>	<p><b>Cognitive Oracy:</b></p> <ul style="list-style-type: none"><li>• Draw upon knowledge of the world to support their own point of view and explore different perspectives</li><li>• To be able to give supporting evidence e.g. citing a text, a previous example or a historical event</li><li>• Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?</li></ul>	<p><b>Social &amp; Emotional Oracy:</b></p> <ul style="list-style-type: none"><li>• Listen for extended periods of time including notetaking, drawing visual</li><li>• Adapt the content of their speech for a specific audience e.g. use of humour</li><li>• Speak with flair and passion</li></ul>

## Language progression Year 5

Language of comparison, comparing and contrasting	Language of deduction, making an assumption based on prior knowledge	The language of description & describing	The language of argument Agreement and disagreement	Language of evaluation Evaluative Talk	Language of Hypothesis	Language of Explanation Explaining	The language of retelling	Language of Prediction	Language of sequencing
In some ways....and....are alike. For instance they both... Another feature they have in common is that... Furthermore they are both..... However they also differ in some ways. For example.....while... Another difference is.....	The fact is..... In effect..... Given that.....then..... I deduce/deduct... ... I have worked out..... In conclusion..... I conclude.....	It looks / tastes / feels / sounds / smells like ..... It appears to be.....because..... It seems to be like.....because..... I think it looks like.....because..... It reminds me of.....because..... Why? How? What? Tell Me About....	In my opinion..... Should be banned. I have two main reasons for believing this. First of all, as I'm sure you'll agree..... My second important reason for wanting to ban..... is that..... Perhaps some people would argue that..... However, I would point out that..... It is clear that a ban on.....would be a great step forward!	My view is that.....because...This is supported by the fact that..... In my opinion..... furthermore..... However..... Possible improvements may include...	It is true that..... Can we prove that... In conclusion... I would like to prove / disprove... Perhaps the reason is .....	Because of..... x happened. For example..... In conclusion..... ... To begin with..... As a result of..... The reason(s) for.....	First, Next, Then, After that, Finally.... 'What happened next?' 'What did....?'	I predict that..... I believe / I think.....might / or..... If..... then..... X has happened, therefore I think.....	Meanwhile..... Following this / that..... In the beginning.....

**Year 6**

**Keynote from National Curriculum for Year 6 Teachers: During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>Physical Oracy:</b></p> <ul style="list-style-type: none"><li>• Speak fluently in front of an audience.</li><li>• Have a stage presence.</li><li>• Consciously adapt, tone, pace and volume of voice.</li></ul> <p><b>Linguistic Oracy:</b> • Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <ul style="list-style-type: none"><li>• Vary sentence structures and length for effect when speaking.</li><li>• Be comfortable using idioms and expressions.</li></ul>	<p><b>Cognitive Oracy:</b></p> <ul style="list-style-type: none"><li>• Construct a detailed argument or complex narrative</li><li>• Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate</li><li>• Reflect on their own and others' oracy skills and identify how to improve.</li></ul>	<p><b>Social &amp; Emotional Oracy:</b></p> <ul style="list-style-type: none"><li>• Use humour effectively</li><li>• Begin to be able to 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</li></ul>



## Language progression Year 6

Language of comparison , comparing and contrasting	Language of deduction, making an assumption based on prior knowledge	The language of description & describing	The language of argument Agreement and disagreement	Language of evaluation Evaluative Talk	Language of Hypothesis	Language of Explanati on Explaining	The language of retelling	Language of Prediction	Language of sequencing
In some ways.....and.... .are alike. For instance they both..... Another feature they have in common is that..... Furthermore they are both..... However they also differ in some ways. For example..... while..... Another difference is that.....whereas .... Final...but... The similarities/differences seem more significant that the similarities/differences because.....	The facts lead to..... Based on..... Been lead to the conclusion that... The evidence leads to..... Having considered..... This infers that.....	In comparison to..... Idioms e.g. Peas in a pod Develop / Introduce metaphors and similes.	On the one hand..... But... Convince me that..... I am convinced..... Given that.....	My view is that..... In my opinion..... This is supported by the fact that..... Furthermore..... however... Possible improvements may include..... Or alternatively...	Based on the evidence I have been presented with, I can conclude..... ... Taking everything into account..... Having analysed..... Having pondered..... If we accept this hypothesis, what else will be true? Given this, it is likely that .....	.....Such as ..... Due to.....x has / is.....In summary..... Owing to.....x has / is..... This has altered... Evidently...	First, Next, Then, After that, Finally.... 'What happened next?' 'What did.....?' In summary..... The consequence of....	In light of.....I predict... There is a high / low probability... The chances of/The likelihood of/ Due to the fact that/Upon consideration of the relevant factor	Whilst X was..... Y was.....Durin g X – Y happened. Initially the..... were..... However.....

