



SHOBNALL PRIMARY & NURSERY SCHOOL

ORACY

IT MAT

Oracy Curriculum Intent

At Shobnall Primary and Nursery School, we believe that strong oracy skills are fundamental to pupils' success across the curriculum and in life beyond the classroom. Oracy underpins our reading and writing curriculum and plays a vital role in developing confident, articulate learners who can express themselves clearly, coherently and thoughtfully.

We teach pupils to talk by providing a progressive oracy curriculum that develops their ability to speak fluently for a range of purposes and audiences. Our children are introduced to varied language structures, rich vocabulary and subject-specific terminology to support their participation in discussions, debates and presentations. Through structured talk, they learn how to organise their thinking, respond respectfully to others, and communicate with clarity and purpose.

We also teach pupils through talk, embedding oracy across all subjects to deepen understanding, extend vocabulary, and foster curiosity. Classroom dialogue is purposeful and inclusive, providing opportunities for children to explore ideas, reflect on their learning and make connections between concepts. Talk is used to model thinking, develop comprehension, and support writing by allowing children to rehearse and refine their ideas before committing them to paper.

Our oracy-rich environment values every child's voice and ensures that speaking and listening are integral to the learning experience. We recognise that strong oracy skills enhance reading comprehension, support effective writing, and help pupils develop empathy, confidence and critical thinking. By equipping our children with the tools to communicate effectively, we prepare them to become active, respectful participants in their community and future society.

Talk for Tuesday

Every Tuesday for 15mins each class has an oracy session. This session focuses on pupils developing their general oracy development. Teachers use the 'Vocabulary Progression' document to guide and support pupils to develop their speech around a specified topic. On occasion, 'Talk for Tuesday,' sessions will be used to support pupils develop their oracy skills for their termly oracy objective as outlined in the, 'Oracy yearly overview.'

During the, 'Talk for Tuesday,' session, a focus will be chosen and displayed from the whole school progression document so pupil's are aware of the oracy focus for the day.

Week 1- Physical objective

Week 2- Linguistic objective

Week 3- Cognitive objective

Week 4- Social and emotional

Week 5-7 – Focus chosen from any strand based on teacher assessment.

One an objective has been covered it will be highlighted in the following colours;

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Whole school progression

Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Physical	Speak to their peers and adults on a 1:1 basis so that they can be heard. Look at who they are talking to. Direct others to things they are talking about. Begin to use signs to support their speech.	Speak clearly at an appropriate volume to a small audience. Focus on who is being spoken to or who is speaking, standing still and facing their audience. Direct others to things they are talking about. Use an increasing number signs to support their speech. Use increased accuracy in pronunciation.	Project voice to suit a larger audience (whole class) When speaking to the whole class begin to address the room (not just the teacher.) Maintain eye contact with the speaker/ listener. Begin to use some gestures to support delivery of talk. Use body language to show active listening, such as nodding along. Continue to develop signs to support their speech.	Speak clearly adapting volume and pace to match the size of the audience. Deliberately select gestures that support the delivery of ideas e.g. gesturing towards something concrete within the room. Use body language and facial expressions to convey meanings. Consider position and posture when speaking to an audience. Continue to develop signs to support their speech.	Deliberately select gestures that support the delivery of ideas including both concrete objects in the room and more abstract places and ideas that cannot be seen. Consider movement when addressing an audience. Continue to develop signs to support their speech. Begin to speak with fluency in front of an audience.	Use gestures and movement naturally to support speech when addressing a range of audience Maintain audience attention using open body language. Continue to develop signs to support their speech. Speak with developing fluency in front of an audience. Vary the tone of voice to match the situation when talking e.g. speaking calmly when solving issues in the playground.	Vary movement and gesture to convey meaning. Continue to develop signs to support their speech and use them with increasing frequency. Begin to speak with fluency and clarity with an awareness of character, reason and emotion. Adapt tone, pace and volume within a single situation. Use anecdotes and jokes for effect in presentational talk.	Vary movement and gesture to convey meaning such as speaking authoritatively as an 'expert.' Command and sustain the attention of an audience through speech and movement. Use signing confidently and appropriately throughout the speech. Speak with fluency and clarity with a range of audiences, with an awareness of character, reason and emotion. Consciously adapt tone, pace and volume of voice throughout a range of different situations. Support peers to use the appropriate tone and voice in the correct context.

Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Linguistic	Link thoughts together using 'and' and beginning to use 'because.' Speak in phrases and begin to regularly use full sentences. Use vocabulary based on things that are important to them. Begin to show an understanding of who, what, where, when and why questions. Use a range of tenses although this may be inconsistent. Respond to 'what,' 'where,' 'when,' 'how,' and 'why' questions about their experiences and in response to stories or events.	Link thoughts together using 'and' and 'because.' Express themselves in fully formed simple sentences. Use specific vocabulary such as comparatives when describing objects and experiences. Begin to use past, present and future forms accurately. Respond to 'what,' 'where,' 'when,' 'how,' and 'why' questions about their experiences and in response to stories or events with increasing detail.	Use appropriate conjunctions to form longer sentences. Use subject specific vocabulary e.g. comparatives and superlatives when describing objects or experiences. Use past, present and future forms with increasing accuracy. Respond to what they hear with relevant comments, questions or actions. Use sentence stems to link own ideas in group discussion e.g. I think that.. because... linking to...	Use joining conjunctions to form longer sentences when speaking to peers. Use past, present and future forms accurately in most instances. Respond to open- ended questions using a range of sentence stems. Listen and respond to the speaker, making simple comments and suggestions. Use sentence stems to link own ideas in group discussion e.g. I think that.. because... linking to... Work collaboratively, listening to what is being said to help develop their own ideas.	Use conjunctions to organise and sequence ideas e.g. such as, first, secondly, finally, in conclusion. Vary sentence structures for effect when speaking. Use past, present and future forms accurately. Take opportunities to try out new language and select adventurous vocabulary although not this may not always be used correctly. Use sentence stems to signal when they are building on or challenging other's ideas. Adapt how they speak in different situations according to the audience and purpose.	Use conjunctions to organise and sequence ideas with fluency e.g. such as, first, secondly, finally, in conclusion. Vary sentence structures and length for effect when speaking. Use subject specific vocabulary with relevant detail. Use an increasingly sophisticated and varied range of sentence stems. Begin to vary vocabulary and grammar to suit audience exploring formal and informal language. Understand common idioms and expressions frequently used.	Confidently use a wide variety of vocabulary and grammar, matching it appropriately to the audience. Use an increasingly sophisticated and varied range of sentence stems with fluency and accuracy. Begin to use idioms and expressions within appropriate contexts. Carefully consider language used to express ideas and understand how this supports the purpose of the talk. Create and sustain a role within a group with increasing independence.	Confidently use a wide variety of vocabulary and grammar, matching it appropriately to the audience. Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. Begin to use idioms and expressions naturally within appropriate contexts. Use humour, irony sarcasm and mimicry for effect. Carefully consider language used to express ideas and adapt language according to the audience. Use reviewing and feedback language to describe their own and others thoughts.

Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Cognitive	Retell a simple event in the correct order. Use talk to pretend and recall. When listening show basic understanding to what is being said.	Retell stories and experiences. Use talk to pretend, predict and recall. Give answers that match what has been asked. Begin to ask simple closed questions to peers (may not always be relevant) Be able to repeat modelled questions.	Retell stories and experiences by connecting ideas or events. Give answers that match what has been asked and are relevant and appropriate. Ask simple questions to peers and adults that are appropriate and relevant.	Make connections between what has been said and their own and others' experiences. Give answers that match what has been asked and are relevant and appropriate with increasing accuracy. Ask simple questions to peers and adults that focus on more abstract concepts. Ask open-ended questions to support their understanding of a topic and find more information. Build on others ideas during discussions and add additional input. Disagree with someone's opinion politely.	Ask a range of questions to find out more on a subject. Build on, challenge and summarise others' ideas in others discussions and reflect on their own, and others, opinions. Offer simple counter-arguments for other peoples opinions. Offer reasons and justifications for their own opinions. Begin to reflect on their own oracy skills and identify areas of strength and areas where improvement is needed. Begin to ensure that presentational talk has a clear structure.	Build on, challenge and summarise others' ideas in others discussions and reflect on their own, and others, opinions during structured and unstructured discussions. Offer reasons for their opinions and the opposing opinions of other people. Disprove opposing arguments with appropriate evidence. Reflect on their own oracy skills and identify areas of strength and areas where improvement is needed. Begin to ensure that presentational talk has a clear structure signalling the beginning and the end.	Ask probing questions to gain a deeper understanding of a subject matter. Be able to foresee counter-arguments to their own points. Reach a shared agreement in discussions and reflect on discussions and make suggestions on how to improve. Structure a detailed argument or complex narrative based on a topic. Use supporting evidence e.g reference to text or a previous example.	Be able to foresee counter-arguments to their own points in a debate using research and evidence. Recognise the importance of giving ground and be able to negotiate. Reflect on their own and others oracy skills and identify how to improve. Structure talk in abstract and sophisticated ways e.g. mind maps, cue cards etc. Spontaneously respond to and offer increasingly complex rebuttal referencing evidence where appropriate. Cite evidence, with mature and appropriate reference points. Identify when a discussion is going off topic, and be able to bring it back on track.

Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Social & Emotional	Take turns when talking with one other person. Listen to what is said and follow a simple instruction. Use talk to share ideas with friends. Begin to label emotions or point to images that represent the relevant emotion. Begin to use language to express needs and feelings e.g. rather than snatching.	Understand turn taking when talking in groups and 1:1. Listen and respond appropriately to simple questions. Begin to build friendships through talk. Label emotions or point to images that represent the relevant emotion. Use language to express needs and feelings e.g. rather than snatching.	Wait for a turn to talk in 1:1 and small group conversations and make relevant contributions. Listen and respond appropriately to questions from peers and adults. Develop on friendships through talk and begin to form wider friendships and relationships both inside and outside the classroom using talk. Label their own emotions and begin to discuss reasons for those emotions. Use developed language to express needs and feelings e.g. negotiate through speech- 'I'll go first and then it's your turn.'	Take turns when talking to a small group showing patience. Listen for extended periods of time and respond appropriately to questions from peers and adults. Label their own and others' emotions and begin to discuss reasons for those emotions. Speak with increased confidence in front of a small audience. Talk to a small audience without reading pre-prepared materials. Begin to consider the impact of words on others when giving feedback	Listen to others and be willing to change opinion based on what they have heard. Label their own and emotions and discuss reasons for those emotions. Reflect on how actions make others feel. Be able to explain what emotions Speak with confidence in front of a larger audience. Carefully consider the impact of their words on others when giving feedback. Be aware of others who haven't contributed and encourage them to have an input into the discussion. Begin to support organising group discussion.	Use more natural and subtle prompts for turn taking e.g. body language. Listen for extended periods of time, being prepare to change your mind. Label their own and others emotions, the reasons behind them and reflect on how actions make others feel. Deliver confidently a shore pre-prepared presentation task. Consider the impact of their words on others when giving feedback and be sensitive to their needs. Start to develop an awareness of audience of considering what might interest a particular group of people.	Display attentive listening skills when interacting in a group setting. Label their own and others emotions, the reasons behind them and reflect on how actions make others feel. Begin to take on a more leading role in RJ conversations. Adapt the content of their speech based on the audience. Give feedback in a sensitive and appropriate manner and adapt approach according to the recipient. Organise and lead group discussions independent of an adult. Speak with flair and passion.	Display attentive listening skills when interacting in a group setting, showing empathy with the audience. Label their own and others emotions, the reasons behind them and reflect on how actions make others feel. Take on a leading role in RJ conversations to support conflict resolution. Give constructive feedback to peers and be sensitive to their needs. Read a room or a group and take action accordingly and consider changing the approach e.g. if everyone looks disengaged etc. Draw out subtext when listening to a conversation or speech. Use humour effectively

Turn To Your Partner

Every week, at least one session has a TTYP element to it. During these sessions, teachers display the appropriate sentence stems to support pupils in their discussions. These can be found in the 'Progressive sentence stems,' document. The focus for each week is as listed below;

Week 1 - Writing

Week 2 - Reading

Week 3 - Maths

Week 4-7 - Curriculum sessions

During TTYP sessions, teachers will use the, 'Talk tactics,' supporting cards to help lead the conversation. As pupils develop confidence this role will be given over to students to lead the conversation. The talk tactic cards are listed below;

Instigate

Present an idea or open up a new line of inquiry



- “ I would like to start by saying ____
- “ I think ____
- “ We haven't yet talked about ____

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas



- “ Why do you think ____?
- “ What evidence do you have to support X idea?
- “ Could you provide an example?

Probe

Build

Develop, add to or elaborate on an idea.



- “ Building on X's idea ____
- “ I agree and would like to add ____
- “ X's idea made me think ____

Build

Challenge

Disagree or present an alternative argument



- “ I disagree because ____
- “ To challenge you X, I think ____
- “ I understand your point of view, but have you thought about ____?

Challenge

Clarify

Asking questions to make things clearer and check your understanding



- “ So are you saying ____?
- “ Does that mean ____?
- “ Can you clarify what you mean by ____?

Clarify

Summarise

Identify and recap the main ideas



- “ So far we have talked about ____
- “ The main points raised today were ____
- “ Our discussion focused on ____

Summarise

[Voice21-ClassroomPracticeToolkit-StudentTalkTactics.pdf](#)

Whole school progressive sentence stems

Year: Nursery

Tier 1 and 2 Vocabulary

EYFS has Communication and Language as a Prime area of learning and we have a detailed curriculum in which oracy is embedded. We anticipate language developing across the Three Prime areas and four Specific areas on a term-by-term basis and includes specific vocabulary related to themes we will be working on.

We use Widgeit Dual Coding to support language development and understanding.

NURSERY CONCEPT CAT VOCABULARY

Speaking and listening vocabulary

In EYFS children may be experiencing the language used in school for the first time. They will be developing their ability to listen, understand and respond to language as well as learning to reproduce it.

Key language will include commands such as-

- Please sit down
- Please stand up
- Eyes looking
- Ears listening
- Come in
- Line up
- Stand here
- Come here
- Wait here

Progression in language structures

Supportive sentence stems to speak and understand

Hello my name iswhat's your name?
 Good morning (teacher/child)
 Good afternoon (teacher/child)
 Can I have...?
 I need...
 Please can I?
 I want....
 I would like...?
 I am...hungry/tired/thirsty
 Where is...

When is...
 Would you like a...
 Can I go to...
 Can I have a turn
 My turn next
 She/he took my.. I want...back
 My go
 I made a... Look at my...
 He/she hurt me... I'm sorry
 I'm sorry for...

Year: Reception

Tier 1 and 2 Vocabulary

EYFS has Communication and Language as a Prime area of learning and we have a detailed curriculum in which oracy is embedded. We anticipate language developing across the Three Prime areas and four Specific areas on a term-by-term basis and includes specific vocabulary related to themes we will be working on.

We use Widgeit Dual Coding to support language development and understanding.

NURSERY CONCEPT CAT VOCABULARY

Speaking and listening vocabulary

SPECIFIC RECEPTION VOCABULARY?

Progression in language structures

Supportive sentence stems

I know it is a ... because ...
I'm sorry because ...
Would you like ...
I don't want you to ... because ...
It is the same because ...
It is different because ...
It was hard/easy because ...
I feel ... because ...

To make it better I would ...
I like/don't like ...
My favourite part was ...
It will ... because ...
I think/don't think ...
I noticed that ... (T3)
I predict that ... (T5)

Year 1

Tier 1 and 2 Vocabulary

Absorb, ancient, artic, avoid, compare, continent, courage, cute, careless, dazzled, elegant, embarrass, expression, fierce, gasp, glamorous, glide, impossible, magnificent, miserable, observe, predict, respect, spoil, wonder, amaze, annoy, curious, explore, gigantic, grumpy, huge, invite, jealous, lovely, negative, positive, precious, proud, rhyme, special, surprise, worried.

Speaking and listening vocabulary

Ask, build on, challenge (teacher), communicating, group, ideas, listener, listening, opinion, speaker, speaking, understanding.

Progression in language structures

Language of argument	I agree with because I disagree with because It is wrong because It is right because... However...
Language of comparison	It is the same because... It is different because ... They are similar because ...
Language of deduction	I think that ... because ... I know that...because.. I noticed that ... It is ... because ...
Language of evaluation	Next time I could... I found ... hard/easy because ... I like the part where... because... I feel that.....next time. I could... I liked the part where... It was interesting because..
Language of conclusion	I like/disliked because The main parts were ...
Language of prediction	I predict that I predict that because... ... will happen because ... They are both...
Language of opinion	I think...because I don't think....because... and.... My partner thinks... I prefer...

Year 2

Tier 1 and 2 Vocabulary

Ancient, astonished, avoid, cause, chaotic, contribute, devastated, discover, distress, drowsy, dusk, effect, famous, frantic, frown, heroic, mischievous, moist, necessary, nuisance, outrageous, possession, precious, scent, scramble, shivered, stumble, submerge, suppose, swerved, vague, vanish, venture, volunteer

Speaking and listening vocabulary

Challenge (each other), debate, group, ideas, listening, opinion, question, speaker, speaking, support, view, viewpoint, understanding, clarify, infer, argue, justify, build on

Progression in language structures

Language of argument	I agree because I disagree because I think..... because They are correct because..... They are incorrect because..... Yes because..... No because..... However I prefer because I dislike because
Language of comparison	They are the same because..... They are different because The similarities are The differences are They are similar because This reminds me of because
Language of deduction	I think that because I know this because This tells me that This shows me that I can infer that This happened because
Language of evaluation	I like the part where... because... This could be better if I Next time I would I would change because First I thought but now I know Having listened to everyone's ideas
Language of conclusion	The main points were Overall I feel like because They are suggesting that happened because First, Next, Then, After That, Finally....

Language of prediction	I think this because I know that which makes me think that I predict that This will happen because I think they will be alike because..
Language of opinion	Now I think that.....because My partner thinks... Some people think... In my opinion....because..

Year:3

Tier 1 and 2 Vocabulary

Address, amateur, alternatively, approximately, buffet, chamber, coax, comment, crept, despise, draw, detest, distinguish, eager, emerge, endurance, exclaim, fortunate, foul, furious, ghastly, gurgled, hurl, inevitable, murmur, opaque, performed, platform, quantity, isolated, required, rural, shuffle, sinister, slump, specific, submerge, summon, wretched, wince

Speaking and listening vocabulary

Argue, build upon, communicate, comprehend, debate, disagree, infer, justify, judgement, listening, opinion, speaker, understanding, clear, explain, questions, reason

Progression in language structures

Language of argument	An argument for/against is....because.... I understand your point however..... due to the fact..... I understand your argument however..... I feel that I accept your decision however.... I feel.....because.... On the one hand....but...
Language of comparison	It's the same because.... It's different because...and.....are both....and..... are alike in that...and..... are similar/different...isbut....is....
Language of deduction	I conclude that....because As a result of.... I deduct that... After looking at the information I conclude that... On observing I found....
Language of evaluation	It was interesting because... I liked the part where... I found this work....because... Next time I could..... Maybe you could try... You could improve this by...
Language of conclusion	What he/she is saying is... Many of the points he/she is making are about... His/her main concern is... In summary I think.. In conclusion...
Language of prediction	I predict that...because...however... I think the outcome will be....because... Because I know that.... I know.... Due to this.... I know that...
Language of opinion	I agree/disagree because... My opinion/view is....because... My partner thinks.....whereas I think....

Year:4

Tier 1 and 2 Vocabulary

Ancestor, benevolent, bitter, bolt, branch, bulk, classic, currency, detest, dimension, draught, emerge, expedition, flattery, fortune, hurl, interpreter, liberty, manual, misfortune, notice, novel, permit, produce, promenade, resent, scenario, seize, sinister, stream, temple, tend, vision, volume

Speaking and listening vocabulary

Agree, assert, assume, conclude, conclusive, confer, confirm, convince, deduce, deliberate, extend, imply, infer, interpret, neutral, precise, presume, recite, theory, justify

Progression in language structures

Language of argument	An argument for.... is.... because.... and.... An argument against is because and I understand however I disagree because... I accept your decision, I however think... because...
Language of comparison	One similarity between ... and ... is ... Another similarity is ... A further similarity is ... One difference between ... and is ... Another difference is ... A further difference is ...
Language of deduction	In conclusion, I would say that ... Due to the fact that My results make me think that ... because ... Based on I think In summary I think... To conclude,... Having listened to everyone's opinions, I think... After looking at the information, I conclude happened because ... First I thought... but now I know...
Language of evaluation	I enjoyed ... because was successful because ... You could improve this work by ... Maybe you could try ... Next time I / you could ... Reflecting up on ...
Language of conclusion	I believe ... What he/she is saying is ... I remember that ... We know that ... is suggesting... Many of the points being made are about... Their main concern is... They mention how ...

Language of prediction	Because I know that ... I know ... Due to the fact that... I know that ... Maybe it's because... This is probable because ... I think the outcome will be ... because ... Due to the fact that ... , I predict...
Language of opinion	My view is....because... I appreciate/ understand... opinion, however, I feel.... After consideration...

Year 5

Tier 1 and 2 Vocabulary

adjacent, allocation, bias, bulk, candid, cease, coincidence, collaborate, consume, contest, continuity, contrary, conquer, correspond, corrode, credit, cue, culprit, diminish, distorted, distribute, diversity, domestic, drawback, drowsy, duration, eclipse, elite, emerge, empire, entrenched, escalate, estate, ethical, exhibit, expand, explicit, flustered, futile, gesture, grimace, heritage, hunch, hypothesise, incentive, index, institute, intelligence, internal, invalid, invasion, iridescent, manifest, mesmerise, mutual, odious, perspective, philosophy, precedent, prime, principle, protocol, recluse, regime, regulation, reign, reinforce, shackle, simulation, stark, status, strenuous, succession, subordinate, survey, tender, trepidation, trivial, turret, vacant, vandalise, verge, virtual, welfare

Speaking and listening vocabulary

appease, assert, conclusive, concur, confer, confirm, contend, convince, deduce, deny, implicate, imply, infer, initiate, interpret, irrefutable, negate, neutral, panel, precise, refutable, speculate

Progression in language structures

Language of argument	In my opinion... After consideration... I have main reasons for believing... As I am sure you will agree/understand.... Firstly, I would like to point out... It is evident that... Many would agree that... Perhaps some people would argue that... Arguably... In general, I agree with... although I think that... I accept your decision, however I think... because...
Language of comparison	In some/many ways... and... are alike. For instance, they both... Another feature they have in common is... Furthermore, they are both... However, they also differ in some ways. For example... while... Another difference is that... On one hand... yet on the other...
Language of deduction	Having analysed... I conclude... The fact is that, In effect... Given that... then... From this I deduce/deduct that... In conclusion/ I conclude... Based on the evidence I was presented with... After looking at the information, I conclude that...

Language of evaluation	My view is that... because... This is supported by the fact that... It is my opinion that... Possible improvements may include... Alternatively... The author has endeavoured to... I suggest that... could... The facts lead me to the conclusion that...
Language of conclusion	The author appears to be saying that/ is stating that... In this text the author is describing... to be... Their basic argument can be summarised as... In essence, what they're saying is... Many of the points they're making are about... Their principle concern is... According to the author/speaker... They mention how...
Language of prediction	I think there is a high/low probability that... It is true that... Can you/we prove that... I would like to prove/disprove that... Perhaps the reason is...
Language of opinion	My view is... because... The facts lead me to the opinion that...because.. My view is the same/ different to.....because...

Year:6

Tier 1 and 2 Vocabulary

Accumulate, agile, aggravate, allocation, amendment, apprehend, articulate, authority, avid, bizarre, clarify, concise, condition, conventional, confiscate, constitution, contemptuous, correspondence, deceptive, desolate, development, disgruntled, distinction, enhance, endure, exacerbate, exceptional, excruciating, gaunt, haggard, imperative, interception, interpretation, legitimate, liberty, luminous, ludicrous, naïve, onslaught, perspective, plausible, proficient, revoke, revenue, sublime, subtle, trepidation, turbulent, versatile, ultimate, unanimous

Speaking and listening vocabulary

Appease, assert, coincidence, comprehend, conclusive, concur, confer, contend, convince, decipher, deduce, fathom, implicate, imply, improvise, infer, initially, interpretation, irrefutable, meanwhile, negate, neutral, panel, perceive, precise, refutable, speculate, subsequently, theory,

Progression in language structures

Language of argument	On the one hand... but... Convince me that... I am convinced... Given that... Consequently/ Based on fact/ Because of my beliefs... After consideration...
Language of comparison	In some ways... and... are alike because... 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... Finally... but... The similarities/differences seem more significant than the similarities/differences because...
Language of deduction	The facts lead to... Based on... I've been lead to the conclusion that... The evidence leads to... Having considered... This infers that... 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 factors...
Language of evaluation	It is my understanding that... On reflection... My view is that... This is supported by the fact that... Furthermore... however... Initially the... were... However... Whilst X was... Y was... Possible improvements may include... Alternatively...

Language of conclusion	The facts lead me to the conclusion that... Due/owing to...X has/is... In summary... This has altered... Evidently...
Language of prediction	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...
Language of opinion	My opinion/ view is that....because... I am aware other people may believe.... but I think.... I agree with....but disagree that..... After consideration.... The facts lead me to believe that....

Oracy Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	PSD <i>All about me</i> Talk to share Talk to inform Staff Class	UW <i>Nativity Performance</i> Talk to entertain Parents	UW Journneys – Winter Walk Talk to analyse Talk to discover Talk partners Staff	UW Animals Talk to problem solve Talk to inform	UW / PSD Forest School Talk to analyse Talk to discover Talk to share Staff Talk Partners	PSD / CL Nursery Graduation Talk to entertain Talk to share Parents
Reception	PSD <i>All about me</i> Talk to share Talk to inform Staff Class	UW <i>Nativity Performance</i> Talk to entertain Parents	UW <i>Winter Walk</i> Talk to analyse Talk to discover Talk partners Staff	UW <i>Easter Story</i> Talk to discover Talk to inform Talk partners Class	UW / PSD Forest School Talk to analyse Talk to discover Talk to share Staff Talk Partners	PSD / CL Class Assembly Talk to entertain Talk to share Parents
Y1	PSHE <i>My Happy Mind - Learning About my Brain</i> Talk to share Talk partners	RE <i>Nativity Performance</i> Talk to entertain Parents	Maths <i>Numbers to 20</i> Talk to problem solve Talk to reason Talk Partners Class	History <i>Neil Armstrong / Apollo 11</i> Talk to inform Talk to share Talk to discover Talk Partners	English & Science <i>How to grow a plant</i> Talk to instruct Talk Partners Class	Art <i>Primary & Secondary colours</i> Talk to inform Talk to share Talk to discover Class Talk Partners
Y2	History <i>The Great Fire of London</i> Talk to analyse Talk to inform. Talk to entertain Class Parents	RE <i>Nativity Performance</i> Talk to entertain Parents	Maths <i>Multiplication and Division</i> Talk to problem solve Talk to reason Talk Partners Class	Art <i>Maps Art Gallery</i> Talk to inform Talk to share Talk to reason Talk to discover Class Talk Partners	English <i>Instructions</i> Talk to instruct Talk Partners Class	Science <i>Animal Habitats</i> Talk to problem solve Talk to reason Talk to share Talk to inform. Talk Partners Class
Y3	Maths <i>Place Value</i> Talk to problem solve Talk to reason Talk Partners Class	RE <i>Christmas Debate</i> Talk to persuade Talk to influence Talk to reason Talk Partners Class	Art <i>Sculpture</i> Talk to inform Talk to share Talk to reason Talk to discover Class Talk Partners	Science <i>Enquiry</i> Talk to problem solve Talk to reason Talk to analyse Class Talk Partners	French <i>In a French Classroom</i> Talk to inform Class Talk Partners	English <i>Volcano Poetry</i> Talk to entertain Class Talk Partners
Y4	Science <i>Electricity</i> Talk to problem solve Talk to reason Talk to analyse Class	Forest School Talk to analyse Talk to discover Talk to share Talk to instruct Staff Talk Partners	Maths <i>Fractions</i> Talk to problem solve Talk to reason Talk Partners Class	History <i>Vikings V Anglo Saxons</i> Talk to analyse Talk to inform. Talk to persuade Class Talk Partners	English Banksy Debate Talk to persuade Talk to inform. Talk to influence Talk to reason Class Talk Partners	Class Assembly <i>Egyptians</i> Talk to inform. Talk to entertain Parents

Y5	Maths <i>Place Value</i> Talk to problem solve Talk to reason Talk Partners Class	Art <i>Sculpture</i> Talk to inform Talk to share Talk to reason Talk to discover Class Talk Partners Staff	Science <i>Air Resistance Experiment</i> Talk to problem solve Talk to reason Talk to analyse Class Talk Partners	DT <i>Come Dine with Me</i> Talk to share Talk to instruct Talk to analyse Class Mr Adams	English <i>Haiku Poem</i> Talk to entertain Class Staff	PSHE <i>My Happy Mind - Learning About my Brain</i> Talk to share Talk partners
Y6	History <i>World War II</i> Talk to inform Talk to share Talk to analyse Class Talk Partners	Science <i>Electricity</i> Talk to problem solve Talk to reason Talk to analyse Class	Residential <i>Laches Wood</i> Talk to problem solve Talk to instruct Talk to discover Talk to reason Class Local Community	PSHE <i>My Happy Mind</i> Talk to share Talk to reason Talk partners	English <i>A letter from a headteacher</i> Talk to inform. Talk to influence Talk to reason Class Talk Partners	Brewhouse Whole School Performance Talk to entertain Local Community Whole School Parents Staff
10 Talk types Talk to share, Talk to persuade, Talk to discover, Talk to entertain, Talk to instruct, Talk to problem solve, Talk to influence, Talk to analyse, Talk to reason, Talk to inform. Authentic audiences Talk partners, Class, Year group, Local community, Parents, Staff, Partner school, Whole school						

Diction

Diction exercises can help improve public speaking. Through practicing regular diction exercises, pupils are able to learn the necessary skills to ensure that the audience can clearly hear and understand what they are attempting to convey. Benefits of diction exercises include;

- Strengthening the muscles involved in speech
- Highlighting typical speech patterns and pronunciation issues that may be detrimental to speech delivery.
- Improving written work through ensuring correct pronunciation of words.

Term 1	
Week 1	Red lorry, yellow lorry.
Week 2	Red leather, yellow leather.
Week 3 B words	Betty brought a bit of butter, but she found the butter bitter, so Betty bought a bit of better butter to make the bitter butter better.
Week 4 D words	Did Doug dig David's garden or did David dig Doug's garden?
Week 5 D words	Do drop in the Dewdrop Inn.
Week 6 F words	Four furious friends fought for the phone.

Week 7 F words	Five flippant Frenchmen fly from France for Fashion.
--------------------------	--

Every week pupils focus on a different diction exercise. The diction exercise for the week is displayed on the back of the classroom door. Pupils practice saying this at the end of every day, for the duration of the week. Pupils are also encouraged to practice their diction exercise before public speaking or formal presentation.

Term 2	
Week 1 H words	In Hartford, Hereford and Hampshire hurricanes hardly happen.
Week 2 J words	James just jostled Jean gently.
Week 3 J words	Jack the jailbird jacked a jeep.
Week 4 K words	Kick it quick, kick it quicker, kick it quickest.
Week 5 K words	My cutlery cuts keenly and cleanly.
Week 6	Larry sent the latter a letter later.
Term 3	
Week 1 L words	Lucy lingered, looking longingly for her lost lap-dog.
Week 1 N and U sounds	You know New York. You need New York. You know you need unique New York.
Week 2 P words	Peter Piper picked a peck of pickled pepper. I Peter Piper picked a peck of pickled pepper, where's the peck of pickled peppers that Peter Piper picked?
Week 3 Q words	Quick kick. Quicker kick. Quickest kick.
Week 4 R words	Round the rugged rocks the ragged rascal ran.
Week 5 R words	Reading and writing are richly rewarding.
Week 6 R words	Real rock wall, real rock wall, real rock wall.
Term 4	
Week 1 R words	Rory the warrior and Roger the worrier were reared wrongly.
Week 2 S words	Six thick thistle sticks.
Week 3 S words	The shrewd shrew sold Sarah seven silver fish slices.

Week 4 S words	Sister Susie sat on the sea shore sewing shirts for sailors.
Week 5 S words	She sells sea shells on the sea shore.
Week 6 S words	Stupid superstition

Term 5

Week 1 T words	Tongue twisters totally twist tongues today.
Week 2 T words	Ten tame tadpoles tucked tightly in a thin tall tin.
Week 3 T words	Two toads, totally tired, trying to trot.
Week 4 T words	Thirteen turtles tucked their tails tightly travelling through thick tall terrain.
Week 5 V words	Vera valued the valley violets.
Week 6 W words	Wally Walrus washes in water while wildly wishing for wet winter walnuts.
Week 7 Y words	Yazmin yelled yesterday about yellow yarn.