



Oracy on a page: Year 1

At Jervoise School, we believe oracy is a fundamental life skill and the foundation of learning, confidence and success. Our inclusive and ambitious oracy curriculum ensures all pupils develop the ability to express themselves clearly, confidently and appropriately across a range of contexts and audiences. Guided by our mission to enable every child to achieve their highest potential, we support pupils to develop physically, cognitively, socially and emotionally, and linguistically through purposeful talk, discussion, debate, performance and collaboration, empowering them to have their voices heard, valued and respected.

Physical	Linguistic	Cognitive	Social & Emotional
To use body language to show listening. To experiment with adjusting tone, volume and pace.	To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...').	To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order.	Listen carefully to others. To participate in group discussions independently of an adult.

Purpose:

Inform and explain	Interactive/negotiation	Recitation
Debate and persuasion	Building understanding	Entertainment and expression

Audience:

older	adult	expert	large group	familiar
younger	peers	live	small group	unfamiliar

Autumn 1	Spring 1	Summer 1
Subject/topic: Science, Human body- Unit 1: Lesson 1, Lesson 3, → Talking in groups where they name the parts of the body Oracy outcome: Linguistics • To use vocabulary specific to the topic at hand. Social and emotional • Listen carefully to others. Purpose: Recitation Audience: peers, small group, familiar	Subject/topic: History, Local History, Unit 2: Lesson 2 → Mapping out pictures of Jervoise School over time, children order the images and then compare them, explaining how they know using the source. Children then share the comparison with the class in small groups. Oracy outcome: Cognitive: • To explain ideas and events in chronological order. Linguistics • To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. Social and emotional • To participate in group discussions independently of an adult. Purpose: Building understanding Audience: small groups, live, peers	Subject/topic: RE, Judaism, Unit 6 – Lesson 2 → Sorting through places of worship that they have already learnt and giving reasons for their opinions... I agree because... Oracy outcome: Linguistics • To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...'). Cognitive: • To offer reasons for opinions. Physical • To use body language to show listening. Purpose: Interactive/ negotiation Audience: large groups, live, peers
Autumn 2	Spring 2	Summer 2
Subject/topic: Geography, Unit 1, Our locality, Lesson 5 → Identifying likes and dislikes in our local community and how it could be better, presenting to a local resident. Oracy outcome: Cognitive: • To consider the merits of different viewpoints. • To disagree with someone else's opinion politely Purpose: Debate and persuasion Audience: expert, adult	Subject/topic: English, Retell → Children retell their story to a Reception child. Oracy outcome: Physical • To experiment with adjusting tone, volume and pace. Purpose: Entertainment and expression Audience: unfamiliar, younger	Subject/topic: DT, Clay Tiling, Unit 3, Lesson 7/8 → Children evaluate their clay tile, saying what went well and what could be improved, then explain how they made it and their evaluation to Year 2 using key vocabulary. Oracy outcome: Physical • To experiment with adjusting tone, volume and pace. Linguistics • To take opportunities to try out new language. Purpose: inform, explain Audience: older, unfamiliar