

Oracy on a page: Year 5

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 consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. To use specialist vocabulary when discussing a known topic.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.	To use more natural and subtle prompts for turn-taking. To develop an awareness of audience. To consider the impact of their words on others when giving feedback.

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: History, Islamic Civilisation, Unit 1: Lesson 6 → Children to complete a survey from the supporting evidence and share it within a group. Oracy outcome: Cognitive: • To be able to give supporting evidence, e.g. citing a text, a previous example or a historical event. Social and emotional • To use more natural and subtle prompts for turn-taking. Purpose: Inform and explain Audience: small group, familiar, live, peers	Subject/topic: English, Unit 3: Persuasive speech → to encourage Camp Green Lake to be closed – Holes – to Year 6, then evaluate their presentation, including their oracy skills, self-assessment and peer assessment. Oracy outcome: Cognitive: • To reflect on their own oracy skills and identify areas of strength and areas to improve. Social and emotional • To consider the impact of their words on others when giving feedback. Purpose: Debate and persuasion Audience: unfamiliar	Subject/topic: Music. Brass → Children have learnt the trumpet throughout the year and will perform for their parents. Oracy outcome: Social and emotional • To develop an awareness of the audience. Purpose: Entertain and express Audience: older, adult
Autumn 2	Spring 2	Summer 2
Subject/topic: → First Aid – St John's ambulance workshop – Children to create questions to ask, then the teacher creates possible responses, and children use probing sentence stems to support. Then will probe the first aiders. Oracy outcome: Cognitive: • To ask probing questions. Purpose: Interactive Audience: expert	Subject/topic: Science, Earth and Space, Unit 3: Lesson 3 → Create a News Broadcast about how Earth's rotation plays a part in day and night. Oracy outcome: Linguistics • To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk. Physical • To consider how tone, volume and pace influence meaning. Purpose: Recitation, building understanding Audience: large group – class, live	Subject/topic: DT, Bird House, Unit 3, Last Lesson → Donate their bird house as a group to younger year groups, where they have to present how they made it and their evaluation. Oracy outcome: Linguistics • To use specialist vocabulary when discussing a known topic. Physical To consider movement when addressing an audience. Purpose: Building understanding Audience: younger, unfamiliar, large group