

## Oracy on a page: Year 6

| Physical                                                                                                  | Linguistic                                                                                                                                                                                                 | Cognitive                                                                                                                                                                                                                                | Social & Emotional                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To have a stage presence.</p> <p>To adjust tone, volume and pace for a given purpose and audience.</p> | <p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using expressions.</p> <p>To use sophisticated vocabulary appropriate to the context and purpose of talk.</p> | <p>To construct a detailed argument or complex narrative.</p> <p>To assess different viewpoints and present counterarguments.</p> <p>To spontaneously respond to increasingly complex questions and cite evidence where appropriate.</p> | <p>To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions.</p> <p>To develop an awareness of group dynamics and invite those who haven't spoken to contribute.</p> |

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>Subject/topic: RE</b></p> <p>Unit 1, Visit to the temple</p> <p>→ Visit the temple, find out about the significance of statues and other key elements of a temple.</p> <p>→ Follow up task children to recite what they have learnt, and then the teacher creates complex questions that children need to respond to, with question getting more challenging and children having to have time to think before answering.</p> <p><b>Oracy outcome:</b></p> <p><u>Cognitive</u></p> <p>To spontaneously respond to increasingly complex questions and cite evidence where appropriate.</p> <p><b>Purpose:</b> recitation</p> <p><b>Audience:</b> expert, familiar</p> | <p><b>Subject/topic:</b></p> <p>English, The Piano – Visual Literacy, Unit 3</p> <p>→ Children to create their own flashback narrative, once finished, perform to a younger audience in groups (Y4,Y5).</p> <p><b>Oracy outcome:</b></p> <p><u>Linguistics</u></p> <ul style="list-style-type: none"> <li>• To be comfortable using expressions.</li> </ul> <p><u>Physical:</u></p> <ul style="list-style-type: none"> <li>• To have a stage presence.</li> <li>• To adjust tone, volume and pace for a given purpose and audience.</li> </ul> <p><b>Purpose:</b> entertain and expression</p> <p><b>Audience:</b> small groups, younger</p>                                         | <p><b>Subject/topic:</b></p> <p>History, Unit 2, WW2, Lesson 4</p> <p>→ Using the LACE process to describe how the Midlands was affected by the bombings.</p> <p><b>Oracy outcome:</b></p> <p><u>Social and emotional</u></p> <ul style="list-style-type: none"> <li>• To be able to read a room or a group and take action accordingly, e.g. if everyone looks disengaged, moving on, or if people look confused, stopping to take questions.</li> </ul> <p><u>Linguistics</u></p> <ul style="list-style-type: none"> <li>• To use sophisticated vocabulary appropriate to the context and purpose of the talk.</li> </ul> <p><b>Purpose:</b> Building understanding</p> <p><b>Audience:</b> peers,</p> |
| Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Subject/topic:</b></p> <p>English, Eye of the Wolf, Letter persuasion, Immerse lessons</p> <p>→ Children to debate in small groups why animals should not be kept in captivity. (Harkness tool)</p> <p><b>Oracy outcome:</b></p> <p><u>Physical:</u></p> <ul style="list-style-type: none"> <li>• To adjust tone, volume and pace for a given purpose and audience.</li> </ul> <p><u>Social and emotional</u></p> <ul style="list-style-type: none"> <li>• To develop an awareness of group dynamics and invite those who haven't spoken to contribute.</li> </ul> <p><b>Purpose:</b> debate and persuasion</p> <p><b>Audience:</b> small group, familiar</p>       | <p><b>Subject/topic:</b></p> <p>Reading, World Book Day</p> <p>→ "Reading for pleasure is more important than reading to learn" Y6 to prepare arguments for and against, then present in assembly (Year groups TBC), then other children can ask questions and then make a final decision (like the jury). Talk Tactics to be used/ Sentence stems.</p> <p><b>Oracy outcome:</b></p> <p><u>Cognitive</u></p> <ul style="list-style-type: none"> <li>• To construct a detailed argument or complex narrative.</li> <li>• To assess different viewpoints and present counterarguments.</li> </ul> <p><b>Purpose:</b> Interactive</p> <p><b>Audience:</b> Younger, unfamiliar, live</p> | <p><b>Subject/topic:</b></p> <p>Science, Electricity, Unit 5, Lesson 3</p> <p>→ Create a circuit, experiment: what happens to the bulb/buzzer if more voltage is added. Children are to record a video with a voice-over to explain the process.</p> <p><b>Oracy outcome:</b></p> <p><u>Linguistics</u></p> <ul style="list-style-type: none"> <li>• To vary sentence structures and length for effect when speaking.</li> <li>• To use sophisticated vocabulary appropriate to the context and purpose of the talk.</li> </ul> <p><b>Purpose:</b> inform and explain</p> <p><b>Audience:</b> large group, familiar</p>                                                                                  |