# Year 4

## Oracy Framework

| | | Physical | Linguistic | Cognitive | Social & Emotional |
|---|---|---|---|---|---|
| Autumn | 1 | | 1. To begin to use rhetoric devices. | 1. To be able to give supporting evidence (e.g. citing a text, a previous example or a historical event). | 1. To understand the interests of peers.<br>2. To identify clearly what they have not understood and be specific about what additional information they need. |
| | 2 | 1. To consider how pace effects meaning. | 2. To carefully consider the words and phrasing they use to express their ideas. | | 3. To use more natural cues for inclusive turn taking within discussions. |
| Spring | 1 | 2. To consider placement when addressing a small group. | 3. To independently use specific specialist (technical) vocabulary when guided by an adult. | 2. To reflect on their own oracy skills and identify areas of strength. | 4. To consider the impact of their words on others when giving feedback. |
| | 2 | 3. To consider how volume effects meaning. | | 3. To reflect on their own oracy skills and identify areas to improve. | 5. To reflect on audience reactions. |
| Summer | 1 | 4. To consider how tone effects meaning. | 4. To independently use specialist (technical) vocabulary when discussing a known topic. | 4. To ask probing questions. | |
| | 2 | 5. To use intonation to help emphasise their point. | | | 6. To develop an awareness of audience based on audience reactions. |

## Oracy Outcomes

**Autumn 1**
Presentation of STEAM project

**Autumn 2**
Narrative share with younger children

**Spring 1**
Formal presentation of a dual impact script through recorded voiceover

**Spring 2**
Debate

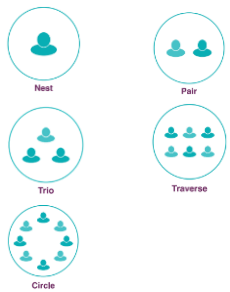
**Summer 1**
Group discussion with final negotiated decision

**Summer 2**
End of unit discussion - Would you rather?

## Talk Tactics

| Instigate | Build | Challenge | Summarise | Probe | Clarify |
|---|---|---|---|---|---|
| • I would like to start by saying... | • Building on X's idea...<br>• I agree and would like to add... | • I disagree because...<br>• To challenge you, X, I think... | • Our discussion focused on...<br>• So far, we have talked about... | • Why do you think...?<br>• Can you provide an example...? | • So, are you saying...?<br>• Does that mean...? |

## Talk groups used



**Purposes for Talk**

| | | | |
|---|---|---|---|
| Organise and structure ideas | Understand and reason | Give instructions | Problem-solve |
| Analyse and evaluate | Acquire new language | Generate opinions and ideas | Influence |
| Challenge | Gather and share information | Entertain | Reach consensus/negotiate |

**Audience**

| | | | | | |
|---|---|---|---|---|---|
| Older | Adult | Large group | Familiar | Recorded | Expert |
| Younger | Peers | Small group | Unfamiliar | Live | Chosen by speaker |

| **Autumn 1** | **Spring 1** | **Summer 1** |
|---|---|---|
| **Subject/Topic:** STEAM Week (Personal Passion Project)<br><br>**Oracy Strands:** Ling 1; Cog 1; S&E 1&2<br><br>**Purpose:** Organise and structure ideas; Gather and share information<br><br>**Context:** Small group presentation of STEAM project - short summary of the processes they went through.<br><br>**Audience:** Small Group; Familiar Peers and Adults<br><br>**Presentational or Exploratory?** Presentational | **Subject/Topic:** English - Wildlife voiceovers<br><br>**Oracy Strands:** Ling 3; Cog 2; S&E 4<br><br>**Purpose:** Gather and share information; Entertain; Influence<br><br>**Context:** Formal presentation of a dual impact script through recorded voiceover and self-reflect/ peer reflect to offer feedback.<br><br>**Audience:** Peers; Recorded<br><br>**Presentational or Exploratory?** Presentational | **Subject/Topic:** History<br><br>**Oracy Strands:** Phys 4; Ling 4; Cog 4<br><br>**Purpose:** Problem-solve; Influence; Reach consensus/negotiate; Generate opinions and ideas<br><br>**Context:** Group discussion with final negotiated decision – Would you evacuate children?<br><br>**Audience:** Familiar Peers; Live; Large group<br><br>**Presentational or Exploratory?** Exploratory |
| **Autumn 2** | **Spring 2** | **Summer 2** |
| **Subject/Topic:** English – Dragon Short Story<br><br>**Oracy Strands:** Phys 1; Ling 2<br><br>**Purpose:** Acquire new language; Entertain<br><br>**Context:** 1:1 sharing of their own short story.<br><br>**Audience:** Younger children (Yr 2); Small Group; Live<br><br>**Presentational or Exploratory?** Presentational | **Subject/Topic:** Geography<br><br>**Oracy Strands:** Phys 3; Cog 3; S&E 5<br><br>**Purpose:** Understand and reason; Generate opinions and ideas; Influence; Reach consensus/negotiate<br><br>**Context:** Debate – unplanned. To consider a viewpoint and address a group in an appropriate and persuasive manner.<br><br>**Audience:** Familiar Peers; Large Group<br><br>**Presentational or Exploratory?** Exploratory | **Subject/Topic:** Geography - Earthquakes<br><br>**Oracy Strands:** Phys 5; S&E 6<br><br>**Purpose:** Generate opinions and ideas; Understand and reason<br><br>**Context:** End of unit discussion - Would you rather?<br><br>**Audience:** Live; Familiar Peers; Large Group<br><br>**Presentational or Exploratory?** Exploratory |