Year 2

Oracy Framework

		Physical	Linguistic	Cognitive	Social & Emotional
Autumn	1	1. To use gesture to support the delivery of ideas (e.g. gesturing towards someone if referencing their idea).	1. To use sentence stems to signal when they are building on or challenging others' ideas.	1. To make connections between what has been said and their own experiences.	
	2	2. To speak clearly and confidently within their class environment.		2. To build on others' ideas in discussions.	1. To take turns, listen and respond in two-way conversations.
Spring	1		2. To use newly learnt vocabulary in an appropriate way.		2. To develop an awareness of audience, (e.g. what might interest a certain group).
	2	3. To speak clearly and confidently outside of their class environment (e.g. lunchtime, playtime).		3. To ask questions to find out more about a subject.	3. To encourage everyone to contribute.
Summer	1		3. To use begin to use vocabulary for effect (e.g. exaggeration to make stories more exciting: "I made the biggest sandcastle in the world!").	4. To make connections between what has been said and others' experiences.	
	2	4. To speak clearly and confidently to new adults and peers.	4. To consider how to adapt speech in different situations according to audience (e.g. friends, parents, teachers etc).		4. To take turns, listen and respond in group conversations. 5. To speak with confidence in front of a small familiar group.

Oracy Outcomes

Autumn 1
Hot seating

Autumn 2
Discuss food design choices with peers and adults

Spring 1
Planned debate – 'Would you rather...?'

Spring 2
Continuum line – Great Fire of London

Summer 1
Vocabulary bullseye – summarising learning

Summer 2
Present an information text

Talk Tactics

Instigate	Build	Challenge	Summarise	Probe	Clarify
• I think...	• Yes, and... • I agree because... • Building on X's idea...	• I disagree because...	• The main things we spoke about today were...	• Why do you think...?	• So, are you saying...?

Talk groups used independently



Talk groups used with support



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: Reading **Oracy Strands:** Phys 1; Ling 1; Cog 1 **Purpose:** Build and Challenge; Generate opinions and ideas **Context:** Hot seating of the Velveteen Rabbit to infer feelings and thoughts, focusing on asking in-depth questions. **Audience:** Familiar Peers; Large Group **Presentational or Exploratory?** Exploratory	**Subject/Topic:** Geography – Hot and Cold Deserts **Oracy Strands:** Ling 2 **Purpose:** Organise and structure ideas; Understand and reason; Analyse and evaluate; Challenge; Influence; Generate opinions and ideas **Context:** Planned debate ('Would you rather…?') regarding whether they would prefer to live in a hot or cold desert based on learning. **Audience:** Familiar Peers; Large Group **Presentational or Exploratory?** Presentational	**Subject/Topic:** Science – States of Matter **Oracy Strands:** Ling 3 **Purpose:** Organise and structure ideas; Understand and reason; Acquire new language; Reach consensus/negotiate **Context:** Use of vocabulary bullseye to summarise understanding of how substances change states of matter. **Audience:** Small Group; Familiar Peers **Presentational or Exploratory?** Exploratory
Autumn 2	**Spring 2**	**Summer 2**
Subject/Topic: DT - Salads **Oracy Strands:** Phys 2; S&E 1 **Purpose:** Acquire new language; Generate opinions and ideas **Context:** Discuss food design choices with peers and adults during picnic. **Audience:** Live; Familiar Peers; Small Group; Familiar Adults **Presentational or Exploratory?** Exploratory	**Subject/Topic:** History - The Great Fire of London **Oracy Strands:** Cog 3; S&E 3 **Purpose:** Understand and reason; Analyse and evaluate; Gather and share information; Entertain; Reach consensus/negotiate **Context:** Continuum line – was the Great Fire of London the baker's fault? At beginning and end to examine if opinions have changed. **Audience:** Large Group; Familiar Peers **Presentational or Exploratory?** Exploratory	**Subject/Topic:** English – Writing to Inform **Oracy Strands:** Ling 4; S&E 5 **Purpose:** Analyse and evaluate; Gather and share information; Reach consensus/negotiate **Context:** Create an information text about an area that they know well Present and share their texts to adults. **Audience:** Live; Small Group; Familiar Adults **Presentational or Exploratory?** Presentational