Year 5

Oracy Framework

		Physical	Linguistic	Cognitive	Social & Emotional
Autumn	**1**	1. To project their voice when addressing the whole class.	1. To use rhetoric devices appropriately.	1. To use questions to help conversation flow.	1. To listen actively for extended periods of time.
	2	2. For body language to naturally mirror talk accordingly.	2. To select specific vocabulary appropriate to the topic at hand.	2. To be able to draw upon knowledge of the world to support their own point of view.	
Spring	**1**	3. To project their voice when addressing the year group.		3. To be able to draw upon knowledge of the world to explore different perspectives.	
	2	4. To use movement when addressing the class.	3. To use an increasingly sophisticated range of sentence stems with accuracy.		2. To reflect on someone else's oracy skills and identify areas of strength.
Summer	**1**	5. To project their voice when addressing a larger audience. 6. To adjust tone to influence meaning.		4. To identify when a discussion is going off topic and to be able to bring it back on track.	3. To speak with flair and passion about a topic of interest.
	2	7. To use movement when addressing a larger audience.	4. To use a sophisticated range of sentence stems with accuracy.		4. To develop an awareness of audience and adapt accordingly.

Oracy Outcomes

Autumn 1
Poetry performance and reflection

Autumn 2
N/A

Spring 1
Creating a video

Spring 2
N/A

Summer 1
N/A

Summer 2
R.E expression form: own choice

Talk Tactics

Instigate	Build	Challenge	Summarise	Probe	Clarify
• I would like to start by saying… • We haven't yet talked about…	• Building on X's idea… • I agree and would like to add…	• I disagree because… • To challenge you, X, I think…	• Our discussion focused on… • So far, we have talked about…	• Why do you think…? • Can you provide an example…?	• So, are you saying…? • Does that mean…?

Talk groups used

Nest, Pair, Trio, Traverse, Circle, Fishbowl