Year 6

Oracy Framework

		Physical	Linguistic	Cognitive	Social & Emotional
Autumn	1	1. To adjust tone, volume and pace for a given purpose and audience.	1. To be comfortable using idioms and expressions. 2. To use rhetoric devices appropriately. 3. To use a sophisticated range of sentence stems with accuracy.	1. To use questions to help conversation flow.	1. To listen actively for extended periods of time. 2. To develop an awareness of group dynamics and invite those who haven't spoken to contribute.
	2	2. To have a stage presence in front of the year group (use of body language and appropriate gestures; voice projection).	4. To vary sentence structures and length for effect when speaking.	2. To construct a detailed argument or complex narrative.	3. To reflect on someone else's oracy skills and identify areas of strength and areas to improve.
Spring	1	3. To show interest through tone of voice.	5. To use sophisticated vocabulary appropriate to the context and purpose of talk.	3. To assess different viewpoints and present counterarguments.	
	2			4. To acknowledge and explain changes of position.	4. To recognise when to add detail or leave information out according to how much is already known by the listener.
Summer	1		6. To begin to use appropriate sarcasm.	5. To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	5. To use humour effectively.
	2	4. To have a stage presence in front of a larger audience (movement when addressing audience; voice projection).			6. 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).

Oracy Outcomes

Autumn 1
Diamond 9 discussion on The London Eye Mystery theories

Autumn 2
Delivering a formal speech

Spring 1
PowerPoint presentation on push and pull factors for Bournemouth

Spring 2
RE discussion on the purpose of life

Summer 1
Continuum line and fed-in facts linked to British Empire

Summer 2
Macbeth performance

Talk Tactics

Instigate

- I would like to start by saying...
- We haven't yet talked about...

Build

- Building on X's idea...
- I agree and would like to add...
- X's idea made me think...

Challenge

- I disagree because...
- To challenge you, X, I think...
- I understand your point of view, but have you thought about...

Summarise

- Our discussion focused on...
- So far, we have talked about...
- The main points raised today...

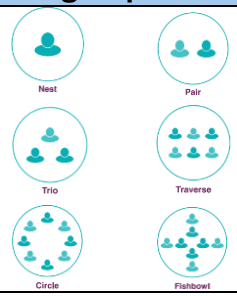
Probe

- Why do you think...?
- Can you provide an example...?
- What evidence do you have to support X idea?

Clarify

- So, are you saying...?
- Does that mean...?
- Can you clarify what you 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: Reading – The London Eye Mystery **Oracy Strands:** Phys 1; Ling 1; Cog 1; S&E 2 **Purpose:** Reach consensus/negotiate; Problem-solve **Context:** Diamond 9 discussion on The London Eye Mystery theories. **Audience:** Small Group; Familiar Peers; Live **Presentational or Exploratory?** Exploratory	**Subject/Topic:** Geography - Migration **Oracy Strands:** Ling 5; Cog 3 **Purpose:** Organise and structure ideas; Generate opinions and ideas; Gather and share information **Context:** PowerPoint presentation on push and pull factors for Bournemouth. **Audience:** Small Group; Familiar Peers; Live **Presentational or Exploratory?** Presentational	**Subject/Topic:** History – The British Empire **Oracy Strands:** Cog 5 **Purpose:** Organise and structure ideas; Understand and reason; Analyse and evaluate; Challenge; Generate opinions and ideas **Context:** Continuum line based on the British Empire being a force for good/bad. Fed-in facts to provide more information and re-evaluate opinion. **Audience:** Small Group; Familiar Peers; Live **Presentational or Exploratory?** Exploratory
Autumn 2	**Spring 2**	**Summer 2**
Subject/Topic: English – Persuasive Speeches **Oracy Strands:** Phys 2; Ling 4; Cog 2; S&E 3 **Purpose:** Organise and structure ideas; Influence **Context:** Delivering a formal speech. **Audience:** Large Group; Familiar Peers; Unfamiliar Adults; Live; Expert **Presentational or Exploratory?** Presentational	**Subject/Topic:** RE - Philosophy **Oracy Strands:** Cog 4; S&E 4 **Purpose:** Challenge; Acquire new language; Generate opinions and ideas **Context:** RE discussion on the purpose of life. **Audience:** Large Group; Familiar Peers; Live **Presentational or Exploratory?** Exploratory	**Subject/Topic:** English – Macbeth performance **Oracy Strands:** Phys 4 **Purpose:** Gather and share information; Entertain **Context:** Macbeth performances of group scene to class. **Audience:** Familiar Peers; Live **Presentational or Exploratory?** Presentational