

Year 6



Oracy Framework

Oracy Outcomes

		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.	Autumn 1 N/A Autumn 2 Persuasive speeches to local MP
	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 N/A
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.		Spring 2 English hot seating and interview questions
	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 N/A
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.	Summer 2 Science Exhibition – recording of scientific explanations for parents
	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).	

Talk Tactics

Talk groups used

Instigate	Build	Challenge	Summarise	Probe	Clarify	
<ul style="list-style-type: none"> I would like to start by saying... We haven't yet talked about... 	<ul style="list-style-type: none"> Building on X's idea... I agree and would like to add... X's idea made me think... 	<ul style="list-style-type: none"> I disagree because... To challenge you, X, I think... I understand your point of view, but have you thought about... 	<ul style="list-style-type: none"> Our discussion focused on... So far, we have talked about... The main points raised today... 	<ul style="list-style-type: none"> Why do you think...? Can you provide an example...? What evidence do you have to support X idea? 	<ul style="list-style-type: none"> So, are you saying...? Does that mean...? Can you clarify what you mean? 	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> <small>Heist</small></div> <div style="text-align: center;"> <small>Pair</small></div> <div style="text-align: center;"> <small>Trio</small></div> <div style="text-align: center;"> <small>Traverse</small></div> <div style="text-align: center;"> <small>Circle</small></div> <div style="text-align: center;"> <small>Fishbowl</small></div> </div>