












Year group	Talk Tactics and Groupings	Sentence stems	Opportunities for Oracy
<p>EYFS</p> <p>At this stage we have put the emphasis on pupils’ fundamental oracy skills such as speaking loud enough to be heard, beginning to join ideas together, asking questions and taking turns. We use Helicopter Stories, Drawing Club and Poetry basket to focus on vocabulary development and to build confidence in speaking. Paired talk is structured and visual prompts are given to pupils to help remind them of expectations. Knees to knees, eyes to eyes and other Developing Early Language strategies are used.</p> <p>V21 Developing Early Language strategies</p>	   <p>Instigate Build Challenge</p>   <p>Pair Nest</p>	<p>“I think...”</p> <p>“Yes, and...”</p> <p>“I disagree because...”</p>	<p>Speak to a partner during a lesson</p> <p>Role play with specific vocabulary</p> <p>Learn new songs, rhymes and poems</p> <p>Listen to a visiting speaker</p> <p>Poetry Basket and Drawing Club</p> <p>Helicopter stories</p>
<p>Key Oracy outcomes:</p> <p>Helicopter stories – children create and perform made up stories to develop communication and language development as well as a creativity and confidence.</p> <p>Performance poetry – Children learn to perform poetry to an audience using the four strands of the oracy framework to develop confidence and skills. Makaton actions are also taught to all children to ensure all children are included.</p>			
<p>Year 1</p> <p>We continue the strong start made in EYFS, and develop additional structures to develop high quality oracy. At this stage we use our Literacy learning objective about raising questions to teach children how to ask questions to find out more information and develop discussion.</p> <p>The use of Talk Through stories directly teaches children Tier 2 vocabulary.</p> <p>V21 Developing Early Language strategies are consolidated and children begin to use oracy skills taught in different contexts, such as with visitors to school.</p> <p>A focus on vocabulary across curriculum subjects begins in Year 1, and children use the linguistic strand to develop their skills in learning and using new vocabulary.</p>	   <p>Instigate Build Challenge</p>    <p>Trio Pair Nest</p>	<p>“I think...”</p> <p>“Yes, and...”</p> <p>“I disagree because...”</p> <p>“I agree because...”</p>	<p>Recount a school trip to the beach</p> <p>Establish paired and group discussion to share opinions</p> <p>Increased structures around turn taking</p> <p>Listening to develop understanding – has anyone changed their mind?</p>
<p>Key Oracy outcomes:</p> <p>History - Performing the key events of the Gunpowder Plot</p> <p>Literacy - Stanley's stick is a persuasive advert to convince Mrs Posner why their stick is the best.</p>			

Literacy - Superkid, to inform other children through sharing instructions on how they can become a superhero.

Year 2

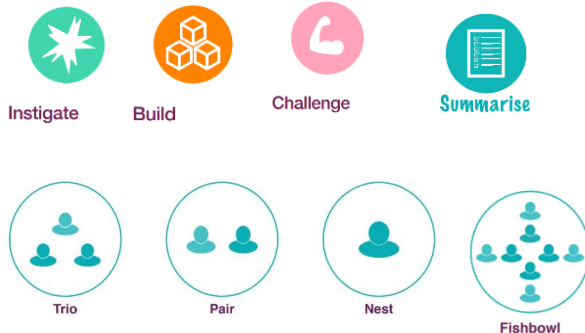
At this stage we build upon the strong start given in EYFS and Year 1 and put emphasis on beginning to have more self and audience awareness, considering which language is appropriate and thinking about speech being structured and purposeful. Vocabulary continues to be a focus, with curriculum planning demonstrating a progression in Tier 2 vocabulary. Year 2 trips and visits as part of '100 things to do before leaving Samares' offer a variety of opportunities for children to put their oracy skills into practice and we see an increase in the amount of unfamiliar settings and people that children begin to talk to. Language interventions such as WELCOMM continue into Year 2 ensuring that all children are equipped with the language comprehension required to meet age related expectations.

Key Oracy outcomes:

RE- Performing (in groups) the different parts of the Easter Story with a focus on key vocabulary (Linguistic strand- 'To use newly learnt vocabulary in an appropriate way.'

Literacy- Persuasive writing - Persuading Anansi to reward a particular son . Children to present their arguments to the class - (Linguistic Strand- 'To adapt how they speak in different situations according to audience.'

Poetry- Perform 'Grandma Can You Rap?' (Social and emotional strand- 'Confident delivery of short pre-prepared material.'



"I think..."

"Yes, and..." "Building on X's idea..."

"I disagree because..."

"I agree because..."

Collaborative art project

Performance poetry

Make and serve a cream tea

Speak to unfamiliar people in a real context – careers visitors

School Council elections

Year 3

At this stage, to build upon Key Stage 1 and EYFS, pupils are taught how to adapt to different situations and audiences, tailoring speech to a particular audience and being more aware of group dynamics and how to influence these. Children appraise each other's oracy skills using the oracy framework. Children develop confidence in speaking and listening in a range of group scenarios. By Key Stage 2, children are taught to use 5 of the different Voice21 grouping mechanisms and these are used in both discrete oracy lessons as well as the wider curriculum to elevate learning. Children have increased opportunities to partake in pupil conferencing, the School Council, and work with a range of external providers.



"I would like to start by saying..."

"Building on X's idea

"I disagree because..."

"Our discussion focused on..."























"Why do you think..."

Learn new sports

Drama workshop with Art Centre Jersey

School Council elections

Present/perform in assembly to parents

<p>Key Oracy outcomes:</p> <p>Persuasive Writing – Children present to the class a persuasive speech on a given topic. Children appraise each other’s oracy skills as part of this.</p> <p>Science – Children will present their answer to the following question: <i>What is the function of a flower in the life cycle of a plant?</i></p>	
<p>Year 4</p> <p>In Year 4 we start to introduce more unfamiliar audiences for the children to speak in front of, whilst building upon the learnt skills in previous year groups with increased vocabulary complexity. The Key Stage 2 curriculum at this point focuses on embedding learnt skills and knowledge and oracy is no different. Children are taught how to use more advanced vocabulary accurately and are given a range of opportunities to use their oracy skills to enhance their learning – for example increased use of discussion, open ended collaborative projects, and ownership over leading school events – such as charity fundraiser.</p>	<div> <div>  Instigate  Build  Challenge  Summarise  Probe </div> <div>  Trio  Pair  Nest  Fishbowl  Traverse </div> </div> <div> <p>“I would like to start by saying...”</p> <p>“Building on X’s idea... “I agree and would like to add...”</p> <p>“I disagree because...” “To challenge you X, I think...”</p> <p>“Our discussion focused on... “So far we have talked about...”</p> <p>“Why do you think...” “Can you provide and example...”</p> </div> <div> <p>Learn a musical instrument</p> <p>Performance to parents</p> <p>Charity fundraising</p> <p>School Council elections</p> <p>Residential trip to Crabbe</p> </div>
<p>Key Oracy outcomes:</p> <p>Persuasive speech: Children will write and perform a speech in the Learning Journey of The True Story of the 3 Little Pigs – to persuade a judge to release the wrongly imprisoned wolf. A guest adult will be in role as the judge.</p> <p>Performance poetry – Poems written by the children in the Learning Journey Voices in the Park will be performed to a different year group.</p>	
<p>Year 5</p> <p>A focus on higher level vocabulary builds on the prior learning of previous year groups to add greater sophistication to speech. Further opportunity for speaking to unfamiliar audiences and questioning visiting speakers is given through activities such as the States Chamber debate, and welcoming visiting speakers into class. Peer Mediation training begins in Year 5, giving additional opportunities to hone oracy skills – particularly in the social & element strand. Learning often draws upon multiple strands of the oracy framework, and children are able to make links between these – choosing appropriate oracy skills to help them communicate effectively.</p>	<div> <div>  Instigate  Build  Challenge  Summarise  Probe  Clarify </div> <div>  Trio  Pair  Nest  Traverse  Circle  Fishbowl </div> </div> <div> <p>“I would like to start by saying...” “We haven’t yet talked about...”</p> <p>“Building on X’s idea... “I agree and would like to add...”</p> <p>“I disagree because...” “To challenge you X, I think...”</p> <p>“Our discussion focused on... “So far we have talked about...”</p> <p>“Why do you think...” “Can you provide and example...”</p> <p>“So are you saying...” “Does that mean...”</p> </div> <div> <p>Festival of Words</p> <p>Drama workshop</p> <p>French Experience</p> <p>States Chamber debate</p> <p>School Council elections</p> <p>Peer Mediation training</p> </div>
<p>Key Oracy outcomes:</p> <p>States Chamber Debate – All Year 5 pupils will present a persuasive argument on a given topic and have the opportunity to share these during the class debate held in the States Chamber.</p> <p>Recount of learning in science and geography – Year 5 will present to Key Stage 2 in assembly a recount of their learning from the Farm to Fork unit of work and their visits to the local farm and dairy.</p>	

Year 6

Year 6 continues to develop pupils’ ability to adapt to different situations and audiences. The opportunities for presentational talk increases again this year – resulting in opportunities for all children to speak in more high pressured environments and performances at an island-wide level.

A focus on higher level vocabulary builds on the prior learning of previous year groups to add greater sophistication to speech. Skills of appraising oracy are honed, using the language of the framework to develop each other’s language skills. Opportunities to present in a ‘high stakes’ environment through the JB’s Burger Challenge and Speak Up Speak Out are given to enhance pupil’s opportunities to speak in-front of unfamiliar audiences for a given purpose – all of which draws upon each strand of the Oracy Framework.

Key Oracy outcomes:

JB’s Burger Challenge – Present a sales pitch to a panel of judges in Dragon’s Den. The winning pitch will have their burger on the menu at JB’s for a month with the profits being donated to the Year 6 Leaver’s Party.

Speak Up Speak Out Jersey – All children to present a speech to the class upon a chosen topic from the categories given. Finalists to present to a panel of judges and Key Stage 2 classes, with the winner of this round competing against other Primary Schools in Jersey in the Grand Final.



Instigate



Build



Challenge



Summarise



Probe



Clarify



Trio



Pair



Nest



Traverse



Circle



Fishbowl

“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...” “X’s idea made me think...”

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

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

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

“So are you saying...” “Does that mean...” “Can you clarify what you mean?”

Listen to a famous author

Poetry recital

JB’s Burger Challenge to guest judging panel

Organise an event for parents

Peer mediation

Speak Up Speak Out Jersey

School Council elections