



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Class	<p>Communication &amp; Language Understanding the world All about me</p> <p><b>Audience:</b> Year 5 buddies</p> <p><b>Purpose:</b> to inform</p> <p><b>Generic Oracy Skills:</b> <b>Physical:</b> To speak audibly so they can be heard and understood. <b>Cognitive:</b> To ask questions.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Cognitive:</b> To use because to explain facts about themselves <b>Cognitive:</b> To ask questions about other people.</p>	<p>Communication &amp; Language Expressive Arts and Design Nativity</p> <p><b>Audience:</b> parents and adults from home / whole school</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b> <b>Social &amp; Emotional:</b> To listen to others. <b>Social &amp; Emotional:</b> To take turns to speak.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Physical:</b> To retell a bible story confidently through actions to perform a Nativity.</p>	<p>Communication &amp; Language Personal Social Emotional Development How to keep yourself safe: explanation video</p> <p><b>Audience:</b> school website</p> <p><b>Purpose:</b> to educate</p> <p><b>Generic Oracy Skills:</b> <b>Linguistic:</b> To join phrases with words, such as 'if', 'because', 'so', 'could', 'but'. <b>Linguistic:</b> To use talk in play to practice new vocabulary.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Linguistic:</b> To use talk in play to practice new vocabulary e.g. Using sentence stems to support their explanation,</p>	<p>Communication &amp; Language Expressive Arts and Design Class assembly - children's choice</p> <p><b>Audience:</b> whole school</p> <p><b>Purpose:</b> to educate and entertain</p> <p><b>Generic Oracy Skills:</b> <b>Cognitive:</b> To wonder about ideas.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Cognitive:</b> To wonder about ideas.</p>	<p>Communication &amp; Language Expressive Arts and Design Literacy Retell a fairytale</p> <p><b>Audience:</b> Another class</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b> <b>Physical:</b> To use gesture to support meaning.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Physical:</b> To use gesture to support meaning when re-telling a fairy tale.</p>	<p>Maths: Mini museum about numbers up to 20.</p> <p><b>Audience:</b> governors</p> <p><b>Purpose:</b> to educate</p> <p><b>Generic Oracy Skills:</b> <b>Cognitive:</b> To describe events that have happened to them in detail. <b>Subject Specific Oracy Skills:</b> <b>Cognitive:</b> To describe events that have happened to them in detail, e.g. their learning and understanding of numbers to 20</p>
Year 1	<p>Music: chant (All About Me)</p> <p><b>Audience:</b> class and music subject lead</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b> <b>Cognitive:</b> To offer reasons for opinions. <b>Social &amp; Emotional:</b> Listen carefully to others.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Cognitive:</b> To offer reasons for opinions on how to improve performance. <b>Social &amp; Emotional:</b> Listen carefully to others to appraise their performance.</p>	<p>History: Explanation video - How are our toys different from 1960.</p> <p><b>Audience:</b> Year 3</p> <p><b>Purpose:</b> to educate</p> <p><b>Generic Oracy Skills:</b> <b>Linguistic:</b> To take opportunities to try out new language. <b>Physical:</b> To experiment with adjusting tone, volume and pace.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Linguistic:</b> To take opportunities to try out new language such as similarities / differences, old / new. <b>Physical:</b> To experiment with adjusting tone, volume and pace in preparation for the final recording.</p>	<p>Geography: Weather forecast video between the Sahara Desert and Antarctica.</p> <p><b>Audience:</b> School website</p> <p><b>Purpose:</b> to inform and entertain</p> <p><b>Generic Oracy Skills:</b> <b>Linguistic:</b> To use vocabulary specific to the topic at hand.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Linguistic:</b> To use vocabulary specific to the topic at hand to compare and contrast weather in the Sahara Desert and Antarctica.</p>	<p>Class Assembly – RE: Easter</p> <p><b>Audience:</b> Whole school</p> <p><b>Purpose:</b> to entertain and inform</p> <p><b>Generic Oracy Skills:</b> <b>Cognitive:</b> To explain ideas and events in chronological order. Linguistic: To use conjunctions to organise and sequence ideas, e.g. firstly, secondly, finally.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Cognitive:</b> To explain ideas and events in chronological order to show understanding of the Easter story. <b>Linguistic:</b> To use conjunctions to organise and sequence ideas, e.g. firstly, secondly, finally.</p>	<p>English: Re-tell a traditional tale</p> <p><b>Audience:</b> governors</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b> <b>Physical:</b> To experiment with adjusting tone, volume and pace.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Physical:</b> To experiment with adjusting tone, volume and pace to convey the personality of different characters.</p>	<p>DT: Making a puppet explanation video</p> <p><b>Audience:</b> school website Purpose: to inform and entertain</p> <p><b>Generic Oracy Skills:</b> <b>Cognitive:</b> To explain ideas and events in chronological order. <b>Subject Specific Oracy Skills:</b> <b>Cognitive:</b> To explain ideas and events in chronological order of how to create their beach collage.</p>



**Oracy Outcomes @ St James'**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>	<p><b>Computing:</b> Assembly about online safety</p> <p><b>Audience:</b> governors</p> <p><b>Purpose:</b> to inform</p> <p><b>Generic Oracy Skills:</b></p> <p><b>Linguistic:</b> To adapt how they speak in different situations according to audience.</p> <p><b>Physical:</b> To speak clearly and confidently in a range of contexts.</p> <p><b>Subject Specific Oracy Skills:</b></p> <p><b>Linguistic:</b> To adapt how they speak to governors in a formal tone.</p> <p><b>Physical:</b> To speak clearly about online safety.</p>	<p><b>PSHE:</b> Agony aunt radio show</p> <p><b>Audience:</b> school website</p> <p><b>Purpose:</b> to problem solve</p> <p><b>Generic Oracy Skills:</b></p> <p><b>Social &amp; Emotional:</b> Confident delivery of short pre-prepared material.</p> <p><b>Subject Specific Oracy Skills:</b></p> <p><b>Social &amp; Emotional:</b> Confident delivery of agony aunt responses in relation to dilemmas.</p>	<p><b>Class Assembly - History -</b> Who is the Greatest History Maker?</p> <p><b>Audience -</b> Whole School.</p> <p><b>Purpose:</b> to inform and educate</p> <p><b>Generic Oracy Skills:</b></p> <p><b>Social &amp; Emotional:</b> To develop an awareness of audience.</p> <p><b>Cognitive:</b> To ask question to find out more about a subject.</p> <p><b>Subject Specific Oracy Skills:</b></p> <p><b>Social &amp; Emotional:</b> To develop an awareness of audience interest, e.g. parents and the rest of the school.</p> <p><b>Cognitive:</b> To ask question to find out more about historical figures.</p>	<p><b>Science:</b> Presentation on Plants</p> <p><b>Audience:</b> own class</p> <p><b>Purpose:</b> to educate</p> <p><b>Generic Oracy Skills:</b></p> <p><b>Physical:</b> To use gestures to support the delivery of ideas, e.g. gesturing towards someone if referencing their idea.</p> <p><b>Social &amp; Emotional:</b> To encourage everyone to contribute.</p> <p><b>Subject Specific Oracy Skills:</b></p> <p><b>Physical:</b> To use gestures to support the delivery of ideas, e.g. using gestures and mathematical language to support directions.</p> <p><b>Social &amp; Emotional:</b> To encourage everyone to contribute.</p>	<p><b>RE:</b> Video guide for a church</p> <p><b>Audience:</b> school website</p> <p><b>Purpose:</b> to educate</p> <p><b>Generic Oracy Skills:</b></p> <p><b>Cognitive:</b> To build on others' ideas and discussions.</p> <p><b>Cognitive:</b> To make connections between what has been said and their own and others' experiences.</p> <p><b>Subject Specific Oracy Skills:</b></p> <p><b>Cognitive:</b> To build on others' ideas and discussions around the features of a Church.</p> <p><b>Cognitive:</b> To make connections between what has been said and their own and others' experiences in a Church.</p>	<p><b>English:</b> Seaside poetry recital</p> <p><b>Audience:</b> Another class</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b></p> <p><b>Physical:</b> To speak clearly and confidently in a range of contexts.</p> <p><b>Social &amp; Emotional:</b> Confident delivery of short pre-prepared material.</p> <p><b>Subject Specific Oracy Skills:</b></p> <p><b>Physical:</b> To speak clearly and confidently delivering the poem</p> <p><b>Social &amp; Emotional:</b> Confident delivery of My Seaside poem</p>
<b>Year 3</b>	<p><b>RE: Class Assembly Harvest</b></p> <p><b>Audience:</b> whole school</p> <p><b>Purpose:</b> to inform and entertain</p> <p><b>Generic Oracy Skills:</b></p> <p><b>Social &amp; Emotional:</b> To speak with confidence in front of an audience.</p> <p><b>Physical:</b> To consider position and posture when addressing an audience.</p> <p><b>Subject Specific Oracy Skills:</b></p> <p><b>Social &amp; Emotional:</b> To speak about Harvest with confidence in front of an audience.</p> <p><b>Physical:</b> To consider stage presence when delivering the assembly.</p>	<p><b>Geography:</b> Expert talk on earthquakes</p> <p><b>Audience:</b> Year 5 Class</p> <p><b>Purpose:</b> to inform and educate</p> <p><b>Generic Oracy Skills:</b></p> <p><b>Linguistic:</b> To use specialist vocabulary.</p> <p><b>Social &amp; emotional:</b> To adapt the content of their speech for a specific audience.</p> <p><b>Subject Specific Oracy Skills:</b></p> <p><b>Linguistic:</b> To use specialist vocabulary about earthquakes. E.g. tectonic plates, mantle, crust.</p> <p><b>Social &amp; emotional:</b> To adapt the content of their speech for the Year 5 Class.</p>	<p><b>DT:</b> Dragon's den pitch</p> <p><b>Audience:</b> Year 3 class</p> <p><b>Purpose:</b> to promote and entertain</p> <p><b>Generic Oracy Skills:</b></p> <p><b>Social &amp; Emotional:</b> listen actively, questioning and responding to others.</p> <p><b>Cognitive:</b> To offer opinions that aren't their own.</p> <p><b>Subject Specific Oracy Skills:</b></p> <p><b>Social &amp; Emotional:</b> Listen actively, questioning and responding to other group pitch.</p> <p><b>Cognitive:</b> To offer opinions that aren't their own about their product.</p>	<p><b>Music:</b> Chinese New Year performance</p> <p><b>Audience:</b> parents/adults from home</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b></p> <p><b>Linguistic:</b> To be able to use specialist language to describe their own and others' talk</p> <p><b>Subject Specific Oracy Skills:</b></p> <p><b>Linguistic:</b> To be able to use specialist language to describe traditional Indian instruments.</p>	<p><b>MFL:</b> Role play an informal conversation in French.</p> <p><b>Audience:</b> own class</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b></p> <p><b>Cognitive:</b> To reflect on discussions and identify how to improve.</p> <p><b>Linguistic:</b> To make precise language choices.</p> <p><b>Subject Specific Oracy Skills:</b></p> <p><b>Cognitive:</b> To reflect on discussions and identify how to improve by feeding back on the French conversation.</p> <p><b>Linguistic:</b> To make precise language choices in French.</p>	<p><b>English:</b> Recite a classic poem learned by heart.</p> <p><b>Audience:</b> Governors</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b></p> <p><b>Physical:</b> To experiment with adjusting tone, volume and pace for different audiences.</p> <p><b>Social &amp; Emotional:</b> To speak with confidence in front of an audience.</p> <p><b>Subject Specific Oracy Skills:</b></p> <p><b>Physical:</b> To experiment with adjusting tone, volume and pace when reciting their poem to governors.</p> <p><b>Social &amp; Emotional:</b> To speak with confidence in front of the governors.</p>



Oracy Outcomes @ St James'

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Year 4	<p><b>Science:</b> Live science demo (sound system)</p> <p><b>Audience:</b> Year 2 Class</p> <p><b>Purpose:</b> to educate and entertain</p> <p><b>Generic Oracy Skills:</b> <b>Physical:</b> To consider movement when addressing an audience. <b>Cognitive:</b> To be able to give supporting evidence.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Physical:</b> To consider movement when addressing the Year 2 audience. <b>Cognitive:</b> To be able to give supporting evidence using technical vocabulary regarding the sound system.</p>	<p><b>RE:</b> <a href="#">Class Assembly</a> - Multi-cultural Christianity</p> <p><b>Audience:</b> whole school/parents</p> <p><b>Purpose:</b> to educate</p> <p><b>Generic Oracy Skills:</b> <b>Physical:</b> To consider how tone, volume and pace influence meaning. <b>Social &amp; Emotional:</b> To use more natural and subtle prompts for turn taking.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Physical:</b> To consider how tone, volume and pace influence meaning whilst delivering their multi-cultural Christianity assembly. <b>Social &amp; Emotional:</b> To use more natural and subtle prompts for turn taking during the whole school assembly.</p>	<p><b>PE:</b> Sports commentary</p> <p><b>Audience:</b> Governors</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b> <b>Cognitive:</b> To reflect on their own oracy skills and identify areas of strength and areas to improve.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Cognitive:</b> To reflect on their own oracy skills and identify areas of strength and areas to improve when re-watching their sports commentary.</p>	<p><b>English:</b> Create a persuasive advert</p> <p><b>Audience:</b> School website</p> <p><b>Purpose:</b> to persuade</p> <p><b>Generic Oracy Skills:</b> <b>Linguistic:</b> To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. <b>Social &amp; Emotional:</b> To consider the impact of their words on others when giving feedback.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Linguistic:</b> To carefully consider the words and phrasing they use to express their ideas when delivering their persuasive advert. <b>Social &amp; Emotional:</b> To consider the impact of their words on others when giving feedback to their peers during rehearsals.</p>	<p><b>Maths:</b> Times table rap performance.</p> <p><b>Audience:</b> Year 3 Class</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b> <b>Physical:</b> To consider how tone, volume and pace influence meaning. <b>Social &amp; Emotional:</b> To develop an awareness of audience.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Physical:</b> To consider how tone, volume and pace influence meaning when performing their times table rap. <b>Social &amp; Emotional:</b> To develop an awareness of their Year 3 audience.</p>	<p><b>Art:</b> Create a museum exhibition based on Every Picture Tells a Story</p> <p><b>Audience:</b> Parents</p> <p><b>Purpose:</b> to entertain and educate</p> <p><b>Generic Oracy Skills:</b> <b>Linguistic:</b> To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Linguistic:</b> To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p>
Year 5	<p><b>Geography:</b> Presentation What Fair Trade is and why we should use it.</p> <p><b>Audience:</b> Year 4 Class</p> <p><b>Purpose:</b> to inform and educate</p> <p><b>Generic Oracy Skills:</b> <b>Cognitive:</b> To be able to draw upon knowledge of the world to support their own point of view about fair trade.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Cognitive:</b> To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</p>	<p><b>English:</b> Hot seating characters from English units</p> <p><b>Audience:</b> Governors</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b> <b>Cognitive:</b> To identify when a discussion is going off topic and to be able to bring it back on track. <b>Physical:</b> For body language to become increasingly natural.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Cognitive:</b> To identify when a discussion is going off topic during the hot seating and to be able to bring it back on track. <b>Physical:</b> For body language to become increasingly natural during hot seating.</p>	<p><b>R.E:</b> Jesus the Teacher (Podcast)</p> <p><b>Audience:</b> Website</p> <p><b>Perform:</b> To inform and entertain</p> <p><b>Generic Oracy Skills:</b> <b>Linguistic:</b> To use an increasingly sophisticated range of sentence stems with accuracy.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Linguistic:</b> To use an increasingly sophisticated range of sentence stems with accuracy when discussing the life of Jesus and his teachings.</p>	<p><b>History:</b> A news report live at the scene - Why did Britain win the Battle of Britain</p> <p><b>Audience:</b> Year 6 class</p> <p><b>Purpose:</b> to report</p> <p><b>Generic Oracy Skills:</b> <b>Social &amp; Emotional:</b> To speak with flair and passion.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Social &amp; Emotional:</b> To speak with flair and passion about the Battle of Britain.</p>	<p><b>Art:</b> To create a sales pitch to sell a product.</p> <p><b>Audience:</b> Year 3</p> <p><b>Purpose:</b> to promote</p> <p><b>Generic Oracy Skills:</b> <b>Social &amp; Emotional:</b> Listening actively for extended periods of time. <b>Subject Specific Oracy Skills:</b> <b>Social &amp; Emotional:</b> Listening actively for extended periods of time when their peers are presenting their sales pitch.</p>	<p><b>History:</b> <a href="#">Class Assembly</a>. The story of the Trojan Horse</p> <p><b>Audience:</b> Whole school / parents</p> <p><b>Purpose:</b> to inform and entertain</p> <p><b>Generic Oracy Skills:</b> <b>Physical:</b> To project their voice to a large audience.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Physical:</b> To project their voice to a large audience when presenting their class assembly on the Trojan Horse.</p>

**Oracy Outcomes @ St James'**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><b>PSHE:</b> Drama role play about conflict resolution.</p> <p><b>Audience:</b> Year 5</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b> <b>Physical:</b> To have a stage presence. <b>Cognitive:</b> To construct a detailed argument or complex narrative.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Physical:</b> To have a stage presence to convey the emotions and intentions of characters. <b>Cognitive:</b> To construct a complex narrative based on sensitive issues.</p>	<p><b>Computing:</b> A live tutorial on how 2 code for less tech savvy people.</p> <p><b>Audience:</b> KS1</p> <p><b>Purpose:</b> to educate</p> <p><b>Generic Oracy Skills:</b> <b>Cognitive:</b> To spontaneously respond to increasingly complex question, citing evidence where appropriate.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Cognitive:</b> To spontaneously respond to technical questions following the tutorial.</p>	<p><b>English:</b> Macbeth drama performance (Play in a Day)</p> <p><b>Audience:</b> parents and adults from home</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b> <b>Linguistic:</b> To be comfortable using idiom and expressions. <b>Social &amp; Emotional:</b> To use humour effectively. <b>Physical:</b> To adjust tone, volume and pace for a given purpose and audience.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Linguistic:</b> To be comfortable using idiom (come what may) and expressions. <b>Social &amp; Emotional:</b> To use humour effectively to convey the personality of the characters. <b>Physical:</b> To adjust tone, volume and pace for a given purpose and audience.</p>	<p><b>Science:</b> Song / rap about animal adaptation and evolution</p> <p><b>Audience:</b> School website</p> <p><b>Purpose:</b> To educate</p> <p><b>Generic Oracy Skills:</b> <b>Linguistic:</b> To vary sentence structures and length for effect when speaking.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Linguistic:</b> To vary sentence structures and length for effect when speaking including scientific vocabulary such as, ventricles, chamber, arteries and veins.</p>	<p><b>Geography:</b> Formal debate linked to climate change (e.g. Should the government spend money replacing fossil fuels with renewable energy sources?)</p> <p><b>Audience:</b> Governors</p> <p><b>Purpose:</b> to persuade</p> <p><b>Generic Oracy Skills:</b> <b>Cognitive:</b> To assess different viewpoints.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Cognitive:</b> To assess different viewpoints by identifying the similarities and differences between beliefs about God across world faiths.</p>	<p><b>Music: Performing composed leavers song</b></p> <p><b>Audience:</b> Whole school / parents</p> <p><b>Purpose:</b> to entertain</p> <p><b>Generic Oracy Skills:</b> <b>Social &amp; Emotional:</b> To use humour effectively. <b>Physical</b> To have a stage presence. To adjust tone, volume and pace for a given purpose and audience.</p> <p><b>Subject Specific Oracy Skills:</b> <b>Social &amp; Emotional:</b> To include suitable humour using appropriate lyrics.</p> <p><b>Physical</b> To have a stage presence when performing .</p> <p>To adjust tone, volume and pace to suit the whole school performance of the leaver's song.</p>