



Oracy Outcomes @ ST James' 2024/2025

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Class	<p>Geography: Set up a mini exhibition of different homes and explain different homes.</p> <p>Audience: Year 2</p> <p>Purpose: to inform</p> <p>Generic Oracy Skills: Physical: To speak audibly so they can be heard and understood. Cognitive: To ask question.</p> <p>Subject Specific Oracy Skills: Cognitive: To use because to Describe some features of the home in which they live Cognitive: To ask question about other peoples' homes.</p>	<p>RE: Nativity</p> <p>Audience: parents and adults from home / whole school</p> <p>Purpose: to entertain</p> <p>Generic Oracy Skills: Social & Emotional: To listen to others. Social & Emotional: To take turns to speak.</p> <p>Subject Specific Oracy Skills: Physical: To retell a bible story confidently through actions to perform a Nativity.</p>	<p>PSHE: How to keep yourself safe explanation video</p> <p>Audience: school website</p> <p>Purpose: to educate</p> <p>Generic Oracy Skills: Linguistic: To join phrases with words, such as 'if', 'because', 'so', 'could', 'but'. Linguistic: To use talk in play to practice new vocabulary.</p> <p>Subject Specific Oracy Skills: Linguistic: To use talk in play to practice new vocabulary e.g. Using sentence stems to support their explanation,</p>	<p>History: The King's Hat and historical London Landmarks</p> <p>Audience: Year 5</p> <p>Purpose: to educate and entertain</p> <p>Generic Oracy Skills: Cognitive: To wonder about ideas.</p> <p>Subject Specific Oracy Skills: Cognitive: To wonder about ideas, e.g. the concept of what historical means.</p>	<p>Class Assembly – English: Re-tell a fairy tale.</p> <p>Audience: Whole school / parents</p> <p>Purpose: to entertain</p> <p>Generic Oracy Skills: Physical: To use gesture to support meaning.</p> <p>Subject Specific Oracy Skills: Physical: To use gesture to support meaning when re-telling a fairy tale.</p>	<p>Maths: Mini museum about numbers up to 20.</p> <p>Audience: governors</p> <p>Purpose: to educate</p> <p>Generic Oracy Skills: Cognitive: To describe events that have happened to them in detail. Subject Specific Oracy Skills: Cognitive: To describe events that have happened to them in detail, e.g. their learning and understanding of numbers to 10.</p>
Year 1	<p>Music: chant (All About Me)</p> <p>Audience: class and music subject lead</p> <p>Purpose: to entertain</p> <p>Generic Oracy Skills: Cognitive: To offer reasons for opinions. Social & Emotional: Listen carefully to others.</p> <p>Subject Specific Oracy Skills: Cognitive: To offer reasons for opinions on how to improve performance. Social & Emotional: Listen carefully to others to appraise their performance.</p>	<p>History: Explanation video - How are our toys different from 1960.</p> <p>Audience: Year 3</p> <p>Purpose: to educate</p> <p>Generic Oracy Skills: Linguistic: To take opportunities to try out new language. Physical: To experiment with adjusting tone, volume and pace.</p> <p>Subject Specific Oracy Skills: Linguistic: To take opportunities to try out new language such as similarities / differences, old / new. Physical: 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>Audience: School website</p> <p>Purpose: to inform and entertain</p> <p>Generic Oracy Skills: Linguistic: To use vocabulary specific to the topic at hand.</p> <p>Subject Specific Oracy Skills: Linguistic: 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>Audience: Whole school and parents</p> <p>Purpose: to entertain and inform</p> <p>Generic Oracy Skills: Cognitive: To explain ideas and events in chronological order. Linguistic: To use conjunctions to organise and sequence ideas, e.g. firstly, secondly, finally.</p> <p>Subject Specific Oracy Skills: Cognitive: To explain ideas and events in chronological order to show understanding of the Easter story. Linguistic: To use conjunctions to organise and sequence ideas, e.g. firstly, secondly, finally.</p>	<p>English: Re-tell a traditional tale.</p> <p>Audience: governor</p> <p>Purpose: to entertain</p> <p>Generic Oracy Skills: Physical: To experiment with adjusting tone, volume and pace.</p> <p>Subject Specific Oracy Skills: Physical: 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>Audience: school website</p> <p>Purpose: to inform and entertain</p> <p>Generic Oracy Skills: Cognitive: To explain ideas and events in chronological order. Subject Specific Oracy Skills: Cognitive: To explain ideas and events in chronological order of how to create their beach collage.</p>



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



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

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