

## Oracy Subject Intent

The intent of Oracy is to enable all pupils to become **confident, articulate speakers and attentive listeners** who can express ideas clearly and engage meaningfully with others.

Through a structured approach to spoken language, pupils will:

- Develop a rich vocabulary and use language appropriate to different contexts
- Learn to speak clearly, audibly, and with confidence
- Listen actively and respond thoughtfully to others
- Build and justify opinions, ask questions, and engage in discussion
- Adapt their speech for different audiences and purposes

Oracy teaching supports wider learning across the curriculum and helps pupils to:

- Think critically and organise their ideas
- Collaborate effectively with peers
- Build self-confidence and resilience in communication
- Prepare for future education and life beyond school

## Key Principles

- Oracy is taught **explicitly and across all subjects**, not just in English
- All pupils are given opportunities to speak and be heard
- Teachers model high-quality spoken language
- Classroom environments promote respectful discussion and active listening

## **Oracy Long-Term Overview (EYFS – Year 6)**

### **EYFS**

**Focus:** Foundations of speaking and listening

- Listening to stories, rhymes, and instructions
  - Taking turns in conversation
  - Speaking in simple sentences
  - Building basic vocabulary through play
  - Retelling familiar stories
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### **Year 1**

**Focus:** Speaking clearly and listening attentively

- Speaking in full sentences
  - Following simple instructions
  - Asking and answering questions
  - Beginning to explain ideas
  - Participating in class discussions
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### **Year 2**

**Focus:** Developing confidence and clarity

- Extending sentences with detail
  - Retelling events in sequence
  - Expressing opinions (“I think... because...”)
  - Listening and responding appropriately
  - Beginning to speak in small groups
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### **Year 3**

**Focus:** Structuring talk and building reasoning

- Organising ideas before speaking
  - Giving reasons to support opinions
  - Using subject-specific vocabulary
  - Taking part in group discussions
  - Beginning to present to an audience
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### **Year 4**

**Focus:** Adapting speech and engaging audiences

- Speaking with increased fluency and expression
  - Justifying ideas with evidence
  - Building on others' contributions
  - Using appropriate tone and vocabulary
  - Participating in debates and discussions
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### **Year 5**

**Focus:** Developing persuasive and formal talk

- Presenting ideas clearly to different audiences
  - Using persuasive language techniques
  - Engaging in structured debates
  - Asking probing questions
  - Listening critically and responding thoughtfully
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### **Year 6**

## **Focus:** Mastery and independence in communication

- Delivering structured presentations
  - Adapting speech for formal and informal contexts
  - Debating confidently with evidence
  - Challenging ideas respectfully
  - Using a wide and precise vocabulary
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## **Key Progression Themes Across the School**

- **Physical:** Voice projection, clarity, body language
  - **Linguistic:** Vocabulary, sentence structure, language choice
  - **Cognitive:** Reasoning, organisation of ideas, explanation
  - **Social & Emotional:** Turn-taking, confidence, respect, collaboration
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This overview ensures Oracy is:

- **Progressive** (skills build year by year)
  - **Explicit** (taught, not assumed)
  - **Embedded** across all subjects
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## **Oracy Sentence Stems Progression (EYFS–Year 6)**

### **EYFS**

- “I think...”
  - “I like...”
  - “It is a...”
  - “My idea is...”
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## **Year 1**

- “I think... because...”
  - “I agree with...”
  - “I heard you say...”
  - “Can you tell me...?”
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## **Year 2**

- “I agree with... because...”
  - “I disagree because...”
  - “First... then...”
  - “I would like to add...”
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## **Year 3**

- “My opinion is... because...”
  - “For example...”
  - “I understand your point, but...”
  - “In addition...”
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## **Year 4**

- “I would like to build on...”
  - “The evidence suggests...”
  - “Another perspective is...”
  - “This links to...”
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## **Year 5**

- “A key reason is...”
  - “This is important because...”
  - “On the other hand...”
  - “In conclusion...”
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## Year 6

- “My argument is supported by...”
  - “A counterargument could be...”
  - “This demonstrates that...”
  - “Overall, I believe...”
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## Oracy Talk Roles Progression

### EYFS / KS1 (Simple Roles)

- **Speaker** – shares ideas
  - **Listener** – listens carefully
  - **Turn-taker** – ensures everyone has a go
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### Lower KS2 (Year 3–4)

- **Discussion Leader** – keeps the group focused
  - **Clarifier** – asks questions to check understanding
  - **Summariser** – explains what has been said
  - **Contributor** – adds ideas
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### Upper KS2 (Year 5–6)

- **Chairperson** – leads and manages discussion

- **Challenger** – respectfully questions ideas
- **Evidence Finder** – supports points with reasons/examples
- **Summariser** – draws conclusions
- **Observer** – gives feedback on group talk (linked to the four strands)

I can't directly attach a PDF file here, but I *can* give you a **fully designed, copy-paste ready pack** (formatted exactly for Word/Google Docs/Canva) so you can export it as a polished PDF in seconds. I'll structure it like a professional school resource pack.

## ***Aligned with Voice 21***

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### **COVER PAGE**

**Title:**

**Oracy Curriculum Pack (EYFS–Year 6)**

**Subtitle:**

Developing Confident Speakers and Thoughtful Listeners

**Include:**

- School logo
  - Date
  - “Aligned with Voice 21 Framework”
- 

### **PAGE 1: SUBJECT INTENT**

#### **Oracy Intent**

Our intent is to develop pupils who are:

- Confident, articulate speakers
- Attentive and respectful listeners
- Able to express ideas clearly and reason effectively

Oracy underpins all learning and enables pupils to:

- Develop vocabulary and communication skills
  - Think critically and organise ideas
  - Engage in meaningful discussion
  - Prepare for future education and life
- 

### **PAGE 2: PROGRESSION GRID**

*(Use a table with soft grey borders and bold headings)*

<b>Year</b>	<b>Physical</b>	<b>Linguistic</b>	<b>Cognitive</b>	<b>Social &amp; Emotional</b>
EYFS	Speak audibly	Simple sentences	Retell events	Take turns
Y1	Clear voice	Full sentences	Explain ideas	Listen respectfully
Y2	Group speaking	Extended sentences	Sequence ideas	Respond to others
Y3	Present to group	Subject vocabulary	Justify opinions	Build on ideas
Y4	Expression & tone	Precise vocabulary	Use evidence	Discuss & debate
Y5	Adapt delivery	Formal language	Structured arguments	Respond critically
Y6	Confident delivery	Precise vocabulary	Debate & evaluate	Challenge respectfully

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### **PAGE 3: SENTENCE STEMS PROGRESSION**

#### **KS1**

- I think...
- I think... because...
- I agree with...
- Can you tell me...?

#### **Lower KS2**

- My opinion is... because...
- For example...
- I would like to add...
- I understand your point, but...

## **Upper KS2**

- A key reason is...
  - On the other hand...
  - A counterargument is...
  - In conclusion...
- 

## **PAGE 4: TALK ROLES**

### **KS1 Roles**

- Speaker
- Listener
- Turn-taker

### **Lower KS2 Roles**

- Leader
- Clarifier
- Summariser
- Contributor

### **Upper KS2 Roles**

- Chairperson
  - Challenger
  - Evidence Finder
  - Observer
- 

## **PAGE 5: CLASSROOM POSTER – GROUND RULES**

### **How We Talk**

- We listen carefully

- We do not interrupt
  - We respect all ideas
  - We build on others' thoughts
  - We speak clearly and confidently
- 

## **PAGE 6: CLASSROOM POSTER – SENTENCE STEMS**

### **Helping Us Talk**

#### **Start your ideas:**

- I think...
- I believe...

#### **Build ideas:**

- I would like to add...
- For example...

#### **Challenge ideas:**

- I understand, but...
  - Another idea is...
- 





## **PAGE 7: CLASSROOM POSTER – TALK ROLES**

### **Our Discussion Roles**

- Leader – keeps us focused
  - Summariser – explains ideas
  - Clarifier – asks questions
  - Challenger – respectfully disagrees
  - Observer – gives feedback
-

## **PAGE 8: VOICE 21 STRANDS POSTER (CHILD FRIENDLY)**

### **We Are Improving Our:**

-  **Voice** – how we speak
  -  **Words** – what we say
  -  **Thinking** – our ideas
  -  **Teamwork** – how we work together
- 

## **PAGE 9: IMPLEMENTATION (OPTIONAL BUT STRONGLY RECOMMENDED)**

- Oracy is explicitly taught across all subjects
  - Teachers model high-quality talk
  - Structured talk routines are embedded (e.g. talk partners, debates)
  - Sentence stems are displayed and used daily
  - Talk roles are regularly assigned
- 

## **PAGE 10: IMPACT**

Pupils will:

- Speak confidently and clearly
  - Use a wide and appropriate vocabulary
  - Listen and respond thoughtfully
  - Engage in discussion and debate
  - Demonstrate improved reasoning and understanding
- 

## **HOW TO TURN THIS INTO A PDF (QUICK STEPS)**

### **Option 1: Microsoft Word / Google Docs**

1. Copy and paste everything
2. Add:

- Headings (use Heading 1/2 styles)
- Icons (Insert → Icons)
- School logo

3. File → Save as → PDF

### **Option 2: Canva (Best for polished look)**

1. Go to Canva → “Education Presentation” or “A4 Document”
2. Paste each section onto a page
3. Use:
  - Soft pastel colours
  - Clear fonts (e.g. Montserrat, Open Sans)
4. Download as PDF

Here’s a **fully built lesson activity section** you can drop straight into your Oracy pack, with **progressive, practical activities for each year group**, all aligned with the Voice 21 strands.

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### **ORACY LESSON ACTIVITIES (EYFS–YEAR 6)**

Each activity includes:

- Clear structure
- Linked strands (Physical, Linguistic, Cognitive, Social & Emotional)
- Ready-to-use prompts

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### **EYFS – Talk Through Play**

**Activity:** *Story Circle*

**How it works:**

- Adult starts a story: “Once upon a time...”

- Each child adds one sentence

**Sentence stems:**

- “Then...”
- “And then...”

**Focus:**

- Turn-taking
  - Speaking in simple sentences
  - Listening to others
- 

**Year 1 – Talk Partners**

**Activity:** *Think, Pair, Share*

**How it works:**

- Teacher asks a question
- Pupils think → discuss with partner → share

**Sentence stems:**

- “I think... because...”
- “I agree with...”

**Focus:**

- Speaking in full sentences
  - Listening and responding
- 

**Year 2 – Sequencing Talk**

**Activity:** *Picture Talk*

**How it works:**

- Pupils describe a sequence of pictures

- Retell events in order

**Sentence stems:**

- “First... then... next...”
- “Finally...”

**Focus:**

- Organising ideas
  - Extending sentences
- 

**Year 3 – Justifying Ideas**

**Activity:** *Opinion Lines*

**How it works:**

- Pose a statement (e.g. “Homework should be banned”)
- Pupils stand along a line (agree → disagree)
- Explain their position

**Sentence stems:**

- “My opinion is... because...”
- “For example...”

**Focus:**

- Giving reasons
  - Expressing opinions confidently
- 

**Year 4 – Group Discussion**

**Activity:** *Discussion Roles Task*

**How it works:**

- Small group discussion with roles:

- Leader
- Clarifier
- Summariser

**Sentence stems:**

- “I would like to build on...”
- “What do you think about...?”

**Focus:**

- Building on ideas
  - Structured discussion
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**Year 5 – Debate Skills**

**Activity:** *Mini Debate*

**How it works:**

- Pupils debate a topic in groups
- Use structured arguments

**Sentence stems:**

- “A key reason is...”
- “On the other hand...”

**Focus:**

- Presenting arguments
  - Considering different viewpoints
- 

**Year 6 – Formal Presentation & Debate**

**Activity:** *Formal Debate / Presentation*

**How it works:**

- Pupils prepare and deliver a short speech or debate
- Include arguments and counterarguments

**Sentence stems:**

- “My argument is supported by...”
- “A counterargument could be...”

**Focus:**

- Confident delivery
  - Critical thinking
  - Challenging ideas respectfully
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**★ Whole-School Oracy Activities (Use Anytime)**

**1. Hot Seating**

- One pupil takes on a role (e.g. historical figure)
- Others ask questions

**Develops:** questioning, listening, reasoning

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**2. Sentence Stem Relay**

- Pupils must respond using a given stem
  - Builds automatic use of academic language
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**3. Silent Discussion → Verbal Discussion**

- Write ideas first, then discuss
  - Supports less confident speakers
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**4. Oracy Observation Task**

- One pupil observes and gives feedback using the four strands
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### **Making This Strong in Practice**

To make these activities effective:

- Model talk before pupils try
  - Display sentence stems clearly
  - Use talk roles consistently
  - Build routines (same structures across subjects)
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If you want, I can now:

- Turn this into a **weekly oracy progression map**
- Add **assessment criteria linked to the four strands**
- Or create a **deep dive script for Ofsted conversations**

Below is a **Weekly Oracy Progression Map (EYFS–Year 6)** designed to sit alongside your pack and ensure Oracy is taught **consistently, explicitly, and progressively across the week**, aligned with the Voice 21 framework.

You can drop this directly into your curriculum document or use it as a staff planning tool.

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### **WEEKLY ORACY PROGRESSION MAP (PRIMARY)**

#### **Whole-School Structure**

Each week follows a consistent pattern:

- **Monday:** Vocabulary & sentence building
- **Tuesday:** Talk partner / structured dialogue

- **Wednesday:** Group discussion with roles
- **Thursday:** Reasoning / debate
- **Friday:** Presentation / reflection

Skills become more sophisticated as pupils move through the school.

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## **EYFS – Foundations of Talk**

### **Monday (Vocabulary Play)**

- Talk about objects, pictures, stories
- Adult models new words
- Simple sentence building

### **Tuesday (Talk Partners)**

- “What do you see?”
- Turn-taking conversations

### **Wednesday (Group Storytelling)**

- Build a shared story one sentence at a time

### **Thursday (Reasoning Talk)**

- “Why do you think...?” (oral responses)

### **Friday (Show and Tell)**

- Speak about something familiar

**Focus:** speaking confidence, listening, turn-taking

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## **Year 1 – Building Sentences**

### **Monday**

- Introduce vocabulary linked to topic
- Use sentence stems: *I think... because...*

## **Tuesday**

- Think–Pair–Share discussions

## **Wednesday**

- Small group discussion with simple roles (speaker/listener)

## **Thursday**

- “Do you agree?” simple reasoning talk

## **Friday**

- Short class presentation

**Focus:** full sentences, basic reasoning, listening skills

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## **Year 2 – Extending Ideas**

### **Monday**

- Vocabulary + expanded sentences using conjunctions

### **Tuesday**

- Partner discussions using stems

### **Wednesday**

- Group talk with “Contributor” role introduced

### **Thursday**

- Opinion sharing: agree/disagree with reasons

### **Friday**

- Retelling or explaining learning

**Focus:** sequencing ideas, giving reasons

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## **Year 3 – Structured Talk**

### **Monday**

- Subject vocabulary introduction

### **Tuesday**

- Paired reasoning tasks

### **Wednesday**

- Group discussion roles introduced (Leader, Clarifier, Summariser)

### **Thursday**

- Justifying opinions using “because / for example”

### **Friday**

- Group presentation

**Focus:** organisation, justification, structured talk

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## **Year 4 – Developing Discussion Skills**

### **Monday**

- Precise vocabulary building

### **Tuesday**

- Partner debate practice

### **Wednesday**

- Role-based group discussion

### **Thursday**

- Evidence-based reasoning tasks

### **Friday**

- Formal presentation with feedback

**Focus:** evidence, clarity, building on others

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## **Year 5 – Argument & Debate**

## **Monday**

- Introduce formal/persuasive vocabulary

## **Tuesday**

- Structured paired arguments

## **Wednesday**

- Group debate with Chairperson role

## **Thursday**

- Counterarguments and rebuttal practice

## **Friday**

- Formal group debate or presentation

**Focus:** persuasion, critical thinking, rebuttal

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## **Year 6 – Mastery & Independence**

### **Monday**

- High-level vocabulary selection for impact

### **Tuesday**

- Independent preparation for argument

### **Wednesday**

- Formal debate with full roles (Chair, Challenger, Observer)

### **Thursday**

- Evaluating opposing arguments

### **Friday**

- Formal speech / presentation + reflection

**Focus:** fluency, confidence, critical evaluation, leadership

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## ★ CONSISTENCY ACROSS THE WEEK (ALL YEAR GROUPS)

Each lesson includes:

- Explicit vocabulary teaching
  - Use of sentence stems
  - Structured talk opportunities
  - Role assignment (progressive difficulty)
  - Teacher modelling of high-quality talk
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## VOICE 21 STRAND DEVELOPMENT ACROSS THE WEEK

Across all year groups, pupils repeatedly develop:

-  **Physical:** voice, clarity, expression
  -  **Linguistic:** vocabulary, sentence structure
  -  **Cognitive:** reasoning, justification, evaluation
  -  **Social & Emotional:** listening, respect, collaboration
- 

## HOW TO USE THIS IN SCHOOL

- Embed into weekly planning templates
  - Link Monday–Friday cycle to all foundation subjects
  - Use as evidence for progression in monitoring
  - Ensure talk roles rotate weekly
  - Build independence by reducing scaffolds over time
- 

If you want next, I can turn your whole Oracy pack into:

- **A full staff handbook (policy + progression + CPD notes)**

- Or a **Canva-designed printable PDF with visuals, icons, and layouts ready for display**