










**Oracy Long Term Plan**

<i>Oracy Framework Strand:</i>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Physical</b> 	<b>Linguistic</b> 	<b>Social/Emotional</b> 	<b>Linguistic</b> 	<b>Cognitive</b> 	<b>Linguistic</b> 
<b>F1</b>	Speak audibly saying some speech sounds.	To begin to use 'and' to connect ideas.	Show an interest in an object a speaker is talking about.		Talk time to increase.	
<b>F2</b>	To use gestures to support meaning in play.	Make use of modelled sentence stems.	To look at someone who is speaking to them.	Use joining connectives to form longer sentences.	Start to answer what, where and when questions and how and why questions.	Use one or more sentences.
<b>EYFS Opportunities</b>	<b>To have opportunities to speak for an extended period of time about something they are interested in (e.g. what they did at the weekend or a visitor they have recently met. Time to interact with Y6 big friends to discuss their likes/dislikes and ask them questions about their time at school.</b>					
<b>Y1</b>	Using the 'right' voice e.g. classroom, playground – being able to adapt tone (e.g. from large to small group).	Use of language of opinion for building and challenging (e.g. agreeing, disagreeing and using 'because' to give reasons).	Talk about what they like or dislike.	Building on their use of opinion language with more developed reasons for 'because'.	To ask questions to peers during group discussions.	Able to respond to others opinions with 'I agree because' or 'I disagree because'.
<b>Y2</b>	To project voice in a larger space (e.g. assembly hall).		To prepare or rehearse a short presentation to their peers.			
<b>KS1 Opportunities</b>	<b>To speak in front of a larger audience (e.g. a Christmas performance or class assembly). Present something to the class that they have researched at home or from a personal interest. Perform poetry by heart.</b>					
<b>Y3</b>	Use gesture – consider position, posture and body	Speak in standard English and know that you speak differently for	Speak with confidence in front of an audience.	Use specialist vocabulary and make precise	To reflect on their own and others' oracy skills – finding areas of	To use more complex sentence structures (e.g. starting with a
<b>Y4</b>						

	language in front of an audience.	different audiences.		vocabulary choices.	strength and areas to improve.	subordinate clause).
<b>LKS2 Opportunities</b>	<b>Present their work to an audience of older or younger students.</b> <b>Take on an expert role (deliver a talk or speech as an expert in their field e.g. a scientist or historian).</b> <b>Perform poetry by heart.</b> <b>Speak with an unknown adult (e.g. a shop keeper on residential or a visitor in school)</b>					
<b>Year 5</b>	For gestures and facial expressions to become increasingly natural.	To use more complex sentence structures (e.g. starting with a subordinate clause to build on what somebody else has said)	To consider the impact of their words when giving feedback to others.	To draw on a range of sentence stems modelled to them.	To be able to 'build' on their own and others' ideas.	To be able to paraphrase what has been said to them.
<b>Year 6</b>						
<b>UKS2 Opportunities</b>	<b>Meet professionals (e.g. a police officer, a councillor, an author) to ask questions about their job.</b> <b>Show visitors around school.</b> <b>Act as a tour guide to prospective parents.</b> <b>Deliver a brief presentation to prospective parents.</b> <b>Perform in an end of school performance.</b> <b>Perform poetry by heart.</b>					


We build the Oak Trees character through our character gateways

**Collaboration**



Achieving through actively playing my part and supporting each other to find solutions.

**Expression**




Having the confidence to present myself freely and honestly. To be receptive to the thoughts and ideas of others.

**Citizenship**



Making a difference to my home, school, community and wider world through showing compassion, curiosity and drive.

**Inspiration**



Being a positive role model by acting with kindness, honesty and resilience in order to motivate myself and encourage others.



Healthy Thinkers

Caring Citizens

Successful Learners

Knowledgeable Participants

Confident Individuals

Curious Explorers