	Year 6 Oracy Events 2022-2013							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Oracy	Debate – Which	Presenting a News	Presenting A News	Structure talk in	Performance/Presentation	Persuasive		
Event	historical society had	Report on WW2 - News	report	sophisticated ways.	Animated performance of	Presentation		
	the best diet?	Clip	Curriculum Link: English	Crime Scene	the Circulatory System	A Guided Tour of the		
			Text: The London Eye	Investigation:	LINK: Science (The Human	Clifton Campsite.		
			Mystery	Prepare your own	Body)	LINK: Geography		
			(News report on the	investigation		The Holiday Show		
			disappearance of Salim)					
Type of	Social and Emotional	Linguistic	Linguistic	Cognitive	Physical	Linguistic		
Talk								
Link to the	participate in debates	listen and respond appropriately	listen and respond appropriately	listen and respond appropriately	listen and respond appropriately to	listen and respond appropriately		
Curriculum	listen and respond appropriately to adults and their peers	to adults and their peers ask relevant questions to extend	to adults and their peers ask relevant questions to extend	to adults and their peers ask relevant questions to extend	adults and their peers ask relevant questions to extend	to adults and their peers ask relevant guestions to extend		
	ask relevant questions to extend	their understanding and	their understanding and	their understanding and	their understanding and knowledge	their understanding and		
	their understanding and	knowledge	knowledge	knowledge	use relevant strategies to build their	knowledge		
	knowledge	use relevant strategies to build	articulate and justify answers,	use relevant strategies to build	vocabulary	use relevant strategies to build		
	articulate and justify answers, arguments and opinions	their vocabulary give well-structured descriptions,	arguments and opinions use relevant strategies to build	their vocabulary articulate and justify answers,	give well-structured descriptions and	their vocabulary articulate and justify answers,		
	give well-structured descriptions,	explanations for different	their vocabulary	arguments and opinions	explanations maintain attention and participate	arguments and opinions		
	explanations for different	purposes, including for	give well-structured descriptions,	give well-structured descriptions,	actively in collaborative	give well-structured descriptions,		
	purposes, including for	expressing feelings	explanations for different	explanations and narratives for	conversations, staying on topic and	explanations and narratives for		
	expressing feelings	maintain attention and	purposes, including for	different purposes, including for	initiating and responding to	different purposes, including for		
	maintain attention and participate actively in	participate actively in collaborative conversations,	expressing feelings maintain attention and	expressing feelings maintain attention and	comments use spoken language to develop	expressing feelings maintain attention and		
	collaborative conversations,	staying on topic and initiating	participate actively in	participate actively in	understanding through speculating,	participate actively in		
	staying on topic and initiating	and responding to comments	collaborative conversations,	collaborative conversations,	imagining and exploring ideas	collaborative conversations,		
	and responding to comments	speak audibly and fluently with	staying on topic and initiating	staying on topic and initiating	speak audibly and fluently with an	staying on topic and initiating		
	speak audibly and fluently with	an increasing command of	and responding to comments	and responding to comments	increasing command of Standard	and responding to comments		
	an increasing command of Standard English	Standard English participate in discussions and	speak audibly and fluently with an increasing command of	use spoken language to develop understanding through	English participate in discussions,	use spoken language to develop understanding through		
	gain, maintain and monitor the	presentations	Standard English	speculating, hypothesising,	presentations, performances, role	speculating, hypothesising,		
	interest of the listener(s)	gain, maintain and monitor the	participate in discussions and	imagining and exploring ideas	play/improvisations	imagining and exploring ideas		
	consider and evaluate different	interest of the listener(s)	presentations	speak audibly and fluently with	gain, maintain and monitor the	speak audibly and fluently with		
	viewpoints, attending to and	select and use appropriate	gain, maintain and monitor the	an increasing command of	interest of the listener(s)	an increasing command of		
	building on the contributions of others	registers for effective communication	interest of the listener(s) select and use appropriate	Standard English participate in discussions,	consider and evaluate different viewpoints, attending to and building	Standard English participate in discussions,		
	select and use appropriate	Communication	registers for effective	presentations, performances,	on the contributions of others	presentations, performances,		
	registers for effective		communication	role play/improvisations and	select and use appropriate registers	role play/improvisations and		
	communication		maintain attention and	debates	for effective communication	debates		
			participate actively in					

			collaborative conversations, staying on topic and initiating and responding to comments (interview)	gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication		gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication
Skills to be	Use a range of oral	Use and innovate an	Use and innovate an	Identify and ask a	Deliberately vary tone of	Use and innovate an
taught in	techniques to present	increasingly	increasingly	variety of question	voice in order to convey	increasingly
preparation	persuasive argument	sophisticated range of	sophisticated range of	types depending on the	meaning.	sophisticated range of
	e.g. rhetorical questions, emotive	sentence stems with fluency and accuracy	sentence stems with fluency and accuracy	required impact – open, closed, leading,	Consciously adapt tone,	sentence stems with fluency and accuracy
	language, harsh	when speaking.	when speaking.	negative and rhetorical.	pace and volume of voice.	when speaking.
	criticism, humour etc.	when speaking.	when speaking.	negative and metorical.	pace and volume of voice.	when speaking.
		Use specialist	Use specialist	Use specialist	Devise a performance and	Use persuasive
	Use and understand a	vocabulary.	vocabulary.	vocabulary.	adapt for a specific	language effectively.
	variety of ways to				audience.	
	criticise constructively	Use humour, irony,	Structure talk in	Make notes when		Use humour, irony,
	and respond to	sarcasm etc.	sophisticated ways.	listening for a sustained	Use and innovate an	sarcasm and mimicry.
	criticism.		5 19	period.	increasingly sophisticated	
		Consciously adapt tone,	Deliberately vary tone of voice in order to		range of sentence stems	Consciously adapt tone,
	Use language to resolve	pace and volume.	convey meaning.		with fluency and accuracy.	pace and volume of voice
	conflict in order to		convey meaning.		Use specialist vocabulary.	Voice
	proceed with		Interview skills:		y.	Presentation skills:
	discussion.		- Deliberately vary tone		Presentation skills:	Learn your lines by
			of voice in order to		Learn your lines by heart (if	heart (if appropriate).
			convey meaning.		appropriate).	, , , , ,
			- Consciously adapt			Use props and
			tone, pace and volume		Deliver your lines at the	costumes
			of voice within a single		correct time.	appropriately to
			situation.			convey meaning.

			- Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy when speaking Use specialist vocabulary Use humour, irony, sarcasm and mimicry Structure talk in sophisticated ways Identify different types of question and respond appropriately, presenting mature evidence where appropriate Ask a variety of question types depending on the required impact —open, closed, leading, negative and rhetorical.		Use props and costumes appropriately to convey meaning. Stay in character throughout. Portray appropriate emotions for your character throughout.	Stay in character throughout. Portray appropriate emotions for your character throughout.
Vocabulary	History, positive, negative, advantage, disadvantage, medieval, society, diet, health/ly, benefits, lifestyle, cheap, expensive, hunting, farming, crops, wealthy, poor	News, report, evacuation, presenter, WW2, rationing, blackouts, schools, gas mask, history, camera shots, head shot, editing, credits, frame	why, when, who, where, how, what, bias, unbiased, fact, opinion	crime, criminal, disappearance, suspicious,	bolus saliva enzymes chyme peristalsis stomach hydrochloric acid absorb bile villi rectum faeces/stool secrete excrete amylase muscular starch nutrients proteins	campsite amenities map pricing access tent electrical hook up advantage

		glucose intestines liver	
		pancreas blood	

National Curriculum

Spoken language – years 1 to 6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication