

Year 3 Oracy Events						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oracy Event	Hot seating (Anthony Gormely)	Geography Presentation	Should chocolate be allowed in schools?	Youtube clip – How to harvest a cocoa pod.	To publish a character description of the Iron Man.	Presentation – a recount of our trip to Compton Verney.
Type of Talk	Linguistic	Social and Emotional	Debate	Linguistic	Linguistic	Social and Emotional
Link to the Curriculum	Art (Paintings pictures and photographs)	Countries in the northern hemisphere	Chocolate Topic in wider curriculum	Chocolate Topic in wider curriculum	Link to our English writing	Link to our English writing
Skills to be taught in preparation	<ul style="list-style-type: none"> • Use subject specific vocabulary. • Select precise vocabulary. • Begin to vary sentence structures and length. • Adapt how they speak according to the audience. 	<ul style="list-style-type: none"> • Speak with confidence in front of a larger audience. • Select carefully and consider the impact of their words on others. • Begin to vary sentence structures and length. • Adapt how they speak 	<ul style="list-style-type: none"> • Speak with confidence and fluency in front of a larger audience. • Use pauses for effect when talking to an audience. • Use appropriate tone. • Consider movement and gestures when addressing an audience. • Carefully select the phrasing they use to express ideas and 	<ul style="list-style-type: none"> • Deliberately select gestures that support the delivery of ideas. • Consider movement when addressing an audience. • Use pauses for effect in presentational talk. • Speak fluently in front of an audience. • Use subject specific vocabulary 	<ul style="list-style-type: none"> • Deliberately select gestures that support the delivery of ideas. • Consider movement when addressing an audience. • Use pauses for effect in presentational talk. • Speak fluently in front of an audience. • Use subject specific vocabulary 	<ul style="list-style-type: none"> • Speak with confidence in front of a larger audience. • Select carefully and consider the impact of their words on others. • Begin to vary sentence structures and length.

		<p>according to the audience</p>	<p>views and understand that this supports clarity.</p> <p>Begin to vary sentence structure and length for effect when speaking.</p> <p>Give more detailed reasons for their views and opinions.</p> <p>Use subject specific vocabulary correctly when talking.</p> <p>Challenge the ideas of others in discussions by politely disagreeing and providing a clear argument / alternative viewpoint.</p> <p>Ask questions to find out more about a subject that is being discussed to clarify their understanding.</p>	<p>correctly when talking.</p> <p>Select precise vocabulary when speaking about something rather than e.g. nice or sad.</p> <p>Carefully select the phrasing they use to express ideas and understand that this supports clarity.</p> <p>Begin to vary sentence structures and length for effect when speaking.</p> <p>Adapt how they speak in different situations according to the audience.</p> <p>Give more detailed reasons for their opinions.</p>	<p>correctly when talking.</p> <p>Select precise vocabulary when speaking about something rather than e.g. nice or sad.</p> <p>Carefully select the phrasing they use to express ideas and understand that this supports clarity.</p> <p>Begin to vary sentence structures and length for effect when speaking.</p> <p>Adapt how they speak in different situations according to the audience.</p> <p>Give more detailed reasons for their opinions.</p>	<p>Adapt how they speak</p>
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