

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

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| | | | 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 taught in preparation | <p>Use a range of oral techniques to present persuasive argument e.g. rhetorical questions, emotive language, harsh criticism, humour etc.</p> <p>Use and understand a variety of ways to criticise constructively and respond to criticism.</p> <p>Use language to resolve conflict in order to proceed with discussion.</p> | <p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy when speaking.</p> <p>Use specialist vocabulary.</p> <p>Use humour, irony, sarcasm etc.</p> <p>Consciously adapt tone, pace and volume.</p> | <p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy when speaking.</p> <p>Use specialist vocabulary.</p> <p>Structure talk in sophisticated ways.</p> <p>Deliberately vary tone of voice in order to convey meaning.</p> <p>Interview skills:</p> <ul style="list-style-type: none"> - Deliberately vary tone of voice in order to convey meaning. - Consciously adapt tone, pace and volume of voice within a single situation. | <p>Identify and ask a variety of question types depending on the required impact – open, closed, leading, negative and rhetorical.</p> <p>Use specialist vocabulary.</p> <p>Make notes when listening for a sustained period.</p> | <p>Deliberately vary tone of voice in order to convey meaning.</p> <p>Consciously adapt tone, pace and volume of voice.</p> <p>Devise a performance and adapt for a specific audience.</p> <p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>Use specialist vocabulary.</p> <p>Presentation skills: Learn your lines by heart (if appropriate).</p> <p>Deliver your lines at the correct time.</p> | <p>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy when speaking.</p> <p>Use persuasive language effectively.</p> <p>Use humour, irony, sarcasm and mimicry.</p> <p>Consciously adapt tone, pace and volume of voice</p> <p>Presentation skills: Learn your lines by heart (if appropriate).</p> <p>Use props and costumes appropriately to convey meaning.</p> |

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| | | | <ul style="list-style-type: none"> - 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. | | <p>Use props and costumes appropriately to convey meaning.</p> <p>Stay in character throughout.</p> <p>Portray appropriate emotions for your character throughout.</p> | <p>Stay in character throughout.</p> <p>Portray appropriate emotions for your character throughout.</p> |
| 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 |

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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