

GUARDIAN ANGELS' RC PRIMARY SCHOOL
ORACY LONG TERM PLAN

	Learning Journey 1		Learning Journey 2		Learning Journey 3	
	Physical	Linguistic	Social & Emotional	Linguistic	Cognitive	Linguistic
Nursery	To speak audibly so they can be heard and understood. To use gestures to support meaning in play.	To use talk in play to practice new vocabulary.	To take turns to speak when working in a group.	To join phrases with 'and'.	To use 'because' to develop their ideas.	To join phrases with words such as 'if' 'so', 'could' 'but'
Reception	Look at someone who is speaking to them.	To make relevant contributions and ask questions.	To look at someone who is speaking to them.	To make relevant contributions and ask questions.	To describe events that have happened to them in detail.	To make relevant contributions and ask questions.
Year 1	To use appropriate tone of voice in the correct context E.g. speaking calmly when resolving an issue in the playground.	To use vocabulary appropriate specific to the topic at hand.	Listen to others and be willing to change their mind based on what they have heard. To organise group discussions	To take opportunities to try out new language, even if challenging others' ideas.	To offer reasons for their opinions. To recognise when they haven't understood something and	To use sentence stems to link to other's ideas in group discussion E.G. 'I agree with ...because...' Linking to...'

	To speak clearly and confidently in a range of contexts.		independently of an adult.		asks a question to help with this. To disagree with someone else's opinion politely. To explain ideas and events in chronological order.	
Year 2	To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.	To adapt how they speak in different situations according to audience.	To start to develop an awareness of audience e.g. what might interest a certain group. To be aware of others who have not spoken and invite them into discussion. Confident delivery of short pre-prepared material.	To use sentence stems to signal when they are building on an idea.	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.	To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.

Year 3	Deliberately varies tone of voice in order to convey meaning E.g. speaking authoritatively during an expert talk or speaking with pathos telling a sad story. Considers position and posture when addressing an audience.	To be able to use specialist language to describe their own and other's talk.	To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.	To draw on a range of sentence stems.	To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach a shared agreement in discussions.	To use specialist vocabulary.
Year 4	To consider movement when addressing an audience. To use pauses for effect in presentational talk e.g. when telling an anecdote or joke.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To use more natural and subtle prompts for turn taking. To be able to empathise with an audience. To consider the impact of their	To be able to paraphrase what has been said.	To be able to give supporting evidence e.g. citing a text, a previous example or historical event. To ask probing questions.	Speak in standard English and know that you speak differently for different audiences.

			words on others when giving feedback.		To reflect on their own oracy skills and identify areas of strength and areas to improve.	
Year 5	To project their voice to a large audience. For gestures to become increasingly natural.	To use an increasingly sophisticated range of sentence stems with fluency and accuracy	Listening for extended periods of time. To speak with flair and passion.	To use more complex sentence structures e.g. starting with a subordinate clause.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying, 'my mum is a vegetarian so eating meat is wrong' to be able to say, 'lots of people don't eat meat because they believe killing animals is cruel'.	Use specialist vocabulary and make precise vocabulary choices.

Year 6	To speak fluently in front of an audience. To have a stage presence. Consciously adapt tone, pace and volume of voice within a single situation.	To vary sentence structures and length for effect when speaking.	To use humour effectively. To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused, stopping to take questions.	Use specialist vocabulary and make precise vocabulary choices.	To construct a detailed argument or complex narrative. To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	To understand the difference between formal and informal tone.
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