

Oracy Curriculum-‘Let’s Talk About It...’

Social Talk Tools

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception-social talk	Greetings/Farewells		Being kind		Responding to unkindness	
Sentence stems	Good morning Good afternoon How are you? My name is...		I like... You are really good at.... Well done for....		That makes me feel... I don't like...because... Please can you not do...	
Year 1-social talk	Asking for help		Apologising		Showing interest	
Sentence stems	Please can I have? May I...? Can I...?		I am really sorry for... I apologise for... Next time I...		What is that? Why..? How...?	
Year 2-social talk	Agreeing/disagreeing		Reporting		Responding to teasing	
Sentence stems	I agree with... because I disagree... because... I think....		When.... I saw... At... this happened...		At school we don't tease That makes me feel... Please stop teasing because...	
Year 3-social talk	Conversing		Telling an anecdote		Offering and responding sincere compliments	
Sentence stems	How are you? What are you playing at break/lunch? What did you do at the weekend?		When I was... Last... I... On ... I		You look... You are really kind because... That's very kind of you, thank you	
Year 4-social talk	Sharing an opinion		Giving feedback		Inquiring	
Sentence stems	I think.... In my opinion... I wonder if ...		I think it would be better if The best part is... I like the way you have....		When....? Why...? How...?	
Year 5-social talk	Helping and advising a friend		Sharing feelings		Being assertive	
Sentence stems	Can I help...? How can I help...? What's wrong?		I feel.... It makes me feel... I was ... when....		No, I don't like that... Please stop... That's upset me	

Year 6-social talk	Compromising	Talking out a conflict	Showing identity
Sentence stems	Even though I think.... I can see your point of view Ok I understand what you're saying...but.... What about if....	I'm sorry that.... I can understand that.... After reflecting, I	I am... I am good at... I believe that...

Exploratory/Presentational Talk Tools

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Re-tell a story		Take on a role in drama		Sharing my work with an audience	
Link to curriculum + audience	English-Class Text		English-Class Text		English- Class Text	
	SC	Toolkit	SC	Toolkit	SC	Toolkit
	Children can recall the story clearly and it makes sense to the audience	Tell events in order Use character/setting names	Children act like a character in a well-known story.	Stay in character Use actions Use voice to be the character	Children enjoy talking about their work.	Explain what the work is Use key words Answer questions
Year 1	Be an active listener		Take part in a group discussion		Story telling	
Link to curriculum + audience	Turn taking for talk my learning – Tour Audience		Humanities/ Science Theme – Mantle of the Expert		English-Class Text	
	SC	Toolkit	SC	Toolkit	SC	Toolkit
	Children are fully engaged and understand the speaker.	Track speaker Nod Ask and answer questions Wait Respond	Children take turns speaking, actively listening, and stay on topic.	Sit close to each other Face and track the speaker Speak loudly and clearly Use key words	The audience is engaged and understands.	Main events in order Speak loudly and clearly Use expression
Year 2	Respond to a thought-provoking Text		Speak in front of a large audience Poem Recital		Suggest a hypothesis or solution to a problem in a group	
Link to curriculum + audience	Through P4C or No Outsiders		Learning Together – FF- Presentation Element		Science - Experimentation	
	SC	Toolkit	SC	Toolkit	SC	Toolkit
	Children will memorise and perform a short poem to engage the audience.	Speak clearly and confidently Use appropriate pace, volume and tone Use gestures Look at audience	Children will be heard by the audience.	Speak clearly, loudly and at a steady pace Confident body language Face audience Use gestures and expression	Children work collaboratively to achieve a goal.	All participate Take turns to speak Active listening Stay focused on task
Year 3	Use Teams as a vehicle to speak to an audience		Act out a scene Readers Theatre		Reach a consensus in a group	

Link to curriculum + audience	Diversity Project		Production/ Drama Adding actions for words from a script or class text		Linked to LWT curriculum – No Outsiders	
	SC	Toolkit	SC	Toolkit	SC	Toolkit
	Children will present a subject or topic so the audience learn about it.	Use topic vocabulary Organise content with clear intro, main points and conclusion Use visual aids (IWB, images etc)	The audience can follow what a scene is about.	Memorise and deliver lines clearly Stay in character role Use body language, gestures and facial expressions Project voice	The group will make a decision that all members agree with.	Active listening to each other All participate Waiting to respond Be willing to compromise

			The audience can understand the choice of action and the actor can clearly explain their reasons for choices.	Maintain eye contact with audience Speak clearly Respond confidently to questions		
Year 4	Perform own poetry/ written work		Explain a process – Making a speech to an audience		Conduct a demonstration	
Link to curriculum + audience	English Linked - Poetry FF/ Learning Together-parents		Mighty Oak-linked deliver the toolkit to a younger class		PE-tennis and athletics KS1 in prep for sports day	
	SC	Toolkit	SC	Toolkit	SC	Toolkit
	Children will engage the audience through emotive poetry.	Speak clearly and confidently Project voice Show emotion and expression Use gestures, body language and facial expression Use appropriate pace and tone	The audience will understand how to carry out the process of speech writing and delivery.	Describe steps clearly in order Use technical vocab Speak confidently and at a steady pace Check for understanding Use visual/concrete aids	Children will model an activity accurately so that the audience learn how to do it.	Clearly explain steps in order Model each step Speak confidently Use key vocab Answer any questions
Year 5	Conduct an interview and be interviewed or Horrible Histories Scene		Exhibit own work act as curators for Take One Picture Exhibition		Climate change's disproportionate impact on the world's most vulnerable populations	
Link to curriculum + audience	English/ History-Day in the life of a		Take One Picture – Art Gallery- Parents		Sustainability and Climate Action Plan - Economic Understanding Peers/whole school assembly	
	SC	Toolkit	SC	Toolkit	SC	Toolkit
	Prepared questions are used successfully to find out about a person.	Prepare appropriate questions/use as prompts Ask and answer questions clearly Use question words-how, why, when, who? Active listening	Children are able to talk about their work.	Speak clearly and Answer questions Respond to feedback Use gestures and conversation to invite audience Smile and use positive body language	Children will get their point across successfully to the audience.	Speak clearly and confidently Organise with clear structure Use expression, tone and gestures Put emphasis on key words Eye contact with audience clearly Explain the process and meaning

Year 6	Talk about issues/dilemmas(discussion)		Take part in a debate/ create a persuasive text/ speech		Across schools discussion linked with Anti-racism unit LWT	
Link to curriculum + audience	Linked to P4C		English-How to improve our community? Linked to visit to the Houses of Parliament		LWT unit for the summer term	
	SC	Toolkit	SC	Toolkit	SC	Toolkit
	Children can respectfully listen and share different viewpoints.	Share different viewpoints Active listening Respond thoughtfully Stay on topic	Children have participated in and have been listened to when sharing differing viewpoints.	Well prepared notes Speak clearly and confidently Respond respectfully	Children propose ideas for discussion and debate.	Clearly explain their ideas and give reasons for their opinions based on research and the RE today materials used for this element of the LWT curriculum.
		Use appropriate language Support ideas with reasons/examples		Use evidence and examples to support Stay on topic Use persuasive techniques Active listening		Engage the audience Eye contact Respond to questions