Year group oracy overview – Year 2

Physical	Linguistic	Cognitive	Social & Emotional
To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To use taught gestures to show readiness to respond (e.g. thumbs in). To speak clearly and confidently, after practice, in a range of familiar contexts.	To adapt how they speak for different purposes (e.g. exploratory talk with peers and presentational talk for a wider audience). To use sentence stems to link to other's ideas in paired discussions (e.g. 'I agree with… because …' 'Linking to …') – **Challenge + Build** To use newly learnt vocabulary in an appropriate way.	To ask appropriate 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 encourage everyone to contribute using invitational stem sentences (e.g. Does anyone else have something to say?) To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre-prepared material.

Purpose:			
To describe objects/events	Entertain and express	Inform and explain	Building understanding
To disagree respectfully	To reason	Show empathy	Recitation

Audience:			
Partner	Peers – small group	Familiar adult	Older children
Unfamiliar adult	Peers – large group	Whole class	Younger children

Groupings:			
Pair	Trio	Circle – with adult support	Nest - guided

Autumn 1	Spring 1	Summer 1
Subject/Topic: History

Oracy outcome:

To develop an awareness of audience, e.g. what might interest a certain group.

To use taught gestures to show readiness to respond (e.g. thumbs in).

Purpose: Building understanding. To describe objects and events.

Context: Great Fire of London (Rainbow Theatre)

Audience: Whole class. Peers – large group | Subject/Topic: English

Oracy outcome:

To adapt how they speak for different purposes (e.g. exploratory talk with peers and presentational talk for a wider audience).

To make connections between what has been said and their own and others' experiences.

Purpose: Recitation. Entertain and express.

Context: Ice Poetry Performance

Audience: Whole Class. Peers – large group | Subject/Topic: PSHE

Oracy outcome:

To build on others' ideas in discussions.

To use sentence stems to link to other's ideas in paired discussions (e.g. 'I agree with… because …' 'Linking to …') – **Challenge + Build**

Purpose: Show empathy. Building understanding.

Context: Relationships, Loss and Bereavement

Audience: Partner. Whole Class. |
| **Autumn 2**

Subject/Topic: Music

Oracy outcome: | **Spring 2**

Subject/Topic: Science

Oracy outcome: | **Summer 2**

Subject/Topic: Geography

Oracy outcome: |

To speak clearly and confidently, after practice, in a range of familiar contexts. Confident delivery of short pre- prepared material. Purpose: Recitation. Entertain and express. Context: Christmas performance Audience: Familiar adults and unfamiliar adults	To use newly learnt vocabulary in an appropriate way. To ask appropriate questions to find out more about a subject. Purpose: To reason. Inform and explain. Building Understanding. Context: Experiment and observing plant growth. Audience: Partner. Peers – small group.	To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To encourage everyone to contribute using invitational stem sentences (e.g. Does anyone else have something to say?) Purpose: To respectfully disagree. To describe events. Context: Retelling the journey of our school trip (to a different class) relating to the maps we make in geography. Audience: Older/younger children.