

Year group oracy overview – Year 4

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>To consider movement when addressing an audience.</p> <p>To consider how tone, volume and pace influence meaning.</p> <p>To consider audience engagement while standing, before delivery e.g. wait appropriately.</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>To confidently use specialist vocabulary when offering feedback on oracy-related tasks.</p> <p>To confidently use subject-specific vocabulary when discussing a known topic.</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>To ask probing questions.</p> <p>To reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	<p>To use more natural and subtle prompts for inviting others into a discussion.</p> <p>To develop an awareness of audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>
Purpose:			
To describe objects/events	Entertain and express	Inform and explain	Building understanding
To disagree respectfully	To reason	Show empathy	Recitation
Summarise	Reach a shared agreement	Evaluate	Persuade/Influence
Problem solve			
Audience:			
Partner	Peers – small group	Familiar adult	Older children
Unfamiliar adult	Peers – large group	Whole class	Younger children
Expert	Live	Recorded	

Groupings:			
Pair	Trio	Circle	Nest
Traverse			

<p>Autumn 1</p> <p>Subject/Topic: History</p> <p>Oracy outcome: -To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. -To ask probing questions.</p> <p>Purpose: To describe objects/events</p> <p>Context: History lesson/recount of Battle of Bosworth</p> <p>Audience: Partner</p>	<p>Spring 1</p> <p>Subject/Topic: Science</p> <p>Oracy outcome: Linguistic -To confidently use specialist vocabulary when offering feedback on oracy-related tasks.</p> <p>Purpose: Problem solve</p> <p>Context: Science explore lesson – make the lamp work</p> <p>Audience: Peers – small group</p>	<p>Summer 1</p> <p>Subject/Topic: English</p> <p>Oracy outcome: Linguistic - To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. - To confidently use subject-specific vocabulary when discussing a known topic.</p> <p>Purpose: To persuade/influence</p> <p>Context: Persuasion letter about plight of bees. Record them reading out their letter (QR code in book)</p> <p>Audience: Recorded and Expert</p>
<p>Autumn 2</p> <p>Subject/Topic: Christmas concert and lead up practices</p>	<p>Spring 2</p> <p>Subject/Topic: RE</p>	<p>Summer 2</p> <p>Subject/Topic: PSHE</p>

<p>Oracy outcome: Social and emotional -To develop an awareness of audience. -To consider the impact of their words on others when giving feedback.</p> <p>Purpose: Entertain and express Recitation</p> <p>Context: Christmas concert</p> <p>Audience: Unfamiliar adult Peers – large group</p>	<p>Oracy outcome: Social and emotional -To use more natural and subtle prompts for inviting others into a discussion.</p> <p>Purpose: Building understanding Show empathy To disagree respectfully</p> <p>Context: Re overarching question – Is forgiveness always possible?</p> <p>Audience: Whole class</p>	<p>Oracy outcome: Physical - To consider movement when addressing an audience. -To consider how tone, volume and pace influence meaning. -To consider audience engagement while standing, before delivery e.g. wait appropriately.</p> <p>Purpose: Inform and explain</p> <p>Context: Presenting to year 3 – informing/explaining what year 4 is all about</p> <p>Audience: Younger children (Y3), live</p>
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