Whole School Oracy Curriculum Map
EYFS - Year 6

Oracy at St Andrew's Primary School

At St Andrew's Primary School, we believe that words have the power to change a child's life and contribute to a fairer society. Oracy is the ability to articulate ideas, develop understanding and engage with others through speaking and listening. It encompasses many components, including reasoning and evidence, organisation and presentation, listening and responding, and expression and delivery.

Strong oracy skills prepare children for success both in school and beyond. Developing oracy can increase engagement in learning, improve academic outcomes, foster confidence and wellbeing, support successful transitions, enhance future employability, equip children to participate fully in democratic and civic life, and promote social equity.

At St Andrew's, we recognise that both learning to talk and learning through talk are equally important. Therefore, we have embedded oracy throughout our curriculum and wider school life. Oracy is not taught in isolation; it is woven through everything we do. Children are given regular opportunities to discuss ideas, solve problems collaboratively, justify their thinking, explore different viewpoints, lead collective worship, present to an audience and reflect on their learning.

Through our Christian vision and values, we strive to ensure that every child develops the confidence, vocabulary and communication skills needed to flourish. We value every voice and believe that every child deserves to be heard.

At St Andrew's, staff:

✓ set high expectations for oracy and communication
✓ value and nurture every child's voice
✓ teach oracy skills explicitly and progressively
✓ use high-quality talk to deepen learning across the curriculum
✓ provide purposeful opportunities for discussion, reasoning and presentation
✓ model effective speaking and listening behaviours
✓ support all children, including those with SEND, to participate and succeed
✓ monitor and celebrate progress in oracy

Mulberry EYFS/Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A **Year B**	Me and My Community Me and My Community	Once Upon a Time Winter Wonderland	Are We There Yet? Why Do Zebra's have stripes?	Co Cows Drink Milk? Ready Steady Grow	Dangerous Dinosaurs Big Wide World (Long Ago)	On the Beach What Can You See in Summer?
Oracy Focus	Listening and Turn-Taking	Story retelling and sequencing	Questioning and Enquiry	Speaking in sentences and explaining ideas	Giving reasons and justifying opinions	Presenting information to an audience
Curriculum Outcome	Children share information about themselves and ask simple questions of other during circle time and 'All About Me' activities	Children retell familiar stories using key vocabulary, actions, puppets and story maps.	Children ask and answer questions during investigations and exploration activities.	Children explain their thinking and predictions during Science and RE learning.	During Dangerous Dinosaurs, children discuss and justify opinions using sentence stems such as "I think..." and "because..."	Children present observations and finding from the 'On the Beach' unit and Brightlingsea fieldwork using geographical vocabulary.
Showcase Oracy Opportunity	**"This is Me" presentation** to a partner or small group.	**Retell a traditional tale** using puppets and story language.	**Conduct a simple class enquiry** and ask prepared questions.	**Explain a science investigation prediction** using sentence stems.	**Dinosaur Debate:** Which Dinosaur would make the best pet?	**Beach Fieldwork Presentation:** Share observation from Brightlingsea using photographs, maps and key vocabulary.
Apple Year 1 & 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year A **Year B**	Knights, Dragons, Castles and Crowns Great Fire of London	Bright Lights, Big City Enchanted Woodland	Paws, Claws and Whiskers Superheroes	Our Wonderful World Land Ahoy!	Memory Box Movers and Shakers	Muck, Mess and Mixtures Beach Hut
Oracy Focus	Listening and Turn-taking	Story retelling and sequencing	Questioning and Enquiry	Speaking in sentences and explaining ideas.	Giving reasons and justifying opinions.	Presenting information to an audience
Curriculum Outcome	Children ask and answer questions about monarchs, castles and life in the past, listening carefully to others contributions.	Children explain journeys around London and describe key landmarks using geographical vocabulary.	Children ask and answer questions about animals, habitats and how animals survive in different environments.	Children explain similarities and differences between places using geographical vocabulary and complete sentences.	Children discuss memories, artefacts and events from the past, explaining why they are important.	Children explain their creative process, evaluate finished work and respond to questions from others.

Showcase Oracy Opportunity	**Royal Interview** Children take turns interviewing a king, queen or knight in role.	**London Tour Guide** Children present a famous landmark to the class.	**Animal Expert Session** Children present facts and answer questions about a chosen animal.	**Around the World Talk** Children explain what makes a place special and compare it to where they live.	**Memory Museum** Children share an object and explain its significant to the class.	**Art Gallery Presentation** Children present their artwork and discuss the materials and techniques used.
Cherry **Year 2 & 3**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year A **Year B**	Ancient Civilisation I am Warrior (Romans)	Rocks, Relics and Rumbles Flow	Urban Pioneers Scrumdiddlyumptious!	One Planet, Our World Rainforests	Through the Ages Gods & Mortals (Ancient Greece)	Van Gogh Blue Abyss
Oracy Focus	Listening and Turn-taking	Story retelling and sequencing	Questioning and Enquiry	Speaking in sentences and explaining ideas.	Giving reasons and justifying opinions.	Presenting information to an audience
Curriculum Outcome	Children discuss artefacts and evidence from Ancient Egypt, listening carefully to others and building on ideas during historical enquiries	Children explain the process of rock formation or describe how volcanoes and earthquakes occur using correct scientific vocabulary and sequencing language.	Children ask purposeful questions about urban environments, famous architects and city life, using research to deepen understanding.	Children explain how people interact with environments around the world, using geographical vocabulary and evidence from maps and fieldwork	Children discuss how life changes from the Stone Age to the Iron Age and justify opinions using historical evidence.	Children explain artistic techniques, evaluate artwork and present information about Vincent Van Gogh using subject - specific vocabulary
Showcase Oracy Opportunity	**Archaeologist's Discovery** Children present an artefact and explain what it reveals about Ancient Egyptian life.	**Junior Geologist Talk** Children explain the journey of a rock or the stages of a volcanic eruption.	**Urban Planner Interview** Children question a classmate in role as an architect, city planner or urban pioneer.	**Global Explorer Presentation** Children compare two places and explain similarities and differences	**Stone Age Debate** Would you rather live in the Stone Age or today? Children justify their viewpoints using evidence from learning	**Art Gallery Curator Talk** Children present their artwork and explain how Van Gogh influenced their creative choices.
HCT **Year 4 & 5**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year A **Year B**	Invasion Road Trip to USA	Misty Mountain, Windy River Off with her Head	Time Traveller Animal	Interconnected World Dynamic Dynasty	Traders and Raiders Capital Cities to Coastlines	Mixed Media Beast Creator
Oracy Focus	Listening and Turn-taking	Story retelling and sequencing	Questioning and Enquiry	Speaking in sentences and explaining ideas.	Giving reasons and justifying opinions.	Presenting information to an audience

Curriculum Outcome	Children discuss the Anglo-Saxon and Viking invasions, building on others' ideas and responding thoughtfully during historical enquiries.	Children explain geographical processes such as river formation and mountain formation using precise subject vocabulary and clear sequencing.	Children ask purposeful questions during the design process and justify design decisions when creating a time machine,	Children explain how countries, climates, cultures and transport networks are connected using evidence from maps and research.	Children use historical evidence to discuss the impact of Viking and Saxon settlements on Britain.	Children evaluate artistic techniques and explain creative choices using subject-specific vocabulary
Showcase Oracy Opportunity	**Viking Council Meeting** Children take on the role of Anglo-Saxons or Vikings and discuss whether to fight, trade or settle.	**Geography Documentary Presenter** Children explain the journey of a river from source to sea.	**Dragon's Den: Time Machine Edition** Children pitch their invention and answer questions from their peers.	**Global Connections Presentation** Children explain how one country is connected to the wider world.	**Historical Debate** Were the Vikings raiders, traders or settles? Children support arguments with evidence.	**Mixed Media Exhibition** Children present their final artwork to an audience and respond to questions about their creative process.
Oak Year 5 & 6	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year A **Year B**	A Child's War Victorians	Sow, Grow, and Farm Frozen Kingdom	Fun at the Fair Blood Heart	Investigating Our World If We Built a town…	Benin (West Africa) Mayan Civilisation	Gallery Rebels Bees, Beetles and Butterflies
Oracy Focus	Listening and Turn-taking	Story retelling and sequencing	Questioning and Enquiry	Speaking in sentences and explaining ideas.	Giving reasons and justifying opinions.	Presenting information to an audience
Curriculum Outcome	Children discuss the impact of World War II on children and families, listening respectfully to different perspectives and responding thoughtfully.	Children explain food production processes and how food reaches consumers, using precise geographical and scientific vocabulary.	Children ask probing questions during the design process and evaluate how mechanisms and forces are used in fairground rides.	Children explain how places, climates, transport networks and human activity are interconnected on a local and global scale.	Children discuss the legacy of the Benin Kingdom, the transatlantic slave trade and the importance of equality, using evidence to support viewpoints.	Children analyse artists' work, explain creative influences and present their own artistic responses using sophisticated subject-specific vocabulary.
Showcase Oracy Opportunity	**Evacuation Panel Discussion** Children take on the roles of evacuees, parents and government officials and discuss whether evacuation was the right decision.	**Farm to Fork Presentation** Children explain the journey of a food product from production to consumption.	**Inventor's Showcase** Children present a fairground ride design and answer audience questions about how it works.	**Geographical TED Talk** Children deliver a short presentation explaining how people and places are connected around the world.	**Historical Debate** Should artefacts from the Benin Bronzes be returned to Nigeria? Children present evidence-based arguments and respond to counterarguments.	**Curated Art Exhibition** Children present and defend their artistic choices to visitors, answering questions about technique, influence and meaning.

Whole School Oracy Journey

Focus	Mulberry	Apple	Cherry	HCT	Oak
Listening and Turn Taking	Share personal experiences	Interview a monarch	Discuss artefacts	Viking Council discussion	Evacuation panel discussion
Story retelling and Sequencing	Retell stories	Explain landmarks	Explain geological processes	Explain river formation	Explain complex food-production systems
Questioning and Enquiry	Ask simple questions	Animal expert questions	Urban planner interview	Design questioning	Inventor's Showcase
Explaining Ideas	Explain predictions	Compare places	Explain global environments	Explain global connections	Deliver a TED Style presentation
Justifying Opinions	Dinosaur Debate	Memory box choices	Stone Age debate	Vikings Debate	Benin Bronzes Debate
Presenting Information	Beach Presentation	Tour Guide presentation	Art gallery talk	Exhibition Presentation	Curated Public exhibition

Oracy Non-Negotiable's	Oracy in Everyday Practice
At St Andrew's, every lesson should include opportunities for children to: • Speak • Listen • Explain • Question • Respond	Teachers routinely: • Model ambitious vocabulary. • Provide structured talk opportunities. • Use sentence stems and talk frames. • Explicitly teach listening skills. • Plan opportunities for reasoning and explanation. • Celebrate high-quality spoken language. • Ensure all children participate, including those with SEND.
Oracy Opportunities Checklist	**Oracy Teaching Strategies**
When planning a lesson, ask: ✓ Will children talk to a partner? ✓ Will children explain their thinking? ✓ Will children use key vocabulary aloud? ✓ Will children listen and respond to others? ✓ Will children present or perform their ideas?	Think-Pair-Share - Rehearses ideas before whole-class discussion Talk Partners - Increases participation Sentence Stems - Supports vocabulary and confidence Hot Seating - Develops questioning and reasoning Debate Corners - Encourages justification of opinions Talk Detectives - Develops active listening Present to a Partner - Builds presentation skills Snowball Discussion - Develops collaborative talk