

Sentence Stems Across the Curriculum

Oracy in Practice 2026–27

Work Together. Talk Together. Think Together. FLOURISH Together.

PHYSICAL

LINGUISTIC

COGNITIVE

SOCIAL & EMOTIONAL

Purpose

This companion document makes explicit how sentence stems are taught through the actual St Luke's curriculum. It retains the four-domain, term-by-term overview so staff can see the progression at a glance. The document gives the exact language pupils can rehearse and gives a curriculum-specific example of how the teacher might model, rehearse and apply the oracy move. The example is linked to their specific curriculum.

How to use it: foreground 2–4 stems that match the selected domain and curriculum task. Model them using the actual content being taught, rehearse orally, narrate effective use and then reduce the scaffold. The full bank is for teacher choice; it is not intended to be displayed all at once.

Our Approach to Oracy at St Luke's

Intent

At St Luke's C of E Primary School, we believe that oracy is a social and moral imperative. The ability to articulate ideas, develop understanding and engage meaningfully with others through spoken language should not be determined by a child's background, confidence or prior language experience. Every child deserves a rich language experience and the opportunity to develop a voice which is heard, understood and valued.

Our school vision, Work Together, Grow Together, FLOURISH Together, is lived through talk. We work together when we listen, question, build upon ideas and learn to disagree respectfully. We grow together when talk helps us to rehearse new vocabulary, connect prior knowledge, reason, challenge assumptions and refine our thinking. We FLOURISH together when pupils develop the confidence, language and interpersonal skills to participate fully in their learning, their relationships and the wider world.

We recognise that some pupils arrive at school with extensive experience of conversation, explanation, debate and a rich vocabulary, while others may have had fewer opportunities to develop these forms of spoken language. Simply providing opportunities to "talk to your partner" is not enough. If pupils are to become increasingly articulate, thoughtful and effective communicators, the knowledge and skills of effective talk must be explicitly taught, deliberately modelled, carefully rehearsed and progressively developed.

Our oracy curriculum is therefore designed to enable pupils to articulate ideas, develop understanding and engage with others through spoken language. Drawing upon the Physical, Linguistic, Cognitive and Social & Emotional domains of oracy, pupils progressively learn not simply to speak more, but to speak, listen and interact with increasing purpose, precision and independence.

We recognise the close relationship between language and thought. Reasoning and critical thinking are developed through talk as pupils explain ideas, hear alternative perspectives, justify choices, test assumptions, make connections and refine their thinking in response to others. Through purposeful classroom dialogue, pupils learn that their first idea does not always have to be their final idea.

Oracy also supports pupils' social and emotional development. Effective communication enables pupils to listen actively, interpret the contributions of others, express disagreement appropriately, clarify misunderstanding and resolve differences through language. We want pupils to understand that successful relationships are built not only upon having something to say, but upon knowing how to listen, how to respond and how to communicate when perspectives differ.

Our intention is that every pupil leaves St Luke's able to use their voice thoughtfully and confidently: to explain, reason, question, challenge, persuade, present, collaborate and listen.

Implementation

Oracy is implemented through a deliberately sequenced whole-school curriculum from EYFS to Year 6. Progression is structured through the four interconnected domains of Physical, Linguistic, Cognitive and Social & Emotional oracy, ensuring that pupils systematically develop the knowledge, language and behaviours required for effective spoken communication.

We have deliberately avoided an approach in which every aspect of oracy is expected to be taught simultaneously. Instead, each year group's progression is broken into manageable termly priorities. This allows teachers to hone, model and revisit specific oracy skills over time, building from speaking audibly, wondering aloud and taking turns in

Reception to evaluating evidence, sustaining lines of reasoning, responding to alternative perspectives and influencing an audience in Year 6. The progression evident within the curriculum is therefore cumulative rather than a series of disconnected speaking activities.

Across each academic year, pupils encounter twelve deliberately planned curriculum opportunities for focused oracy development: through English and writing, history, geography and science. Across seven years at St Luke's, this creates a sustained entitlement to 84 carefully planned opportunities in which pupils explicitly learn, rehearse and apply increasingly sophisticated oracy skills through rich curriculum content.

These opportunities are not additional or detached "oracy lessons". Oracy is taught through the curriculum pupils are already learning. Children may develop expressive tone through the diary of Samuel Pepys, use precise geographical vocabulary to describe Shireoaks, probe scientific reasoning about the function of teeth, explore contrasting perspectives through heliocentric and geocentric models, or sustain a balanced discussion about the impact of multinational companies. The curriculum content gives pupils something meaningful to think and talk about; the oracy curriculum teaches them how to communicate and develop that thinking effectively.

Teachers explicitly identify the oracy move being taught. They model the language and behaviours of effective talk using the actual curriculum content, rather than relying upon generic discussion activities. Pupils hear and compare examples of more and less effective spoken communication and are taught to notice the impact of volume, pace, gesture, vocabulary, phrasing, evidence, questioning, listening and interaction.

Carefully selected sentence stems provide temporary linguistic scaffolds. Teachers foreground approximately two to four stems which are directly relevant to the oracy skill and curriculum task. These make the structures of effective talk visible and accessible. Pupils orally rehearse the language before applying it within genuine explanation, reasoning, discussion or presentation.

Sentence stems are not the intended outcome of our oracy curriculum. They are a means of providing pupils with the language architecture for increasingly sophisticated thought and communication. As pupils become more fluent, teachers deliberately reduce the scaffold. Over time, pupils are expected to internalise these structures and independently select language appropriate to the context, audience and purpose.

Our shared teaching approach is:

Name the move. Model the language. Rehearse the talk. Apply the thinking. Reduce the scaffold.

Teachers explicitly notice and narrate effective oracy. Rather than relying upon general praise such as "good speaking" or "good listening", adults identify the precise skill demonstrated: a pupil may have built upon another person's contribution, selected more precise disciplinary vocabulary, justified an idea using evidence, invited an unheard voice into a discussion or deliberately altered their pace to influence an audience.

Oracy is also used deliberately as a tool for learning. Pupils orally rehearse vocabulary and sentence structures; retrieve and connect prior knowledge; explain mathematical and scientific reasoning; explore historical and geographical perspectives; question, clarify and challenge ideas; and orally compose and refine ideas before writing. In this way, pupils learn both the skills of effective talk and how to use talk to deepen their own thinking and learning.

Implementation is underpinned by the belief that participation must be deliberately supported. Classroom dialogue should not be dominated by the most confident or verbally fluent pupils. Teachers use modelling, structured rehearsal, carefully selected stems and purposeful discussion routines to enable all pupils, including disadvantaged pupils, pupils with SEND and those who may be less confident contributors, to participate meaningfully.

Impact

The intended impact of our oracy curriculum is that pupils become increasingly articulate, thoughtful and independent speakers and listeners who use spoken language purposefully to think, learn, communicate and participate.

As pupils progress through St Luke's, we expect to see increasing sophistication across all four domains of oracy. Pupils will speak with increasing control of volume, pace, tone, gesture and physical presence. They will select precise and increasingly disciplinary vocabulary and adapt their language according to audience and purpose. They will organise and connect ideas, reason from evidence, ask purposeful questions, explore alternative perspectives and critically evaluate their own thinking. They will listen actively, build upon the contributions of others, challenge ideas respectfully and take increasing responsibility for the quality and direction of group talk.

We want pupils to recognise that talk is a tool for thinking. They should increasingly use spoken language to test an idea, make a connection, retrieve prior knowledge, identify a misconception and reconsider an initial viewpoint. Through high-quality dialogue, pupils will become more comfortable with intellectual uncertainty and understand that changing an opinion in response to stronger evidence is a sign of thoughtful learning.

Over time, pupils' reliance upon teacher-provided sentence stems will reduce. The impact of the curriculum will not be measured by how frequently children repeat a displayed stem, but by whether they increasingly internalise the language patterns and behaviours of effective communication and apply them independently in new contexts.

We expect the development of oracy to strengthen learning across the curriculum. Pupils' explanations will become more precise; mathematical and scientific reasoning more explicit; use of subject-specific vocabulary more secure; discussion of historical and geographical perspectives more nuanced; and oral rehearsal increasingly supportive of coherent, purposeful writing.

We also expect oracy to have a wider impact upon pupils' relationships and participation in school life. Pupils will be better equipped to express needs and opinions, listen to others, clarify misunderstandings and navigate disagreement without immediately resorting to conflict. They will understand that their voice carries both opportunity and responsibility: the opportunity to contribute and influence, and the responsibility to listen, consider and respond with respect.

Ultimately, our ambition is that pupils leave St Luke's having experienced a rich language curriculum in which their voice has been deliberately developed over seven years. Through 84 carefully planned curriculum opportunities, alongside the everyday culture of talk across our school, we want pupils to possess the language, confidence and thinking skills required to participate fully in education and society.

At St Luke's, we Work Together through dialogue and listening. We Grow Together by questioning, reasoning and learning from the ideas of others. We FLOURISH Together when every child has the language, confidence and opportunity to find their voice and use it well.

12 planned opportunities each year.

7 years of progressive development.

84 opportunities to explicitly teach pupils how to use their voice.

We do not leave oracy to chance.

EYFS (Reception) – Finding My Voice

The four domain columns retain the agreed oracy focus and curriculum context and give domain-matched sentence stems and specific examples rooted in the same curriculum content.

TERM	PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
AUTUMN	ORACY FOCUS <i>Speak audibly enough for a partner or small group to hear.; Begin to use facial expression and gesture to support meaning.</i>	ORACY FOCUS <i>Use new vocabulary heard in stories, provision and adult talk.; Use simple phrases and sentences to express an idea.</i>	ORACY FOCUS <i>Ask questions and wonder aloud.; State a simple idea, choice or observation.</i>	ORACY FOCUS <i>Attend to another speaker for a short period.; Begin to wait and take a turn in supported talk.</i>
	CURRICULUM CONTEXT English – Children retell traditional fairy tales like The Little Red Hen, speaking audibly and using facial expressions to convey the story EXPLICIT SENTENCE STEMS <i>“I am speaking so my partner can hear me.”</i> <i>“Look at my face — I am the Little Red Hen.”</i> <i>“I can show ___ with my face/hands.”</i> WHAT IT LOOKS LIKE IN PRACTICE English – Place a copy of The Little Red Hen beside two character puppets. The teacher retells one line in a tiny, expressionless voice, then repeats it audibly with the hen's tired face and hands on hips. Children say which version helped them understand the character and rehearse “Look at my face — I am the Little Red Hen” before retelling one moment to a partner. The adult names the exact change: “Your voice reached your partner and your face showed that the hen was cross.”	CURRICULUM CONTEXT Geography – Pupils use new geographical vocabulary such as ‘shop’, ‘river’, or ‘street name’ to describe their local environment in simple phrases EXPLICIT SENTENCE STEMS <i>“I can see a ___.”</i> <i>“The ___ is near the ___.”</i> <i>“This is called a ___.”</i> <i>“I live near ___.”</i> WHAT IT LOOKS LIKE IN PRACTICE Geography – Use photographs from a short walk around Shireoaks, including a shop, the river and a named street sign. The teacher points to a photograph and says, “There is a thing there,” then asks children to make the description more useful. Pupils rehearse “I can see a ___” and “The ___ is near the ___” while matching the taught geographical word to the photograph. Remove one prompt and ask children to describe a new local photograph independently.	CURRICULUM CONTEXT Science – Children wonder aloud and state simple observations about the changing seasons, such as noticing leaves drying out in autumn EXPLICIT SENTENCE STEMS <i>“I notice..”</i> <i>“I wonder why..”</i> <i>“Why has..?”</i> <i>“I think..”</i> WHAT IT LOOKS LIKE IN PRACTICE Science – Take pupils into the nature garden to look closely at a fallen autumn leaf. The adult models, “The leaf is brown,” and pupils use “I notice..” to add a more careful observation. The adult then models “I wonder why..” and collects children's questions without immediately answering them. Back inside, pupils choose one observation and one wondering question to share with a partner.	CURRICULUM CONTEXT History – Pupils attend to their peers and take turns when joining in and talking about their own family customs and routines EXPLICIT SENTENCE STEMS <i>“My turn / Your turn.”</i> <i>“I heard ___ say..”</i> <i>“I want to tell you..”</i> WHAT IT LOOKS LIKE IN PRACTICE History – Give each child a simple picture card showing a family routine, such as breakfast, bedtime or a celebration. One child shares; the partner must wait, then use “I heard ___ say..” before adding their own example. The adult deliberately interrupts once and asks children what happened to the speaker's idea. Praise the listening move, not simply the turn: “You waited and referred back to what Ava actually said.”
SPRING	ORACY FOCUS <i>Look towards the speaker and position the body to listen.; Use an audible voice in partner and group talk.</i>	ORACY FOCUS <i>Join ideas using and, but, because and so.; Repeat and reuse taught vocabulary in a full spoken sentence.</i>	ORACY FOCUS <i>Give a simple reason.; Explain a simple cause or choice.</i>	ORACY FOCUS <i>Take turns to speak.; Show listening by recalling one thing another person said.</i>
	CURRICULUM CONTEXT English – Pupils look towards their partner and use an audible voice when sharing sentences to retell The Very Hungry Caterpillar EXPLICIT SENTENCE STEMS <i>“I will look at my partner.”</i> <i>“I will use my sharing voice.”</i> <i>“Can you hear me?”</i> WHAT IT LOOKS LIKE IN PRACTICE English – Use picture cards from The Very Hungry Caterpillar and seat pupils knee-to-knee with a partner. The teacher first looks away and mumbles a retelling sentence, then faces the partner and uses a clear sharing voice. Pupils identify which version was easier to follow and rehearse one sentence using “I will look at my partner” and “Can you hear me?” The adult prompts only if the listener cannot hear or see the speaker clearly.	CURRICULUM CONTEXT Geography – Children repeat taught vocabulary to explain similarities and differences between countries using simple connectives EXPLICIT SENTENCE STEMS <i>“___ is ___ because..”</i> <i>“Both places have..”</i> <i>“This place has ___ but..”</i> <i>“___ and ___ are the same because..”</i> WHAT IT LOOKS LIKE IN PRACTICE Geography – Show two contrasting country photographs from the geography unit. The teacher says, “They are different,” and asks pupils what information is missing. Partners improve the comparison using “Both places have..” or “This place has ___ but..”, reusing the exact vocabulary already taught. The adult accepts the idea only when the spoken sentence names the feature and makes the comparison clear.	CURRICULUM CONTEXT Science – Pupils give a simple reason for their choice of material when constructing a shelter for a toy EXPLICIT SENTENCE STEMS <i>“I chose ___ because..”</i> <i>“___ would be good because..”</i> <i>“I think it will keep the toy dry because..”</i> WHAT IT LOOKS LIKE IN PRACTICE Science – Place three materials beside a toy that needs a waterproof shelter. The teacher chooses paper and says only, “I like this one,” then asks whether that is a scientific reason. Pupils handle the materials and rehearse “I chose ___ because..” or “I think it will keep the toy dry because..”. After testing, pupils return to their original reason and say whether the evidence changed their choice.	CURRICULUM CONTEXT History – Pupils listen and recall what a partner said about their own past experiences or holidays EXPLICIT SENTENCE STEMS <i>“I heard ___ say..”</i> <i>“___ told me..”</i> <i>“My idea is..”</i> WHAT IT LOOKS LIKE IN PRACTICE History – In pairs, pupils look at a photograph from a familiar past experience or holiday. Partner A speaks for twenty seconds; Partner B may not add their own story until they have said, “I heard ___ say..” or “___ told me..”. Swap roles and ask one child to report their partner's experience to the group. The adult notices accurate recall and gently corrects invented detail.

SUMMER	ORACY FOCUS Use gesture, facial expression and movement to support meaning.; Adjust voice so a group can hear. CURRICULUM CONTEXT English – Children freeze-frame scenes from Jack and the Beanstalk, using gesture and facial expression before speaking in role EXPLICIT SENTENCE STEMS <i>"Watch how I show the giant."</i> <i>"I will use a loud/quiet voice because..."</i> <i>"My face shows..."</i> WHAT IT LOOKS LIKE IN PRACTICE English – Create freeze-frames of the giant discovering Jack. The teacher models a still body and smiling face, then asks, "Does this show us an angry giant?" Children alter face, hands and body before using "My face shows..." or "I will use a loud/quiet voice because...". A partner identifies the emotion from the physical choices before the child speaks in role.	ORACY FOCUS Use sequencing language and descriptive vocabulary.; Use connected sentences to recount an experience. CURRICULUM CONTEXT History – Pupils use sequencing language and connected sentences to retell a familiar past event in order EXPLICIT SENTENCE STEMS <i>"First.. Next.. Then.. Finally..."</i> <i>"Before that..."</i> <i>"After that..."</i> WHAT IT LOOKS LIKE IN PRACTICE History – Lay four picture cards from a familiar past event in a muddled order. The teacher retells them using "then... then... then..." and asks why the listener might get lost. Pupils physically reorder the cards and rehearse "First.. Next.. Then.. Finally...", adding "Before that..." if a partner spots a sequencing error. The adult removes the cards for a final oral retell.	ORACY FOCUS Retell events in order and include relevant detail.; Make a simple prediction and explain why. CURRICULUM CONTEXT Science – Children retell the steps of planting seeds in order and make a simple prediction about how they will grow EXPLICIT SENTENCE STEMS <i>"First we planted..."</i> <i>"Next we..."</i> <i>"I predict the seed will... because..."</i> <i>"I think the roots will..."</i> WHAT IT LOOKS LIKE IN PRACTICE Science – Return to the class seed pots and display photographs from planting day. The teacher begins, "First we planted..." and deliberately jumps to the final stage. Pupils use "Next we..." to repair the sequence, then predict what they expect to see using "I predict the seed will... because...". Revisit the prediction when shoots appear and ask children whether their reason still makes sense.	ORACY FOCUS Listen and respond to a partner's contribution.; Take turns with decreasing adult support. CURRICULUM CONTEXT Geography – Pupils take turns and respond to each other when discussing how to draw a simple map of the classroom EXPLICIT SENTENCE STEMS <i>"I heard your idea about..."</i> <i>"I would like to add..."</i> <i>"Shall we put ____ here?"</i> WHAT IT LOOKS LIKE IN PRACTICE Geography – Give pairs a blank outline of the classroom and three movable symbols for the door, carpet and teacher table. One pupil places a symbol and explains; the partner must respond with "I heard your idea about..." before suggesting "Shall we put ____ here?". The teacher models ignoring a partner's idea, then contrasts this with building on it. Pairs agree their map before drawing anything permanently.

Year 1 – Joining the Conversation

The four domain columns retain the agreed oracy focus and curriculum context and give domain-matched sentence stems and specific examples rooted in the same curriculum content.

TERM	PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
AUTUMN	ORACY FOCUS Use an appropriate volume for partner and whole-class talk.; Speak clearly enough to be understood. CURRICULUM CONTEXT <u>English</u> – Pupils use appropriate volume to speak clearly when sharing their independently written fact pages about the weather EXPLICIT SENTENCE STEMS “For my partner, I will use...” “For the class, I need to speak...” “My weather fact is...” WHAT IT LOOKS LIKE IN PRACTICE <u>English</u> – Ask pupils to share one sentence from their weather fact page first to a partner and then to the class. The teacher deliberately uses the same whisper for both audiences and asks pupils what needs to change. Pupils rehearse “For my partner, I will use...” and “For the class, I need to speak...”. The adult narrates the successful adjustment in volume rather than praising confidence generally.	ORACY FOCUS Use topic vocabulary in spoken sentences.; Connect ideas using because, and, but and so. CURRICULUM CONTEXT <u>History</u> – Children orally rehearse topic vocabulary such as ‘Gunpowder’, ‘Parliament’, and ‘King James I’ when discussing Guy Fawkes EXPLICIT SENTENCE STEMS “Guy Fawkes wanted to ____ because...” “Parliament is...” “King James I...” “____ happened, but...” WHAT IT LOOKS LIKE IN PRACTICE <u>History</u> – Display a simple image of Parliament and a portrait of King James I alongside a Guy Fawkes image. The teacher says, “He wanted to blow up the building because he was cross,” and asks pupils which taught words would make the explanation more historically precise. Pupils improve it orally using “Guy Fawkes wanted to ____ because...” and “Parliament is...”. The teacher then removes one vocabulary card and asks for the explanation again.	ORACY FOCUS State an opinion and give a relevant reason.; Explain a simple idea or choice. CURRICULUM CONTEXT <u>Science</u> – Pupils state an opinion and explain their choice when grouping common animals as carnivores, herbivores, or omnivores EXPLICIT SENTENCE STEMS “I think the ____ is a herbivore because...” “My reason is...” “I grouped ____ with ____ because...” WHAT IT LOOKS LIKE IN PRACTICE <u>Science</u> – Show picture cards of a cow, lion and bear and deliberately place the bear with herbivores. The teacher says, “I put it there because it is big.” Pupils challenge the grouping using “I think the ____ is a ____ because...” and must refer to what the animal eats. Partners compare reasons before the class agrees whether the evidence is relevant.	ORACY FOCUS Listen to a partner and respond to the idea heard.; Take turns using an agreed class routine. CURRICULUM CONTEXT <u>Geography</u> – Children take turns sharing weather observations and respond to their partner’s findings EXPLICIT SENTENCE STEMS “I heard ____ notice...” “My observation is similar because...” “I would like to add...” WHAT IT LOOKS LIKE IN PRACTICE <u>Geography</u> – Give each pair two weather observations collected on different days. Partner A reports one; Partner B begins “I heard ____ notice...” and then says whether their observation is similar. The teacher models repeating the same fact and asks, “Did I respond to the idea or just copy it?” Pupils must add, compare or connect before taking another turn.
	ORACY FOCUS Maintain an appropriate pace when explaining.; Face the group and speak audibly when sharing. CURRICULUM CONTEXT <u>History</u> – Pupils face the group and speak audibly at an appropriate pace to recount Neil Armstrong’s moon landing events EXPLICIT SENTENCE STEMS “First, Neil Armstrong...” “Next...” “I will slow down at...” “I need the group to hear...” WHAT IT LOOKS LIKE IN PRACTICE <u>History</u> – Teacher recounts Neil Armstrong’s landing at a rushed pace without facing the group, then repeats the opening slowly and clearly. Pupils identify where a slower pace helps the listener follow the chronology and rehearse “First, Neil Armstrong...” and “I will slow down at...”. Small groups present while one listener signals if the pace becomes difficult to follow.	ORACY FOCUS Use sequencing language to organise talk.; Use comparison language accurately. CURRICULUM CONTEXT <u>Geography</u> – Pupils use comparison language to discuss hot and cold areas of the world in relation to the Equator and Poles EXPLICIT SENTENCE STEMS “Both places are...” “The Equator is ____, whereas the Poles are...” “They are different because...” “First... then...” WHAT IT LOOKS LIKE IN PRACTICE <u>Geography</u> – Show a photograph near the Equator and one from a polar region. The teacher says, “This one is hot and this one is cold,” then asks pupils to make the comparison geographical. Pairs use “The Equator is ____, whereas the Poles are...” and “Both places are...” to build two linked sentences. The adult prompts for Equator, Poles and temperature rather than accepting “this place” and “that place”.	ORACY FOCUS Sequence an explanation or retell.; Identify a similarity and a difference. CURRICULUM CONTEXT <u>English</u> – Children verbally sequence the retelling of a personal experience or a contemporary fiction story EXPLICIT SENTENCE STEMS “First... Next... Then... Finally...” “One similarity is...” “One difference is...” WHAT IT LOOKS LIKE IN PRACTICE <u>English</u> – Give pupils four images from a contemporary story or personal experience and model a retell that jumps from the first event to the ending. Pupils use “First... Next... Then... Finally...” to repair the sequence. A partner listens with one job: stop the speaker if an event is out of order and explain which part needs moving. Pupils then retell without the images before orally composing their writing	ORACY FOCUS Take turns without repeated adult prompting.; Ask a partner to repeat or explain when unsure. CURRICULUM CONTEXT <u>Science</u> – When testing everyday materials, pupils take turns and ask partners to explain their material sorting choices EXPLICIT SENTENCE STEMS “Can you say that again?” “Can you explain why you chose ____?” “I heard your reason. My choice is...” WHAT IT LOOKS LIKE IN PRACTICE <u>Science</u> – During a materials sorting task, give pairs wood, plastic and metal objects. The teacher deliberately places an object without explaining and the partner uses “Can you explain why you chose ____?”. If the answer is unclear, the listener may use “Can you say that again?” before responding, “I heard your reason. My choice is...”. The adult notices pupils who clarify independently rather than stepping in to interpret.

SUMMER	ORACY FOCUS Begin to adjust volume to the size of the audience.; Use simple gesture to support an explanation. CURRICULUM CONTEXT History – Children adjust their volume to present information comparing Victorian medical care (Florence Nightingale) to today EXPLICIT SENTENCE STEMS <i>"For this audience, I need to speak..."</i> <i>"I will point to ____ when I explain..."</i> <i>"Florence Nightingale..."</i> WHAT IT LOOKS LIKE IN PRACTICE History – Display a simple then-and-now image of a Victorian hospital and a modern hospital. The teacher presents one comparison too quietly for the group and asks pupils to diagnose the problem. Pupils point to a feature as they explain, using "For this audience, I need to speak..." and "I will point to ____ when I explain...". The audience gives a thumbs signal only if both the voice and gesture helped them follow the comparison.	ORACY FOCUS Use language for prediction, connection and addition.; Select relevant taught vocabulary when explaining. CURRICULUM CONTEXT Science – Pupils select relevant taught vocabulary (deciduous, evergreen, stem, roots) when explaining the structure of plants EXPLICIT SENTENCE STEMS <i>"A deciduous tree..."</i> <i>"An evergreen tree..."</i> <i>"The roots ____, so..."</i> <i>"Building on that, the stem..."</i> WHAT IT LOOKS LIKE IN PRACTICE Science – Place a deciduous and evergreen branch or clear photographs side by side. The teacher says, "This tree loses its leaves and this one stays green," then asks for the precise plant vocabulary. Pupils rehearse "A deciduous tree..." and "An evergreen tree...", then extend an explanation with "The roots ____, so...". Remove the word cards and ask pupils to explain a new plant image using the vocabulary independently.	ORACY FOCUS Build on another person's contribution.; Make a prediction using known information. CURRICULUM CONTEXT Geography – Pupils make predictions about what a contrasting non-European beach might look like based on known information EXPLICIT SENTENCE STEMS <i>"I predict the beach might... because..."</i> <i>"I know ____, so I think..."</i> <i>"Building on ____'s idea..."</i> WHAT IT LOOKS LIKE IN PRACTICE Geography – Show a photograph of the contrasting non-European beach before revealing its location. The teacher models, "I think it will be sunny," and asks, "What do I already know that could support my prediction?" Pupils use "I know ____, so I think..." and "I predict the beach might... because...". Partners must build on one prediction rather than offer an unrelated guess, and the class revisits predictions once the location is revealed.	ORACY FOCUS Show active listening by making a relevant response.; Contribute to a short group discussion. CURRICULUM CONTEXT English – Pupils contribute to group discussions when composing information sentences about plant growth EXPLICIT SENTENCE STEMS <i>"I heard ____ say..."</i> <i>"That links to my sentence because..."</i> <i>"I would like to add..."</i> WHAT IT LOOKS LIKE IN PRACTICE English – Give groups three facts about plant growth and ask them to compose one information sentence orally. The first pupil contributes; the next must begin "I heard ____ say..." or "That links to my sentence because..." before adding. The teacher deliberately repeats a fact and asks whether the discussion has moved forward. Groups refine one shared sentence, then pupils write independently.

Year 2 – Building on Ideas

The four domain columns retain the agreed oracy focus and curriculum context and give domain-matched sentence stems and specific examples rooted in the same curriculum content.

TERM	PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
AUTUMN	ORACY FOCUS Use body language to show active listening.; Experiment with tone, volume and pace.	ORACY FOCUS Use subject-specific vocabulary accurately.; Use sequencing connectives and stems to link ideas.	ORACY FOCUS Explain ideas/events in chronological or logical order.; Offer reasons and consider more than one viewpoint.	ORACY FOCUS Listen carefully and participate without an adult directing every turn.; Disagree politely.
	CURRICULUM CONTEXT History – Pupils use expressive tone and pace when presenting Samuel Pepys' diary entries about the Great Fire of London	CURRICULUM CONTEXT Geography – Children use physical and human vocabulary (hill, river, town) and connectives to describe Shireoaks	CURRICULUM CONTEXT English – Pupils chronologically explain how to make marmalade sandwiches before writing their instruction sentences	CURRICULUM CONTEXT Science – Pupils disagree politely when discussing the suitability of everyday materials (wood, metal, plastic) for particular uses
	EXPLICIT SENTENCE STEMS <i>"I will pause after ___ to show..."</i> <i>"My voice will sound ___ because Pepys felt..."</i> <i>"I will slow down when..."</i>	EXPLICIT SENTENCE STEMS <i>"Shireoaks has the physical feature..."</i> <i>"The human feature ___ is..."</i> <i>"Firstly... secondly... finally..."</i>	EXPLICIT SENTENCE STEMS <i>"Firstly, to make the sandwich..."</i> <i>"The next step must be ___ because..."</i> <i>"Another person might choose..."</i>	EXPLICIT SENTENCE STEMS <i>"I understand your choice of ___; however..."</i> <i>"I disagree because ___ would..."</i> <i>"What do you think, ___?"</i>
	WHAT IT LOOKS LIKE IN PRACTICE History – Project a short Samuel Pepys diary extract about the Great Fire. The teacher reads the same line once in a cheerful, rapid voice and once with a tense tone and deliberate pause. Pupils decide which better matches Pepys's experience and rehearse "My voice will sound ___ because Pepys felt..." and "I will pause after ___ to show...". Partners give one precise comment about tone or pace before a second reading.	WHAT IT LOOKS LIKE IN PRACTICE Geography – Use a local map and photographs of Shireoaks. The teacher describes everything as a "place" or "thing" and asks pupils to replace the vague language with hill, river, town, road or building. Pupils build a short description using "Shireoaks has the physical feature..." and "The human feature ___ is...". The teacher points to a new map feature and expects the precise category without displaying the stem.	WHAT IT LOOKS LIKE IN PRACTICE English – Make a marmalade sandwich in front of the class but deliberately put the second slice of bread on before spreading the marmalade. Pupils stop the teacher and orally repair the sequence using "Firstly..." and "The next step must be ___ because...". A partner then offers a possible alternative using "Another person might choose...". Pupils rehearse the full instructions aloud before writing.	WHAT IT LOOKS LIKE IN PRACTICE Science – Place wood, metal and plastic beside a proposed use such as a window, spoon or raincoat. The teacher states a deliberately weak choice and pupils respond with "I understand your idea, but..." or "I disagree because...". The rule is that every disagreement must refer to a material property, not the person. The adult names respectful challenge when a pupil changes the idea without changing the tone.
SPRING	ORACY FOCUS Speak clearly and confidently in a range of classroom contexts.; Adjust voice between partner, group and presentation talk.	ORACY FOCUS Use stems to signal building on or challenging ideas.; Use questioning language accurately.	ORACY FOCUS Ask questions to find out more.; Build on and challenge ideas rather than repeat them.	ORACY FOCUS Encourage everyone to contribute.; Begin to consider what an audience needs to know.
	CURRICULUM CONTEXT History – Children adjust their voice when sharing the real-life story of Walter Tull with different groups	CURRICULUM CONTEXT Geography – Pupils build on or challenge ideas when comparing life in the UK to an Arctic city in Greenland	CURRICULUM CONTEXT Science – Pupils ask questions to find out more about microhabitats and how animals are suited to them	CURRICULUM CONTEXT English – Pupils encourage contributions while working in groups to assemble sentences about oceans and sea life
	EXPLICIT SENTENCE STEMS <i>"For my partner I will..."</i> <i>"When I present Walter Tull's story, I will..."</i> <i>"The important part needs a ___ voice."</i>	EXPLICIT SENTENCE STEMS <i>"Building on ___'s idea about Greenland..."</i> <i>"I would challenge that because..."</i> <i>"Can you explain why the Arctic city...?"</i>	EXPLICIT SENTENCE STEMS <i>"Why might ___ live in this microhabitat?"</i> <i>"How does ___ help the animal?"</i> <i>"Building on that, I think..."</i> <i>"I challenge that because..."</i>	EXPLICIT SENTENCE STEMS <i>"We have not heard from ___ yet..."</i> <i>"What do you think about the ocean sentence?"</i> <i>"Our audience needs to know..."</i>
	WHAT IT LOOKS LIKE IN PRACTICE History – Display one photograph of Walter Tull to a partner-sized group and then to the whole class. The teacher models the same quiet, conversational delivery for both and asks what the larger audience needs. Pupils rehearse a key biographical sentence twice, deliberately adjusting voice and pace for each audience. Listeners identify the exact adjustment that made the second version clearer.	WHAT IT LOOKS LIKE IN PRACTICE Geography – Show paired images of Shireoaks and Nuuk. The teacher says, "Greenland is colder and has different houses." Pupils identify that the comparison is vague. In pairs, they improve it using "Building on ___'s idea..." or "I would challenge that because...", referring to visible geographical evidence. The teacher selects two contrasting responses and asks which develops the discussion rather than simply repeating information.	WHAT IT LOOKS LIKE IN PRACTICE Science – Place a microhabitat tray or photograph in front of pupils and reveal one animal at a time. Instead of telling pupils why it lives there, the teacher models "Why might ___ live in this microhabitat?" and "How does ___ help the animal?". Pupils generate follow-up questions after a partner's first answer and connect the answer to food, shelter or conditions. The adult withholds explanation until pupils have used questions to deepen the idea.	WHAT IT LOOKS LIKE IN PRACTICE English – Give each group word and phrase cards about oceans and sea life and ask them to assemble a strong information sentence. One pupil is deliberately left without a card; the teacher asks the group to notice who has not contributed. Pupils use "We have not heard from ___ yet" and "What do you think about the ocean sentence?". The adult steps back once pupils begin inviting contributions without prompting.

SUMMER	ORACY FOCUS Use gesture deliberately to support delivery.; Speak audibly when presenting short prepared material.	ORACY FOCUS Adapt spoken language for the audience.; Use connection language to link prior knowledge and current talk.	ORACY FOCUS Make connections between ideas, experiences and prior learning.; Select relevant information for a short explanation.	ORACY FOCUS Deliver short prepared material confidently.; Respond appropriately to audience questions.
	CURRICULUM CONTEXT English – Children use deliberate gestures to deliver a persuasive pitch to promote a toy like Traction Man	CURRICULUM CONTEXT Science – Pupils link their current learning about plant growth to prior knowledge from Year 1 using connection language	CURRICULUM CONTEXT Geography – Pupils select relevant information to describe human and physical features of Australia, such as the Great Barrier Reef	CURRICULUM CONTEXT History – Pupils present comparisons between old and new toys, responding appropriately to their peers' questions
	EXPLICIT SENTENCE STEMS <i>"Watch my gesture when I explain ____."</i> <i>"My strongest point is ____."</i> <i>"I will project the words..."</i>	EXPLICIT SENTENCE STEMS <i>"This connects to Year 1 because..."</i> <i>"Previously, we learned..."</i> <i>"Plant growth also depends on..."</i>	EXPLICIT SENTENCE STEMS <i>"The most relevant feature is..."</i> <i>"The Great Barrier Reef is a ____ feature because..."</i> <i>"This connects to..."</i>	EXPLICIT SENTENCE STEMS <i>"Thank you for the question."</i> <i>"My answer is..."</i> <i>"The comparison I made was..."</i> <i>"Could you repeat the question?"</i>
	WHAT IT LOOKS LIKE IN PRACTICE English – Place a Traction Man toy or image at the front and ask pupils to pitch it to a buyer. The teacher delivers "This toy is brilliant" with hands by their side, then repeats it while deliberately gesturing to a feature. Pupils decide which gesture added meaning and rehearse "Watch my gesture when I explain ____" and "My strongest point is ____". Partners identify whether the gesture supported the claim or merely added movement.	WHAT IT LOOKS LIKE IN PRACTICE Science – Return to Year 1 plant-learning photographs or a retrieval prompt before examining current plants. The teacher says, "We learned this before," and asks pupils to make the connection explicit. Pupils use "Previously, we learned..." and "This connects to Year 1 because...", then add a current idea about plant growth. Remove the retrieval image and ask pupils to make a second connection from memory.	WHAT IT LOOKS LIKE IN PRACTICE Geography – Give groups a set of Australian feature cards, including the Great Barrier Reef, Sydney Opera House, desert and city. Pupils have thirty seconds to choose only the information a visitor needs for a short explanation. They rehearse "The most relevant feature is..." and justify why it belongs. A partner challenges one choice and the speaker must either defend it or replace it before presenting.	WHAT IT LOOKS LIKE IN PRACTICE History – Create a small 'toy museum' with one old and one modern toy. Pupils present one comparison, then classmates ask a question. The speaker practises "Thank you for the question" and may use "Could you repeat the question?" before answering. The adult deliberately asks an unclear question once so pupils learn that clarification is a legitimate response, not a failure.

Year 3 – Developing and Connecting Ideas

The four domain columns retain the agreed oracy focus and curriculum context and give domain-matched sentence stems and specific examples rooted in the same curriculum content.

TERM	PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
AUTUMN	ORACY FOCUS Speak clearly and confidently across different contexts.; Use gesture to reference or emphasise an idea. CURRICULUM CONTEXT History – Pupils use gestures to emphasise points when explaining what life was like for Stone Age hunter-gatherers EXPLICIT SENTENCE STEMS <i>"I will gesture towards ___ when I explain..."</i> <i>"The key point about hunter-gatherers is..."</i> <i>"I will emphasise..."</i> WHAT IT LOOKS LIKE IN PRACTICE History – Display a Stone Age camp image with hunting, shelter and fire clearly visible. The teacher explains hunter-gatherer life with no gesture, then repeats the key point while gesturing deliberately to the relevant evidence in the image. Pupils rehearse "I will gesture towards ___ when I explain..." and "The key point about hunter-gatherers is...". Partners judge whether the gesture emphasised the idea or distracted from it.	ORACY FOCUS Use stems to build on or challenge contributions.; Begin to adapt language to audience and purpose. CURRICULUM CONTEXT Geography – Children use stems to build on a partner's description of physical and human features in Shireoaks EXPLICIT SENTENCE STEMS <i>"Building on ___'s description of Shireoaks..."</i> <i>"I would challenge the idea that ___ is physical because..."</i> <i>"For a visitor, I would explain..."</i> WHAT IT LOOKS LIKE IN PRACTICE Geography – Use a local map and two pupil descriptions of Shireoaks, one naming a physical feature and one misclassifying a human feature. The teacher models "Building on ___'s description..." and then a respectful challenge. Pairs must first refer to the previous speaker before adding or correcting: "I would challenge the idea that ___ is physical because...". The adult tracks whether the second contribution genuinely connects to the first.	ORACY FOCUS Ask questions to deepen knowledge.; Connect current talk with prior learning and others' experiences. CURRICULUM CONTEXT Science – Pupils ask questions to deepen their knowledge of how fossils are formed in sedimentary rock EXPLICIT SENTENCE STEMS <i>"How does sediment become rock?"</i> <i>"What happens before the fossil forms?"</i> <i>"This connects to our learning about rocks because..."</i> WHAT IT LOOKS LIKE IN PRACTICE Science – Build a simple layered model or sequence of images showing sediment, burial and rock formation. The teacher stops halfway through an explanation and says, "A fossil just appears in the rock." Pupils use "How does sediment become rock?" and "What happens before the fossil forms?" to expose the missing steps. Partners answer one another's questions using prior learning before the class reconstructs the process.	ORACY FOCUS Encourage contributions and demonstrate awareness of an audience.; Deliver short prepared material confidently. CURRICULUM CONTEXT English – Pupils confidently deliver a prepared newspaper recount about a Stone Age boy to their audience EXPLICIT SENTENCE STEMS <i>"Before I begin, my audience needs to know..."</i> <i>"Would anyone like to add a detail to our recount?"</i> <i>"I will explain ___ clearly because..."</i> WHAT IT LOOKS LIKE IN PRACTICE English – Give pupils a prepared newspaper recount about a Stone Age boy and name a real audience: another Year 3 group. The teacher begins without giving any context and asks listeners what they needed to know first. Pupils rehearse "Before I begin, my audience needs to know..." and decide which detail to explain clearly. After presenting, one pupil invites an addition with "Would anyone like to add a detail to our recount?" and the teacher notices audience awareness.
	ORACY FOCUS Adjust tone, pace and volume for different audiences.; Speak confidently in front of a familiar audience. CURRICULUM CONTEXT History – Pupils adjust their tone to speak confidently in role representing the viewpoints of Anglo-Saxon pagans or Christians EXPLICIT SENTENCE STEMS <i>"As an Anglo-Saxon pagan/Christian, I believe..."</i> <i>"My tone will show ___ because..."</i> <i>"I will pause before..."</i> WHAT IT LOOKS LIKE IN PRACTICE History – Give pupils role cards for an Anglo-Saxon pagan and Christian. The teacher reads both viewpoints in exactly the same neutral tone, then asks what the listener loses. Pupils select one belief and rehearse "As an Anglo-Saxon pagan/Christian, I believe..." while adjusting tone and pausing before the most important reason. A partner identifies the viewpoint from the vocal choices before seeing the role card.	ORACY FOCUS Use specialist vocabulary accurately.; Use language to describe the quality and structure of talk. CURRICULUM CONTEXT Science – Children use specialist vocabulary like 'pollination' and 'seed dispersal' accurately when explaining plant life cycles EXPLICIT SENTENCE STEMS <i>"Pollination means..."</i> <i>"Seed dispersal occurs when..."</i> <i>"A more precise scientific term is..."</i> <i>"The explanation was clear because..."</i> WHAT IT LOOKS LIKE IN PRACTICE Science – Display a plant life-cycle diagram and deliberately explain it using "the yellow stuff moves and then the seeds go away". Pupils replace vague phrases with pollination and seed dispersal using "A more precise scientific term is...". Partners rehearse "Pollination means..." and "Seed dispersal occurs when...", then explain one stage without the word bank. The adult prompts for precision only when a pupil falls back on vague language.	ORACY FOCUS Represent a viewpoint that may not be their own.; Work towards and articulate shared agreement. CURRICULUM CONTEXT English – Pupils articulate a shared agreement when preparing a non-chronological report about Anglo-Saxon settlements EXPLICIT SENTENCE STEMS <i>"From the settlers' point of view..."</i> <i>"Can we agree that the most important feature was...?"</i> <i>"Our shared view is..."</i> WHAT IT LOOKS LIKE IN PRACTICE English – Give groups four facts about Anglo-Saxon settlements and ask them to produce one shared opening for a non-chronological report. Each pupil first voices a possible emphasis from an allocated viewpoint. The group uses "From ___'s point of view..." and "Can we agree that...?" to move towards one statement. Before writing, a spokesperson says "Our shared view is..." and explains which idea changed during the discussion.	ORACY FOCUS Listen actively, question and respond directly.; Acknowledge others' contributions when reaching agreement. CURRICULUM CONTEXT Geography – Pupils listen and reach an agreement on how to promote the conservation of bees and reduce environmental change EXPLICIT SENTENCE STEMS <i>"I heard ___ suggest..."</i> <i>"Have I understood you correctly?"</i> <i>"Can we agree that bees need...?"</i> <i>"Our group's decision is..."</i> WHAT IT LOOKS LIKE IN PRACTICE Geography – Present three possible actions to protect bees, each with a simple advantage and limitation. Pupils listen to a partner's preferred action and must paraphrase it with "What I heard you say was..." before responding. Groups use "Can we agree that...?" to select one action and explain why. The adult asks "Have I understood you correctly?" whenever a pupil misrepresents another contribution, modelling repair.

SUMMER	ORACY FOCUS Control tone, pace and volume more deliberately.; Consider posture and position when addressing an audience. CURRICULUM CONTEXT <u>English</u> – Pupils consider their posture when presenting a persuasive advert seeking volunteers for a Viking quest EXPLICIT SENTENCE STEMS <i>"I will stand ____ so the audience can..."</i> <i>"I will slow down when I explain the Viking quest..."</i> <i>"I will emphasise..."</i> WHAT IT LOOKS LIKE IN PRACTICE <u>English</u> – Place a Viking recruitment poster at the front and ask pupils to persuade volunteers to join a quest. The teacher slouches behind a chair while delivering a strong line, then repeats it standing purposefully and facing the audience. Pupils rehearse "Stand with me and..." and "You should join because..." while choosing a posture that supports persuasion. Partners give feedback on physical presence before a second pitch.	ORACY FOCUS Make precise vocabulary choices.; Use specialist language to reflect on talk. CURRICULUM CONTEXT <u>Science</u> – Children use precise vocabulary such as 'magnetic field', 'attract', and 'repel' when discussing forces EXPLICIT SENTENCE STEMS <i>"The magnet attracts ____."</i> <i>"The objects repel because..."</i> <i>"A more precise way to say 'pulls' is..."</i> <i>"The magnetic field..."</i> WHAT IT LOOKS LIKE IN PRACTICE <u>Science</u> – Use bar magnets and a simple demonstration in which poles attract or repel. The teacher says, "They push away because they don't like each other," and asks pupils to make the explanation scientifically precise. Pupils use "The magnetic field..." and "The poles repel because..." before a partner asks for clarification. The word bank is then turned over for a second explanation.	ORACY FOCUS Summarise a discussion accurately.; Reflect on a discussion and identify how it could improve. CURRICULUM CONTEXT <u>Geography</u> – Pupils accurately summarise discussions about the human and physical features of Scandinavia EXPLICIT SENTENCE STEMS <i>"In summary, Scandinavia..."</i> <i>"The main human feature discussed was..."</i> <i>"One point we could explain more clearly is..."</i> WHAT IT LOOKS LIKE IN PRACTICE <u>Geography</u> – After a discussion about Scandinavia, give pupils a simple talk map showing the main contributions. The teacher models a 'summary' that adds a brand-new opinion and asks whether that is really summarising. Pupils use "In summary, Scandinavia..." and "The main human feature discussed was..." to select only the central ideas. Partners check that the summary is accurate, concise and free from new claims.	ORACY FOCUS Adapt content for a specific audience.; Respond to audience cues and questions. CURRICULUM CONTEXT <u>History</u> – Pupils adapt their content and respond to cues when answering questions about the Viking invasion of Lindisfarne EXPLICIT SENTENCE STEMS <i>"I can see the audience needs me to explain..."</i> <i>"Let me rephrase what happened at Lindisfarne..."</i> <i>"In response to your question..."</i> WHAT IT LOOKS LIKE IN PRACTICE <u>History</u> – Stage a short press conference about the Viking invasion of Lindisfarne. A pupil gives a prepared answer; the teacher then asks a question that reveals the audience has misunderstood one detail. The pupil uses "I can see the audience needs me to explain..." or "Let me rephrase what happened at Lindisfarne...". The class identifies the cue that prompted the adaptation before the speaker tries again.
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Year 4 – Reasoning with Evidence

The four domain columns retain the agreed oracy focus and curriculum context and give domain-matched sentence stems and specific examples rooted in the same curriculum content.

TERM	PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
AUTUMN	ORACY FOCUS Control tone, volume and pace for different audiences.; Use posture and position confidently. CURRICULUM CONTEXT History – Pupils confidently use posture and position to present Hadrian's Wall as a museum guide EXPLICIT SENTENCE STEMS <i>"As your museum guide, the key feature is..."</i> <i>"I will pause here so you notice..."</i> <i>"I will position myself so..."</i> WHAT IT LOOKS LIKE IN PRACTICE History – Create a 'museum guide' station with a large image or model of Hadrian's Wall. The teacher presents while blocking the display and looking down at notes, then repeats the opening positioned so the audience can see. Pupils plan "I will position myself so..." and rehearse "As your museum guide, the key feature is...". Audience partners identify one posture or position choice that helped them follow the explanation.	ORACY FOCUS Use specialist vocabulary and make precise language choices.; Describe features of effective talk using agreed oracy vocabulary. CURRICULUM CONTEXT Science – Children use precise specialist vocabulary such as 'circuit', 'conductors', and 'insulators' EXPLICIT SENTENCE STEMS <i>"The circuit is complete when..."</i> <i>"A conductor allows..."</i> <i>"An insulator..."</i> <i>"A more precise term than 'lets it through' is..."</i> WHAT IT LOOKS LIKE IN PRACTICE Science – Give pupils a simple circuit and ask the teacher to explain, "The electricity goes through the thing and this bit stops it." Pupils identify the vague words and replace them with circuit, conductor and insulator. They rehearse "The circuit is complete when..." and "A conductor allows...", then explain a changed circuit to a partner. The adult asks "What is the more precise term?" rather than supplying the word immediately.	ORACY FOCUS Summarise, reflect and reach shared agreement.; Explore a viewpoint that is not necessarily their own. CURRICULUM CONTEXT Geography – Pupils explore the viewpoint of an Italian resident when comparing Rome with the UK EXPLICIT SENTENCE STEMS <i>"From the viewpoint of a resident of Rome..."</i> <i>"In summary, our group agrees..."</i> <i>"Our main difference was..."</i> <i>"We reached agreement because..."</i> WHAT IT LOOKS LIKE IN PRACTICE Geography - Give pupils two short resident profiles from Rome and the UK with different priorities. The teacher begins, "Rome is better because it has old buildings," and asks whose viewpoint is missing. Pupils speak from an allocated resident role using "From the viewpoint of a resident of Rome...". Groups then summarise with "Our main difference was..." and "We reached agreement because...", making clear where perspectives remained different.	ORACY FOCUS Listen actively, question and respond.; Adapt content and delivery to a specific audience. CURRICULUM CONTEXT English – Pupils adapt the content of their newspaper recount about the escape from Pompeii to suit a specific audience EXPLICIT SENTENCE STEMS <i>"For newspaper readers, I need to explain..."</i> <i>"Can you clarify your point about Pompeii?"</i> <i>"Building on ___'s account..."</i> WHAT IT LOOKS LIKE IN PRACTICE English - Give pupils the same Pompeii newspaper recount for two audiences: Year 2 pupils and adult museum visitors. The teacher reads an unchanged version to both and asks what each audience may need explained differently. Pupils use "For newspaper readers, I need to explain..." and respond to a partner's clarification question. They then adapt one section orally and explain which content or delivery choice changed.
	ORACY FOCUS Use tone, volume and pace to influence meaning.; Deliberately emphasise key words or phrases. CURRICULUM CONTEXT English – Pupils deliberately emphasise key words when delivering a balanced argument about pollution to the Prime Minister EXPLICIT SENTENCE STEMS <i>"I will emphasise '___' because..."</i> <i>"My pace will slow when I explain..."</i> <i>"Prime Minister, the evidence shows..."</i> WHAT IT LOOKS LIKE IN PRACTICE English – Display one key sentence from a balanced argument about pollution. The teacher reads it flatly, then repeats it emphasising a different word each time and asks how the meaning shifts. Pupils mark the word they want the Prime Minister to notice and rehearse the line using deliberate pace and emphasis. Partners explain which vocal choice influenced them and why before the final delivery.	ORACY FOCUS Select words and phrasing according to the purpose of talk.; Use increasingly formal language where appropriate. CURRICULUM CONTEXT History – Children use formal language to debate the benefits of the Chesterfield Canal versus the railways EXPLICIT SENTENCE STEMS <i>"One significant benefit of the canal was..."</i> <i>"In contrast, the railway..."</i> <i>"It could therefore be argued..."</i> <i>"The evidence indicates..."</i> WHAT IT LOOKS LIKE IN PRACTICE History – Set up a mini debate: Chesterfield Canal or railway investment. The teacher models "The canal is good" and asks pupils to reformulate it for a formal historical debate. Pupils use "The evidence indicates..." or "In contrast to the railway..." and are expected to sustain the formal register when challenged. The adult pauses the debate only to notice a precise language choice or ask for a vague phrase to be upgraded.	ORACY FOCUS Support ideas with relevant evidence.; Ask probing questions that test reasoning. CURRICULUM CONTEXT Science – Pupils support their arguments with evidence when discussing the functions of teeth and the digestive system EXPLICIT SENTENCE STEMS <i>"The evidence suggests the incisors..."</i> <i>"This is supported by..."</i> <i>"What evidence supports your view about the digestive system?"</i> <i>"Could the evidence suggest...?"</i> WHAT IT LOOKS LIKE IN PRACTICE Science - Display an image of an incisor and a molar and ask, "Which tooth would be least useful if humans only ate meat?" The teacher models, "I think the molar..." then deliberately stops. Pupils strengthen the answer using "The evidence suggests..." or "This is supported by...". A partner probes with "What evidence supports your view?" before the pupil reformulates the answer.	ORACY FOCUS Use increasingly natural prompts for turn-taking.; Give constructive feedback with awareness of impact. CURRICULUM CONTEXT Geography – Pupils give constructive feedback to peers explaining the water cycle and river journeys EXPLICIT SENTENCE STEMS <i>"I noticed your explanation of evaporation..."</i> <i>"This was effective because..."</i> <i>"Could you explain condensation more precisely?"</i> <i>"I would like to hear ___'s feedback..."</i> WHAT IT LOOKS LIKE IN PRACTICE Geography – Give pairs a simple diagram of the water cycle and ask one pupil to explain a river journey. The listener uses "I noticed that you..." to identify one precise oracy move and "this helped because..." to explain its impact. The teacher models unhelpful feedback — "It was good" — and pupils improve it. Speakers then repeat ten seconds of their explanation applying the feedback.

SUMMER	ORACY FOCUS Use movement and positioning purposefully when presenting.; Control vocal choices to maintain audience attention.	ORACY FOCUS Adapt phrasing deliberately for audience and purpose.; Explain the effect of language choices in talk.	ORACY FOCUS Reflect on personal oracy strengths and next steps.; Select and organise content according to audience need.	ORACY FOCUS Read audience cues and adapt appropriately.; Give and receive specific feedback.
	CURRICULUM CONTEXT English – Pupils use purposeful movement when presenting an explanation flowchart of how chocolate is made	CURRICULUM CONTEXT Science – Children deliberately adapt their phrasing when explaining how sound vibrations travel to the ear to different audiences	CURRICULUM CONTEXT History – Pupils select and organise historical content to explain the achievements and temples of the Mayan civilization	CURRICULUM CONTEXT Geography – Pupils read audience cues while presenting a persuasive letter arguing against deforestation in the Amazon Rainforest
	EXPLICIT SENTENCE STEMS <i>"I will move to the next stage of the flowchart when..."</i> <i>"I will pause before the key stage..."</i> <i>"My voice will emphasise..."</i>	EXPLICIT SENTENCE STEMS <i>"For a Year 1 pupil, I would say..."</i> <i>"For a scientific audience, I would use the term..."</i> <i>"I changed my phrasing because..."</i>	EXPLICIT SENTENCE STEMS <i>"My audience needs to understand ____ before..."</i> <i>"The most significant Mayan achievement was..."</i> <i>"I selected this evidence because..."</i> <i>"My next oracy step is..."</i>	EXPLICIT SENTENCE STEMS <i>"I noticed the audience looked unsure, so..."</i> <i>"Let me explain deforestation another way..."</i> <i>"Your feedback helped me to..."</i>
	WHAT IT LOOKS LIKE IN PRACTICE English – Display a large chocolate-making flowchart around the room. The teacher walks continuously while talking, even when the diagram has not changed, and asks pupils why the movement is distracting. Pupils plan "I will move to the next stage of the flowchart when..." and "I will pause before the key stage...". During rehearsal, partners track whether movement matches the sequence of the explanation.	WHAT IT LOOKS LIKE IN PRACTICE Science – Ask pupils to explain sound vibrations first to a Year 1 pupil and then to a visiting scientist. The teacher models the same technical explanation for both and asks what the younger listener may not understand. Pupils rehearse "For a Year 1 pupil, I would say..." and "For a scientific audience, I would use the term...". They explain the change with "I changed my phrasing because..." before swapping audiences.	WHAT IT LOOKS LIKE IN PRACTICE History – Give groups six evidence cards about Mayan achievements and temples but allow only three in a two-minute explanation. The teacher chooses cards at random and asks whether the audience will understand the story. Pupils use "My audience needs to understand ____ before..." and "I selected this evidence because..." to order and justify their choices. After presenting, each pupil names one personal oracy next step.	WHAT IT LOOKS LIKE IN PRACTICE Geography – Pupils present part of a persuasive letter against Amazon deforestation to a small audience given cue cards such as 'confused', 'convinced' or 'need more evidence'. The speaker watches for the cue and adapts: clarifying, slowing or adding evidence. Listeners give feedback using a precise observed behaviour and its impact. The teacher asks the speaker to identify the cue that caused the change before repeating the section.

Year 5 – Exploring and Challenging Perspectives

The four domain columns retain the agreed oracy focus and curriculum context and give domain-matched sentence stems and specific examples rooted in the same curriculum content.

TERM	PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
AUTUMN	ORACY FOCUS Use tone, volume, pace and movement purposefully.; Maintain confident posture while interacting with an audience. CURRICULUM CONTEXT History – Pupils maintain a confident posture when presenting a biography of Alexander the Great's vast empire EXPLICIT SENTENCE STEMS <i>"I will pause before Alexander's greatest achievement..."</i> <i>"My movement will direct attention to..."</i> <i>"I will project the key phrase..."</i> WHAT IT LOOKS LIKE IN PRACTICE History – Place a large map of Alexander the Great's empire behind the speaker. The teacher delivers an extended biographical explanation while shifting weight, turning away and shrinking physically. Pupils identify how this weakens authority, then rehearse a sustained section with grounded posture and deliberate reference to the map. Partners notice whether physical presence remains controlled after the opening sentence.	ORACY FOCUS Select phrasing carefully for the purpose of talk.; Use precise disciplinary vocabulary independently. CURRICULUM CONTEXT Science – Children independently use precise disciplinary vocabulary such as 'gravity', 'air resistance', and 'friction' EXPLICIT SENTENCE STEMS <i>"Gravity acts..."</i> <i>"Air resistance affects ___ because..."</i> <i>"The most precise term is..."</i> <i>"Scientifically, I would phrase this as..."</i> WHAT IT LOOKS LIKE IN PRACTICE Science – Provide three forces scenarios: a falling object, a parachute and a shoe gripping the ground. The teacher explains each using 'pull', 'slows it' and 'rubs', then asks pupils to upgrade the language independently. Pupils use gravity, air resistance and friction in complete explanations and challenge vague substitutes. The adult gradually removes the vocabulary cards and listens for precise disciplinary language without prompting.	ORACY FOCUS Support viewpoints with evidence and prior knowledge.; Ask probing questions and evaluate the strength of support. CURRICULUM CONTEXT Geography – Pupils support claims with evidence when discussing the different biomes and ecosystems found in the UK EXPLICIT SENTENCE STEMS <i>"My view about this biome is supported by..."</i> <i>"Drawing on what we know about ecosystems..."</i> <i>"The strongest evidence is..."</i> <i>"Could the evidence also mean...?"</i> WHAT IT LOOKS LIKE IN PRACTICE Geography – Give groups evidence cards about two UK biomes or ecosystems. The teacher makes a claim with no evidence and asks, "What would make this convincing?" Pupils use "The evidence indicates..." and "This is significant because..." to link a specific fact to the claim. A partner offers "A counterexample might be..." and the original speaker must refine, qualify or defend the position.	ORACY FOCUS Use subtle prompts for turn-taking.; Give constructive feedback and reflect on personal oracy. CURRICULUM CONTEXT English – Pupils use subtle turn-taking prompts to chair a group discussion about Greek Gods EXPLICIT SENTENCE STEMS <i>"I would like to hear ___'s view on the Greek gods..."</i> <i>"Before we move on, does anyone want to challenge that?"</i> <i>"Your explanation was effective when..."</i> WHAT IT LOOKS LIKE IN PRACTICE English – Seat groups for a discussion about Greek gods and appoint a pupil chair. The teacher models a chair who says "Your turn, your turn" after every contribution, then asks what a subtler chair might do. Pupils practise "Would you like to come in here?" and "I'd like to return to ___'s point...". The adult observes whether the chair shapes participation without dominating the content.
SPRING	ORACY FOCUS Use increasingly natural body language.; Sustain an attentive physical presence during extended talk. CURRICULUM CONTEXT History – Pupils sustain a physical presence during an extended explanation of the Ancient Egyptian mummification process EXPLICIT SENTENCE STEMS <i>"I will maintain eye contact while I explain..."</i> <i>"I will use a deliberate pause after..."</i> <i>"My posture needs to show..."</i> WHAT IT LOOKS LIKE IN PRACTICE History – Use a visual sequence of the Ancient Egyptian mummification process for a two-minute explanation. The teacher begins strongly but gradually folds arms, looks at the floor and loses physical presence. Pupils identify where the delivery weakened and rehearse "At this stage of mummification..." while maintaining posture through the whole sequence. A partner watches only for sustained physical presence and gives one precise observation.	ORACY FOCUS Use a sophisticated range of discussion stems accurately.; Shift between exploratory and more formal spoken language. CURRICULUM CONTEXT Geography – Children shift between exploratory and formal language to discuss the impact of damming rivers like the River Trent EXPLICIT SENTENCE STEMS <i>"My initial thought about damming the River Trent is..."</i> <i>"More formally, this could be expressed as..."</i> <i>"In contrast..."</i> <i>"While I accept that..., I would argue..."</i> WHAT IT LOOKS LIKE IN PRACTICE Geography – Pose a damming question about a river such as the Trent and allow one minute of exploratory partner talk. The teacher notices informal phrases from the exploration, then models how one idea can be reformulated for a formal geographical explanation. Pupils use "At first, I was thinking..." followed by "A more formal way to express this is...". They deliberately move from exploratory to formal language without losing the original thinking.	ORACY FOCUS Draw on wider knowledge to support a viewpoint.; Explore and compare different perspectives. CURRICULUM CONTEXT Science – Pupils compare perspectives on the movement of the Earth and planets (heliocentric vs geocentric models) EXPLICIT SENTENCE STEMS <i>"From the geocentric perspective..."</i> <i>"In contrast, the heliocentric model..."</i> <i>"Drawing on our knowledge of orbit..."</i> <i>"The more convincing model is... because..."</i> WHAT IT LOOKS LIKE IN PRACTICE Science – Present simplified evidence for heliocentric and geocentric models. The teacher states one model as 'obviously right' and asks pupils what a fair evaluation requires. Pupils use "From the heliocentric perspective..." and "However, the geocentric model..." before identifying which evidence changed or strengthened their view. Partners must summarise the alternative perspective accurately before challenging it.	ORACY FOCUS Listen actively for extended periods.; Respond to the substance of an argument rather than waiting to speak. CURRICULUM CONTEXT English – Pupils listen actively and respond to the substance of persuasive arguments for a holiday brochure to the Great Pyramids EXPLICIT SENTENCE STEMS <i>"If I understand the argument correctly..."</i> <i>"The point that influenced me was... because..."</i> <i>"I would respond to the main claim by..."</i> WHAT IT LOOKS LIKE IN PRACTICE English – Give pupils two persuasive claims from Great Pyramids holiday brochures. Partner A argues for one; Partner B must begin "If I understand the argument correctly..." and summarise the substance before responding. Pupils then use "The point that influenced me was... because..." to identify which idea genuinely affected their thinking. The teacher rejects responses that merely praise delivery without engaging with the argument.

SUMMER	ORACY FOCUS Project confidently to a large audience.; Use body language naturally and speak with flair and passion.	ORACY FOCUS Use sophisticated discussion language fluently and independently.; Select rhetorical phrasing where appropriate.	ORACY FOCUS Recognise when discussion is off topic and refocus it.; Sustain a line of reasoning across several contributions.	ORACY FOCUS Take responsibility for the quality and direction of group talk.; Balance participation without over-directing.
	CURRICULUM CONTEXT English – Pupils speak with flair and passion when projecting a persuasive letter written in role as Anne Boleyn	CURRICULUM CONTEXT History – Children use rhetorical phrasing to discuss the impact of Henry VIII's changing of religious denominations	CURRICULUM CONTEXT Science – Pupils sustain a line of reasoning when discussing the effects of diet, drugs, and lifestyle on human bodies	CURRICULUM CONTEXT Geography – Pupils take responsibility for leading a balanced discussion on the impacts of extreme earth disasters like volcanoes
	EXPLICIT SENTENCE STEMS <i>"I will project the words ____ to convey..."</i> <i>"My pause here creates..."</i> <i>"I will use my body language to show Anne Boleyn's..."</i>	EXPLICIT SENTENCE STEMS <i>"How could such a change fail to affect...?"</i> <i>"The consequence of Henry VIII's decision was..."</i> <i>"It is difficult to ignore..."</i> <i>"This raises the question..."</i>	EXPLICIT SENTENCE STEMS <i>"Returning to the question about lifestyle..."</i> <i>"The central issue is..."</i> <i>"That point is relevant because..."</i> <i>"Before we conclude, we need to consider..."</i>	EXPLICIT SENTENCE STEMS <i>"We have not yet heard a view on the social impact of volcanoes..."</i> <i>"To bring us back to the geographical question..."</i> <i>"I'd like to invite ____ to challenge that..."</i>
	WHAT IT LOOKS LIKE IN PRACTICE English – Give pupils a short persuasive passage written in role as Anne Boleyn. The teacher projects it loudly but without emotional commitment, then asks whether volume alone creates flair. Pupils choose where to pause, emphasise and alter pace, rehearsing one section until the delivery matches the role and purpose. Audience members name the precise moment that made the argument feel compelling.	WHAT IT LOOKS LIKE IN PRACTICE History – Display a historical question about Henry VIII's religious changes and three consequences. The teacher offers a plain claim; pupils reformulate it using rhetorical phrasing such as "The central issue is..." or "The consequence cannot be ignored because...". In discussion, pupils must connect each rhetorical phrase to historical substance rather than use it decoratively. The adult challenges any impressive-sounding sentence that lacks accurate content.	WHAT IT LOOKS LIKE IN PRACTICE Science – Write the central question about diet, drugs and lifestyle visibly in the middle of the board. During discussion, the teacher deliberately introduces an interesting but off-topic point. A pupil uses "Returning to the original question..." or "That is relevant because..." to refocus the group, then links the next contribution to the previous reasoning. The class tracks the line of reasoning with arrows and checks whether each new point genuinely advances it.	WHAT IT LOOKS LIKE IN PRACTICE Geography – Give a pupil chair responsibility for a discussion on the social, economic and environmental impacts of volcanoes. Provide the group with impact cards but deliberately allow the first speakers to focus only on environmental effects. The chair uses "We have not yet heard a view on the social impact of volcanoes" and "I'd like to invite ____ to challenge that." Before concluding, the group reviews whose ideas shaped the outcome and whether participation was balanced.

Year 6 – Articulating, Evaluating and Influencing

The four domain columns retain the agreed oracy focus and curriculum context and give domain-matched sentence stems and specific examples rooted in the same curriculum content.

TERM	PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
AUTUMN	ORACY FOCUS Project to a large audience with natural body language.; Use pace, pause and emphasis to communicate confidently. CURRICULUM CONTEXT History – Pupils use deliberate pause and emphasis when presenting a CV or biographical account of Queen Victoria EXPLICIT SENTENCE STEMS <i>"I will pause before Victoria's most significant achievement..."</i> <i>"I will emphasise ____ to influence the audience..."</i> <i>"My pace changes here because..."</i> WHAT IT LOOKS LIKE IN PRACTICE History – Give pupils a short CV-style account of Queen Victoria with one significant achievement highlighted. The teacher races through the key achievement, then repeats the section with a deliberate pause immediately before it and emphasis on one phrase. Pupils decide which delivery better signals significance and annotate where they will pause. Partners listen for whether the pause and emphasis feel purposeful rather than theatrical.	ORACY FOCUS Select sophisticated language structures independently.; Use precise vocabulary and rhetorical phrasing with control. CURRICULUM CONTEXT Geography – Children use precise vocabulary such as 'globalisation', 'import', and 'export' to discuss the UK's economic activity EXPLICIT SENTENCE STEMS <i>"Globalisation has contributed to..."</i> <i>"The relationship between imports and exports suggests..."</i> <i>"Economically, this can be interpreted as..."</i> <i>"A significant consequence is..."</i> WHAT IT LOOKS LIKE IN PRACTICE Geography – Display a simple import/export flow diagram for a familiar product. The teacher says, "Stuff comes in and goes out because countries buy things," and asks pupils to make the explanation economically precise. Pupils use globalisation, import and export within "The relationship between imports and exports suggests...". The word bank is removed and pupils explain a second product flow independently.	ORACY FOCUS Draw on wider knowledge to evaluate perspectives.; Sustain and refocus an extended discussion. CURRICULUM CONTEXT English – Pupils evaluate perspectives when sustaining a discussion on Victorian Crime and Punishment for a non-chronological report EXPLICIT SENTENCE STEMS <i>"Drawing upon our knowledge of Victorian society..."</i> <i>"A contrasting perspective on punishment would be..."</i> <i>"The evidence can be interpreted as..."</i> <i>"To return to the central question..."</i> WHAT IT LOOKS LIKE IN PRACTICE English – Provide two contrasting Victorian crime-and-punishment perspectives, each supported by evidence. The teacher models a response that dismisses one perspective without engaging with it. Pupils use "While I accept that..." and "This could be interpreted as..." to evaluate both positions before stating their own. A partner identifies the contribution that caused them to refine or change part of their view.	ORACY FOCUS Listen actively for extended periods.; Manage participation and respond sensitively to group dynamics. CURRICULUM CONTEXT Science – Pupils manage participation in a Socratic discussion on how voltage affects the brightness of a bulb in a circuit EXPLICIT SENTENCE STEMS <i>"We have heard the view that voltage..."</i> <i>"I would like to connect ____'s point with..."</i> <i>"We have not yet heard from..."</i> <i>"Before we conclude, which evidence is strongest?"</i> WHAT IT LOOKS LIKE IN PRACTICE Science – Run a Socratic discussion around the question, "How does increasing voltage affect bulb brightness?" Give one pupil responsibility for participation rather than scientific correctness. The chair uses subtle prompts to invite an unheard voice, refer back to evidence and stop repeated contributions. At the end, the group reviews whether minority ideas were explored before agreement was reached.
SPRING	ORACY FOCUS Adjust tone, volume and pace deliberately for purpose and audience.; Use physical presence to strengthen formal speaking. CURRICULUM CONTEXT English – Pupils use physical presence to deliver a formal balanced argument on the decision to evacuate children during WWII EXPLICIT SENTENCE STEMS <i>"I will use a measured pace when presenting the case for evacuation..."</i> <i>"I will pause before the counterargument..."</i> <i>"My physical presence should convey..."</i> WHAT IT LOOKS LIKE IN PRACTICE English – Set the room as a formal decision meeting about WWII evacuation. The teacher delivers a strong argument while leaning on a table and reading down at notes, then asks pupils how physical presence affects authority. Pupils rehearse an opening using grounded posture, eye contact and deliberate position. Audience members track whether the speaker sustains that presence when presenting the counterargument, not just in the first sentence.	ORACY FOCUS Vary sentence structures and length for spoken effect.; Move fluently between formal argument and responsive discussion. CURRICULUM CONTEXT History – Children move fluently between formal argument and responsive discussion when evaluating the Hull Blitz EXPLICIT SENTENCE STEMS <i>"The Hull Blitz had devastating consequences. Lives changed..."</i> <i>"While the evidence indicates..., it is also necessary to consider..."</i> <i>"In formal terms..."</i> <i>"Responding to that point..."</i> WHAT IT LOOKS LIKE IN PRACTICE History – Give pupils two short eyewitness accounts of the Hull Blitz and begin with formal prepared arguments. The teacher then introduces an unexpected challenge question. Pupils practise moving from "The evidence demonstrates..." into a responsive phrase such as "In response to that point...", while maintaining precision. The adult notices whether the register shifts appropriately without becoming casual or losing historical evidence.	ORACY FOCUS Construct a detailed argument or complex narrative.; Assess viewpoints and present a reasoned counterargument. CURRICULUM CONTEXT Geography – Pupils present a reasoned counterargument in a formal debate evaluating the positive and negative impacts of multinational companies EXPLICIT SENTENCE STEMS <i>"While the argument that multinational companies create jobs is valid, it overlooks..."</i> <i>"A counterargument would be..."</i> <i>"The limitation of this view is..."</i> <i>"On balance..."</i> WHAT IT LOOKS LIKE IN PRACTICE Geography – Stage a formal debate on multinational companies with evidence cards for employment, tax, local business and environmental impact. One pupil presents a positive claim; the next must summarise it fairly before using "However, an alternative interpretation is..." to counter. The original speaker then responds to the counterargument rather than repeating the opening position. The teacher tracks whether evidence, not confidence, drives the debate.	ORACY FOCUS Recognise group dynamics and invite unheard voices.; Challenge ideas robustly while maintaining respect for the speaker. CURRICULUM CONTEXT Science – Pupils challenge ideas robustly but respectfully when discussing the functions of the human circulatory system and heart EXPLICIT SENTENCE STEMS <i>"I challenge the idea rather than the person because..."</i> <i>"I would like to invite ____ to respond on the function of the heart..."</i> <i>"We have heard several voices; however..."</i> WHAT IT LOOKS LIKE IN PRACTICE Science – Display a labelled heart and circulatory-system diagram and pose a misconception, such as "The heart makes the blood." Pupils may challenge, but must use "I would challenge that because..." and refer to the function shown in the diagram. A second pupil probes with "What evidence supports your view?" before the first reformulates. The teacher notices robust challenge that remains directed at the idea, never the person.

SUMMER	ORACY FOCUS Demonstrate stage presence.; Adapt voice and physical delivery spontaneously in response to audience.	ORACY FOCUS Speak fluently and spontaneously with precision.; Use idiom, expression or humour appropriately and with awareness of effect.	ORACY FOCUS Respond to complex questions using evidence.; Acknowledge and explain a change of position.	ORACY FOCUS Read the room and adapt.; Lead discussion sensitively, confidently and increasingly independently.
	CURRICULUM CONTEXT English – Pupils demonstrate stage presence and adapt delivery spontaneously when answering questions after reading a recount of arriving at Tilbury Docks	CURRICULUM CONTEXT History – Children speak spontaneously with precision about the cultural contributions and experiences of the Windrush Generation	CURRICULUM CONTEXT Geography – Pupils use evidence to explain a change of position regarding the positive and negative impacts of the tourism industry in the Caribbean	CURRICULUM CONTEXT Science – Pupils independently chair a sensitive debate on the impact of drugs and alcohol (DAaRT), ensuring all minority views are heard
	EXPLICIT SENTENCE STEMS <i>"I can see the audience needs more context, so..."</i> <i>"Let me rephrase my answer about Tilbury Docks..."</i> <i>"I will adjust my pace because..."</i>	EXPLICIT SENTENCE STEMS <i>"The Windrush Generation made a significant contribution to..."</i> <i>"To put it another way..."</i> <i>"The phrase ____ is appropriate here because..."</i> <i>"There is an irony in..."</i>	EXPLICIT SENTENCE STEMS <i>"Initially I believed tourism...; however, the evidence about ____ changed my view."</i> <i>"Having considered the evidence..."</i> <i>"On balance..."</i> <i>"The most convincing interpretation is..."</i>	EXPLICIT SENTENCE STEMS <i>"I can see this needs clarification, so..."</i> <i>"We have heard the majority view; what is the alternative?"</i> <i>"I would like to bring us back to the evidence about..."</i> <i>"A question that remains is..."</i>
	WHAT IT LOOKS LIKE IN PRACTICE English – After reading a recount of arriving at St Luke's, pupils present to an audience that then asks unscripted questions. The teacher models freezing when a question interrupts the prepared sequence, then shows how to pause, acknowledge and adapt. Pupils use the recount as an anchor but answer spontaneously, changing pace or position when the audience needs clarification. Peers identify the moment the speaker adapted successfully.	WHAT IT LOOKS LIKE IN PRACTICE History – Use photographs, oral-history extracts and cultural artefacts linked to the Windrush Generation. The teacher asks an open question and deliberately removes the displayed sentence stems after initial rehearsal. Pupils speak spontaneously, selecting precise historical and cultural vocabulary while referring to previous contributions. The adult intervenes only to ask for greater precision or to challenge an unsupported generalisation.	WHAT IT LOOKS LIKE IN PRACTICE Geography – Give pupils evidence cards showing economic, environmental and social effects of tourism in the Caribbean. Pupils record an initial position, then discuss the evidence in groups. To change position, a pupil must say "The evidence that changed my view was..." and explain why it outweighed their earlier reasoning. The teacher asks whether the change is based on stronger evidence or simply on the most confident speaker.	WHAT IT LOOKS LIKE IN PRACTICE Science – Set up a sensitive DAaRT debate with agreed ground rules and an evidence pack about drugs and alcohol. A pupil chair is responsible for ensuring minority or hesitant views are heard, using prompts such as "We have not yet considered..." and "Would anyone challenge the majority view?". The chair summarises areas of agreement and unresolved difference without forcing consensus. The adult observes participation, respectful challenge and evidence use, intervening only if safety or accuracy requires it..

A practical St Luke's teaching routine

1. **Start with the curriculum content.** The question, text, image, artefact, investigation or problem must be genuine. Oracy is not a detached warm-up.
2. **Select the domain and name the move.** For example: use precise vocabulary; justify with evidence; adapt volume; invite an unheard voice; summarise neutrally.
3. **Model using the actual content.** If pupils are discussing molars, model evidence using molars. If they are comparing Rome, model a viewpoint about Rome.
4. **Foreground 2–4 matched stems.** Say them aloud, complete one together and contrast a weak response with a stronger response.
5. **Rehearse and notice.** Use partner rehearsal, echoing, 'say it better', role cards, pupil chairing or discussion counters. Narrate the precise oracy move you hear.
6. **Apply and withdraw.** Use the talk to strengthen the curriculum response and, where relevant, subsequent writing. Prompt the function before the stem and gradually remove the scaffold.