

Oracy Long Term Plan 2023 – 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	To watch a familiar adult's face when they are talking/singing. Express needs clearly to a familiar adult through voice or gesture.	To begin to maintain eye contact with a familiar adult. To speak in a short sentence consisting of up to 3 or 4 words. To express their feelings using words (sad, angry, happy) as well as actions. Take turns in a conversation with a peer.	To instigate or participate in a conversation with a familiar adult. To begin to ask simple questions to have their needs met. To communicate their likes and dislikes in a simple sentence (the start of stating an opinion) Can start a simple conversation with a familiar adult or friend. Take turns in a conversation with a peer.	To maintain eye contact when talking about a topic of interest. Join phrases with and To use longer sentences of 4 or 6 words. To express a point of view. Can start a conversation with a familiar adult or friend continuing it for many turns.	To speak clearly so they can be heard by peers and familiar adults. To use talk to organise themselves and their play. Say words that belong to the same category e.g as many animals as they can think of Can start a conversation with a familiar adult or friend continuing it for many turns.	Use correct pronunciation of most sounds and words To begin to use gestures and speech to recite familiar stories To ask questions to clarify their understanding. Uses words that have been introduced through stories, modelling or subject specific vocabulary.
Reception	Speak audibly so they can be heard and understood by a learning partner. Describe an experienced event to a partner including 'and' to elaborate. Express needs clearly to a familiar adult or peer. Look at the speaker.	To maintain eye contact with a partner or familiar adult. Ask a relevant question about a story. Know the names of the four strands of the framework. Take turns in games.	To maintain eye contact with a partner or familiar adult. Ask a relevant question about a story. Use the words of the week accurately in conversation. To take turns to speak when working in learning partners.	Speak audibly so they can be heard and understood in a trio. Join phrases with conjunctions: and, so, because State their point of view simply to a larger group (up to 5) To take turns to speak when working in learning partners.	Use gestures to support meaning. To explain how or why something happened using 'because' or 'so'. Use because, then, but, when explaining their plan and outcomes. To take turns to speak when working in learning partners.	Speak audibly so they can be heard and understood by the class. To explain how or why something happened using 'because' or 'so'. To use if and might to explain how they could improve their work next time. To take turns to speak when working in learning partners.
Year 1	Speak clearly and confidently in a small group of known peers Sequence events using the language of time or number. Begin to use sentence stems with some prompting. Be able to independently take turns and ensure all members contribute.	Speak clearly and confidently in a small group of known peers Include because in their contribution to justify ideas. Use sentence stems independently even if not always appropriately. Be able to independently take turns and ensure all members contribute.	Use non-verbal signals to indicate agreement or disagreement. Retell a story to a small group, recognizing when events are out of sequence and self-correcting. Recognise when the wrong stem has been used and choose a more appropriate one. Use a more formal tone with adults	Speak clearly and confidently when explaining displayed learning to an adult. Act out stories and improvisations from familiar situations. Use vocabulary specific to the topic. Use a more formal tone with adults	Speak clearly when presenting learning to the class. Recognise when they haven't understood something and ask a question to help with this. Take opportunities to try new vocabulary, even if not always used correctly. Begin to understand when they have not been understood	Speak clearly and confidently using a script. To disagree with someone else's opinion politely. To use conjunctions to organise and sequence ideas e.g first, secondly, finally Begin to understand when they have not been understood
Year 2	Using non-verbal signals confidently to indicate the contribution they wish to make. Retell an event calmly in logical order. With support, identify a suitable question in response to a stimulus. Choose the most appropriate stem sentence independently. Be able to change their mind in response to another person's argument.	Agree, disagree or build. Justify their agree/disagree choice with relevant explanations To ask questions to find out more about a subject. Use technical subject specific vocabulary when explaining opinions. To start to develop an awareness of audience e.g what might interest a certain group.	Begin to understand the importance of posture when speaking. Take on the instigator role in a trio discussion. Use taught vocabulary independently, even if not always accurately. To be aware of others who have not spoken and invite them to discussion.	Moderate tone and volume to match the audience. To build on others' ideas in discussions. Include taught vocabulary appropriately and independently in discussions. Confident delivery of short prepared material.	Maintain suitable posture throughout a spoken contribution. Express characters' thoughts and feelings in role play Include taught vocabulary appropriately and independently in discussions. To adapt how then speak in different situation according to audience.	Be aware of where to look or stand to ensure the audience can hear clearly. Start to gesture to support the delivery of ideas Use appropriate words and phrases in sentences to express themselves in role play Include taught vocabulary appropriately and independently in discussions.

