

# **Great Oracy Exhibition 2025**

## **Developing Presentational Talk Through The English Curriculum**

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# About Pendle Primary Academy

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### Agree or disagree?

There's not enough time to fit extra presentational pieces into our curriculum.



# Writing Curriculum Overview

| Year 1                            |                                                                       |                                                                                             |                                                       |                                                           |                                                                   |                                           |
|-----------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------|
|                                   | Autumn 1                                                              | Autumn 2                                                                                    | Spring 1                                              | Spring 2                                                  | Summer 1                                                          | Summer 2                                  |
| <b>Fiction</b>                    | Stories with repetitive patterns or structures – <i>Peace at Last</i> | Stories by the same author (Julia Donaldson) – <i>Stickman</i><br>Letter to Stick Lady Love | Stories from other cultures – <i>Handa's Surprise</i> | Traditional Tales (retell) – <i>Three Little Pigs</i>     | Diary entry – <i>The Lighthouse Keeper's Lunch Diary</i><br>entry | Letter – <i>The Girl and the Dinosaur</i> |
| <b>Non-Fiction</b>                | Other non-fiction texts/features – <i>Labels for human body</i>       | Report – <i>The Seasons</i>                                                                 | Instructions – <i>Fruit Salad</i>                     | Recount: familiar events (factual) – <i>Blackpool Zoo</i> | Other non-fiction texts/features – <i>London postcard</i>         | Report – <i>Dinosaurs</i>                 |
| <b>Poetry</b>                     |                                                                       | Poems to learn by heart – <i>Nursery rhymes</i>                                             |                                                       | Traditional poems                                         |                                                                   | Poems on a theme – <i>Dinosaurs</i>       |
| <b>Topic W&amp;S (1 per term)</b> | <i>5 senses report</i>                                                |                                                                                             | <i>Fruit salad evaluation</i>                         |                                                           | <i>Dinosaur description</i>                                       |                                           |

| Year 6                            |                                            |                                                            |                                               |                                                                                                     |                                        |                                                                                |
|-----------------------------------|--------------------------------------------|------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------|--------------------------------------------------------------------------------|
|                                   | Autumn 1                                   | Autumn 2                                                   | Spring 1                                      | Spring 2                                                                                            | Summer 1                               | Summer 2                                                                       |
| <b>Fiction</b>                    | Novel as a theme – <i>Goodnight Mr Tom</i> | Flashbacks – <i>The Piano / Boy in the Striped Pyjamas</i> | Classic fiction – <i>The Railway Children</i> | Combining action, description and dialogue – <i>Story writing (own story given a known context)</i> | <i>Titanium</i>                        | Horror stories – <i>Alma</i><br><br><i>Film and Playscripts – Whitby Abbey</i> |
| <b>Non-Fiction</b>                | Explanation – <i>WW2</i>                   | Report – <i>Contrasting lives of children in WW2</i>       | Diary recount – <i>The Railway Children</i>   | Instructions – <i>How to build a wind turbine</i>                                                   | Balanced argument – <i>SATs</i>        | *2 fiction units: this half-term                                               |
| <b>Poetry</b>                     | Poems with imagery – <i>WW2</i>            |                                                            | Performance poetry – <i>Jabberwocky</i>       |                                                                                                     |                                        | Classic narrative poetry – <i>The Raven</i>                                    |
| <b>Topic W&amp;S (1 per term)</b> | <i>Charles Darwin biography</i>            |                                                            | <i>Ruckus</i>                                 |                                                                                                     | <i>Heart rate investigation report</i> |                                                                                |

# Scale of Importance

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|                                                                |                                              |                                   |
|----------------------------------------------------------------|----------------------------------------------|-----------------------------------|
| <b>Knowledge of<br/>the genre,<br/>including<br/>structure</b> | <b>Feedback or<br/>evaluation</b>            | <b>Drafting or<br/>Rehearsing</b> |
| <b>WAGOLs and<br/>WABOLs</b>                                   | <b>Consideration<br/>of the<br/>audience</b> | <b>Vocabulary<br/>choices</b>     |
| <b>Grammar<br/>choices</b>                                     | <b>Consideration<br/>of purpose</b>          |                                   |

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**Least  
Important**

**Most  
Important**

## Planning Process

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- ☐ Genre structure and content
- ☐ Grammatical features which fit the genre
- ☐ Research & note taking/cue selection
- ☐ Oracy skills & practise explicitly
- ☐ Children present to peers
- ☐ Peer feedback (repeat steps 5 & 6)
- ☐ Final presentation and explicit oracy feedback