

Oracy Learning Journey

Intent, Implementation and Impact

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit.

INTENT

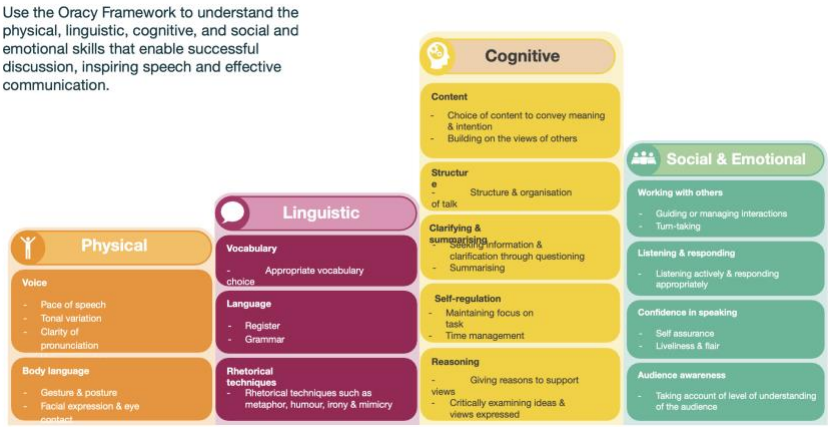
Spoken language skills are one of the strongest predictors of a child's future life chances. At St Giles' and St George's Academy, we believe that pupils' communication skills are essential for socialising, learning and reaching their full potential. Our Oracy curriculum reflects the importance of listening, understanding and spoken language in pupils' development.

As a Church of England school, our Oracy curriculum is underpinned by our gospel values. Our children are learned and wise in the way that they practise and apply their communication and language skills in a variety of different contexts and use these skills to become independent and resilient learners. They show active learning through their use of applying their communication and language skills through all areas of the curriculum. Our gospel values create a solid moral background for our children and encourage them to become better members of society.

The intent of our Oracy programme is to cultivate articulate, confident, and critical thinkers who can effectively communicate their ideas and engage with others. We aim to foster a culture where children can express themselves fluently and thoughtfully across a range of contexts, thereby enhancing their overall learning experience. Our Oracy curriculum is designed to:

- **Promote Communication Skills**: Develop children's speaking, listening, and reasoning abilities to prepare them effectively for social interactions, academic discussions, and future employability.
- **Enhance Cognitive Development**: Encourage higher-order thinking through dialogue, discussion, and debate, enabling children to articulate their understanding and opinions.
- **Build Confidence and Self-esteem**: Create a safe and supportive environment where children feel valued and are willing to express their thoughts and feelings without fear of judgement.
- **Support Inclusivity**: Ensure that all children, regardless of their background or ability, have equal opportunities to participate in oracy activities, recognising the diverse linguistic backgrounds within the school community





IMPLEMENTATION

The implementation of our Oracy programme is rooted in a systematic approach that incorporates practical strategies and activities aligned with the national curriculum. Key features of our implementation include:

- **Explicit Teaching of Oracy Skills**: We employ a structured curriculum that explicitly teaches oracy, with a focus on key skills such as active listening, articulation, questioning, and collaborative dialogue.
- **Cross-Curricular Integration**: Oracy is embedded across the curriculum, ensuring that children engage in meaningful discussions related to various subjects such as English, Science, Mathematics, and Humanities. This not only reinforces subject knowledge but also demonstrates the relevance of oracy in real-world contexts.
- **Diverse Oracy Activities**: We incorporate a variety of oracy-focused activities such as debates, presentations, role-plays, and group discussions to cater to different learning styles and ensure active participation. Children are encouraged to explore different viewpoints and work collaboratively to enhance their understanding.
- **Professional Development for Staff**: Continuous professional development is provided for teaching staff to equip them with effective strategies to foster oracy in their classrooms. This includes workshops, peer observations, and collaborative planning sessions to share best practices.
- **Parental Engagement**: We actively involve parents and guardians in our oracy initiatives by providing resources, allowing them to support their children's communication skills at home. This partnership reinforces the importance of oracy both within and outside the classroom.

The framework of skills will be taught, practised, and assessed in all areas of the curriculum, using age-appropriate objectives as mapped out on the following pages. Children will be assessed against those targets set by their class teacher using formative assessment to inform next steps and planning. These will not formally be assessed for years 1-6, as the objectives are contextualised.

Our curriculum starts with our youngest of pupils, ensuring that they can pay attention, listen and understand what has been communicated to them. This then develops into speech and spoken language. Embedding the curriculum from Nursery allows our pupils to have all the building blocks that they need in order to develop and apply their communication and language skills further in their school journey. We know that the majority of communication development takes place in the early years of life, so we ensure that our Early Years pupils are supported as well as they can be, as well as through the school.

EYFS

Oracy is taught as part of the Communication and Language area of the EYFS learning and development. In reception, we use the Early Communication Screening (ECS) tool to identify children who may need support with an aspect of speech and language (understanding or spoken language and speech). Following this, we might feel that a child would benefit from 'Time to Listen', 'Time to Talk', or 'More Time to Talk' interventions developed by speech and language specialists. We use these programmes as a taught session during 'Snack and Social' for reception pupils. We use phonics sessions to develop children's communication, language and vocabulary skills. Children are encouraged to use talk within their provision when talking to

adults and their peers in all areas. Reception children are assessed against the appropriate ELGs.

ELG: Listening, Attention and Understanding Children at the expected level of development will:
• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
ELG: Speaking Children at the expected level of development will:
• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

IMPACT

The impact of this curriculum will be evidenced through the monitoring of attainment and progress of all children by class teachers. Each year group has oracy objectives which build on the preceding years' study to ensure progression in this area as children move through the school. Children will be able to access all areas of the curriculum at their level and articulate their thoughts appropriately.

The English Lead, SLT, Head teacher and Governors will be responsible for monitoring the impact of this policy and standards of spoken language across the school, through work scrutiny, planning scrutiny, learning walks and lesson observations and any other relevant monitoring activities.

The impact of our robust oracy curriculum include:

- **Improved Communication Skills**: Children demonstrate heightened confidence and clarity in their speech, exhibiting a broad vocabulary and the ability to adapt their language to suit different audiences.
- **Increased engagement and learning: L**earning is rich and enjoyable where students bring their own voices and experiences to life.
- **Improved academic outcomes:** Developing learners who think critically, reason together and use vocabulary to express their knowledge and understanding.
- **Improved wellbeing and confidence:** Empowering students to build successful relationships and understand that their voice has value.
- **Enhances employability:** Helps students flourish in further education higher education and employment.
- **Equips pupils to thrive in democratic and civil life:** Students learn how to exercise their rights, identities and to find their voices.
- **Promotes social equity:** Leads to a fairer society where everyone, regardless of background, can find success in school and in life.

In summary, our Oracy programme not only aligns with the aims of the national curriculum but also addresses the holistic development of our pupils, preparing them essential skills for lifelong learning and active citizenship. Through ongoing evaluation and adaptation, we are committed to continually enhancing the quality and impact of our oracy education.

Adaptive teaching strategies

To ensure all pupils can access our Oracy curriculum and lessons, we make the following adjustments where necessary:

Cognition and Learning	Communication and Language	SEMH	Physical and Sensory
• Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks – sometimes from the previous year group objectives • Visual supports • Word banks/phonic maps • Split teaching • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Mark target spellings only • Allow extra time	• Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time)	• Brain and movement breaks • CalmBrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies	• Own learning space (workstation) • Brain/Sensory breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc.) • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards

Gospel Values

Reception	KS1
Grateful and Generous *What are you thankful for, and how can you share with others?* **Curious and Active** *What do you love learning about God's world?* **Intentional and Prophetic** *How can we make good choices to be kind like Jesus?* **Learned and Wise** *Who helps you learn new things, and how can you use what you learn to be kind?* **Attentive and Discerning** *How can we listen carefully to others and to God?* **Faith-filled and hopeful** *Who helps you feel safe and happy, and how can we trust in God?* **Loving and compassionate** *How can we show love to our family and friends every day?*	**Grateful and Generous** *Why is it important to say thank you, and how can we be generous like Jesus?* **Curious and Active** *Why is it good to ask questions about God and the world around us?* **Intentional and Prophetic** *Why is it important to think about our actions and choose to do what is right?* **Learned and Wise** *Why is learning important, and how can we use what we learn to make good choices?* **Attentive and Discerning** *Why is it important to pay attention to what is good and make kind choices?* **Faith-filled and hopeful** *Why is it important to have faith in God, even when things are difficult?* **Loving and compassionate** *What does it mean to be kind and caring like Jesus, and how can we help others when they are sad?*
LKS2 **Grateful and Generous** *How can showing gratitude and generosity make the world a kinder place?* **Curious and Active** *How can being curious help us grow in our faith and take action to help others?* **Intentional and Prophetic** *How can we stand up for what is right and share God's love with others?* **Learned and Wise** *How can we use what we learn from Jesus and the Bible to make wise decisions?* **Attentive and Discerning** *How can listening to God and others help us make the right choices in life?* **Faith-filled and hopeful** *How does having faith and hope in God help us to stay strong and encourage others?* **Loving and compassionate** *Jesus teaches us to love everyone. How can we show love and compassion to people who are different from us?*	**UKS2** **Grateful and Generous** *Jesus taught us to give without expecting anything in return. How can we live this out in our daily lives?* **Curious and Active** *Jesus was always asking questions and seeking truth. How can we be curious and active in making the world a better place?* **Intentional and Prophetic** *Prophets speak out for truth and justice. How can we be brave in following Jesus and making a difference in the world?* **Learned and Wise** *Wisdom is more than knowledge—it helps us live like Jesus. How can we use our learning to help others and make the world a better place?* **Attentive and Discerning** *How can being attentive to God's voice and discerning right from wrong help us live with faith and courage?* **Faith-filled and hopeful** *How can we live with faith and hope, even when facing challenges, and share that hope with others?* **Loving and compassionate** *How can we follow Jesus' example of love and compassion when we see injustice or someone being treated unfairly?*

Progression of skills

	Reception	KS1	LKS2	UKS2
Physical 	To turn your body towards the speaker for an appropriate amount of time. To speak to be heard clearly by others. To use gesture to support meaning in play. To speak audibly so they can be heard and understood.	To use body language to show listening. To experiment with adjusting tone, volume and pace. To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. To speak clearly and confidently in a range of contexts	To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences. To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.	For body language to become increasingly natural. To project their voice to a large audience To have a stage presence. To adjust tone, volume and pace for a given purpose and audience.
Linguistic 	To use talk in play to practise new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. To use talk in play to practise new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with… because …') To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas. To use newly learnt vocabulary in an appropriate way.	To begin to use specialist vocabulary. To be able to use specialist language to describe their own and others' talk. To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice'). To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. To use specialist vocabulary when discussing a known topic.	To use an increasingly sophisticated range of sentence stems with accuracy. To select specific vocabulary appropriate to the topic at hand To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions. To use sophisticated vocabulary appropriate to the context and purpose of talk

	Reception	KS1	LKS2	UKS2
Cognitive 	To begin to understand how and why questions. To use 'and' to link their ideas. To describe events currently happening and what might happen next. To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail.	To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order. To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.	To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions. To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track. To construct a detailed argument or complex narrative. To assess different viewpoints and present counter-arguments. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To acknowledge and explain changes of position.
Social and emotional 	To listen to others. To take turns to speak with the support of an adult. To listen attentively in a pair or small group. To take turns to speak with a partner independently.	Listen carefully to others. To participate in group discussions independently of an adult. To encourage everyone to contribute. To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre-prepared material.	Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience. To use more natural and subtle prompts for turn taking. To develop an awareness of audience. To consider the impact of their words on others when giving feedback.	Listening actively for extended periods of time. To speak with flair and passion. To use humour effectively. To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions. To develop an awareness of group dynamics and invite those who haven't spoken to contribute

Curriculum on a page

Reception			
Physical	**Linguistic**	**Cognitive**	**Social and Emotional**
• To use gesture to support meaning in play. • To speak audibly so they can be heard and understood.	• To use talk in play to practise new vocabulary. • To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	• To ask questions. • To wonder about ideas. • To use 'because' to develop their ideas. • To describe events that have happened to them in detail.	• To listen attentively in a pair or small group. • To take turns to speak with a partner independently.

Example outcomes:

- Effective partner talk
- A visit to supermarket or post office to practice speaking to an unfamiliar adult
- Opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.

Teaching ideas:

- Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Give specific praise when they adopt a role and use language appropriately.
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper … now tell me your favourite colour in a playground voice!'

Spirituality:

World and Beauty	**Others**	**Self**	**Beyond**
			
What is your favourite colour? Why? What is your favourite season? What makes you afraid?	What makes a good friend? Why are friends important to me? How do I look after my family and friends?	What makes you happy? What do you do in your time after school? What is important to me? What might make me sad? Is it ok to be sad?	What are stars for? Why do we have rainbows? What is the smallest thing there is? Why are people different? What does God look like?

KS1 A			
Physical	**Linguistic**	**Cognitive**	**Social and Emotional**
• To use body language to show listening. • To experiment with adjusting tone, volume and pace	• To use vocabulary specific to the topic at hand. • To take opportunities to try out new language. • To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. • To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with… because …'	• To consider the merits of different viewpoints. • To offer reasons for opinions. • To disagree with someone else's opinion politely. • To explain ideas and events in chronological order.	• Listen carefully to others. • To participate in group discussions independently of an adult.

Example outcomes:

- To take part in a small group discussion without an adult.
- To be filmed speaking and use this for reflection
- To speak in front of a larger audience e.g. during an assembly.

Teaching ideas:

- Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle.
- Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.
- As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'
- Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.
- Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'

Spirituality:

World and Beauty	**Others**	**Self**	**Beyond**
			
Do different colours have different moods? What gives them these moods? What is the most beautiful thing in the world?	How do I treat others? Do I treat other people in the same way? Should I treat everyone the same? Why do we fight and argue? Should we be loyal to our friends?	Who am I? What makes me, me? What is right and wrong? Who decides what is right and wrong? What excites me about the future?	Where is God? What do you think heaven might be like? Is there such things as angels?

KS1 B			
Physical	**Linguistic**	**Cognitive**	**Social and Emotional**
• To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. • To speak clearly and confidently in a range of contexts	• To adapt how they speak in different situations according to audience. • To use sentence stems to signal when they are building on or challenging others' ideas. • To use newly learnt vocabulary in an appropriate way	• To ask questions to find out more about a subject. • To build on others' ideas in discussions. • To make connections between what has been said and their own and others' experiences.	• To encourage everyone to contribute. • To develop an awareness of audience, e.g. what might interest a certain group. • Confident delivery of short pre-prepared material.
Example outcomes:			
• Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom. • Participate in a short 'show and tell' session.			
Teaching ideas:			
• Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point. • Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground. • Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'. • Use hot-seating and question tennis to develop pupils' questioning skills. • Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.			
Spirituality:			
World and Beauty  Why do we care for plants and animals? How does the weather affect our mood? Why?	**Others**  Should I treat my friends differently than others? How can I demonstrate compassion? Why do people bully others?	**Self**  What am I worth? If I try to succeed and fail, what have I learned? What am I scared of? Is it ok to sometimes give up?	**Beyond**  What is true happiness? When have you experienced moments of wonder? Is everyone's view of God the same? What do you think is God's biggest achievement?

LKS2 A			
Physical	**Linguistic**	**Cognitive**	**Social and Emotional**
• To consider position and posture when addressing an audience. • To experiment with adjusting tone, volume and pace for different audiences.	• To begin to use specialist vocabulary. • To be able to use specialist language • to describe their own and others' talk. • To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').	• To offer opinions that aren't their own. • To reflect on discussions and identify how to improve. • To be able to summarise a discussion. • To reach shared agreement in discussions.	• Listen actively, questioning and responding to others. • To adapt the content of their speech for a specific audience. • To speak with confidence in front of an audience.
Example outcomes:			
• Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist. • Become a storyteller for an authentic audience. • Present to an audience of older or younger students. • Chair a discussion. • Hold a class meeting.			
Teaching ideas:			
• Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful • Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines.' These can be used as success criteria to support pupils to reflect on their discussions. • Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion. • Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion. • Play 'articulate' with specialist subject vocabulary.			
Spirituality:			
World and Beauty  How do we know we've found all the colours of the world? What season most reflects your personality? What's the difference between hearing and listening?	**Others**  Why do people ignore others when in need of help? Is being a good friend easy? Why do we sometimes hurt others' feelings?	**Self**  What are feelings? Don't we deserve happiness? What do I deserve in life? Who should I look up to?	**Beyond**  What is the purpose of the earth? Is God alive now? Why is there illness? Why do destructive things happen?

LKS2 B			
Physical	**Linguistic**	**Cognitive**	**Social and Emotional**
• To consider movement when addressing an audience. • To consider how tone, volume and pace influence meaning.	• To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. • To use specialist vocabulary when discussing a known topic.	• To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. • To ask probing questions. • To reflect on their own oracy skills and identify areas of strength and areas to improve.	• To use more natural and subtle prompts for turn taking. • To develop an awareness of audience. • To consider the impact of their words on others when giving feedback.

Example outcomes:

- To use talk for a specific purpose e.g.to persuade or to entertain.
- To speak in front of a larger audience of adults e.g. a group of eight.
- To collaboratively solve a problem.
- To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.
- Peer teaching
- Perform poetry by heart

Teaching ideas:

- Introduce pupils to sentence stems to cite evidence and ask probing questions.
- Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions.
- Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.
- Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.
- When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.

Spirituality:

World and Beauty	**Others**	**Self**	**Beyond**
			
Should we try to tame nature? What does it mean that beauty is in the eye of the beholder? What would it be like without seasons?	How can we care for people we've never met? Will we ever live in a world without fighting? What responsibilities do I have for others?	What type of person do I want to be? What difference does being loved make? Is having a belief in something important? What rights do I have?	Which is stronger love or hate? Is it good that scientists can't explain everything? Why are there religions? What is beyond the universe?

UKS2 A			
Physical	**Linguistic**	**Cognitive**	**Social and Emotional**
• For body language to become increasingly natural. • To project their voice to a large audience	• To use an increasingly sophisticated range of sentence stems with accuracy. • To select specific vocabulary appropriate to the topic at hand	• To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. • To identify when a discussion is going off topic and to be able to bring it back on track.	• Listening actively for extended periods of time. • To speak with flair and passion.

Example outcomes:

- Enter a debate competition
- BBC school report
- Create a YouTube Channel
- Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.
- Leading a parents' evening.
- Compering a school talent show or event.
- Slam poetry
- Stand-up comedy

Teaching ideas:

- Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.
- Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.
- Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add …' 'I would like to echo what X said because …' 'I see it in a similar way to X because …' 'I have a similar opinion because ...

Spirituality:

World and Beauty	**Others**	**Self**	**Beyond**
			
What is a perfect world? How can we make the world 'perfect'? Will we ever succeed? Can you love something that is ugly? What is the point in being creative?	Is it better to please oneself, or others first? Why isn't life always fair? Is being fair always the right thing to do? What is worth striving for?	Where does your identity come from? Does having more mean you will be happier? Are the opinions of my friends important to me? Is it more important to love or be loved?	Why do we love? What lasts forever? What is unknowable? What else is there to discover?

UKS2 B			
Physical	**Linguistic**	**Cognitive**	**Social and Emotional**
• To have a stage presence. • To adjust tone, volume and pace for a given purpose and audience.	• To vary sentence structures and length for effect when speaking. • To be comfortable using idiom and expressions. • To use sophisticated vocabulary appropriate to the context and purpose of talk	• To construct a detailed argument or complex narrative. • To assess different viewpoints and present counter-arguments. • To spontaneously respond to increasingly complex questions, citing evidence where appropriate. • To acknowledge and explain changes of position.	• To use humour effectively. • To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused, stopping to take questions. • To develop an awareness of group dynamics and invite those who haven't spoken to contribute.
Example outcomes:			
• Give a speech to an audience of peers and adults. • Lead School Council • Mentor or teach younger students • Lead an assembly. • Act as a tour guides for prospective parents. • Record their own sports commentary.			
Teaching ideas:			
• Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change. • Practise 'power poses' to explore physical aspects of speaking • Teach structures for building evidence-based arguments			
Spirituality:			
World and Beauty  Why do you like certain types of music? What do you feel when you look at different types of art? Is beauty something that you can learn, or do you have to feel it?	**Others**  Is there such a thing as a bad person? Does having more mean being happier? Why do people have to suffer? What is pain?	**Self**  Are my beliefs important? Should you respect yourself over all things? Is my understanding of self a selfish concept? Would I break the law to save a loved one?	**Beyond**  How do we know what we don't know? Do we have a soul? What do you think happens after death? Do you think there are requirements to get into heaven?