Oracy in the Primary Classroom

The purpose of this booklet is to gather together for you activities and resources to get you up and running in your classroom. I have also outlined pupils' progression in this area and given you some pointers towards more theoretical material you may wish to read for yourself. Very little of this material is my original work. I would like to acknowledge here any work that I have not attributed to its author.

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What is oracy?

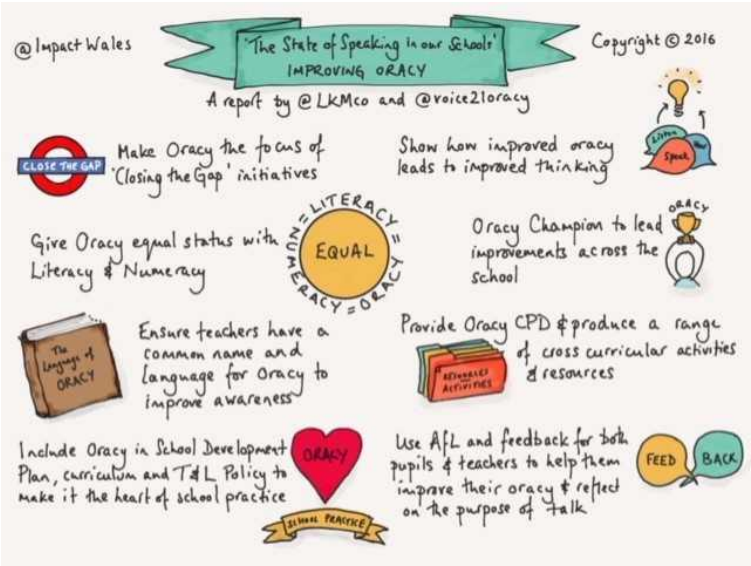
Thirty years ago the concept of oracy was not widely talked about in schools. Teachers talked about reading and writing but seldom talked about oracy or its constituent parts. In the first version of the National Curriculum, neither speaking and listening or oracy were mentioned (Department of Education 1988).

The term "oracy" can be confusing because for some people it simply means speaking and listening, but for other theorists it has a different meaning, for instance, Alexander (2013) defines it as

> *"It is what the school does to support the development of children's capacity to use speech to express their thoughts and communicate with other, in education and in life."*

In recent years, educationalist have come to see the vital role oracy plays in developing children's language skills and their thinking skills. Evidence from studies from across the world show a correlation between children's overall achievement and their standard of oracy. The work of Robin Alexander has been very influential in this field, as has the work of Neil Mercer. It is worth looking at some of their articles and books.

We will return to some of their ideas later. However, it is important that you remember that children's listening skills need to be developed too, so further on in this booklet there are some ideas for you to use.



Something to think about

You are a role model!

"The ability to communicate clearly and directly in Standard English underpins all effective teaching, so it is vital that beginning teachers learn to develop a clear speaking voice."
Medwell & Wray (2012)

It is clear from the words of Medwell and Wray that speaking clearly is an important skill for teachers. As a teacher you need to

- model good use of language;
- speak clearly;
- speak in an audible voice;
- use intonation and body language to convey meaning in order to help learners.

Standard English (SE) refers to whatever form of the English language is accepted as a national norm in any English-speaking country. It encompasses grammar, vocabulary and spelling. Using Standard English is not about speaking in a particular accent, it is about speaking in the way that would be most clearly understood by the greatest number of English speakers. Therefore, while it is important that you acknowledge the way that people speak in the local area, children need to understand that some of the words and phrases they may use at home may not be the most effective way to communicate in different situations: they are not wrong but they may not be as effective as other ways of expressing ideas.

As a teacher it is important that you model an effective use of language. In Wales there are some common mistakes people make, for example:

- 'gonna' instead of 'going to'
- 'k' instead of 'ing' = somethink
- 'them books'
- 'Llke" – "really" – "basically" used as fillers
- 'sit by here' – The "by" should not be used

We have probably all laughed at the way some of the characters in "Gavin & Stacey" speak, but, in the classroom, you need to think about the way you use language. In fact, you need to use the way you speak to introduce and model for pupils a wider vocabulary and a more sophisticated way of speaking.

The way you listen and speak make a big difference

The way you speak and listen to pupils is important in different ways.

Almost every time you interact with pupils is an opportunity to model the effective use of language. However, on a one-to-one basis, it is important that you listen to what a pupil is saying and take the opportunity to develop that individual's use of language. When a pupil is speaking,

- tune-in: you must listen to what the pupil is saying. Obviously you must listen to the message that is being conveyed but listen to the use of language too. Take the opportunity to monitor the use of language
- recast: repeat back in the right form but do not correct the pupil's speech.
- expand: comment on what the pupil is doing/saying with an expanded response.

The other aspect of your interactions with pupils is the sub-conscious messages you convey to pupils through the language you use, the way listen and respond, your facial expressions, your body-language and the amount of time you are prepared to spend interacting with individuals and groups. Think about how your pupils feel about you: are they confident that you are going to respond in a positive way to them and have their best interests at heart?

If you want to see how your behaviour can potentially impact on pupils, it is worth spending a few minutes watching http://www.huffingtonpost.com/entry/eye-opening-video-will-make-adults-reconsider-the-way-they-talk-to-children_us_57b36f62e4b0edfa80d9ddcc

Different ways of speaking

Have you ever considered the way you change the way you speak depending on to whom you are speaking or the situation you are in? This is an important concept that you need to be aware of as a teacher. We all need to be able to vary our speech, so it is important that older pupils learn to do this. Two researchers who have researched and written about this idea are Bernstein (1977) and Brice-Heath (1983). You may wish to read some of their work.

Bernstein (1977) talks about the use of "elaborated" and "restricted" codes.

Brice-Heath (1983) suggests that pupils need to develop the linguistic resources to engage with a variety of situations, or registers. Register refers to the different formal, informal, social and educational situations that pupils will encounter. In any situation the purpose of

the interaction has a major influence on the language used. Competent speakers and listeners vary their choice of language according to:

- the role that spoken language is playing in the interaction, e.g. language used to explain and play a board game is different from the language used to tell a funny story
- the topic or activity being talked about
- the roles and relationships between the speakers
- the relationship between the speaker and the audience.

Is it important that children get an opportunity to use language during lessons?

As previously stated, in recent years educationalists have become far more aware of the importance of children articulating their thoughts and ideas as a way of developing their thinking. This is in line with Vygotsky's theory.

Vygotsky (1986) saw the experience of talking with adults about familiar everyday experiences as crucial, not only for building up knowledge of language but also for an awareness of particular ways of thinking and interpreting their own experiences. The very naming of particular attributes, he thought, helped concepts to form. This contrasts with Piaget's view that the use of relevant language follows the development of a concept.

Vygotsky believed that talking is necessary to clarify important points but also that talking with others helps us to learn more about communication. Children solve practical tasks with the help of speech, as well as their eyes and hands. The idea that children observe conversation and that it is the unity of perception, speech and action which leads them to make sense of situations was important in Vygotsky's thinking.

His ideas sowed the seeds of a movement towards dialogic teaching and learning.

Dialogic teaching and learning

Dialogic means - relates to or is characterized by dialogue and its use. Dialogic pedagogy is a term used by a growing number of people to describe learning processes in which teacher and pupils critically interrogate the topic of study, express and listen to multiple voices and points of view, and create respectful and equitable classroom relations. Compare the following modes of organizing a lesson.

Pedagogic dialogue:	Dialogic pedagogy:
• Teacher-controlled, closed interaction with limited opportunities for participation, reflection or extended contributions: the teacher owns the truth and corrects errors	• Teacher-managed interaction in which the dialogue is all-important, where children voice their own evaluative judgements, with an open structure: a participatory mode

It has been suggested that teachers' concerns with what they want to teach sometimes means pupils don't learn. Think back to your own school days, do you think this was sometimes the case?

You may also be able to remember whether some teachers fell into one of these two categories:

- Monologic teacher – concerned to transmit knowledge; convey information; and maintain control of talk
- Dialogic teacher – concerned to create authentic exchanges, learning through exploration and collaborate

You may hear the terms "dialogic learning" and "dialogic talk" used. Here is what is meant by these terms.

Dialogic Learning	Dialogic Talk
Collective: teachers and children address learning tasks together, whether as a group or class	Children share a common goal or purpose
Purposeful: teachers plan and steer classroom talk with specific educational goals in view	Children allow each other to speak

Cumulative: teachers and children build on their own and each other's ideas and chain them into coherent lines of enquiry;	Children ask questions in order to understand better
Reciprocal: teachers and children listen to each other, share ideas and consider alternative viewpoints;	Children paraphrase or reflect back each other's words
Supportive: children articulate their ideas freely, without fear of embarrassment;	Children are prepared to express uncertainty or tentativeness
	Children try to make their own point as clearly as possible
	Children explore differences of opinion
	Children give arguments to support their ideas

Dialogic classrooms are characterized by the following:

interactions which encourage pupils to think, and to think in different ways

questions which invite much more than simple recall

answers which are justified, followed up and built upon rather than merely received

feedback which informs and leads thinking forward as well as encourages

contributions which are extended rather than fragmented

exchanges which chain together into coherent and deepening lines of enquiry

discussion and argumentation which probe and challenge rather than unquestioningly accept

professional engagement with subject matter which liberates classroom discourse from the safe and conventional

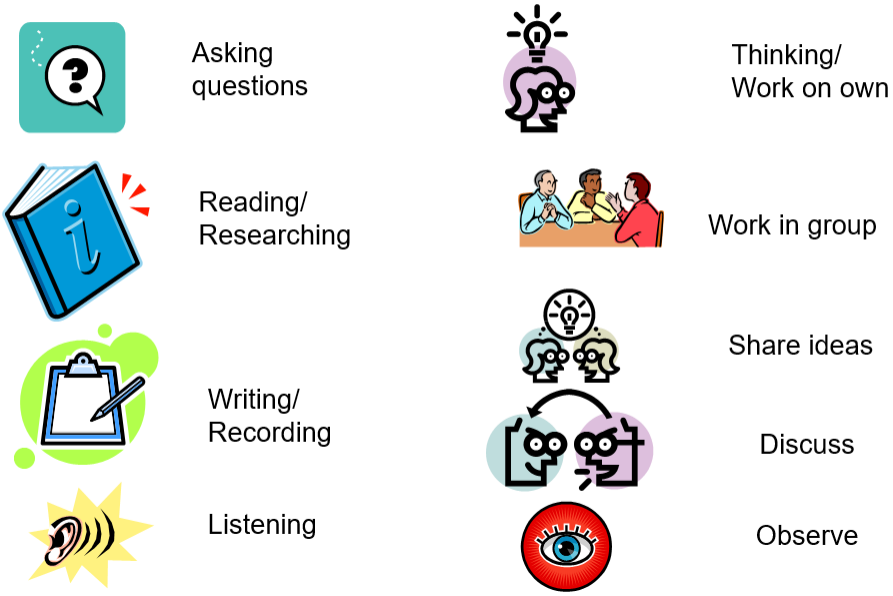
classroom organisation, climate and relationships which make all this possible.

What will your classroom be like?

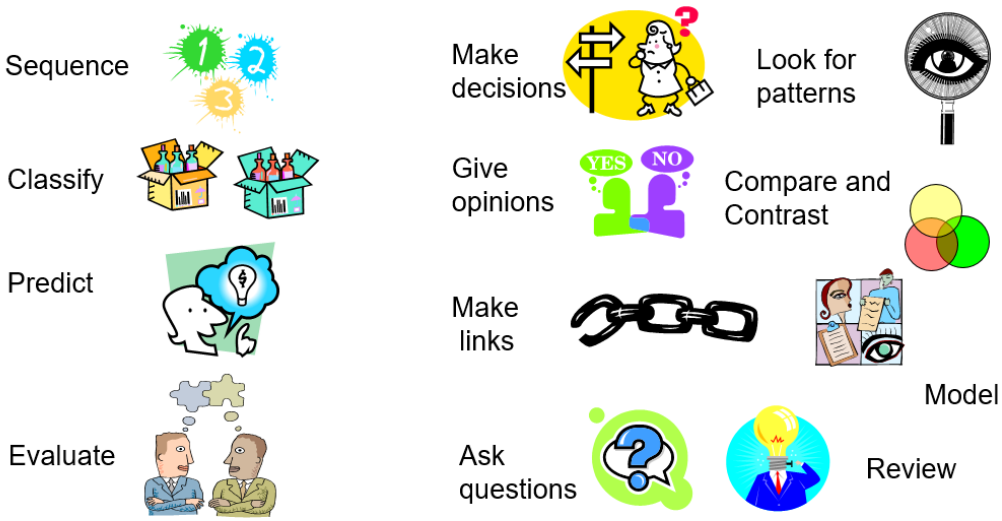
Activities that foster dialogic learning

Here are some ideas for activities that are likely to promote good dialogic interactions between you and your pupils, and between pupils.

The language of learning



The language of thinking



Activities to develop listening skills

Backs to the board

The class sends a pupil to sit at the front of the class with his or her back to the board. The teacher writes a word on the board which everyone except the pupil with his/her back to the board can see. The class must then define the word, describe it, give examples of what it is – without saying the actual word itself and the pupil with his/her back to the board must guess it. E.g.

The teacher writes the word ***concrete*** *on the board. Pupils may say things like:*

It's something you build houses with.
It's made with sand.
It dries quickly.
It's usually grey.
You can shape it easily …

Younger pupils could mime the clues!

Word thieves

The teacher chooses a fairly long passage on a particular topic – e.g. transport. The teacher explains that the pupils have to 'steal' words from the passage by hearing and writing down all the vocabulary related to the topic. The teacher only reads the passage aloud once so pupils have only one chance to 'catch' them. In pairs, the pupils then compare their lists of 'stolen' words and add words from each other's lists. The teacher then hands out the text and pupils find the rest of the words they missed.

Younger pupils should work on this in pairs. They probably need a word/picture bank from which to choose their answers.

Word seeds

The teacher dictates a list of about fifteen to twenty words and the pupils write them down. In pairs or groups the pupils then have to use all the words, in exactly the same order that they were dictated in, to orally create and tell a story. When they are ready, groups or pairs tell their stories to the rest of the class. Later, they can write up their stories.

Pupils need to be able to write quite quickly so this is probably only suitable for older pupils, unless you can think of a way of adapting it. This could be used to assess speaking skills

Find someone who...

The teacher gives pupils a worksheet or puts the 'Find someone who…' table on the board for pupils to copy. The teacher runs through the cues, checking pupils understand all the vocabulary. As a whole class or in pairs, pupils practise making yes/no questions out of the cues e.g. *Can you swim? Can you play the guitar?* When the pupils can formulate the questions with ease, the teacher tells them to stand up and move about the room, asking each other the questions. As soon as pupils find someone who says 'yes' to one of the questions, they write down their name in the 'name' column. Pupils must answer truthfully and they cannot fill in someone's name more than once. The first one with a different name filled in for each activity is the winner.

Find someone who can …	Name
… swim	
… play the guitar	*Jo*
… cook	
… dance well	*Charlie*

During feedback or as a follow up task the teacher can get pupils to tell each other what they have found out or write sentences using the information they have gathered e.g. *Jo can play the guitar. Charlie can dance well.*

This is an activity pupils really enjoy and it can be adapted for use in different ways.

Chain game

The teacher puts the pupils into large groups and gets them to sit in a circle. The teacher gives the pupils a 'starter' sentence. The first pupil in every group starts the chain by repeating the teacher's sentence and adding another. For example, if the aim is to practise simple past irregular verbs in statements, the teacher starts the chain off with, 'Yesterday I didn't go to school.' and the first pupil in the circle repeats it and adds to it. The second pupil in the circle repeats what the teacher and the first pupil have said and then adds to it, and so it goes on around the circle, building up a long chain of events that everyone has to remember. E.g.

Teacher: Yesterday I didn't go to school.

Pupil 1: Yesterday I didn't go to school. I slept in.

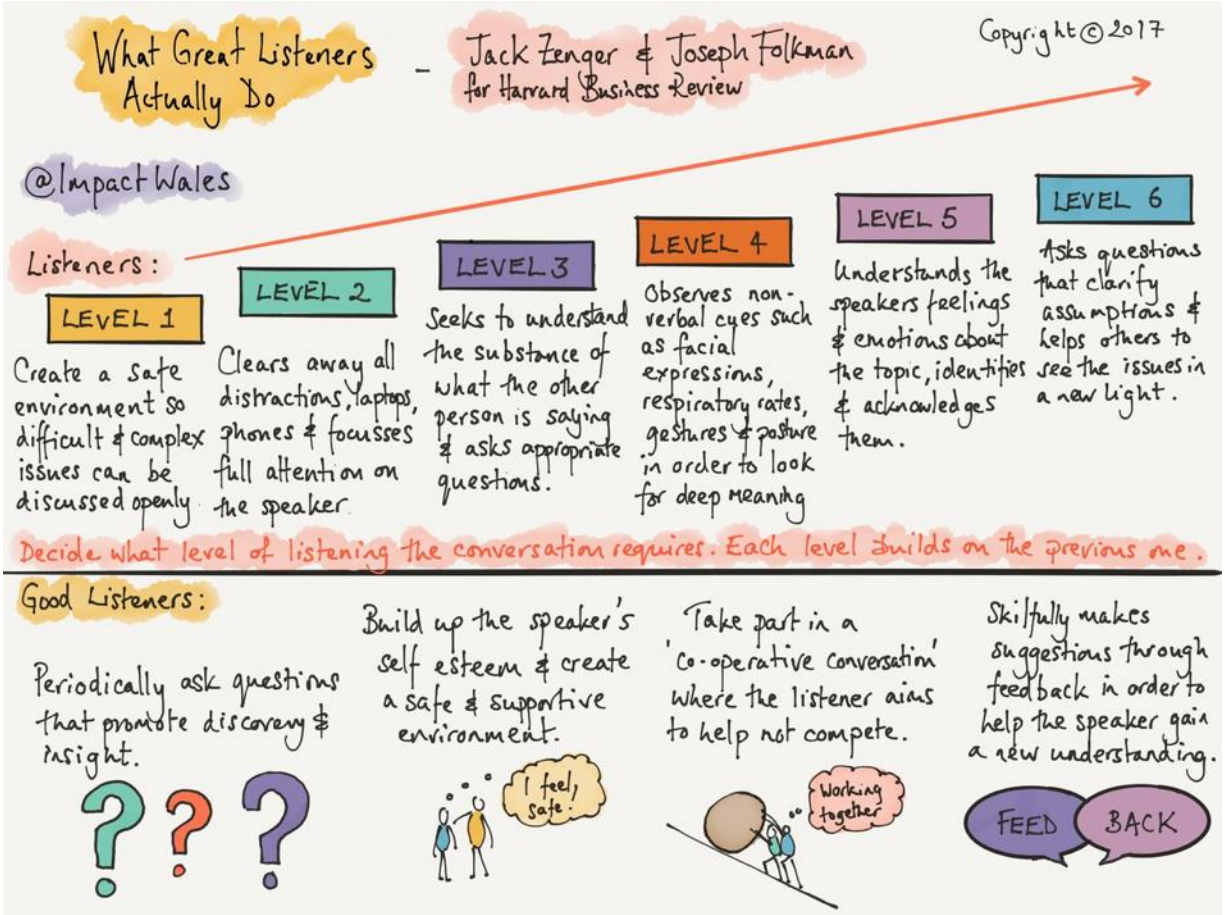
Pupil 2: Yesterday didn't go to school. I slept in. I had breakfast at 10 o'clock.

Pupil 3: Yesterday didn't go to school. I slept in. I had breakfast at 10 o'clock. Then I went to my friend's house.

This is a very simple game and particularly good for younger pupils as it helps them develop their memories.

What great listeners do

What can you do to encourage these things in the classroom?



Activities to develop speaking skills

Brainstorming

The teacher gets the pupils to discuss and write down their ideas about a certain topic or situation. The teacher gives them a couple of examples to get them going. Pupils get into groups. If the product of the brainstorm is to be written down, a secretary is appointed and pupils dictate their ideas to him/her. Pupils make a poster or the teacher finds some other way of getting them to showcase their ideas in an *exhibition* or feedback session. This gives pupils an opportunity to share and compare ideas, examine, correct or admire the work of other groups.

This can be used with pupils of all ages although it is probably more suitable for older pupils. With younger pupils you have to act as the scribe. This can be used as a way of assessing how much the pupils have learnt.

Interview or Questionnaire

In pairs, pupils interview each other on a topic given by the teacher. They fill in a form or write their partner's answers in their books. The pupils make up their own questions to ask, but this can be more or less controlled depending on how the questionnaire is designed and the ability of the pupils. Pupils only write notes, not full answers in the questionnaire so that the emphasis is on speaking, not writing. Writing can be included as a second stage of production: pupils collate and write up the information gathered as a paragraph. Instead of writing, this summing up could also be done as further speaking to practise pupils' presentation and feedback skills.

Again, probably only really suitable for older pupils.

True or false

Pupils listen to or read part of a text for themselves. The teacher then presents the pupils with a set of cards (one per group) on which statements are written. The statements should relate to the text but only about half of them should be true, the other should be untrue (false). The pupils then have to sort the cards into true or false piles. This activity not only lets them consolidate their understanding of the text but they should also discuss the cards with each other and practise their speaking and listening skills.

For older pupils a “doesn’t say” pile could be added.

Problem solving

The teacher puts pupils in small groups and gives them a problem to solve or a set of choices they have to make based on the topic of the lesson. Pupils discuss in order to select, rank, plan, persuade etc. They have to work collaboratively and come up with a team decision, not an individual one. If two groups who have arrived at two different conclusions are then put together and instructed to come up with a second, collective decision, they have to justify their opinions and re-negotiate their choices.

Lost in the desert

While you are driving alone through the desert, your vehicle breaks down. It's almost dark and you can't fix it. Just in front of you is a sign. You read it and find out that the road you are on is closed to traffic. You realize there is little chance of anyone driving by to help you. You have no battery power left on your mobile phone. Your best solution is to walk back to a small service station you remember passing about an hour ago. You have been driving at about eighty kilometers an hour. It's June so the sun is too hot to travel by day. You will have to travel by night. In your vehicle you have the following things. You can only take a few of them with you. What would they be?

a roll of toilet paper	a picnic set	a dozen eggs
a box of powdered milk	a canteen of water	a sleeping bag
a box of matches	a dozen flares	a portable radio
a wool blanket	a can of LP gas	a fist aid kit
a large utility knife	insect repellent	sunscreen
a tent	a flare gun	a flashlight
a flask of hot coffee	a camping stove	a compass
some fresh vegetables	a beach umbrella	some fresh fruit
ten cans of tuna	a can opener	a map

Pupils love this type of activity. It can be adapted to all types of target language.

Role-play

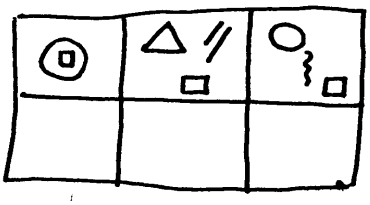
Pupils are given role cards which describe the character or role they have to assume, details of a situation they have to act out or a problem the character they are playing has to discuss and solve. Usually role cards are in pairs. If there are several roles involved, then the role play becomes extended and is often called a *simulation*. Pupils prepare their roles, practising with others who have the same role as they do. Then they rehearse and act out the scene or dialogue with their opposite role. Sometimes they perform it for other pairs, groups or the whole class. For the teacher to manage a role play successfully, s/he must think carefully about the preparation stages and get pupils to brainstorm, plan and rehearse what they will say *before* the role play is performed with others. The role play must be designed in such a way that the pupils can't avoid using the target item!

House owner
Your house has been burgled. You have lost all your valuables. You have no receipts or proof of the value of the house contents. You have to get a police report in order to make an insurance claim. Prepare a list of lost valuables and your estimate of their value. Prepare, in detail, the story of how you discovered you had been burgled. Use these questions to help you: Where were you when the house was burgled? What time do you think it happened? How did the thieves get in? What did the house look like after the burglary? How did you feel? What did you lose? Who do you think did it? What do you want the police to do now?
Policeman
A house has been burgled. You have to go and interview the house owner to find out exactly what happened. Many people in this neighbourhood make false claims to get the insurance money. You must be sure the house owner is telling the truth. 1. Prepare a list of questions to find out from the house owner. - when/where/how the burglary took place - what was stolen and what was the value of the items - why the house owner didn't stop the burglars. 2. Interview the house owner and question him/her closely so that you get the truth. 3. Write up the report after the interview.

This one looks a bit complicated, and it can be for older pupils. Nevertheless, it is a technique that younger pupils can use without you having to do too much preparation. It can be a lot simpler than this example.

Information Gap

Pupils work in pairs. Each pupil has information (a picture, a text, a story, a worksheet) which is different from their partner's. Pupils do not show their partner the differences or they are seated in such a way that they cannot see each other's papers. This creates an information gap between the two and provides them with a purpose for talking. Pupils can only complete the task by asking and answering.



A: There's a circle.
B: Where is it?
C: In the middle.

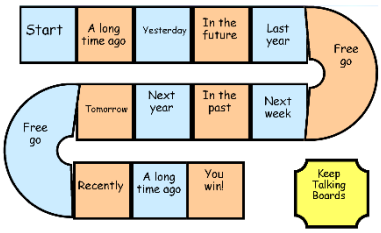
Pupils fold a piece of paper in half. In the top half they draw a picture or series of pictures. In the bottom half they will draw their partner's picture (s). The picture has to contain some of the vocabulary items or language structures from the lesson. Pupils sit back to back. Pupil A describes his/her picture and pupil B draws it and asks clarifying questions. Then they swap roles: Pupil B describes and Pupil A draws and asks. Feedback is done by getting pupils to compare the original picture with the dictated picture. Pairs evaluate whose copy is the most accurate. A text written twice with different gaps can also be used.

Don't be put you off if this sounds a bit complicated – this is a great technique that can be lots of fun too. It does take quite a bit of preparation though if you are going to use text.

'Keep Talking' board games

This type of fluency game is usually a topic-based board game which keeps pupils talking as long as possible. The teacher puts pupils into groups of four or five, gives them a dice and the game board, which is usually prepared in advance. The squares on the board can be pictures instead of word cues. Pupils throw the dice, move their counter the appropriate number of spaces on the board and then talk about the topic in the square they have landed on. The teacher can include rules such as, 'You have to talk about the topic you land on for at least one minute.' or, 'After talking about the topic, each member of the group must ask you a relevant question.' These rules get pupils to keep talking longer.

This is a good one for the end of an unit of work when the pupils should have learnt a lot of new vocabulary



Activities to develop oracy skills

If I ruled the world

Learning Objectives

- To help improve general communication skills
- To help improve confidence
- To encourage quick thinking skills
- To encourage listening skills
- To improve memory skills

Activity

'If I ruled the world' is a quick game and a useful starting point. Form a circle and explain the game. This is a good game to use at the first meeting of a debating society, as it helps people learn each other's names, while the skills taught in the game are helpful for good debate.

The first person in the circle announces their name and has to make a statement about what they would do if they ruled the world. For example:

Person A - 'My name's Bob and if I ruled the world, I would give everyone cake.'

The second person then has to say:

Person B – 'His name's Bob and if he ruled the world he would give everyone cake. My name is Amy and if I ruled the world I would eliminate world poverty.'

The third person then has to say:

Person B – 'His name's Bob and if he ruled the world he would give everyone cake. Her name is Amy and if she ruled the world she would eliminate world poverty. My name's Omar and if I ruled the world I would make everyone wear blue hats'.
This continues round the circle. If the circle is large, you can start the game again half-way round the circle so not to put too much pressure on the pupils at the far end of the circle.

I couldn't disagree more

Learning Objectives

- To help improve general communication skills
- To help improve confidence
- To encourage quick thinking skills
- To encourage listening skills
- To encourage & improve rebuttal skills

Activity

'I Couldn't Disagree More' is a useful and quick game that can help students practice rebuttal techniques and helps develop the ability to deal with points of information.

One pupil makes a statement (this statement could be serious, silly, topical, controversial or obvious). The next person has to reply to the statement by saying 'I couldn't disagree more' and then give a reason why.

Here's an example:

Pupil A – ''I believe that politics is a waste of time''

Pupil B – ''I couldn't disagree more. Politics is incredibly important as politicians make decisions that affect every aspect of our lives'

Now it is Pupil B's turn to make a statement:

Pupil B – 'I believe that we should introduce road pricing in the UK'

Pupil C – 'I couldn't disagree more. In early 2007, over 1.8m people in the UK signed a petition saying that they didn't want it.

As a classroom activity, this game can be modified so statements have to be about a certain topic area for example *'The Environment'*.

The point of information game

Learning Objectives:

- To encourage pupils to question a point of view
- To help improve general communication skills
- To help pupils handle objections
- To encourage quick thinking skills
- To encourage & improve rebuttal skills
- To encourage listening skills

Activity

'The Point of Information Game' is devilishly simple but very effective. To begin with, the teacher should explain the game to the class.

The activity is – that the speaker (the first time the speaker will be the teacher) will speak on a controversial topic. The speaker has to defend the controversial topic by giving reasons and examples and the rest of the class have to offer points of information. They do this by standing up and saying 'Point of Information'. The speaker either accepts the Point of Information by pointing at the person and saying 'Yes' or declines the point by saying 'No thank you'.

If the speaker says 'Yes' the questioner must offer a point of information. When the point has been given, the speaker must answer that point of information whilst continuing their speech. A time limit should be set and that should be between 1 and 2 minutes.

After the teacher has shown the class how the game is played they can ask for volunteers to be the speaker.

An example of a good controversial topic to start with is 'I believe that children should be seen and not heard'.

This game encourages pupils to question points of view but also offers an outlet to pupils who may find debating or public speaking difficult as they can be involved in the game by offering short points of information. This is a good way to start pupils speaking in public and to help them build confidence.

Balloon debate

Learning Objectives

- To encourage pupils to question a point of view
- To help improve general communication skills
- To help pupils handle objections
- To encourage quick thinking skills
- To encourage rebuttal skills
- To encourage listening skills

Balloon debates are a fun way to introduce debating to a class or to a debating society and can be used as a platform for a wider discussion in class.

Activity

Pick five or six people each of whom chooses a historical or famous person to impersonate. Alternatively, the teacher can allocate the speaker a historical or famous person. Ask them all to imagine that they are together in a hot air balloon that is rapidly falling. One person must be thrown overboard in order to save the others, but who will it be? Each participant must make a speech saying why they should be allowed to stay in the balloon. The rest of the class votes, and the loser is disqualified from the rest of the debate. This continues, until only one pupil is left in the balloon.

Wider Class Discussion & Participation

The other pupils will need to listen carefully to the arguments so that they can vote on who gets thrown out of the balloon! Ask the class why they made the decision they came to. A discussion can take place about whether they voted someone off because of the arguments the speaker made or because of preconceived ideas.

Possible Famous People
The President of the USA
The Pope
A Famous Film or Pop Star
A Footballer
A Doctor
A Teacher

Teachers can think up their own examples or ask the pupils to suggest people.

Alley debates

Learning Objectives

-
- To encourage quick thinking skills
- To encourage rebuttal skills
- To encourage listening skills

Alley Debates are a fun and quick way to introduce debating to a class or to a debating society. They emphasize quick thinking and rebuttal skills.

Activity

Divide the class into two groups and form two lines a few yards apart facing each other. Set a motion for the Alley Debate – these can be fun or serious.

An Alley Debate should be an 'either/or' motion along the lines of 'Should I buy Fair Trade goods?' Assign one side of the topic to one line and the other side of the topic to the other line.

The teacher then stands halfway between the two lines. They should turn to the first speaker who is in favour of the motion and ask for a reason why they should buy fair trade goods. If the point is convincing the teacher should take a step towards that side. If the teacher is not convinced, stay in the middle.

Then ask the first speaker in the other line why you should not buy fair trade goods and repeat the process. The teacher should work their way down the lines until they reach the final speaker.

Possible Alley Debate Topics

Should I buy fair trade goods or not?
Should people become vegetarian?
Should we stop taking flights to help save the environment?

Teachers can think up their own topics, or encourage pupils to think up their own! The topics can be quite simplistic for younger or inexperienced pupils or can be quite advanced for older or experienced pupils.

Complete the sentence

Learning Objectives

- To encourage quick thinking skills
- To encourage critical thinking skills
- To encourage rebuttal skills
- To encourage listening skills
- To encourage an expression of views and debate on issues and current affairs

Activity

This activity involves promoting discussion about major issues. To start, the teacher should write a number of statements on a blackboard/flip chart (leaving some room between each statements).

Example Statements

- The best way to fight global warming is…
- People commit crimes because…
- Giving aid to developing countries is good because…
- Young people feel powerless because…
- The best way to alleviate poverty is…
- Freedom of speech is important but…

Following this, the teacher should read a statement and ask the class to fill in the remainder of the sentence. Pupils should contribute ideas and the teacher should note the ideas. Once one pupil has offered an idea, ask if any other pupils have a view on the matter.

This can be used as a brief game at the start of a class or society meeting to get pupils thinking about major issues or can be used to stimulate discussion about current affairs. It is important to remember that there are no right or wrong answers: encouraging pupils to express an opinion and encouraging discussion is the most important thing.

The above are just examples. Teachers can use their own examples or ask the pupils to come up with their own statements.

Just a minute

Learning Objectives

- To encourage quick thinking skills
- To encourage memory skills
- To improve vocabulary and word usage
- To encourage listening skills
- To encourage peer assessment

Resources

- Stopwatch or timing device
- A bell

Activity

Decide a topic that pupils can speak on without needing to prepare for. This topic can either be set by the teacher or through discussion with the class.

When a topic has been decided, the teacher should ask for volunteers to speak. Explain that the minute begins as soon as the first speaker starts.

If the first speaker hesitates, repeats words or talks about something unrelated to the topic they can be challenged by one of the other pupils. To challenge, they should raise their hand and the speaker must stop as will the stopwatch.

The pupil who has raised their hand will be asked to explain their objection. If the challenge is agreed they then will take over from the speaker (or can nominate another speaker) and the stopwatch will start again. The student speaking when one minute is reached the winner!

True or false

Learning Objectives

- To help improve lateral thinking skills
- To help improve rebuttal skills
- To encourage quick thinking skills
- To encourage memory skills
- To improve vocabulary and word usage
- To encourage listening skills
- To encourage peer assessment

Activity

The teacher starts by saying that an absolute moral position, for example 'killing is wrong', is always true. The teacher should then ask the class to each think of as many cases where the statement is false, and to make their own lists. So, examples where the statement 'killing is wrong' might include sick animals being put to sleep, killing in self-defence, and so on.

The teacher should then go around the group asking for one example from each student; if a student gives an example that has already been mentioned, they have one minute to think of another. If the student fails to think of a new example, they are out of the game. The teacher keeps asking each student in turn until only one student has examples left on their list.

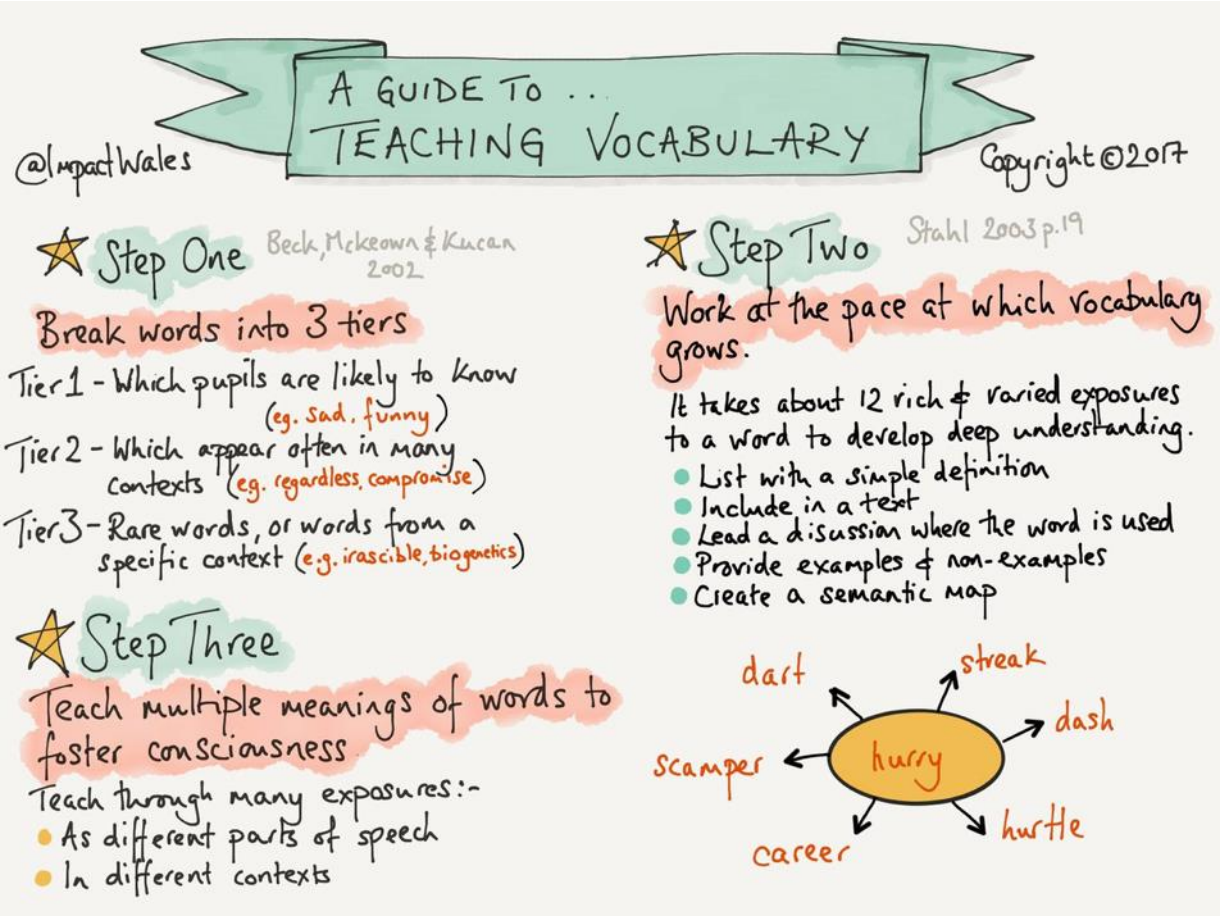
Keeping discussions flowing

Here are some suggestions about how you can keep pupils talking.

	Purpose	To Do This	Examples
ENCOURAGING	To convey interest and encourage the other person to keep talking	Don't agree or disagree; use neutral words; use varying voice intonations	"Can you tell me more...?" "There's a great story in there somewhere...I'd love to hear it."
CLARIFYING	To help you clarify what is said and to get more information	Ask questions; restate wrong interpretation to force speaker to explain further	"Are you saying...?" "Please tell me more about that." "What does that look like?"
RESTATING	To show you are listening and understanding what is being said. To check your meaning and interpretation	Restate basic ideas and facts	"I thought I heard you say..." "We may need to check this out further." "So would like to know more about hedge funds. Is that right?"
REFLECTING verbal	To show you that you understand how the other person feels	Reflect the speaker's basic feelings	"You seem quite passionate about this idea." "This is exciting for you, isn't it?"
SUMMARIZING	To review progress; To pull important ideas, facts and feelings together; To establish a basis for further discussion	Restate major ideas expressed including feelings	"These seem to be the key ideas you've expressed..." "What I hear you saying is..." " Is it about...?" "Let me make sure I understand you..."
VALIDATING	To acknowledge the worthiness of the other person	Acknowledge the value of their issues and feelings. Show appreciation for their efforts and actions.	"We appreciate your willingness to delve into this difficult issue." "I recognize the commitment you've made to this effort." "I think I understand why you'd be confused by that."
BUILDING Avoid doing this too early in the conversation	To help build and continue the discussion. To offer other opinions.	Ask questions; offer ideas or suggestions	"Have you considered..."
REFLECTING non-verbal	To convey and clarify the speaker's non-verbal message	Verbalize the speaker's body language and/or facial expressions	"I've been noticing that when you talk about your portfolio you get a little tense. That makes me wonder if there is something in there that might be causing you concern."

Developing vocabulary

You need to think about how to develop pupils' vocabulary too.

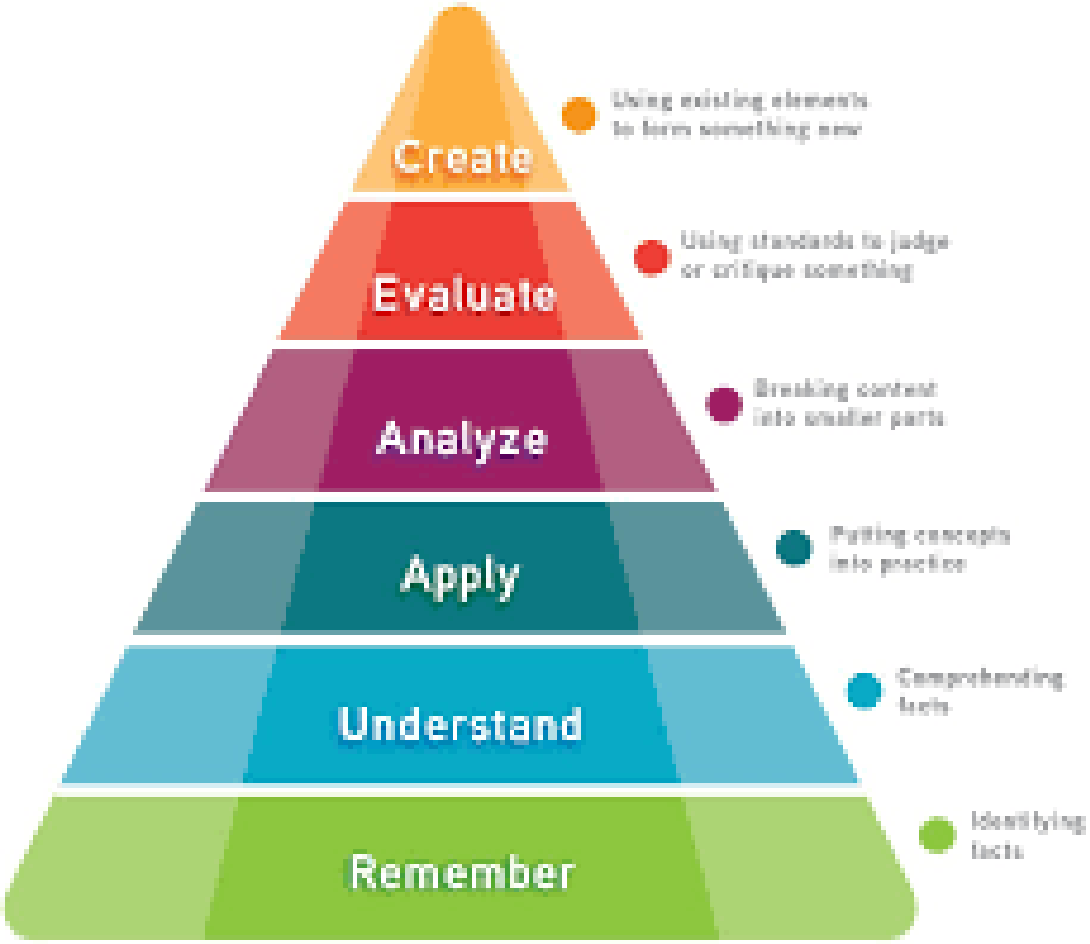


References

Appendices

Appendix 1

The Barrett Taxonomy



Appendix 2 – Curriculum documents

Language, Literacy and Communication Skills

Strand: Oracy

Foundation Phase pedagogy

Children should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- tasks and challenges that encourage problem solving and discussion.

Range of experiences

Children should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- communicate in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Children can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that has been extended from the LNF or that is a specific Language, Literacy and Communication Skills Area of Learning skill will appear as bold. These skills are further identified by the following icons.

Extended skill p **Area of Learning skill** v When combined with the LNF statements, these skills form the Foundation Phase Language, Literacy and Communication Skills Area of Learning.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

Language, Literacy and Communication Skills

Strand: Oracy

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Speaking	express some enjoyment or interest	express what they like and dislike	express an opinion on familiar subjects	express opinions, giving reasons, and provide appropriate answers to questions
		talk about, in simple terms, drawings, models and actions	**talk about things they have made or done, adding some description** ❖	talk about things they have made or done, explaining the process	**talk in detail about things they have made or done, explaining the process** ❖
		retell, in simple terms, an event or experience	talk about things from their experience and share information	include some detail and some relevant vocabulary to extend their ideas or accounts	extend their ideas or accounts by sequencing what they say and including relevant details
		use sentences with five or more words with some grammatical immaturities, *e.g. leaving out some link words* ❖	use words, phrases and simple sentences	**build on previous experience, making themselves clear by:** **– organising what they say** **– choosing words deliberately** ❖	**build on previous experience, speaking confidently and making themselves clear by:** **– organising what they say** **– choosing words deliberately** **– including relevant detail** ❖
		use newly learned vocabulary in and through play activities ❖	**use appropriate, increasing vocabulary in and through play activities** ❖	**use an increasing range of appropriate vocabulary in play and structured activities** ❖	**use a growing range of appropriate vocabulary in play and structured activities and formal situations, using variety in tone to add interest** ❖
		speak clearly enough to be understood by adults and peers	speak audibly	speak audibly, conveying meaning to listeners beyond their friendship group	speak clearly to a range of audiences
		imitate real-life and make believe experiences within role play	contribute to role-play activities using relevant language	adopt a role using appropriate language	adopt a specific role, using appropriate language in structured situations
		respond, in simple terms, to drama they have watched and other creative stimuli ❖	**respond with some detail to drama they have watched and other creative stimuli** ❖	**respond with increasing detail to drama and other creative stimuli** ❖	**respond to and give opinion on drama as well as a wider range of stimuli** ❖

Language, Literacy and Communication Skills

Strand: Oracy

Elements	Aspects	Nursery Children are able to:	Reception Children are able to:	Year 1 Children are able to:	Year 2 Children are able to:
Developing and presenting information and ideas	Speaking	**understand and use simple questions, *e.g. 'Why?', 'How?' and 'Can I?'*, to establish why things happen and to clarify understanding ❖**	**use a variety of questions, *e.g. 'Who?', 'What ?', 'Why?', 'When?' and 'How?'*, to establish why things happen and to clarify understanding ❖**	**use a variety of questions, *e.g. 'Who?', 'What ?', 'Why?', 'When?' and 'How?'*, for a variety of purposes and to clarify understanding ❖**	**prepare and ask a variety of questions, *e.g. 'Who?', 'What ?', 'Why?', 'When?' and 'How?'*, for a variety of purposes and to clarify understanding ❖**
		engage in sound and word play ❖	**show an awareness of alliteration and rhyme ❖**	**use alliteration and rhyme ❖**	**use alliteration and rhyme in a range of contexts ❖**
		recognise rhythm and rhyme in spoken words and join in with rhythmic activities ❖	**recognise rhythm in spoken words and continue a rhyming string ❖**	**use rhythm and rhyme to create simple chants, rhymes and poems ❖**	**use rhythm and rhyme to create more detailed chants, rhymes and poems ❖**
		use talk in symbolic play ❖	**use talk to create a storyline in symbolic/imaginative play ❖**		
		Welsh-medium statement: show awareness that some sounds change at the beginning of words through nursery rhymes and songs	Welsh-medium statement: show awareness that some sounds change at the beginning of words, *e.g. dau gi, y gath*	Welsh-medium statement: show awareness that some sounds change at the beginning of words, *e.g. y ferch*	Welsh-medium statement: use some mutations that have been practised orally, *e.g. y bêl, fy mag, i'r dref*
	Listening	listen and respond with growing attention and concentration	show that they have listened to others, *e.g. by drawing a picture*	listen to others, with growing attention, usually responding appropriately, *e.g. carrying out instructions*	listen to others with concentration, understanding the main points and asking for clarification if needed
		listen to and carry out a two step instruction ❖	**listen to and carry out a three step instruction ❖**	**listen to and carry out increasingly complex instructions ❖**	
		hear and discriminate general, environmental sounds and speech sounds ❖	**isolate and identify initial sounds in spoken word ❖**	**isolate and identify medial vowels and final sounds in spoken words ❖**	
				orally blend and segment words ❖	**orally blend and segment polysyllabic words ❖**

Language, Literacy and Communication Skills

Strand: Oracy

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Developing and presenting information and ideas	Listening	**follow simple action words, *e.g. through games and songs*** ✧	**follow action words/commands** ✧	**follow more complex action commands** ✧	**follow and create their own action commands** ✧
		listen and join in with songs, rhymes and stories	join in, repeat or memorise rhymes, songs and stories with some support	join in, repeat or memorise rhymes, songs, **poems and stories** ▲	**join in with, repeat or memorise a range of stimuli including rhymes, songs and poems, including nonsense verse** ✧
		in simple terms, retell a story or information that they have heard	**in simple terms, retell narratives or information that they have heard** ✧	retell narratives or information that they have heard **using simple connectives** ▲	retell narratives or information that they have heard, sequencing events correctly
		show understanding of basic concepts such as in, on, big, little, wet, dry, hot and cold ✧	**show understanding of basic concepts to include over, under, behind** ✧	**show understanding of basic concepts including through, over** ✧	**demonstrate an understanding of prepositions within their play and structured activities** ✧
		answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events ✧	**answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events** ✧	**answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events** ✧	**answer more complex questions relating to own experiences, stories or events** ✧
		ask an appropriate question about something that has been said	ask questions about something that has been said	show understanding of what they have heard by asking questions to find out more information	show understanding of what they have heard by asking relevant questions to find out specific information
		Welsh-medium statement: imitate and use answers to questions using the correct formats ✧	**Welsh-medium statement: begin to answer questions by using the correct formats, *e.g. Ydw? Ydy/Nac ydy*** ✧	Welsh-medium statement: answer questions usually using the correct formats, *e.g. Oes? Oes/Nac oes*	Welsh-medium statement: answer questions by using the correct formats, *e.g. Ydy? Ydy/Nac ydy*

Language, Literacy and Communication Skills

Strand: Oracy

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	**Children are able to:**	**Children are able to:**	**Children are able to:**
Developing and presenting information and ideas	Collaboration and discussion	participate in discussions with other children and/or adults	exchange ideas in one-to-one and small group discussions, *e.g.* with friends	contribute to conversations and respond to others, taking turns when prompted	contribute to discussion, keeping a focus on the topic and taking turns to speak
		take part in activities alongside others.	take part in activities alongside others, with some interaction.	take part in activities with others and talk about what they are doing	share activities and information to complete a task
				intentionally use some non-verbal cues such as facial expressions and gestures. ✧	**interpret, respond to and use non-verbal cues such as facial expressions and gestures.** ✧

Key Stage 2 English Programme of Study

Strand: Oracy

Range of experiences

Learners should be given opportunities to:

- orally rehearse for writing
- respond orally to continuous and non-continuous texts
- see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard
- increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages
- respond orally to a variety of stimuli and ideas, including written and dynamic texts, *e.g. paintings, music, film, still and moving images*
- communicate for a range of purposes, *e.g. recount and present information, instruct, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
- present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of communication, *e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions*
- speak clearly, using intonation and emphasis appropriately, *e.g. recitation, oral storytelling*
- use appropriate vocabulary suitable for the situation or purpose
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that is a specific English Programme of Study skill will appear as bold. These skills are further identified by the following icon.

Programme of study skill V When combined with the LNF statements, these skills form the Key Stage 2 English Programme of Study.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

Key Stage 2 English Programme of Study

Strand: Oracy

Elements	Aspects	Year 3 Learners are able to:	Year 4 Learners are able to:	Year 5 Learners are able to:	Year 6 Learners are able to:
Developing and presenting information and ideas	**Speaking**	explain information and ideas using relevant vocabulary	explain information and ideas using supportive resources, *e.g. on-screen and web-based materials*	explain information and ideas, exploring and using ways to be convincing, *e.g. use of vocabulary, gesture, visual aids*	express issues and ideas clearly, using specialist vocabulary and examples
		organise what they say so that listeners can understand, *e.g. emphasising key points, sequencing an explanation*	organise talk so that different audiences can follow what is being said, *e.g. giving background information, providing a brief summary of main points*	speak clearly, using formal language and projecting voice effectively to a large audience, *e.g. event for parents/carers, presentation to visitors*	
		speak clearly varying expression to help listeners	adapt talk, showing understanding of the differences between informal talk with friends and more extended talk with a wider group		speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested
		use language appropriate to more formal situations, *e.g. during an assembly, talking to a visitor*			
		begin to develop their understanding of when it is appropriate to use standard English and begin to use formal and informal language ❖	**develop their understanding of when it is appropriate to use standard English and use formal and informal language ❖**	**understand when it is appropriate to use standard English and use formal and informal language ❖**	**extend their understanding of the use of standard English and their ability to recognise and use formal and informal language appropriately ❖**
		develop their ability to use a range of syntax structures in terms of vocabulary and terminology in their talk ❖	**use a range of syntax structures, vocabulary and terminology in their talk ❖**	**develop their ability to use a wide range of syntax structures, vocabulary and terminology in their talk ❖**	**use a wide range of syntax structures, vocabulary and terminology in their talk with precision ❖**
		keep in role and support others in role play	explore different situations through role play	explore issues and themes through role play	explore challenging or contentious issues through sustained role play

6 of 41 Stage 2 English Programme of Study

Strand: Oracy

Elements	Aspects	Year 3	Year 4	Year 5	Year 6
		Learners are able to:	**Learners are able to:**	**Learners are able to:**	**Learners are able to:**
Developing and presenting information and ideas	**Listening**	listen carefully and make connections between what they are learning and what they already know	listen carefully to presentations and show understanding of main points	listen carefully to presentations using techniques to remember the main points, *e.g. making notes, summarising*	listen carefully to presentations and show understanding of the speakers' conclusions or opinions
		check understanding by asking relevant questions or making relevant comments	after listening, respond, giving views on what the speaker has said	listen to others, asking questions and responding to both the content and the speakers' viewpoints	respond to others with questions and comments which focus on reasons, implications and next steps
	Collaboration and discussion	contribute to group discussion, sharing ideas and information	contribute to group discussion and help everyone take part	contribute to group discussion, taking some responsibility for completing the task well, *e.g. introducing relevant ideas, summing up*	contribute purposefully to group discussion to achieve agreed outcomes
		express basic opinions about topics and written texts, *e.g. discuss topics that are within their scope of experience, discuss a character in a story* ✧	**express opinions about topics and written texts, *e.g. topics that affect their school, what they think about the ending of a story*** ✧	**express opinions about topics and written texts and include some supporting reasons** ✧	**express opinions clearly about topics and written texts and include supporting reasons** ✧
		use talk purposefully to complete a task in a group	help a group to reach agreement, *e.g. considering reasons or consequences, keeping focus on the topic*	build on and develop the ideas of others in group discussions, *e.g. by asking questions to explore further, offering more ideas*	follow up points in group discussions, showing agreement or disagreement giving reasons

Key Stage 2 English Programme of Study

Strand: Oracy

Range of experiences

Learners should be given opportunities to:

- orally rehearse for writing
- respond orally to continuous and non-continuous texts
- see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard
- increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages
- respond orally to a variety of stimuli and ideas, including written and dynamic texts, *e.g. paintings, music, film, still and moving images*
- communicate for a range of purposes, *e.g. recount and present information, instruct, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
- present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of communication, *e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions*
- speak clearly, using intonation and emphasis appropriately, *e.g. recitation, oral storytelling*
- use appropriate vocabulary suitable for the situation or purpose
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

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Programme of study skill V When combined with the LNF statements, these skills form the Key Stage 2 English Programme of Study.

N.B.

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Literacy – Oracy across the curriculum		Progression step 1	
Elements	**Aspects**	**Learners are able to:**	**Learners are able to:**
Developing and presenting information and ideas	**Speaking**	• express some enjoyment or interest • talk about, in simple terms, drawings, models and actions • retell, in simple terms, an event or experience • speak clearly enough to be understood by adults and peers • imitate real-life and make believe experiences within role play • Welsh-medium statement: show awareness that some sounds change at the beginning of words through nursery rhymes and songs	• express what they like and dislike • talk about things from their experience and share information • use words, phrases and simple sentences • speak audibly • contribute to role-play activities using relevant language • Welsh-medium statement: show awareness that some sounds change at the beginning of words, *e.g. dau gi, y gath*
	Listening	• listen and respond with growing attention and concentration • listen and join in with songs, rhymes and stories • in simple terms, retell a story or information that they have heard • ask an appropriate question about something that has been said	• show that they have listened to others, *e.g. by drawing a picture* • join in, repeat or memorise rhymes, songs and stories with some support • ask questions about something that has been said
	Collaboration and discussion	• participate in discussions with other children and/or adults • take part in activities alongside others.	• exchange ideas in one-to-one and small group discussions, *e.g. with friends* • take part in activities alongside others, with some interaction.

Literacy – Oracy across the curriculum		Progression step 2		
Elements	**Aspects**	**Learners are able to:**	**Learners are able to:**	**Learners are able to:**
Developing and presenting information and ideas	**Speaking**	• express an opinion on familiar subjects • talk about things they have made or done, explaining the process • include some detail and some relevant vocabulary to extend their ideas or accounts • speak audibly, conveying meaning to listeners beyond their friendship group • adopt a role using appropriate language • Welsh-medium statement: show awareness that some sounds change at the beginning of words, *e.g. y ferch*	• express opinions, giving reasons, and provide appropriate answers to questions • extend their ideas or accounts by sequencing what they say and including relevant details • speak clearly to a range of audiences • adopt a specific role, using appropriate language in structured situations • Welsh-medium statement: use some mutations that have been practised orally, *e.g. y bêl, fy mag, i'r dref*	• explain information and ideas using relevant vocabulary • organise what they say so that listeners can understand, *e.g. emphasising key points, sequencing an explanation* • speak clearly, varying expression to help listeners • use language appropriate to more formal situations, *e.g. during an assembly, talking to a visitor* • keep in role and support others in role play • Welsh-medium statement: use the most common mutations usually correctly, *e.g. ar ben*
	Listening	• listen to others, with growing attention, usually responding appropriately, *e.g. carrying out instructions* • join in, repeat or memorise a range of rhymes and songs • retell narratives or information that they have heard • show understanding of what they have heard by asking questions to find out more information • Welsh-medium statement: answer questions usually using the correct formats, *e.g. Oes? Oes/Nac oes*	• listen to others with concentration, understanding the main points and asking for clarification if needed • retell narratives or information that they have heard, sequencing events correctly • show understanding of what they have heard by asking relevant questions to find out specific information • Welsh-medium statement: answer questions by using the correct formats, *e.g. Ydy? Ydy/Nac ydy*	• listen carefully and make connections between what they are learning and what they already know • check understanding by asking relevant questions or making relevant comments
	Collaboration and discussion	• contribute to conversations and respond to others, taking turns when prompted • take part in activities with others and talk about what they are doing.	• contribute to discussion, keeping a focus on the topic and taking turns to speak • share activities and information to complete a task.	• contribute to group discussion, sharing ideas and information • use talk purposefully to complete a task in a group.

Literacy – Oracy across the curriculum		Progression step 3		
Elements	**Aspects**	**Learners are able to:**	**Learners are able to:**	**Learners are able to:**
Developing and presenting information and ideas	**Speaking**	• explain information and ideas using supportive resources, *e.g on-screen and web-based materials* • organise talk so that different audiences can follow what is being said, *e.g. giving background information, providing a brief summary of main points* • adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group • explore different situations through role play • Welsh-medium statement: use the most common mutations correctly, *e.g. fy nghalon*	• explain information and ideas, exploring and using ways to be convincing, *e.g. use of vocabulary, gesture, visual aids* • speak clearly, using formal language and projecting voice effectively to a large audience, *e.g. event for parents/carers, presentation to visitors* • explore issues and themes through role play • Welsh-medium statement: mutate correctly after most prepositions and pronouns, *e.g. am funud, dy fam*	• express issues and ideas clearly, using specialist vocabulary and examples • speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested • explore challenging or contentious issues through sustained role play • Welsh-medium statement: mutate correctly after prepositions and pronouns, becoming aware that not every letter follows the usual order, *e.g. y llinell*
	Listening	• listen carefully to presentations and show understanding of main points • after listening, respond, giving views on what the speaker has said	• listen carefully to presentations using techniques to remember the main points, *e.g. making notes, summarising* • listen to others, asking questions and responding to both the content and the speakers' viewpoints	• listen carefully to presentations and show understanding of the speakers' conclusions or opinions • respond to others with questions and comments which focus on reasons, implications and next steps
	Collaboration and discussion	• contribute to group discussion and help everyone take part • help a group to reach agreement, *e.g. considering reasons or consequences, keeping focus on the topic.*	• contribute to group discussion, taking some responsibility for completing the task well, *e.g. introducing relevant ideas, summing up* • build on and develop the ideas of others in group discussions, *e.g. by asking questions to explore further, offering more ideas.*	• contribute purposefully to group discussion to achieve agreed outcomes • follow up points in group discussions, showing agreement or disagreement giving reasons.

Literacy – Oracy across the curriculum		Progression step 4		
Elements	**Aspects**	**Learners are able to:**	**Learners are able to:**	**Learners are able to:**
Developing and presenting information and ideas	**Speaking**	• present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, *e.g. expression, tone of voice, volume* • respond to listeners' questions and comments constructively and in detail • argue a convincing case using subject knowledge effectively, *e.g. in role or debate* • Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context	• present topics and ideas coherently, using techniques effectively, *e.g. a clear structure, anecdote to illustrate, plausible conclusions* • respond to others' views positively and appropriately when challenged • defend a point of view with information and reasons, *e.g. in role or debate* • Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context	• present ideas and issues convincingly using a range of techniques for impact, *e.g. rhetorical questions, appeals to listeners, gestures* • respond to how listeners are reacting by adapting what they say and how they say it • sustain a convincing point of view, anticipating and responding to other perspectives, *e.g. in role or debate* • Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context
	Listening	• respond thoughtfully to others' ideas, asking pertinent questions • listen to explanations of processes, sequences or points of view and identify the main points in order	• respond positively and thoughtfully to new ideas and alternative points of view • listen to information and ideas (on-screen or live) and identify how evidence is used, *e.g. to defend a point of view,* or misused, *e.g. to mislead by exaggeration*	• consider the relevance and significance of information and ideas presented to them • listen to information and ideas and identify how they are presented to promote a particular viewpoint, *e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions*
	Collaboration and discussion	• make a range of contributions to discussions, *e.g. leading, encouraging and supporting others* • reach consensus and agree actions in groups, *e.g. agreeing a plan, weighing up reasons and evidence.*	• take a range of roles, *e.g. organising, initiating actions*, in more formal group contexts, *e.g. when working with unfamiliar peers or adults* • discuss opposing viewpoints and negotiate ways forward.	• take a range of roles in group discussion with greater autonomy, including in more formal situations, *e.g. chair, scribe* • recognise a range of options for action and reach agreement to achieve the aims of the group.

Literacy – Oracy across the curriculum		Progression step 5		Extension
Elements	**Aspects**	**Learners are able to:**	**Learners are able to:**	**Learners are able to:**
Developing and presenting information and ideas	**Speaking**	• present ideas and issues to meet the demands of different audiences • speak fluently, using a range of techniques, expressions and gestures • confidently use formal language in a range of contexts • respond to how listeners react, and adapt their use of language for different contexts and purposes • sustain a convincing point of view, anticipating and responding to other perspectives, *e.g. in role or debate* • confidently explore challenging or contentious issues through sustained role play • Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context	• present ideas and issues to meet the demands of different audiences • speak fluently and confidently, using a range of techniques, expressions and gestures • adapt their use of language for different purposes within a wide range of contexts • respond confidently to how listeners react, adapting their language in a wide range of contexts and for different purposes • speak from a range of convincing perspectives to meet the demands of different situations, contexts and purposes • confidently and consistently explore challenging or contentious issues through sustained role play • Welsh-medium statement: use a range of mutations (soft, nasal and aspirate mutations) correctly in context	• make a range of contributions to discussions in a wide range of contexts and in a range of formal and informal situations • listen to complex information, giving relevant, cogent and engaging responses • make effective presentations in a wide range of contexts, presenting complex information, ideas and views persuasively • independently fulfil the demands of a range of roles and move discussions forward skilfully • confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information and feelings in an engaging and creative manner.
	Listening	• respond to the ideas of others in thoughtful and considerate ways, seeking clarification through appropriate questioning • listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view	• respond with confidence and sensitivity to the ideas of others in different situations, reflecting on information and ideas and asking relevant questions • listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view	
	Collaboration and discussion	• adapt talk in a range of roles, including in more formal situations, contexts and purposes, *e.g. speaking to larger audiences in a formal debate* • use a range of options and strategies to enable the group to progress and reach agreement.	• adapt talk in a range of roles with increasing confidence, including in more challenging and formal situations, contexts and purposes, *e.g. presenting a pitch to an external/unfamiliar audience* • use a range of options and strategies to enable the group to progress and reach consensus.	