



Links to ESU Skillsets:

Reasoning & Evidence: Defends statements using clear, logical reasons

Listening & Response: Demonstrates attentive listening by engaging with the ideas of others

Learning objectives:

To experience and understand why oracy is such an important skill and what oracy is.

Opening discussion: (10 mins)

- Ask the students what they think oracy means.
- Think – Pair – Share: give them time to think, then talk to their neighbors before sharing with the class.
- Does the word remind them of anything?
- Reveal key phrases to support learners in arriving at a clear and accurate definition e.g. 'Winston Churchill is considered to have been a great orator'.
- Reveal ESU definition of oracy

Vocabulary: (5 mins)

- Students match the definitions with the words on the board and then thoughts are shared with the class.
- Reveal the correct answers.
- Discuss how these are linked to the new topic of oracy.

The ESU's four key skillsets: (10 mins)

- Use the PPT to reveal and explore the four key skillsets, explaining that over the course of the next term/year they will be learning about and developing each of these skillsets so that, by the end, everyone will be confident about speaking and expressing themselves clearly.
- Differentiate according to age and ability.

Video activity*: (15 mins)

- Instruct students to watch the video with oracy in mind (cut video 2 short when appropriate).
- Discuss what you've just seen and discuss links to the four skillsets.
- Ask: How did you feel during the speeches?
- Ask: What would have made their speeches be more/less effective?

Closing thoughts: (10 mins)

- Discuss why oracy is important now and in the future.
- Reveal prompts on PPT to aid discussion.

Plenary** (10 mins):

- High five plenary to share and consolidate learning.
- Begin in pairs and then open out to the class for idea sharing.

Key Vocabulary	
Vocabulary	Body language
Speaking	Argument
Opinion	Oracy
Reasoning	Evidence
Organisation	Prioritisation
Expression	Delivery
Listening	Response

Alternative activities
<p>* Role play: Teacher and teaching assistant model a 'discussion' where they are speaking over each other and/or where one is speaking very quietly etc. This can be repeated to illustrate - badly - the different elements of oracy and the effects when these are not well developed.</p> <p>** Mind-map: Pupils work in pairs to complete the oracy mind-map which allows them to demonstrate their depth of learning for each key element on the map.</p>

Evidence-based pedagogical approaches used in this lesson

- Retrieval Practice (Sweller; Ebbinghaus; Willingham)
- Metacognition (Perkins; EEF)
- Guide student practice (Rosenshine)

National Curriculum Links

Spoken language (Y1 to Y6)

- Articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Reading comprehension

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2)
- Identifying main ideas drawn from more than one paragraph and summarising these (Y3/4)
- Provide reasoned justifications for their views (Y5/6)

Lesson applications

PSHE: Friendship and positive relationships: Years 3 to 6. Use this lesson content to support pupils' understanding of the importance of careful listening and then clearly articulating our own views in response during discussions as an effective strategy in forming effective relationships.

History: Disciplinary knowledge (Communicating historically; Investigating and interpreting the past): Years 3 to 6. Use this lesson content to demonstrate the importance of being able to clearly articulate evidence to support the validity of particular historical sources and respond to the views of others in this regard.

World War 2: Years 5 and 6. Explore the importance of oracy to those leaders involved in WW2.



Links to ESU Skillsets:

Reasoning & Evidence: Defends statements using clear, logical reasons

Listening & Response: Demonstrates attentive listening by engaging with the ideas of others

Organisation & Prioritisation: Presents their reasons in a clear, well-structured manner

Learning objectives:

To understand that opinions need to be supported with reasons.

Opening discussion: (10 mins)

- Use the PPT to discuss the four skillsets in order.
- Go through the statements below and discuss which category they each belong to.
- Click on the statements to reveal the color, and therefore the correct category.

Introductions for the day: (13 mins)

- Go through the plan for the day.
- Introduce the idea of the balloon debate using the PPT for reference.
- Use the two characters to explain the importance of justifying opinions using 'because'... If you don't justify your opinions, how will others make an informed decision of who stays in the balloon?
- Finally, reveal the two characters presenting their full POINT and EXPLANATION.
- Has this new information provided clarity?

Point and Explanation explained: (12 mins)

- Go onto the next example, revealing the Point and Explanation on the screen with the new character.
- Check pupils have understood that a clear reason must be given for every point.
- If you have time, model one more example using another character e.g. a teacher.

Point and Explanation practiced: (15 mins)

- Now, divide the class into groups (or pairs).
- Assign or allow pupils to choose a character from the list provided (or other suitable alternatives).
- Support them in using the writing frame to create their relevant Point and Explanation.
- Invite students to take turns sharing their work with the class, asking the audience to provide constructive feedback.

Plenary – One minute reflection (10 mins)

- Talk through what the class has learnt today and link it to the Reasoning & Evidence skillset.
- Students then have one minute to write down everything they can about the importance of the skillset.

Key Vocabulary	
Headlines	Balloon Debate
Explanations	Summary
Persuasive	Reasoning

Differentiation/adaptive teaching
<ul style="list-style-type: none"> According to need, provide pupils with 'points' and 'explanations' to match to each speaker for the modelled balloon debate. Provide adult scaffolded support as required for individuals or small groups.

Evidence-based pedagogical approaches used in this lesson
<ul style="list-style-type: none"> Modelling (worked examples and backward fading) (Rosenshine; Willingham) Scaffolding (Rosenshine) Metacognitive talk

National Curriculum Links
<p>Spoken language (Y1 to Y6)</p> <ul style="list-style-type: none"> Articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
<p>Reading comprehension</p> <ul style="list-style-type: none"> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2) Identifying main ideas drawn from more than one paragraph and summarising these (Y3/4) Provide reasoned justifications for their views (Y5/6) Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Y5/6)

Lesson applications
<p>Use characters for the modelled balloon debate that will encourage pupils to retrieve prior learning and compare the strengths/achievements of characters from the same period of History or the same fictional tale etc. For example, characters from:</p> <p>Year 1: The Great Fire of London; Goldilocks Year 2: The Crimean War; the Tale of Peter Rabbit Year 3: Little Red Riding Hood; Roman era Year 4: Harry Potter; Victorian era; Viking era Year 5: Ancient Greece, 20th Century Year 6: WW2; Boy 87</p>



Links to ESU Skillsets:

Reasoning & Evidence: Defends statements using clear, logical reasons

Listening & Response: Demonstrates attentive listening by engaging with the ideas of others

Organisation & Prioritisation: Presents their reasons in a clear, well-structured manner

Expression & Delivery: Speaks with confidence, as indicated by voice, body language and the absence of a verbatim script (although notes for reference are encouraged)

Learning objectives:

To deepen understanding about the need for opinions to be supported with reasons and provide opportunities for pupils to present these orally.

Opening activity: (8 mins)

- Use the PPT to present three Point's and Explanations.
- Students must read them and rank them in order of efficacy.
- Open a class discussion as to why they have reached their conclusions.

Instructions for the day: (5 mins)

- Re-introduce the idea of the balloon debate.
- Go through the plan for the day.
- Recap with pupils - through discussion - why justifying points with an explanation is an important skill to develop good levels of oracy.

Balloon Debate Preparation: (17 mins)

- Separate the class into groups of four or five and arrange some chairs at the front of the room to represent the hot air balloon.
- Ask each group to nominate a representative who will go in the balloon. Each representative will take on a character. Teacher assigns a character to each. Chosen characters do not need to have a common theme, use the character sets provided or chose your own.
- Allow the groups 5-10 minutes to prepare three reasons why their representative should stay in the balloon, supporting them as they prepare using the PEE writing frame.

Balloon Debate in Practice: (20 mins)

- Each group representative will take their place in the 'balloon' and take it in turns to present their key reasons whilst the audience records opinions for each using the PEE writing frame.
- Allow the audience members to evaluate the reasons and vote on who should be thrown out of the balloon.
- Continue with rounds using the same process until you are left with a winner!
- Discuss, through questioning, key learning from this activity

Plenary – Choice Pairs (10 mins)

- Use the PPT to present a number of 'choice pairs' on the board.
- Each pair shows two items/activities e.g. 'football & basketball' or 'pizza & cake'.
- In pairs have pupils explain to their partners which they prefer, using the "I prefer XX. Why? Because..." structure.

Differentiation/adaptive teaching

- Balloon debate characters/concepts could be further developed to challenge more able learners more effectively.
- For example, through the use of an abstract noun such as love or hate, or a chemical element.

Key Vocabulary

Headlines	Balloon Debate
Explanations	Summary
Persuasive	Reasoning
Evaluate	Response

Evidence-based pedagogical approaches used in this lesson

- Scaffolding
- Retrieval
- Metacognitive Talk
- Questioning and feedback (William)

National Curriculum Links

Spoken language (Y1 to Y6)

- Articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Reading comprehension

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2)
- Identifying main ideas drawn from more than one paragraph and summarising these (Y3/4)
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Y5/6)
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary (Y5/6)
- Provide reasoned justifications for their views (Y5/6)
- Persuasive writing; Discursive writing/balanced arguments; Formal language

Fundamental British Values

Mutual respect

Lesson applications

Use characters for the modelled balloon debate that will encourage pupils to retrieve prior learning and compare the strengths/achievements of characters from the same period of History or the same fictional tale etc. For example, characters from:

Year 1: The Great Fire of London; Goldilocks

Year 2: The Crimean War; the Tale of Peter Rabbit

Year 3: Little Red Riding Hood; Roman era

Year 4: Harry Potter; Victorian era; Viking era

Year 5: Ancient Greece, 20th Century

Year 6: WW2; Boy 87

As above, use this lesson at the end of a unit of work to assess the depth of pupils' understanding and their ability to articulate the achievements or importance of figures or of a particular era. This works particularly well in History, Art and English.



Links to ESU Skillsets:

Expression & Delivery: Engages the audience with variations in the tone and volume of their voice.

Learning objectives:

To understand and begin to use a range of non-verbal cues for effect.

Opening activity: (10 mins)

- Question pupils to encourage recall about the importance of justifying opinions clearly.
- Display Point/Example prompts on PPT as reminders for framing of arguments and responses and ask students to practice the activity in pairs.
- Go through the day's plan as shown on the PPT.

Counting emotions: (10 mins)

- Stand the class in a circle.
- Students will count round in a circle from one to twenty, and back down again – each person says one number.
- Now, they will take an emotion and as the numbers rise, they must increase how much they show the emotion. As they count down, they will return to a neutral expression.
- Use PPT slide showing the synonym scale for each emotion to support as required, or ask students to suggest new ones.

What makes a persuasive speaker?: (5 mins)

- Introduce the idea of non-verbal cues through discussion of how their classmates used volume, tone, facial expression etc. during the activity.
- Discuss non-verbal cues displayed on the PPT.
- How do people show emotions when they speak? How does it affect the audience?

Worksheet: (10 mins)

- Model a short speech using poor non-verbal cues, and then ask the pupils to evaluate its effectiveness.
- Now ask pupils to provide suggestions to improve your performance, completing an example 'body language' sheet on the board as they do so.
- Re-model the speech using improved non-verbal cues, and asking pupils to complete their own body-language sheet for reference to good practice.

MaMaMoo Election (10 mins)

- Set the scene of MAMamoo land and the task referring to the PPT.
- Discuss how they can make their one-minute speech successful, modelling an example.
- When ready, teams will begin their local election auditioning each other and deciding on their candidate.
- Candidates are put forward and present their speech to the class.
- PPT timer can be used to ensure adherence to one minute target.
- When all speeches have ended, as a class evaluate WWW and EBI with each candidate.
- With a show of hands, audience votes for their representative. They may not vote for their own team.

Plenary – Evaluating the performance (10 mins)

- Using the PPT for reference, students go back to their initial worksheet and tick off the different skills they tried in their speech.
- They then circle the skills they want to try next time.

Differentiation/adaptable teaching

- Increase the MaMaMoo challenge by asking pupils to try to guess what another speaker might have been saying (if they could “translate” from MaMaMooian). How do the non-verbal choices made by the speaker help you guess?
- To support: provide ideas for pupils of what the MaMaMooian is trying to say.

- Metacognition
- Modelling

Spoken language (Y1 to Y6)

- Articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

- Identify how language, structure, and presentation contribute to meaning.

Links to ESU Skillsets:

Reasoning & Evidence: Defends statements using clear, logical reasons. Chooses relevant statements to defend. Supports their arguments with well-chosen evidence, which is explained and analysed thoroughly.

Listening & Response: Demonstrates attentive listening by engaging with the ideas of others. Uses good judgement to select and respond to the most important arguments in the debate.

Organisation & Prioritisation: Presents their reasons in a clear, well-structured manner. Has a structure which is clearly communicated to the audience.

Expression & Delivery: Speaks with confidence, as indicated by voice and body language. Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact.

Learning objectives:

To be able to identify an argument and begin to formulate a response using the response framework.

Opening activity: (10 mins)

- Recap on and reinforce learning from last week's lesson on the use of non-verbal cues to strengthen the impact of speeches or arguments.
- Use the PPT activity and question pupils to ensure they have understood and can model the key forms of non-verbal communication.
- Go through the day's plan.

PEE and summarising: (13 mins)

- Read the two slides of prompt arguments on the PPT.
- Model how to summarise the Point (P), Explanation (E), and Example (E) shown on the PPT.
- Ask the students to pick the most effective summary and discuss why.
- As a class, construct another summary together.

Group activity: (15 mins)

- Divide pupils into small groups and allocate a prompt number from the PPT.
- They must prepare one sentence summarising the point of the argument, starting with the words "You said..."
- Each group presents their sentences, remembering - as appropriate - to use effective non-verbal cues. Use this activity to model for the class the best responses.
- Once pupils grasp the concept, continue this activity in pairs or independently, asking them to pick a new number, or introducing a new prompt of your choice.

Responding: (12 mins)

- Talk through the indicative language slide and discuss how this can be used when responding to an argument.
- **Introduce pupils to the response frame:** "You said... [Point]", "But I disagree with you because... [refer to Explanation or Example]", "So I think..."
- Go through an example argument and fill in the response frame as a class showing how the response has been developed after careful consideration and summary of the initial argument.
- Stress how listening is a key skill in order to respond effectively to an argument or opinion.

Plenary – Evaluating the performance (10 mins)

- Working in pairs, each pupil is provided with a point which they must explain and provide an example for.
- They must then swap and present a one-sentence summary of their partner's argument. Their partner provides verbal feedback on the effectiveness of the summary.

Key Vocabulary

Indicative Language	My point is...
In conclusion...	This proves...
I am arguing that...	The most important thing is...
Rebuttal	Summary

Differentiation/adaptive teaching

- In the plenary, pairs that finish quickly may wish to prepare multiple responses. Encourage them to discuss as a pair which response is best, and why.
- You can reduce challenge by giving pupils examples of explanations and examples to match to their given points.

Evidence-based pedagogical approaches used in this lesson

- Scaffolding
- Retrieval

National Curriculum Links

Spoken language (Y1 to Y6)

- Articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Reading comprehension

- Identifying main ideas drawn from more than one paragraph and summarising these (Y3/4)
- Provide reasoned justifications for their views (Y5/6)
- Persuasive writing
- Discursive writing/balanced arguments
- Formal language

Fundamental British Values

Mutual respect

Lesson applications

History: Years 3 to 6: Provide pupils with initial prompt arguments about a period of history or a historical character that they have previously studied.

Art: Years 3 to 6: Develop the prompt arguments about the artists or types of art that pupils have studied.

Geography: Years 3 to 6: Develop prompt arguments about particular continents, countries or biomes that pupils have studied.

Links to ESU Skillsets:

Reasoning & Evidence: Defends statements using clear, logical reasons. Chooses relevant statements to defend. Supports their arguments with well-chosen evidence, which is explained and analysed thoroughly.

Listening & Response: Demonstrates attentive listening by engaging with the ideas of others. Uses good judgement to select and respond to the most important arguments in the debate.

Organisation & Prioritisation: Presents their reasons in a clear, well-structured manner. Has a structure which is clearly communicated to the audience.

Expression & Delivery: Speaks with confidence, as indicated by voice and body language. Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact.

Learning objectives:

To be able to identify an argument and begin to formulate a response using the response framework.

Opening activity: (18 mins)

- Provide individuals or pairs of pupils with either a prompt argument or a summary of the same. Pupils must move around the room to find their match (prompt argument and one sentence summary). Include a couple of poor examples of summaries.
- Select several pupils who have found their match to present the prompt argument and the summary. Ask pupils to feed back on the effectiveness of each summary.
- Go through the day's plan.

Developing Rebuttal: (12 mins)

- Revisit the response frame from last lesson: "You said... (Point)" "But I disagree with you because... (refer to Explanation, or Example)" "So I think..." using the PPT to direct you.
- Model the next example argument, filling in the response frame to demonstrate the development of a rebuttal using PEE.
- Show how that example fits into the writing frame and gather idea of how the example could be improved.

Group activity: (15 mins)

- Give each pupil either an argument or response card, then ask all those with an argument card to stand on one side of the room, and those with a response card to stand on the other side.
- Ask one pupil to read out their argument card. Then the pupil who thinks they hold the corresponding response card must raise their hand. Pupils with their hands raised will read their cards.
- Then, as a class, identify which is the correct response card. Repeat this process until all cards have been matched.

Plenary: (15 mins)

- Ask the pupils to get into pairs. Collect in all the argument cards, then shuffle and redistribute one between two.
- Ask the pupils to each write their own response card for the argument they have been given, using the response framework.
- Share and evaluate examples as a class.

Key Vocabulary

Indicative Language	My point is...
In conclusion...	This proves...
I am arguing that...	The most important thing is...
Rebuttal	Summary

Differentiation/adaptive teaching

- Pupils can work in pairs on the Response Cards activity, sharing a card, to provide peer support. To add challenge, pupils could add more detail to the responses on their cards, or provide responses of their own.
- In the plenary, pairs that finish quickly may wish to prepare multiple responses. Encourage them to discuss as a pair which response is best, and why. You can reduce challenge by giving pupils the corresponding response card and asking them to either rephrase the response in their own words, or copy "You said..." and then write their own, new response.

Evidence-based pedagogical approaches used in this lesson

- Scaffolding
- Retrieval
- Metacognition

National Curriculum Links

Spoken language (Y1 to Y6)

- Articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Reading comprehension

- Identifying main ideas drawn from more than one paragraph and summarising these (Y3/4)
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary (Y5/6)
- Provide reasoned justifications for their views (Y5/6)
- Discursive writing/balanced arguments; Formal language

Fundamental British Values

Mutual respect

Lesson applications

Develop argument and response cards around a key curriculum area and use as the main activity for that lesson.

History: Years 3 to 6: a period of history or a historical character that they have previously studied (e.g. The Romans did more for Britain than any other invaders or settlers).

Art: Years 3 to 6: the artists or types of art that pupils have studied (e.g. The impressionists are the greatest artists).

Geography: Years 3 to 6: particular continents, countries or biomes that pupils have studied.

Science: Years 3 to 6: habitats and adaptation (e.g. Tigers have been the most successful of all the animals in adapting to their environment)

Food Technology: Nutrients and food (e.g. We can all live on milk alone)



Links to ESU Skillsets:

Reasoning & Evidence: Defends statements using clear, logical reasons. Chooses relevant statements to defend. Supports their arguments with well-chosen evidence, which is explained and analysed thoroughly.

Organisation & Prioritisation: Presents their reasons in a clear, well-structured manner. Has a structure which is clearly communicated to the audience.

Expression & Delivery: Speaks with confidence, as indicated by voice and body language. Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact.

Learning objectives:

To be able to make an argument using a point, an explanation and an example

Opening activity – choice pairs: (10 mins)

- Re-introduce the “Why? Because...” prompt to model the importance of justifying opinions and reinforce this using the ‘Choice pairs’ activity.
- Think-Pair-Share to discuss importance with the class.

PEE: (10 mins)

- Show the acronym PEE on PPT, explaining that it stands for ‘Point, Explanation & Example’, linking Point to “Why?” and Explanation to “Because...” and an example which demonstrates where the point you’re making is proved true. These make up the elements of their argument.
- Ask pupils to think about where they may have experienced PEE before at school such as in Guided Reading or History
- Use the slides to demonstrate a PEE argument about fast food. Discuss, through questioning, the effect of presenting an argument in such a way.
- Choose a topic linked to a current or previous curriculum area and develop -through modelling- another example of a PEE argument on the board.
- At this stage, introduce the term ‘motion’ as the main topic being discussed.

Group activity: (15 mins)

- Once the children have a good understanding of PEE and its importance, ask each student to come up with a full Point, Explanation & Example of their own for the point on the PPT. They can be for or against the Motion. Support as necessary.

Where do you stand?: (15 mins)

- The first motion is now shown on the screen and students show whether they agree or disagree through following the movement instructions on the PPT.
- Once students have chosen a side, ask a student on the ‘Agree’ side to provide a reason why they chose that side using their PEE point.
- Then ask a student on the ‘Disagree’ side to respond to that reason using PEE.
- Then repeat the process asking a student on the ‘Disagree’ side to provide a reason why they chose that side and ask a student on the ‘Agree’ side to respond to that person.
- Repeat for as many new ideas as the students have.
- After several reasons have been provided, allow students to move between the positions if they have changed their minds. Ask the students who move which argument convinced them to change position.

Plenary: (10 mins)

- Ask the students to reflect on their performance using the feedback frame on the PPT.
- Students can be self-reflective or can comment on class performance in general.

Differentiation/adaptive teaching

- In *Where Do You Stand*, pupils can work in pairs as support. As appropriate, provide a partially completed 'argument sheet' which pupils have to provide the example for.
- Extension activity: ask pupils to prepare two PEE arguments supporting their position, clearly separating those ("My first argument is... my second argument is...").

Key Vocabulary

Point	Explanation
Example	Argument
Motion	Rebuttal

Evidence-based pedagogical approaches used in this lesson

- Retrieval Practice (Sweller; Ebbinghaus; Willingham)
- Metacognition (Perkins; EEF)
- Guide student practice; Modelling (Rosenshine)

National Curriculum Links

Spoken language (Y1 to Y6):

- Articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Reading comprehension

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2)
- Identifying main ideas drawn from more than one paragraph and summarising these (Y3/4)
- Provide reasoned justifications for their views (Y5/6)

Lesson applications

Guided Reading: Years 3 to 6: Use this lesson to teach pupils about how to effectively respond to questions about texts they are reading - particularly in respect of deduction or inference based questions.

PSHE: Friendship and positive relationships: Years 3 to 6: Use this lesson content to support pupils' understanding of the importance of careful listening and then clearly articulating our own views in response during discussions as an effective strategy in forming effective relationships.

History: Disciplinary knowledge (Communicating historically; Investigating and interpreting the past): Years 3 to 6. Use this lesson content to demonstrate the importance of being able to clearly articulate evidence to support the validity of particular historical sources and respond to the views of others in this regard.

English: Persuasive Writing - Years 5 and 6: Use this lesson as an introduction to structuring a persuasive argument.

Balanced Argument - Years 4, 5 and 6: Use this lesson to demonstrate how a balanced argument should be structured.

Links to ESU Skillsets:

Reasoning & Evidence: Defends statements using clear, logical reasons. Chooses relevant statements to defend. Supports their arguments with well-chosen evidence.

Listening & Response: Demonstrates attentive listening by engaging with the ideas of others. Uses good judgement to select and respond to the most important arguments in the debate.

Organisation & Prioritisation: Presents their reasons in a clear, well-structured manner. Their arguments are easy to follow.

Expression & Delivery: Speaks with confidence.

Learning objectives:

To be able to identify and respond to an argument using the response framework.

Opening discussion: (10 mins)

- Explain to the class that in a debate, it is important not just to present a clear argument ourselves but to respond to others just like you practised at the end of last week's lesson during 'Where do You Stand?'.
• The first step in doing that is careful listening. Read the prompt arguments displayed on the PPT and prepare a summary as a class.
- Go to the next slide and ask the students to complete their own.
- Ask for volunteers read their sentences and ask the class for feedback.

Response: (15 mins)

- Using the PPT slides, present a the fast food PEE argument.
- Model the completion of the response frame to produce a counter-argument. Introduce and explain the term rebuttal at this point.
- Present pupils with another PEE argument. They must work in pairs to develop a response to this using PEE.
- Pupils present their responses and have these evaluated by classmates in terms of the clarity and strength of the PEE.

Can you see the other side? (20 mins)

- When pupils are confident in developing and presenting PEE responses, ask them to work in pairs to develop both sides of the argument, providing them with a choice of central themes on the PPT.
- Re-visit the use of indicative language and encourage students to include this.
- When ready, pupils present their arguments to the class for evaluation.

Plenary: (15 mins)

- Present pupils with a range of PEE arguments and ask them to rank them from least to most effective, giving reasons for their views.
- Ask pupils to share their opinions with the rest of the class.
- Reiterate key learning from the session as regards careful listening, clarity and efficacy of PEE statements.

Differentiation/adaptive teaching

- Provide partially completed PEE cards for main activity to scaffold as required.
- To add challenge, provide pupils with more abstract themes from which to develop their arguments such as God does not exist, or all religion is bad'.

Key Vocabulary

Counter-argument	Disagree
Effectiveness	Clarity
Indicative language	Rebuttal

Evidence-based pedagogical approaches used in this lesson

- Retrieval Practice (Sweller; Ebbinghaus; Willingham)
- Metacognition (Perkins; EEF)
- Guide student practice; Modelling; (Rosenshine)
- Scaffolding (Rosenshine)

National Curriculum Links

Spoken language (Y1 to Y6)

- Articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Reading comprehension

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2)
- Identifying main ideas drawn from more than one paragraph and summarising these (Y3/4)
- Provide reasoned justifications for their views (Y5/6)

Lesson applications

PSHE:

Years 3 to 6: Use this lesson content to provide a structure for pupils to explore: the difference between medicines and drugs; identity and diversity

History:

Use this lesson content to provide a structure for pupils to explore:

Year 4, 5 and 6: The impact of the industrial revolution

Years 5 and 6: Athens versus Sparta

Year 3: The impact of the Romans

Geography:

Use this lesson content to provide a structure for pupils to explore:

Years 5 and 6: The impact of humans on physical geography

Years 3, 4, 5 and 6: Their preferred biome

English

Years 4 and 5: Developing a balanced argument

Years 5 and 6: Developing and presenting a persuasive argument



Links to ESU Skillsets:

Reasoning & Evidence: Defends statements using clear, logical reasons. Chooses relevant statements to defend. Supports their arguments with well-chosen evidence.

Organisation & Prioritisation: Presents their reasons in a clear, well-structured manner. Their arguments are easy to follow.

Expression & Delivery: Speaks with confidence.

Learning objectives:

To select information that is relevant to make an argument.

Opening discussion: (10 mins)

- Recap, through questioning, the individual elements of an argument (Point, Explanation, & Example) from last week. Show two examples of Points, Explanations and Examples and ask the pupils to match them to create a whole argument.
- Through careful modelling and questioning, ensure pupils are able to identify language that links each part of PEE together (e.g. "because", "an example is", "therefore").

Argument jigsaw: (35 mins)

- Divide the class into groups of four or five.
- Give each group a resource pack; each pack contains a motion and three supporting and opposing arguments that have been broken down into their individual elements.
- Model an example of matching individual elements to create a whole argument, giving reasons for choice.
- Each group must match the individual elements to create three whole arguments which they must practise presenting to each other using the terminology 'because', 'an example is', 'therefore' and then 'you said....however I disagree ...' etc.
- Pupils decide who will present the opposing arguments etc.
- Groups then present their arguments to the rest of the class paying attention to their expression and delivery.
- The remainder of class evaluate the effectiveness of the arguments presented in terms of the matching of appropriate elements and quality of expression used.

Plenary – Example Top Trumps!: (15 mins)

- Display the Point and Explanation of one of the Top Trumps and the choices of example.
- Ask pupils to choose the best supporting argument and then justify their reasons.
- Work through the remaining Top Trumps, calling upon pupils randomly to share their views.

Differentiation/adaptive teaching

- As an extension in Argument Jigsaws, present pupils with the set of jigsaw pieces but with one of the elements missing in each case for them to complete.
- To scaffold, reduce the number of arguments for both sides of the motion for pupils to match.

Key Vocabulary

Argument	Supporting
Rebuttal	Motion
Opposing	PEE

Evidence-based pedagogical approaches used in this lesson

- Retrieval Practice (Sweller; Ebbinghaus; Willingham)
- Metacognition (Perkins; EEF)
- Guide student practice; Modelling (Rosenshine)

National Curriculum Links

Spoken language (Y1 to Y6)

- Articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Reading comprehension

- Identifying main ideas drawn from more than one paragraph and summarising these (Y3/4)
- Provide reasoned justifications for their views (Y5/6)

Fundamental British Values

Democracy; mutual respect; individual liberty

Lesson applications

PSHE: Friendship and positive relationships: Years 3 to 6: Use this lesson content to support pupils' understanding of the importance of careful listening and then clearly articulating our own views in response during discussions as an effective strategy in forming effective relationships.

History: Disciplinary knowledge (Communicating historically; Investigating and interpreting the past): Years 3 to 6. Use this lesson content as a way of exploring the validity of historical sources such as an ancient Greek vase, a photograph of a vase found at an archaeological dig, some writing from the time. Pupils can be given the point from which the argument can be developed: 'Information from someone who was there at the time is the most reliable source of historical information' and the supporting or rebuttal arguments to match.

World War 2: (Years 5 and 6): Use the framework of this lesson to argue the motivations of Churchill or Hitler

The Tudors (Years 4 and 5): Use the framework of this lesson to argue the effectiveness of Henry VIII's reign

The Anglo-Saxons and the Romans (Years 3 and 4): Use the framework of this lesson to argue the impact of these eras on our lives today.

RE: Festivals (Years 2 to 4): Use this lesson as a framework to argue that one religious festival is more important than another.

Links to ESU Skillsets:

Reasoning & Evidence: Defends statements using clear, logical reasons. Chooses relevant statements to defend. Supports their arguments with well-chosen evidence.

Listening & Response: Demonstrates attentive listening by engaging with the ideas of others. Uses good judgement to select and respond to the most important arguments in the debate.

Organisation & Prioritisation: Presents their reasons in a clear, well-structured manner. Their arguments are easy to follow, and ideas may be grouped by theme.

Learning objectives:

To understand that a motion can affect many different groups of people, and that this can be used to generate arguments for a debate.

Opening discussion: (10 mins)

- Explain to the pupils that, in a debate, many different people can be affected by a motion. We call these people stakeholders, because they “have a stake” in the topic. See PPT slide.
- Using the PPT, provide pupils with some examples of stakeholders for the motion about cycle helmets.
- Explore and discuss possible stakeholders for the next motion before revealing the answers.
- If you have time, come up with another motion as a class and discuss further stakeholders.

Stakeholder Story: (35 mins)

- Organise children into groups of a maximum of 4.
- Explain the activity and discuss how stakeholders’ views impact on the arguments they make but stress how voting in this activity needs to be based on the strength of the argument presented in each case.
- Using the Stakeholder Story PPT with pupils, work through the ‘Choose your own adventure’-style story.
- Model how, at key points, all the pupils in each group will have to assume the role of a stakeholder and consider how they are affected by the decision under discussion.
- They should prepare a statement for the class explaining which option is best/worst for their stakeholder, and why.
- The class will then vote, and the story will progress accordingly.

Plenary – Who is the odd one out?: (15 mins)

- Reinforce the key message of this lesson by playing ‘Who is the odd one out?’.
- Each slide has a motion and a selection of stakeholders – pupils decide which is the least relevant.
- Use questioning to check that all pupils understand that stakeholders are people or groups affected by a motion. Discuss why it is important to consider how a motion affects stakeholders.
- Ensure all pupils understand how it can help you to generate arguments.

Key Vocabulary

Stakeholder	Motivations
Viewpoint	Motion
Perspective	Argument

Differentiation/adaptive teaching

- For the stakeholder story, provide scaffolds in the form of key points to support the development of arguments.
- Extension activity: extend the Stakeholder Story by allowing pupils to respond to each other's speeches, rebutting or building on others' ideas, before coming to a final vote.

Evidence-based pedagogical approaches used in this lesson

- Metacognition (Perkins; EEF)
- Modelling (Rosenshine)
- Process Questions (Rosenshine; EEF)

National Curriculum Links

Spoken language (Y1 to Y6)

- Articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Reading comprehension

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2)
- Identifying main ideas drawn from more than one paragraph and summarising these (Y3/4)
- Provide reasoned justifications for their views (Y5/6)

Lesson applications

PSHE: Friendship and positive relationships: Years 3 to 6: Use this lesson content to support pupils' understanding of listening to and carefully considering the viewpoints of others.

Healthy choices: Years 3 to 6: For the motion, choose one linked to the current unit of work such as 'All drugs should be banned', 'Fast Foods should be more expensive', and 'and Parents who smoke in front of their children should be fined'. Explore the stakeholders in each case and their views.

History: World War 2: Years 5 and 6: Use this lesson to identify stakeholders and their views with respect to the use of the atomic bomb in Hiroshima; or the introduction of food rationing.

Vikings and Romans (Years 3 and 4); Use this lesson as a framework to identify stakeholders and their views with respect to the invasion of Britain.

Geography: Erosion: Year 6: Use this lesson as a framework to identify stakeholders and their views in respect of plans to prevent coastal erosion.

Preparing for a Balloon Debate

Duration of lesson: 60 mins

Links to ESU Skillsets:

Reasoning & Evidence: Defends statements using clear, logical reasons. Chooses relevant statements to defend. Supports their arguments with well-chosen evidence, which is explained and analysed thoroughly.

Listening & Response: Demonstrates attentive listening by engaging with the ideas of others.

Organisation & Prioritisation: Presents their reasons in a clear, well-structured manner. Their arguments are easy to follow, and ideas may be grouped by theme. Gives priority to the main arguments, and spends less time on those that are not as important.

Expression & Delivery: Speaks with confidence, as indicated by voice, body language and the absence of a verbatim script (although notes for reference are encouraged). Engages the audience with variations in the tone and volume of their voice. Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact.

Learning objectives:

To revisit and embed the key skills, vocabulary and protocols required when debating. To work as a team to prepare arguments, assuming a variety of roles.

Don't interrupt!: (10 mins)

- This activity relies on all pupils to work together and pay careful attention to others in the group.
- Split the class into groups of six and ask them to stand in a circle, facing inwards.
- Going around the circle, they first must count to 15 clockwise and in order.
- Now, although the numbers will continue to go up in order, anyone can say them at any time. They must try their hardest not to interrupt one another!
- If at any point two pupils speak at the same time or get a number wrong, the group must start again.
- Every group will get to practice, then there will be a timed round – the fastest group is the winner.

Recapping the 4 skillsets: (5 mins)

- Explain to students that they will be participating in a complete Balloon Debate in teams. To be successful, they must consider the 4 key skillsets they have been practicing so far.
- Allow for discussion on what these skillsets mean and explore how they will apply them to the debate.

Balloon Debate Preparation: (35 mins)

- Introduce the balloon debate followed by the motion on the PPT, and as a class discuss who the most important stakeholders will be.
- Split the class into as many groups as there are important stakeholders and allocate one stakeholder per group.
- Using the PPT, explain how roles within groups will work and then allocate these according to group dynamics.
- Use the PPT to display the next steps in preparation. This includes developing THREE PEE arguments and practice time.
- Ensure they have the 4 key skillsets in mind at all times.

Plenary – (10 mins)

- Ensure all groups are ready for the debate next week and support where needed.
- Groups who are ready can practice delivering parts of their arguments to another group who should provide feedback on clarity of argument and expression etc.

Key Vocabulary

Stakeholder	Expression
Scribe	Motion
Chairperson	Argument

Differentiation/adaptive teaching

- Provide scaffolds in the form of partly completed PEE arguments for different stakeholders as required.
- Increase the level of challenge by assigning less positive stakeholders to more able learners.

Evidence-based pedagogical approaches used in this lesson

- Modelling (Rosenshine)
- Scaffolding (Rosenshine)
- Retrieval practice (Ebbinghaus, Rosenshine, Willingham)

National Curriculum Links

Spoken language (Y1 to Y6)

- Articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Reading comprehension

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2)
- Identifying main ideas drawn from more than one paragraph and summarising these (Y3/4)
- Provide reasoned justifications for their views (Y5/6)

Writing

- Persuasive writing
- Discursive arguments

PHSCE

- Positive Relationships: seeing things from others' perspectives; respecting the views of others; dealing effectively with conflict

Lesson applications

PSHE: Identity and diversity: Years 5 to 6: Use the motion 'All religions should be banned' as a basis for the balloon debate to encourage pupils to recall and share their knowledge of world religions and their views about the motion from the perspective of given stakeholders.

History: For the basis of the balloon debate, use the motions:
 Years 5 and 6: 'Queen Victoria is the best British monarch to date'
 Years 3 and 4: 'The Romans are more important than the Vikings'
 Years 5 and 6: 'We should reintroduce food rationing'
 Year 3: 'Stone Age man made the biggest leaps for mankind'



Links to ESU Skillsets:

Reasoning & Evidence: Defends statements using clear, logical reasons. Chooses relevant statements to defend. Supports their arguments with well-chosen evidence, which is explained and analysed thoroughly.

Listening & Response: Demonstrates attentive listening by engaging with the ideas of others. Uses good judgement to select and respond to the most important arguments in the debate.

Organisation & Prioritisation: Presents their reasons in a clear, well-structured manner. Their arguments are easy to follow, and ideas may be grouped by theme. Gives priority to the main arguments, and spends less time on those that are not as important.

Expression & Delivery: Speaks with confidence, as indicated by voice, body language and the absence of a verbatim script (although notes for reference are encouraged). Engages the audience with variations in the tone and volume of their voice. Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact.

Learning objectives:

To engage in a debate either as a stakeholder or an audience member with voting responsibility.
To evaluate quality of peers' arguments in terms of content and delivery.

Vocabulary match-up: (10 mins)

- Show the learned vocabulary and their definitions on the board and ask pupils to match each word to its definition.
- Brainstorm other important vocabulary learnt to date.

The Balloon Debate: (40 mins)

- Organise the children into their stakeholder groups from last week.
- Arrange some chairs at the front of the room to represent the hot air balloon.
- Ask each group who was nominated as a representative to go in the balloon.
- Each representative will take on the persona of their stakeholder.
- Allow the groups 5-10 minutes to finalise their three PEE arguments bearing in mind that they are aiming to provide the strongest arguments and, therefore, stay in the balloon.
- Each group representative will take their place in the 'balloon' and take it in turns to present their first argument.
- Allow the audience members to evaluate the arguments using PEE.
- A vote will be taken on who should be thrown out of the balloon.
- Each time the stakeholders present a different argument, where possible ask that they respond to what others still in the balloon have said.
- Continue with rounds using the same process until you are left with a winner!

Plenary – High FIVE!: (10 mins)

- With their partners, pupils complete the High FIVE plenary and reflect on their performance over the module.

Key Vocabulary	
Stakeholder	Reason
PEE	Motion
Rebuttal	Argument

Differentiation/adaptive teaching
<ul style="list-style-type: none"> Provide scaffolds in the form of partly completed PEE arguments for different stakeholders as required.

Evidence-based pedagogical approaches used in this lesson
<ul style="list-style-type: none"> Scaffolding (Rosenshine) Retrieval practice (Ebbinghaus, Rosenshine, Willingham)

National Curriculum Links
<p>Spoken language (Y1 to Y6)</p> <ul style="list-style-type: none"> Articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<p>Reading comprehension</p> <ul style="list-style-type: none"> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2) Identifying main ideas drawn from more than one paragraph and summarising these (Y3/4) Provide reasoned justifications for their views (Y5/6)
<p>PSHE</p> <ul style="list-style-type: none"> Positive Relationships: seeing things from others' perspectives; respecting the views of others; dealing effectively with conflict

Lesson applications
<p>PSHE: Identity and diversity: Years 5 to 6: Use the motion 'All religions should be banned' as a basis for the balloon debate to encourage pupils to recall and share their knowledge of world religions and their views about the motion from the perspective of given stakeholders.</p> <p>History: For the basis of the balloon debate, use the motions: Years 5 and 6: 'Queen Victoria is the best British monarch to date' Years 3 and 4: 'The Romans are more important than the Vikings' Years 5 and 6: 'We should reintroduce food rationing' Year 3: 'Stone Age man made the biggest leaps for mankind'</p>