

Teacher Toolkit

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## WELCOME

Welcome to Oracy in Action, an innovative, comprehensive oracy programme designed for whole-class, year or school delivery for primary-aged children. We are delighted you have chosen to use Oracy in Action with your school, and we hope you enjoy delivering these lessons – whether you have just a term to dedicate or if you are embedding Oracy in Action over the course of an academic year. ambe caution pictition njection nitriti

#### An introduction to the English-Speaking Union

The English-Speaking Union (ESU) believes every child should be able to make their voice heard. We believe that the ability to progress and to thrive in life relies on oracy – speaking and listening – skills, which are not currently a prominent part of the school curriculum. Our oracy, debate, public speaking and cultural exchange programmes help young people to engage with the world, to speak more confidently and to listen to and understand different points of view. These skills improve young people's attainment, emotional intelligence and social skills, helping them to live their lives to the fullest.

#### Oracy at the English-Speaking Union

We work with teachers to improve oracy skills and cross-cultural understanding so that all young people, regardless of their background, can make their voices heard.

Our resources, programmes and competitions all teach two things. First, they teach students how to talk – how to structure a speech, summarise information, listen critically and to consider and address different audiences for example. Second, they help students to learn through talk. By discussing current affairs and topical issues, in any class or subject, students not only acquire deeper subject knowledge but a greater awareness of the world around them. Their horizons broaden and they improve their ability to consider and evaluate diverse opinions and points of view.

As students get used to speaking in class and learning to treat other people's opinions with respect, so their social skills improve, along with their self-confidence, self-awareness and empathy.

Our approach chimes with the growing amount of research pointing to the importance of education in instilling interpersonal skills and character traits such as resilience, drive, tenacity and self-awareness. For example, recent research by the Sutton Trust shows that 97% of teachers, 94% of employers and 88% of young people believe that life skills such as confidence, motivation, resilience and communication are as or more important than academic qualifications.

#### **Our programmes**



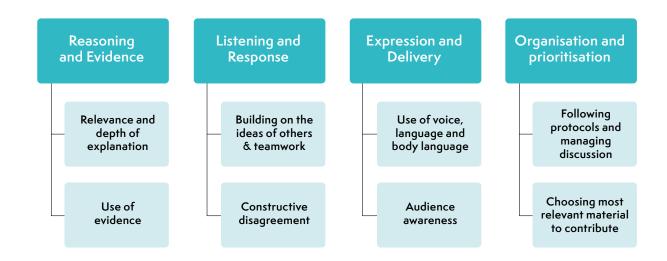
#### The English-Speaking Union's Four Key Skillsets

All the ESU resources, programmes and competitions are devised around our skill sets, which provide a clear and consistent framework for learning and assessment however you choose engage with us. Our framework allows different aspects of oracy skills to be identified and evaluated, providing teachers (and students in self or peer-to-peer assessment) with a practicable way of assessing dialogue and charting progress, and giving students clear, motivating metrics to work with.

• **Reasoning and evidence** denotes the argumentation skills students need. It represents the ability of students to explain and justify the positions they take.

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- Speech and debate provides a range of opportunities for students to engage with the ideas of others. **Listening and response** represents the extent and efficacy of this engagement.
- **Expression and delivery** sets debating and public speaking apart from competitive essaywriting. Students need to be able to convey their thoughts with their audience in mind.
- Debates and Q&As require quick thinking and the clear articulation of ideas. The **organisation and prioritisation** skill set reflects students' ability to convey their ideas clearly and effectively.



#### An introduction to Oracy in Action

The ESU has delivered programmes with and for primary schools for a number of years, and we have extensive experience developing impactful resources and materials to support the teaching of oracy with this age group.

As highlighted in the 2021 All Part Parliamentary Inquiry, *Speak for Change*, the need to support the oracy development of all children has become even more important. As this report stated:

#### 'children from low-income homes start school with lower language levels than their more advantaged peers, and these gaps grow as children move through school. Of the children who persistently experienced poverty, 75 % arrive at school below average in language development'

Additionally, 'Less than half (46%) of primary teachers and a quarter (23%) of secondary teachers say they are confident in their understanding of the 'spoken language' requirements outlined in the National Curriculum.' **This is where Oracy in Action comes in**.

Many schools are increasingly faced with children who have become far more passive in their approaches to learning and whose oracy skills have suffered as a result. Many school leaders and teachers are reporting that oracy is now one of their main school improvement priorities and has become a key thread within curriculum design and a core element of their recovery approaches.

Numerous schools are, as a result, reintroducing dialogic teaching approaches. Oracy in Action is extremely timely, providing schools with a detailed scheme of work to support teachers in delivering an effective, structured and progressive approach to oracy teaching in primary school. The modular scheme works alongside and can easily be integrated into the primary curriculum. It supports the delivery of many key aspects of the National Curriculum for English as well as providing an effective vehicle for applying and deepening learning from the wider curriculum.

Oracy in Action is unique. Its modular approach means that it can be used in a variety of ways: as an off the shelf scheme for learners in Key Stage 2 delivered via weekly lessons over the course of a year; or - according to the pupils' needs/stage of oracy development or school priorities implemented as one or more of the three 12-week stand-alone modules of which it is comprised.

#### CPD & ongoing support

We also offer a range of CPD opportunities for schools or individual teachers to engage with to help you make the most of your Oracy programmes. Visit our website for upcoming public Oracy in Action dates, or you can make a request for a CPD session to take place at your school or for your MAT or Federation by emailing **education@esu.org**.

Our free online introductory webinar exploring Oracy in Action can be found on our website or in your Oracy in Action portal.

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#### The positive impact has been proven

We have successfully piloted Oracy in Action with a number of primary schools, many of which had exceptionally high levels of Free School Meal and EAL percentages. We know that Oracy in Action can work effectively in any school context, supported by teachers and/ or teaching assistants. And we know that practitioners have found it easy to use, easy to embed into current curricula, and importantly found the lessons fun and engaging to deliver – both for the teacher and the pupils. But don't just take our word for it!

'The simplicity is a massive positive: each lesson was effective, there was nothing for the children that was confusing. Accessible for all in the classroom, so everyone got something out of the lessons. No-one didn't improve any of the skill's' PILOT TEACHER FEEDBACK, 2022

'Definitely worth implementing in your schools, because debate and discussion are crucial for children's understanding. The tool is there, ready to be used, so the children can gain those skills and transfer those skills across the curriculum. Absolutely fantastic'

PILOT TEACHER FEEDBACK, 2022

'I enjoyed it. I have learnt to speak in front of an audience. I can make my views heard and I can listen to other people's views' PUPIL FEEDBACK, 2022

'I learnt that if you can express your ideas across to others with confidence you can achieve lots of things in the future' PUPIL FEEDBACK, 2022

What's more, our pilot teachers reported that:

- 100% of teachers are likely/very likely to recommend OiA to other schools.
- Before OiA, **50% of teachers** felt 'Somewhat confident' about teaching oracy. Afterwards, 70% feel 'Extremely confident'.
- 100% of teachers rate OiA as somewhat or very valuable for their career development and growth.
- 90% agree/strongly agree that OiA entailed \*no\* workload increase

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#### **Oracy in Action Modules Overview**

Your school may have purchased one, two or all three modules for Oracy in Action. Each individual module represents a term of sequenced lesson plans supporting oracy skills development. You may wish to deliver these over a dedicated oracy lesson, or they can work in form time or alongside other curriculum plans you may have.

Each of the three modules builds on the other, moving children through Beginning, Developing and Performing levels. We believe that to get the most out of Oracy in Action schools should deliver all three modules, representing a comprehensive oracy foundation for all children. However, we know that this may not suit all schools, which is why each module can be delivered as a stand-alone set of lessons.

#### Module 1 Introduction to Oracy

#### Unit 1A: Introduction to Oracy

In this unit we introduce children to the basics of what oracy is, why it's important to give reasons for our opinions, how to form basic arguments, the use of facial expressions and body language and active listening.

#### Unit 1B: Effective argumentation: Make your case

In this unit we expand on the skills learnt in 1A, expanding skills in reasoning and evidence, and leading to a full balloon debate.

#### Module 2: Dealing with opposition, working together & interpersonal skills

#### Unit 2A: Expression and Delivery

In this unit we start to explore speaking style in more detail, as well as supporting pupils to learn how to take effective notes when others are speaking, to support their own arguments. We will explore appropriate vocabulary to use in speeches and support pupils to create their own short speech.

#### Unit 2B: Listening and responding

This unit leads to a full Town Hall Debate, allowing all pupils to have their voice heard. We will look at what rebuttal is and how to do this respectfully, develop teamwork skills and support pupils to think about a range of opinions and views which might impact on a debate. By the end of the module pupils will take part in a Town Hall Debate, giving them an opportunity to showcase their four key skillset development.

## Module 3: Welcome to the debate! Developing higher level spoken language skills and preparation for a formal parliamentary-style debate

#### Unit 3A: Communicating Effectively

In this unit pupils will develop their summarisation skills, learn how to develop their own proposal using question words, learn how to deploy Points of Information and build on their rebuttal skills

Unit 3B: Developing and responding to more complex arguments

At the culmination of Oracy in Action, pupils will work towards a full Mace debate, challenging their oracy skills and allowing them to put their previous learning into practice.





#### How to use this Toolkit

This Teacher Toolkit has been designed to give teachers and practitioners delivering Oracy in Action a helpful reference guide to supplement your teaching of the programme. You may not need to use this if you are already familiar with the core activities, phrases and games used throughout the programme. However, if you are new to teaching oracy, or if you are a Teaching Assistant or Learning Support Assistant this will help ensure you are confident and prepared to deliver outstanding oracy lessons.

If you require further support or guidance, you may want to consider arranging for an Oracy in Action CPD session for your school, or keep an eye on our website for webinars, networking opportunities and other open-access CPD.

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#### An Introduction to the Games and Activities used in Oracy in Action

#### **Balloon Debate**

In its classic form this fun style of informal debate sees students take the roles of famous people and argue for keeping their space in a sinking hot air balloon. It can be used to debate the merits of people or ideas across the curriculum.

#### MaMaMoo

MaMaMoo exercises replace the spoken content of speeches with this gibberish phrase. By taking the focus away from choosing words students can focus on various elements of non-verbal communication.

#### PEE & PEEL

Structures for building arguments: Point, Explanation, Evidence and then adding Link. A clear structure for expressing ideas underpins good speeches and carries over to written work .

#### Town Hall Debate

A form of debate where each group of speakers takes on the position of a particular group of stakeholders. It can be used to discuss any issue that concerns the interests of multiple groups.

#### Mace Debate

Adapted from the ESU's Schools' Mace debating competition which has been running for over 60 years. This formal style of debate brings together all of the skills involved in this course into a structured, formal, parliamentary-style debate.



#### **Overview of lesson content**

Oracy in Action is a three-module programme of sequenced lessons. Each lesson, and each module, is designed to build on the last, however modules can be delivered as single stand-alone units of work, taking a term to deliver with an hour per week assigned.



#### Unit 1A – Introduction to Oracy

Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links
1. Introduction to oracy. Why is it so important?	To experience and understand why oracy is such an important skill	Reasoning and Evidence	Defends statements using clear, logical reasons	Mind-map sheet: What is oracy? How does it help us?	English Spoken language (Y1 to Y6): articulate and justify answers, arguments and opinions; maintain attention and
20 Importants		Listening and Response	Demonstrates attentive listening by engaging with the ideas of others	Key word matching cards Sentence starters for discussion	participate actively in collaborative conversations, staying on topic and initiating and responding to comments
2. Introduction to reasoning, Part 1	To understand that opinions need to be supported with reasons	Reasoning and Evidence	Defends statements using clear, logical reasons Chooses relevant statements to defend Supports their arguments with well-chosen evidence	Balloon Debate (key game technique) Word bank/vocabulary linked to persuasion Balloon Debate character sets	<b>Reading comprehension:</b> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at
		Listening and Response	Demonstrates attentive listening by engaging with the ideas of others	to support staff modelling Balloon debate responses/ explanations to rank	which they can read independently (Y2); Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2);
		Organisation and Prioritisation	Presents their reasons in a clear, well- structured manner	Writing frame/prompts for 'point and explanation'	Participate in discussion about books, poems and other works that are read to them and those that they can read for
3. Introduction to reasoning, Part 2	o reasoning, art 2 need for opinions to be supported with reasons and provide opportunities for pupils to present these orally	Reasoning and Evidence	Defends statements using clear, logical reasons Chooses relevant statements to defend Supports their arguments with well-chosen evidence	Balloon Debate (key game technique) Word bank/vocabulary linked to persuasion Balloon Debate character sets	themselves, taking turns and listening to what others say (Y2, Y3/4); Discussing words and phrases that capture the reader's interest and imagination (Y3/4);
		Listening and Response	Demonstrates attentive listening by engaging with the ideas of others Responds to others with precise analysis or questioning, supporting or challenging their ideas	e Writing frame/prompts for 'headline and explanation' 'Choice Pairs' than one p these (Y3/- Drawing in characters motives fro inferences Participate that are re- read for th own and o	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);
		Expression and Delivery	Speaks with confidence, as indicated by voice, body language and the absence of a verbatim script (although notes for reference are encouraged)		Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging
		Organisation and Prioritisation	Presents their reasons in a clear, well- structured manner		views courteously (Y5/6);

Unit 1A – Introdu	Init 1A – Introduction to Oracy (continued)								
Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links				
4. Introduction to style	To understand and begin to use a range of non-verbal cues for effect	Expression and Delivery	Engages the audience with variations in the tone and volume of their voice	MaMaMoo (key activity) Simple speech for modelling activity Body language worksheet	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);				
5 Listening and responding, Part 1	To be able to identify an argument and begin to formulate a response using the response framework	Reasoning and Evidence Listening and Response Expression and Delivery Organisation and Prioritisation	Defends statements using clear, logical reasons         Chooses relevant statements to defend         Supports their arguments with well-chosen evidence, which is explained and analysed thoroughly         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         Speaks with confidence, as indicated by voice and body language         Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact         Presents their reasons in a clear, well-structured manner         Has a structure which is clearly communicated to the audience	Response frame sheets Prompt arguments to be summarised in groups Point cards/sheet for plenary activity	Provide reasoned justifications for their views (Y5/6); Writing composition: write sentences by: saying out loud what they are going to write about (Y1); composing a sentence orally before writing it (Y1); sequencing sentences to form short narratives (Y1); consider what they are going to write before beginning by: planning or saying out loud what they are going to write about (Y2); writing down ideas and/or key words, including new vocabulary (Y2); encapsulating what they want to say, sentence by sentence (Y2); Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y3/4); Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y3/4) <b>NC content:</b> Persuasive writing Discursive writing/balanced arguments Formal language <b>Fundamental British Values:</b> Mutual respect				

Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links
	To be able to identify and respond to an argument using the response framework	Reasoning and 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	Prompt arguments and summary cards for introductory activity Response frame sheets Argument & response cards	
		Listening and 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 Responds to others with precise analysis or questioning, supporting or challenging their ideas		
		Expression and Delivery	Speaks with confidence, as indicated by voice and body language Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact		
		Organisation and Prioritisation	Presents their reasons in a clear, well- structured manner Has a structure which is clearly communicated to the audience		

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Unit 1B: Effective	esson Number Lesson Objective Skill Set(s) Developed Key Descriptors Key resources National Curriculum links								
& name	Lesson Objective	Skill Sells) Developed	key beschpiors	& Games					
1. Argumentation	To be able to make an argument using a point, an explanation & an example.	Reasoning and Evidence	Defends statements using clear, logical reasons Supports their arguments with well-chosen evidence, which is explained and analysed thoroughly	Argument sheets	English: In addition to the areas covered in Module 1A: Discussing word meanings, linking new meanings to those already known (Y1);				
		Expression and Delivery	Speaks with confidence		Identifying how language,				
	Organisation and PrioritisationPresents their reasons in a clear, well-structured manner.	-	structure, and presentation contribute to meaning (Y3/4, Y5/6);						
2. Argumentation and Response	To be able to identify and respond to an argument using the response framework.	Reasoning and Evidence	Defends statements using clear, logical reasons Supports their arguments with well-chosen evidence	PPT for prompt arguments Response frame sheets	<b>NC content:</b> Persuasive writing				
framework.	Listening and 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	Argument & response cards	Discursive writing/ balanced arguments Formal language <b>PSHCE</b>					
		Expression and Delivery	Speaks with confidence		Positive relationships; respecting the views of others; dealing effectively with conflict History Interpreting sources Fundamental British Values: Democracy; mutual respect; individual liberty This module also supports other areas of the curriculum e.g. All passengers in the balloon have to be a feature of a river or a type of rock (science)				
3. Information Selection	To select information that is relevant to make an argument.	Reasoning and Evidence	Defends statements using clear, logical reasons Chooses relevant statements to defend Supports their arguments with well-chosen evidence	PPT for introductory PEE examples & Example Top Trumps Argument jigsaws Fundamental E Democracy; mu individual libert This module als areas of the cur passengers in th be a feature of					
		Expression and Delivery	Speaks with confidence, as indicated by voice, body language						
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner. Their arguments are easy to follow, and ideas may be grouped by theme						
4. Stakeholders	To understand that a motion can affect many different groups of people, and that this can be used to generate arguments for a debate.	Reasoning and Evidence	Defends statements using clear, logical reasons Supports their arguments with well-chosen evidence, which is explained and analysed thoroughly						
		Listening and 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 and Prioritisation	Presents their reasons in a clear, well-structured manner. Their arguments are easy to follow, and ideas may be grouped by theme	-					

Unit 1B: Effective	Jnit 1B: Effective argumentation: Make your case (continued)								
Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links				
5. Preparation for Balloon Debate	To recap the key skills, vocabulary and protocols (e.g. turn-taking, respectful listening, teamwork etc.) used when debating. Use this lesson as an opportunity to embed learning	Reasoning and 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	PPT for key vocabulary and definitions Balloon Debate character sets Argument sheets					
	from another curriculum area e.g. History	Listening and Response	Demonstrates attentive listening by engaging with the ideas of others	Response frame sheets					
		Expression and 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						
		Organisation and 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						
6. Balloon Debate	Pupils have the opportunity to engage in a debate either as a character or as an audience member with voting responsibility. Evaluation of peers' contributions as regards quality of arguments is an essential part of this lesson.	Reasoning and 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	PPT for key vocabulary and definitions Balloon Debate character sets Argument sheets					
		Listening and 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	Response frame sheets					
		Expression and 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	_					
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner. Gives priority to the main arguments, and spends less time on those that are not as important						

Unit 2A: Express			Kau Danaistan	V	
Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links
1. PEE recap		Reasoning and Evidence	Defends statements using clear, logical reasons Chooses relevant statements to defend Supports their arguments with well-chosen evidence	PPT for sample arguments Response frame sheets Argument sheets	English. In addition to the areas covered in Module 1: Reading comprehension
		Listening and 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	new meanings to those known (Y1);         Identifying how langue structure, and present contribute to meaning         Preparing poems and read aloud and to perf showing understandin intonation, tone and verthat the meaning is clear audience (Y5/6);         NC content:         PPT for promot arguments	Identifying how language,
	Organisa	Expression and 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		NC content:
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner. Gives priority to the main arguments, and spends less time on those that are not as important		
2. Speech scaffolds	To structure a speech correctly using appropriate vocabulary	Reasoning and Evidence	Defends statements using clear, logical reasons Supports their arguments with well-chosen evidence, which is explained and analysed thoroughly		Discursive writing/balanced arguments
		Expression and 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		
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner.		
3. Developing Speaking Style	To be able to vary their speaking style	Reasoning and Evidence	Defends statements using clear, logical reasons	PPT for introductory PEE examples & Example Top	
		Expression and Delivery	Speaks with confidence, as indicated by voice, body language	– Trumps Argument jigsaws	
		E	Engages the audience with variations in the tone and volume of their voice		
			Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact		

esson Number Lesson Objective Skill Set(s) Developed Key Descriptors Key resources Nat								
Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links			
4. Listening and Taking Notes	Pupils learn how to take appropriate notes	Listening and 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	PPT for stakeholder story & odd stakeholder out				
5. Punctuation Speeches		Expression and Delivery	Speaks with confidence, as indicated by voice, body language	PPT for key vocabulary and definitions				
			Engages the audience with variations in the tone and volume of their voice	Balloon Debate character sets Argument sheets				
			Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact	Response frame sheets				
6. Differentiation		Listening and Response	Demonstrates attentive listening by engaging with the ideas of others	PPT for key vocabulary and definitions	_			
				Balloon Debate character sets				
		Expression and Delivery	Speaks with confidence, as indicated by voice,	Argument sheets				
		, , , , , , , , , , , , , , , , , , , ,	body language	Response frame sheets				
			Engages the audience with variations in the tone and volume of their voice					
			Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact					



Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links
1.	Recap of listening and engaging. Cross examination	Listening and 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	Short speech resource	As above PSHCE Positive relationships; dealing effectively with conflict; active
2.	Rebuttal – cross examination for teamwork	Listening and Response	Demonstrates attentive listening by engaging with the ideas of others Responds to others with precise analysis or questioning, supporting or challenging their ideas	Short speech resource POI rules sheet	listening Fundamental British Values: Democracy; mutual respect; individual liberty
		Expression and Delivery	Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact		The majority of lessons in this module can be used as a vehicle for the retrieval and application of
3.	Structured debate – type rebuttal	Reasoning and Evidence	Defends statements using clear, logical reasons Chooses relevant statements to defend Supports their arguments with well-chosen evidence	PPT for sample arguments Response frame sheets	To the refreval and application of subject knowledge from across the curriculum. For example. The Town Hall Debate could feature 4 historical characters from the same period, each with a differen perspective on a particular event. Similarly, 4 artists from the same period or working with the same medium etc.
		Listening and 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		
	Expression and 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	-			
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner. Gives priority to the main arguments, and spends less time on those that are not as important		
4.	4. Teamwork: To work as a team to prepare arguments, assuming a variety of roles.	Reasoning and 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	Argument sheets	
		Listening and Response	Demonstrates attentive listening by engaging with the ideas of others Responds to others with precise analysis or questioning, supporting or challenging their ideas		

Continued

Unit 2B: Listenin	ig and responding: End point – Towr	n Hall Debate (continued)			
Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links
		Expression and Delivery	Speaks with confidence, as indicated by voice, body language and the absence of a verbatim script (although notes for reference are encouraged) Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact		
		Organisation and 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		
5.	Town Hall Debate: To generate	Reasoning and Evidence	Defends statements using clear, logical reasons	Vocabulary prompt cards	
different stak	arguments from the perspective of different stakeholders. To use all four skill sets to speak	ent stakeholders.	Supports their arguments with well-chosen evidence, which is explained and analysed thoroughly	Argument sheets Response framework sheets	
	persuasively in a debate setting. Modelling and preparation	Listening and Response	Demonstrates attentive listening by engaging with the ideas of others		
			Responds to others with precise analysis or questioning, supporting or challenging their ideas		
			Uses good judgement to select and respond to the most important arguments in the debate		
	Expression and Delivery	Speaks with confidence, as indicated by voice, body language			
		Engages the audience with variations in the tone and volume of their voice			
			Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact		
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner. Their arguments are easy to follow		

Continued

Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links
arguments different st To use all f	Town Hall Debate: To generate arguments from the perspective of different stakeholders. To use all four skill sets to speak persuasively in a debate setting.	Reasoning and 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	Vocabulary prompt cards Argument sheets Response framework sheets	
		Listening and Response	Demonstrates attentive listening by engaging with the ideas of others Responds to others with precise analysis or questioning, supporting or challenging their ideas Uses good judgement to select and respond to the most important arguments in the debate		
	Ex	Expression and Delivery	Speaks with confidence, as indicated by voice, body language Engages the audience with variations in the tone and volume of their voice Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact		
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner. Gives priority to the main arguments, and spends less time on those that are not as important		



Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links
1. Recap and summary introduction	To link an argument to the motion and explain why it's important	Reasoning and Evidence	Defends statements using clear, logical reasons Supports their arguments with well-chosen evidence	PPT for sample PEE & PEEL arguments PEEL argument sheets	<b>English</b> Spoken language (Y1 to Y6): articulate and justify answers,
Impacting arguments		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner.	FLL argument sheets	arguments and opinions; maintain attention and participate actively in collaborative conversations,
	To be able to summarise a short speech.	Listening and 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	Summary note sheet Condensing Machine framework worksheets	<ul> <li>staying on topic and initiating and responding to comments</li> <li>Predicting what might happen from details stated and implied (Y5 /6);</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (Y3/4; Y5/6);</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Y5/6);</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously (Y5/6);</li> <li>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);</li> <li>Provide reasoned justifications for their views (Y5/6);</li> </ul>
		Organisation and Prioritisation	Gives priority to the main arguments, and spends less time on those that are not as important		
3. Summarising 2	To be able to summarise a short speech.	Listening and 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	Summary note sheet Condensing Machine framework worksheets	
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner.		
4. Developing a plan	To be able to develop a basic proposal/plan using question words. To understand how to offer and respond to Points of Information.	Listening and Response	Demonstrates attentive listening by engaging with the ideas of others	planning worksheet	
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner. Gives priority to the main arguments, and spends less time on those that are not as important		
5. Points of information		Listening and Response	Demonstrates attentive listening by engaging with the ideas of others Responds to others with precise analysis or questioning, supporting or challenging their ideas	Short speech resource POI rules sheet	

Continued

Unit 3A: Commu	it 3A: Communicating Effectively (continued)				
Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links
6. Rebuttal	To develop ideas that appropriately challenge an argument	Listening and Response	Demonstrates attentive listening by engaging with the ideas of others Responds to others with precise analysis or questioning, supporting or challenging their ideas	Short speech resource POI rules sheet	Writing composition: write sentences by: saying out loud what they are going to write about (Y1)
		Responds to others with precise analysis or questioning, supporting or challenging their ideas       saying out going to v         Expression and Delivery       Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact       sequencing sequencing sequencing short narr         expression and Delivery       Chooses vocabulary and sentence structure carefully, to maximise their rhetorical impact       sequencing sequencing sequencing sequencing short narr         consider v       virite befor       planning of they are g         viriting do voords, inc.       vords, inc.         vords, inc.       (Y2); encapsule say, sente         Compositing sequencing of they are g       viriting do voords, inc.         viriting do voords, inc.       varied and increasing         say and the sequencing they are g       viriting do voords, inc.         viriting do voords, inc.       varied and increasing         say, and       compositing         compositing       varied and increasing         say and the sequencing       say and the sequencing         say and the sequencing       say and the sequencing </td <td>composing a sentence orally before writing it (Y1) sequencing sentences to form short narratives (Y1) consider what they are going to write before beginning by: planning or saying out loud what they are going to write about (Y2); writing down ideas and/or key words, including new vocabulary</td>	composing a sentence orally before writing it (Y1) sequencing sentences to form short narratives (Y1) consider what they are going to write before beginning by: planning or saying out loud what they are going to write about (Y2); writing down ideas and/or key words, including new vocabulary		
					NC content: Persuasive writing Discursive writing/balanced arguments Formal language PSHCE Respectful challenge of others' views

Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links
1. Impacting arguments	To link an argument to the motion and explain why it's important (building on lesson 1)	Reasoning and Evidence	Defends statements using clear, logical reasons Supports their arguments with well-chosen evidence	PPT for sample PEE & PEEL arguments PEEL argument sheets	As above Fundamental British Values: Democracy; mutual respect; individual liberty
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner.		
2.	To be able to summarise a short speech building on previous work in	Listening and Response	Demonstrates attentive listening by engaging with the ideas of others	Summary note sheet Speeches for summary by	As with Modules 1 and 2, at this point the debate can be developed around a specific
	lesson 2 and 3) Weave judging sheets into this lesson		Uses good judgement to select and respond to the most important arguments in the debate	pupils Judging sheets	curriculum area to embed learning whilst supporting oracy development.
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner.		
		Expression and Delivery	Speaks with confidence, as indicated by voice, body language		
			Engages the audience with variations in the tone and volume of their voice		
3. Values		Reasoning and Evidence	Defends statements using clear, logical reasons Supports their arguments with well-chosen evidence	Values worksheet Large sheets of paper	
		Organisation and Prioritisation	Gives priority to the main arguments, and spends less time on those that are not as important	Motion for main activity Questions for circle activity	
4. Judging Summary		Reasoning and Evidence	Defends statements using clear, logical reasons Chooses relevant statements to defend	Judging guidance Judging scaffold	
Speeches			Supports their arguments with well-chosen evidence		
		Listening and 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		
		Expression and 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		
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner.		
			Gives priority to the main arguments, and spends less time on those that are not as important		

Lesson Number & name	Lesson Objective	Skill Set(s) Developed	Key Descriptors	Key resources & Games	National Curriculum links
5. Mace prep	To understand the ESU Extended Mace format and prepare in groups for the debate.	Reasoning and Evidence	Defends statements using clear, logical reasons Chooses relevant statements to defend Supports their arguments with well-chosen evidence	Debate Cards Speech scaffold sheets Summary scaffold sheets Response framework sheets Body language worksheet	
		Listening and Response	Uses good judgement to select and respond to the most important arguments in the debate		
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner. Gives priority to the main arguments, and spends less time on those that are not as important		
6. Mace debate	To be able to apply debating knowledge and skills to a formal debate.	Reasoning and Evidence	Defends statements using clear, logical reasons Chooses relevant statements to defend Supports their arguments with well-chosen evidence	Vocabulary prompt cards Peer assessment sheets	
		Listening and 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		
		Expression and 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		
		Organisation and Prioritisation	Presents their reasons in a clear, well-structured manner. Gives priority to the main arguments, and spends less time on those that are not as important		





Talk Rules

Build onlo objects

Organise

Listin Lo athirs opinions

#### **ENGLISH-SPEAKING UNION**

discovering voices

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