

ORACY

Activities to develop children's speaking and listening skills across the curriculum

'Reading and writing float on a sea of talk.'

Britton, J. (1983). *Writing and the story of the world*. In B. M. Kroll & C. G. Wells (Eds.), *Explorations in the development of writing: Theory, research, and practice* (pp. 3–30). New York, NY: Wiley.

The benefits of children being fluent, confident and articulate speakers reach far beyond the limits of the classroom; oracy is a skill that equips them to succeed in life. It is essential that, as educators, we help children to become effective communicators enabling them to better understand themselves and the world around them.







The oracy charity Voice 21 explain that there are two aspects to speaking and listening in the classroom: "*learning to talk and learning through talk*". In order to facilitate this, there need to be plentiful opportunities for children to develop the communication skills needed in life, as well as consolidating their wider learning through the use of talk. Based on the National Curriculum, this overview outlines the progression of these skills throughout primary school and provides suggested activities, curriculum links and resources to support oracy in the classroom.

If you would like further support on developing the oracy curriculum in your school or would like bespoke training, please contact the Literacy Team at One Education.

www.oneeducation.co.uk/teaching-and-learning/literacy

Benefits of Oracy...

- Ability to communicate effectively.
- Helps children to make connections in their learning.
- Boosts creativity.
- Helps children stay engaged.
- Builds relationships.
- Improves all areas of literacy.
- Develops confidence.
- Promotes mental health and well-being.
- Wider career opportunities in later life.
- Encourages respect for others.
- Promotes inclusion – everybody's voice should be heard.

EYFS	Objectives	Opportunities, Activities and Resources
<p>3 years old</p>	<ul style="list-style-type: none"> • Use up to 300 words and can use different words for different things, e.g. description of what things look like; where something is. • Refer to something that has happened in the past. • Put 4 or 5 words together to make short sentences. • Ask lots of questions. • Have clearer speech. This may still include some immaturities, e.g. finding it difficult to say 'r'. • Listen to and remember simple stories with pictures. • Understand longer instructions. • Understand simple 'who', 'what' and 'where' questions. • Join in with other children playing. • Play more imaginatively. • Be able to have a conversation. • Recognise others' feelings and begin to show empathy. 	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> <div style="width: 50%;">  </div> <div style="width: 50%;"> <ul style="list-style-type: none"> • Use images to represent feelings. • Don't demand too much of children's ability: avoid overloading them with questions. • Label objects in role play area. • Talk about the difference between past and present. • OWL and ROCK (Hanen). </div> <div style="width: 50%;">  </div> </div>

4 years old

- Ask lots of questions using question words.
- Be able to answer 'why' questions.
- Use longer sentences and link them together simply.
- Describe things that have already happened.
- Have mostly clear speech.
- Listen to longer stories and answer questions about them.
- Understand and use colour, number and time related words.
- Enjoy make-believe play.
- Start to enjoy simple jokes.
- Start to be able to make plans for games with others.

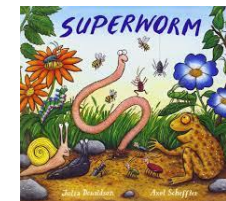
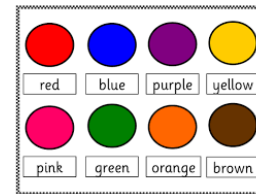
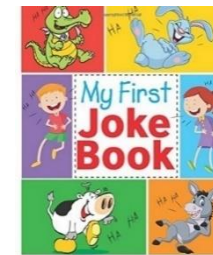
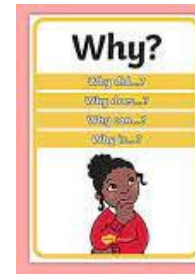
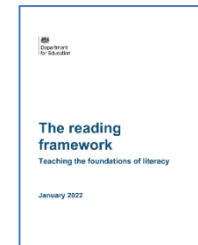


Image Credit: Early Years Scotland

- Visual timetable – use to recap the events of the day.
- Discuss opinions and feelings of the day.
- Repetition of words by the teacher rather than asking children to say again.
- Teacher to regularly share stories and questions.
- Listening to these in different formats: teacher, YouTube, Reading Eggs, CDs etc.
- 'Choosing Board' of games – ask children to choose and then ask others to join in.
- Props/costumes/creative area as prompts for discussion.



5 years old

- Take turns in longer conversations.
- Use well-formed sentences.
- Using a wide range of words.
- Thinking about the meaning of some words.
- Be able to re-tell short stories.
- Use most speech sounds correctly.
- Enjoy listening to stories, rhymes and songs and start to make up their own.
- Ask relevant questions and make relevant comments.
- Understand spoken instructions without stopping what they are doing.
- Understand more complicated language, e.g. first, last, might, maybe, above, in-between.
- Understand sequencing words.
- Take on different roles in imaginative play.
- Use talk to help work out problems, organise their thinking and take part in activities.

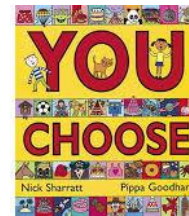
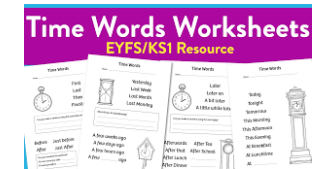


Image Credit: cuentosparacreer.org



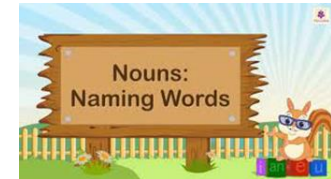
- Story tables with props and visuals.
- Play turn-taking games, e.g. Connect 4.
- Rather than saying, “your turn and my turn”, be more specific: “Cole’s turn, Jazmyn’s turn.”
- Teacher to demonstrate lots of modelling of well-formed sentences.
- Teacher to expand and develop on what the child has said.
- Role play – linked to small world and stories shared with the class.
- Facilitate talk in the maths area.

STAGE 1	Objectives	Opportunities, Activities and Resources
<p>Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age</p>	<ul style="list-style-type: none"> Understands the need to look at who's talking to them and think about what they are saying. Demonstrates attentive listening and can express simple views on a subject. Listen and understand instructions about what they are doing, whilst doing it. Consistently understands simple 2 and 3 part spoken instructions e.g.in P.E. - walk across the bench, get a beanbag and put it in the hoop. Understand 'how' and 'why' questions. 	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="1153 319 1400 582"> </div> <div data-bbox="1422 319 1724 582"> <p style="text-align: center; font-size: small;">Image Credit: The PE Hub</p> </div> <div data-bbox="1747 319 2027 606"> </div> </div> <ul style="list-style-type: none"> Demonstrate eye contact (where appropriate) and other ways of showing attention. Focus on common vocabulary. Give pupils ways to respond: comment "I think that..." ask "why..." Play games that involve following instructions, e.g. Simon Says, building Lego in teams, treasure hunts. Use visual aids for instructions: e.g. pictures of the bench, bean bag and hoop in PE lessons.
<p>Ask relevant questions to extend their understanding and knowledge</p>	<ul style="list-style-type: none"> Will extend their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...? 	<div style="display: flex; align-items: center;"> <div data-bbox="1153 1029 1489 1260"> <p style="text-align: center; font-size: small;">Image Credit: University of Birmingham</p> </div> <div data-bbox="1512 1029 2072 1204" style="margin-left: 20px;"> <ul style="list-style-type: none"> Teach children to understand questions first, then ask them. Blanks Levels of Questioning: helps support the development of questions (begin with Level 3). </div> </div>

Framework adapted from The Communication Trust 'Universally Speaking'; Education Gateshead 'Speaking and Listening Assessment' and Department for Education 'National Curriculum', 2014.



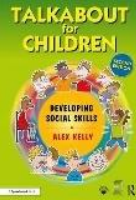


Use relevant strategies to build their vocabulary

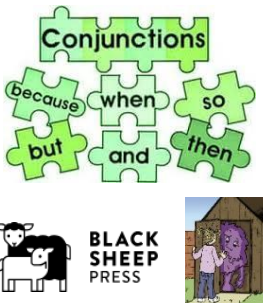


- Understand that words can be put in groups and give examples.
- Understand and use a range of words to describe the ideas of time, shape, texture and size.
- Select specific words to make the meaning clearer. *e.g. "I'm going to play with the red spotty ball and then the blue one."*

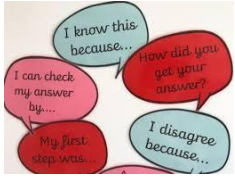









- Encourage children to make semantic links and recognise categories, e.g. sorting word cards with images on.
- Discuss different ways of categorising, e.g. where the animals live, how they move, fur or no fur.
- Help build the children's descriptive vocabulary.
- Play 'What am I?' games as a class.
- Use 'cheat sheets' - 20 questions.
- Vocabulary is VITAL resources from One Education.

<p>Articulate and justify answers, arguments and opinions</p>	<ul style="list-style-type: none"> • Use language to express opinion and explain e.g. "I want to go and build a snowman because it's snowing and it's fun." • Show that they can use language to reason and persuade. 	<div data-bbox="1160 229 1424 405" data-label="Text"> <p>...because...</p> </div> <div data-bbox="1160 450 1424 654" data-label="Image"> </div> <ul style="list-style-type: none"> • Teach different types of responses: <i>disagree</i>, <i>comment</i>, <i>extend</i>... Provide sentence starters for these. • Give children a statement, e.g. "All animals are scary" then ask them to choose a starter to respond to the comment. • Work on different conjunctions in English and the purpose that they each have. • Give children a scaffold they can use to formulate their sentences.
<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<ul style="list-style-type: none"> • List events with detail. • Describe events. • Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing. 	<div data-bbox="1160 791 1375 1018" data-label="Image"> </div> <div data-bbox="1393 791 1568 1018" data-label="Image"> </div> <div data-bbox="1585 769 1877 1050" data-label="Image"> </div> <ul style="list-style-type: none"> • Provide frequent opportunity to retell stories and experiences. • Use story planners (Elklan have useful resources). • Provide images and props to support retelling. • Give children key vocabulary on cards/word mats. • Photographs of visits, different places as a memory prompt. • Sequencing word cards, e.g. time vocabulary.

<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<ul style="list-style-type: none"> • Start conversations and join in with them. • Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others. • Give details that they know are important and will influence the listener. • Uses language to ask, negotiate, express opinions and feelings. 	<div style="display: flex; justify-content: space-around;">   </div> <p>Image Credit: Cambridge International</p> <p>Image Credit: TES</p>  <ul style="list-style-type: none"> • Non-verbal skills (RSE) – What is ok and not ok. • Explain that eye contact is looking but not staring. • Distance – personal space. • Emotional Literacy. • ‘Talkabout’ resources (make sure these are age-appropriate). • Distinguish between what is relevant vs. not relevant in relation to the topic and audience. • Who to tell what
<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<ul style="list-style-type: none"> • Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation. 	<div style="display: flex; justify-content: space-around;">   </div> <p>Image Credit: Blue Bear</p> <ul style="list-style-type: none"> • Provide access to props. • Use visuals from books/films. • Display story maps. • Teach children songs to go along with stories. • Word cards with pictures for dual-coding. • Hierarchy: progress from physical objects, to photographs, to drawings, and then line drawings. •

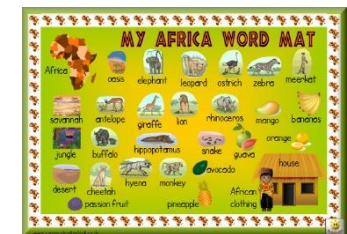
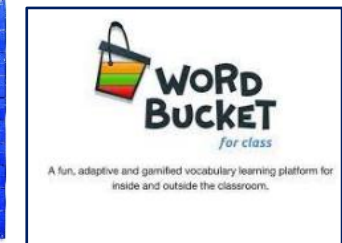
<p>Speak audibly and fluently with an increasing command of Standard English</p>	<ul style="list-style-type: none"> • Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities'). • Use well-formed sentences, including longer sentences with more detail. • Start to join clauses with conjunctions. 	 <ul style="list-style-type: none"> • Use colourful semantics to support understanding of sentence structure. • <i>Speaking and Listening Through Narrative</i> – Black Sheep Press. • Sentence starters/stems. • Work on conjunctions in English.
<p>Participate in discussions, presentations, performances, role play/improvisations & debates</p>	<ul style="list-style-type: none"> • Use character voices in context. • Contributes appropriately to discussions making comments relevant to the topic. 	<ul style="list-style-type: none"> • Role play areas. • Shared reading. • Grouping words into topics (semantics) – e.g. sorting words into whether they are weather-related or not. 
<p>Gain, maintain and monitor interest of the listener(s)</p>	<ul style="list-style-type: none"> • Will vary their voice for effect e.g. "<i>I <u>really want</u> a dog for Christmas.</i>" 	 <p>Image Credit: Twinkl</p> <ul style="list-style-type: none"> • Role play. • Shared/choral/echo reading of sentences. • Look at the use of italics to show stress. • Which words would you stress? Does it sound strange if you swap words?

<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> • Responds to what they hear with relevant comments. 	<ul style="list-style-type: none"> • On topic vs. off topic. • Questions/discussions in class across different subjects. • Class discussions can be scaffolded using sentence frames and key vocabulary. • Play 'opinion, fact or lie' – “Grass is blue” “Pineapple is nice on pizza”, “the sun is hot.”  
<p>Select and use appropriate registers for effective communication</p>	<ul style="list-style-type: none"> • Uses a more formal tone with the adults in school. 	 <p>Image Credit: BBC</p>  <ul style="list-style-type: none"> • Looking specifically at language use and effect. • Standard vs Non-standard English. • Discussion: What would you say to your friends? What would you say to an adult at school? • Circle time: manners and showing respect to all.

STAGE 2	Objectives	Opportunities, Activities and Resources
<p>Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age</p>	<ul style="list-style-type: none"> • Listens to others and is beginning to summarise some of the main points. • Understands complex 2 to 3-part instructions e.g. <i>With your partner, decide which character from the book you would most like to be friends with and explain why.</i> 	<ul style="list-style-type: none"> • At the end of the session, ask children to recap what happened (what went well and any improvements). • Recapping and summarising events. • For longer instructions, use a visual aid, e.g. 'Now and Next board'. • Colour Dictation – following colouring instructions.   
<p>Ask relevant questions to extend their understanding and knowledge</p>	<ul style="list-style-type: none"> • Show interest and ask lots of questions to find out specific information e.g. <i>How do we know...? Why did...?</i> 	<ul style="list-style-type: none"> • Use the method '5 W's and How' - on the fingers. • Model some questions for pupils.  

Use relevant strategies to build their vocabulary

- Ask for the meaning of unknown words.
- Use newly introduced topic words appropriately in a sentence.



- Word Wall – add new words to the wall display as they are encountered and include visuals to support learning.
- Explore a 'Word of the Day'.
- Create actions for new words.
- Once they have been taught, ask children to define words and use them in a sentence.
- When introducing a new topic, give a list of new words and meanings.
- Make 'Silly Sentences' by changing one key word in sentence.

Articulate and justify answers, arguments and opinions

- Use more complicated grammar to explain or justify opinion e.g. "It was fun and even the grumpy old man was laughing, so I'd like to go again."

- Ask follow-up questions if not enough information is given.
- Matching objects and finding the odd one out – justify why groups either go together or don't.
- Teacher to model own thoughts and feelings and explain why.

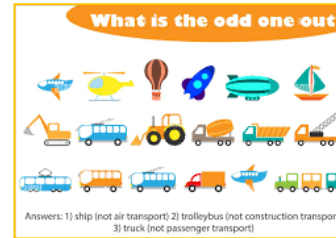


Image Credit: Shutterstock

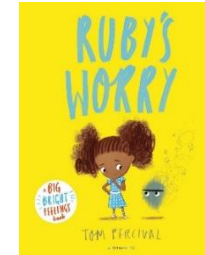
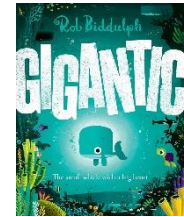


Image Credit: Wattpad

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- Expresses personal feelings or recounts experiences with clarity, beginning to make connections between ideas or thoughts e.g. *I liked this because...*

- Zones of regulation resource: <https://zonesofregulation.com/resources/>
- Explain what to do when feeling a certain emotion (anger, worry, sadness) and discuss what makes the child feel that way.
- Help children to develop empathy: talk about how characters might feel in stories and why.
- Discuss preferences, giving reasons.



<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<ul style="list-style-type: none"> • Can sustain the attention of the listener e.g. will use eye contact and ask questions to involve and engage others. • 	<ul style="list-style-type: none"> • Remember: eye contact not always required. • Find out the different ways children are able to pay attention. • Aim for neuro-diverse affirming whole body listening. • 'Talking bursts' – spend 30 seconds talking about a given topic. • Asking and answering questions. <div data-bbox="1272 499 1675 608" data-label="Image"> </div> <div data-bbox="1189 663 1252 735" data-label="Image"> </div> <div data-bbox="1279 663 1738 724" data-label="Text"> <p>https://hattalks.uk/why-we-need-to-stop-working-on-eye-contact-goals/</p> </div> <div data-bbox="1778 424 2045 799" data-label="Image"> <p>Whole body listening</p> <ul style="list-style-type: none"> Brain is thinking Eyes are looking at the speaker or whatever helps you listen Mouth is quiet Hands are still or fidgeting - whatever helps you listen Ears are listening Body is still or fidgeting - whatever helps you listen </div>
<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<ul style="list-style-type: none"> • Will express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences. • • 	<div data-bbox="1171 823 1379 979" data-label="Image"> </div> <div data-bbox="1413 842 1547 1066" data-label="Image"> </div> <div data-bbox="1189 1018 1357 1209" data-label="Image"> </div> <div data-bbox="1384 1106 1576 1241" data-label="Image"> </div> <ul style="list-style-type: none"> • Making predictions on the basis of what has happened so far. • Scaffold this for pupils by providing two different alternatives. • When reading stories aloud, pause and ask what the character might say. • Drama activities. • Role on the Wall. • Role play.

<p>Speak audibly and fluently with an increasing command of Standard English</p>	<ul style="list-style-type: none"> • Use speech that is consistently easy to understand and clear. • Use a range of conjunctions to join clauses and sentences and to help explain and justify events e.g. <i>so, because, if, when</i>. 	<ul style="list-style-type: none"> • Address any misconceptions by repeating the correct pronunciation and/or grammar back to the child. • Avoid asking children to repeat it back to you, as this could prevent them from talking. • Display a range of conjunctions on a word wall. • Adults to model the correct pronunciation and use of grammar in speech. <div data-bbox="1765 245 2022 501" data-label="Image"> </div> <div data-bbox="1749 564 2054 635" data-label="Text"> <p>Building sentences</p> </div>
<p>Participate in discussions, presentations, performances, role play/improvisations & debates</p>	<ul style="list-style-type: none"> • Is able to work in role and take on some of the characteristics and/or the voice of the character being played. • Will extend simple roles by expressing emotions. • Contributes purposefully to discussions and is able to use some imaginative and adventurous vocabulary. 	<ul style="list-style-type: none"> • Role on the Wall. • Hot-seating. • Feelings chart throughout a text. • Shared reading focusing on intonation and expression – use an ‘I do, you do’ approach so pupils see this being modelled. • Create a vocabulary-rich classroom, with lots of words on display or accessible to the children so they are able to use ambitious vocabulary <div data-bbox="1581 852 1823 928" data-label="Image"> </div> <div data-bbox="1854 874 2051 1002" data-label="Image"> </div> <div data-bbox="1585 1088 1666 1168" data-label="Image"> </div> <div data-bbox="1675 1098 1814 1158" data-label="Text"> <p>Helicopter Stories</p> </div> <div data-bbox="1854 1088 2051 1264" data-label="Image"> </div>

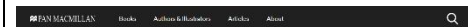
Gain, maintain and monitor interest of the listener(s)

- Will change their voice and use expression to engage the listener and keep them interested.

- Shared/choral/echo reading.
- Performance poetry.
- Drama.
- Teacher modelling the appropriate intonation and expression, then children imitating this, is key.
- Listening to authors reading their books aloud.
- Audio books.



Michael Rosen's top tips for performing poems and stories



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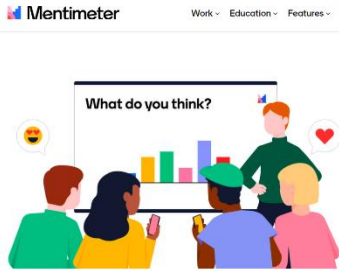



The best poems for kids

Poetry for children can make kids laugh, think about the world around them and inspire their own creativity. Here's our selection of some of the best poems for children.



Figure 6: Reading Fluency



<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> Recognises that there are other viewpoints. Make a simple comment in response to others' viewpoints and say whether they agree or disagree and why. 	 <p>Agree or disagree speaking activity</p>  <ul style="list-style-type: none"> Encourage discussions in class: one student gives one viewpoint, then ask rest of the class for another viewpoint (can give prompts to support this). Voting in class: recognising people have different preferences/opinions and discussing why. Exploring and developing empathy
<p>Select and use appropriate registers for effective communication</p>	<ul style="list-style-type: none"> Knows that they need to use different styles of talk with different people e.g. friends (<i>yeah, nice one, na</i>) and teachers (<i>yes, I'm happy with my writing, no</i>), is able to greet visitors appropriately etc. 	<ul style="list-style-type: none"> Standard v Non-Standard English (BBC Game). Roleplay different scenarios: What Would You Do? – different choices. Hidden rules game: not all rules are taught, helps to identify what they know or don't.   

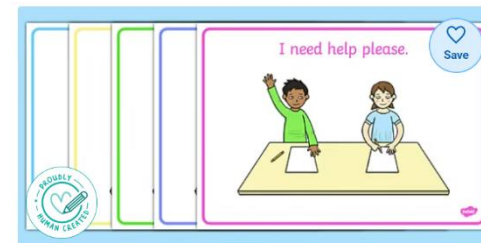
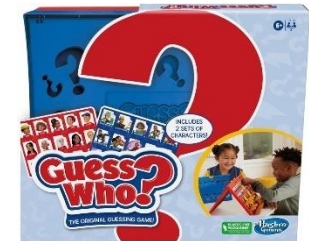
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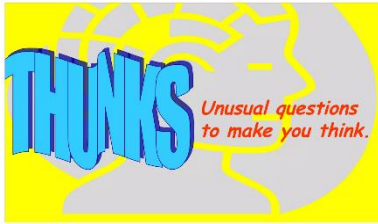


STAGE 3	Objectives	Opportunities, Activities and Resources
<p>Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age</p>	<ul style="list-style-type: none"> Listen and respond to others making connected comments and is beginning to extend the points made by others. Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. 	<ul style="list-style-type: none"> Children to discuss the steps of their learning together. Encourage highlighting/underlining of keyword on worksheets. Use visuals to support understanding. 'Working towards boards' to support attention. Words for extending sentences. <div data-bbox="1178 676 1460 911" data-label="Image"> <p>The image shows a board titled 'SPECIAL EDUCATION VISUALS' with the subtitle 'First/ Then & Working for boards'. It features two main sections: 'FIRST THEN' with a red and green box, and 'I AM WORKING FOR' with a blue box and a checklist.</p> </div> <div data-bbox="1491 683 2069 906" data-label="Complex-Block"> <p>Joining clauses</p> <p>Laura sings about the conjunctions and, but, for, or, while, until, before, after, because.</p> <p>These words can be used to join two sentence clauses together.</p> <p>Here are two sentences:</p> <p>Lilly ate an ice cream. She read a book.</p> <p>Using a conjunction they can be joined to make one sentence, like this:</p> <p>Lilly ate an ice cream and read a book.</p> </div> <p>I will now highlight the specific information I need: 'Mount Kilimanjaro's height is about 4,900 metres from its base and 5895 metres above sea level. This is the Kilimanjaro height written on the sign at Uhuru Peak itself.'</p> <div data-bbox="1469 1018 1729 1190" data-label="Image"> <p>The image shows a wooden signpost at Uhuru Peak, Mount Kilimanjaro. The sign reads: 'MOUNT KILIMANJARO CONGRATULATIONS FOR REACHING THE TOP', 'UHURU PEAK TANZANIA 5895 METRES', and 'AFRICA'S HIGHEST POINT MOUNT KILIMANJARO'S HIGHEST POINT 5895 METRES ABOVE SEA LEVEL'.</p> </div>

Ask relevant questions to extend their understanding and knowledge

- Will ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc.
- Be aware of when a message is not clear and ask for an explanation.

- Encourage children to come up with ideas they would talk about in different situations and what they would not talk about.
- Encourage asking for help through peers, the table or teacher.
- Visual 'help' cards.
- Games to encourage children to ask questions:
- *Guess Who*
- *Guess the object / animal.*



<p>Articulate and justify answers, arguments and opinions</p>	<ul style="list-style-type: none"> • Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt. 	<ul style="list-style-type: none"> • Start day off with a 'Think of the day'. • Blank's Level 4 Questions – if struggling give them choices/prompts. • Making predictions during stories and activities. <div data-bbox="1182 414 1612 598">  <ul style="list-style-type: none"> • Can you be prepared for a surprise? • Can you have too much money? • Would you want to remember everything if you could? • Can you trust anything on the internet? </div> <div data-bbox="1657 427 2033 651">  </div> <div data-bbox="1164 654 1400 813">  <p>1a) Predict what might happen on the basis of what has been read so far</p> </div> <p>Prediction questions are often phrased in the following ways:</p> <ul style="list-style-type: none"> • Who...? /What...? /When...? /Where...? /How...? /Which...? • Predict...
<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<ul style="list-style-type: none"> • Expresses personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts <i>e.g. I liked this because...It reminded me of...</i> • Tell a story with important key components. 	<div data-bbox="1176 837 1635 1284">  </div> <ul style="list-style-type: none"> • During stories, ask how the characters are feeling and why. • Encourage children to think of a time when they felt that emotion and why. • Problem solving during stories and activities – what should they do.

<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<ul style="list-style-type: none"> • Can keep talk purposeful and stay on topic and is beginning to use gestures and intonation to further meaning. • Begin to be aware of what the listener knows already and make checks while telling a story/recounting an experience. • Take turns to talk, listen and respond in pairs and groups. • Use language they hear other people using. • Exaggerate in an implausible way to make things exciting. 	<ul style="list-style-type: none"> • Whole body listening – document. • Go through different ways of paying attention (not just sitting and looking). • Eye contact is not always required. • When reading/teaching ask children in the group questions to check their understanding if they were paying attention. • Vary intonation when speaking to the children to keep them engaged. <div data-bbox="1182 619 1594 865" data-label="Image"> </div> <div data-bbox="1644 587 2033 880" data-label="Complex-Block"> <p>Open-ended Question Stems</p> <ul style="list-style-type: none"> • Tell me about... • How do you know that...? • Can you tell me more about why...? • What do you think...? • Show me how you...? • I wonder why...? • How did you...? • Why did you...? • How do you know? • What did you do first? • What can you tell me about...? • Can you think of another way...? • What do you think? • What do you think would happen if...? • What could you do instead? • How did you do that? • What does it remind you of? • What can you do next time? • Tell me what happened. • What do you call the things you're using? How are you going to do that? • Is there anything else you could use? • What is it made of? • What do you think will happen next? • What could be added? • What else can this be used for? • What else is like that? • How can you do it faster? <p><small>Graphic by Claire O'Neal www.mindfulspeech.com</small></p> </div>
<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<ul style="list-style-type: none"> • Is able to explore and imagine feelings within both story and real-life settings. Will express views and feelings and is showing the confidence to speculate on a range of possible outcomes. 	<div data-bbox="1249 960 1608 1209" data-label="Complex-Block"> <p>Progression in Language Structures Some suggestions for class teachers in planning for children's academic language development Tower Hamlets EMA team in collaboration with Tower Hamlets teachers</p> <p><small>Progression in Language Structures Tower Hamlets EMA team in collaboration with Tower Hamlets teachers December 2020</small></p> </div> <ul style="list-style-type: none"> • Predicting and justifying prediction. • Explaining an observation – how can we tell ...? • Role play activities.

Speak audibly and fluently with an increasing command of Standard English

- Speaks clearly using more sophisticated language to explain, justify and relay information.
- Use more complicated grammar.

Name _____ Scrambled Sentences

Scrambled Questions

DIRECTIONS: Unscramble the sentences below to form questions. Write each unscrambled sentence on the line. Punctuate.

1. upset, why, always, you, are
2. that, did movie, see, you
3. know, do, how, it's, you, you, for
4. know, when, think, you, you, do, will
5. you, that, that, where, borrowed, is, book
6. with, going, who, you, are
7. favorite, what, thing, your, is

© 15Worksheets.com **15** worksheets



SENTENCE STRUCTURE SMALL GROUP ACTIVITY

When you have your cards, you have to put them together to make a sentence.

After we took the quiz, we were sad.

Zada starts to cry if he sees his dog.

Angy is in my class, although I don't know her.



Descriptive ADJECTIVES

Adjectives are words that describe a person, place, or thing. Descriptive adjectives can describe how a person looks or acts.

Highlight the Descriptive Adjective

Directions: Highlight or underline the descriptive adjectives in each sentence. Some sentences have more than one descriptive adjective.

1. The young boy climbed the tall tree.
2. The friendly cashier greeted me at the store.
3. The patient doctor listened carefully to my concerns.
4. The talented musician played the piano beautifully.
5. The brave firefighter rescued the kitten from the burning building.
6. The elegant ballerina performed a graceful dance on stage.
7. The wise teacher answered all of the students' questions patiently.
8. The energetic coach motivated the team to win the game.
9. The stylish fashion designer creates a stunning dress for the runway in New York.
10. The enthusiastic chef cooked a delicious meal for her delightful guests.



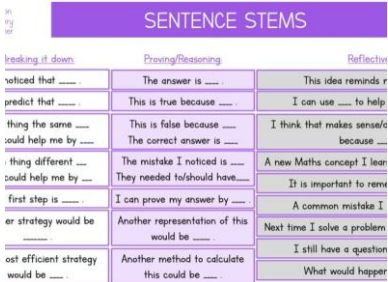


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 who	 doing	 what	 where
 to who	 describe	 when	 how

- Colourful semantics – to support sentence structure
- select from visuals to support building a sentence.
- Provide sentence structure model.
- Sentence scrambling activities.
- Identify word types in text e.g. finding adjectives.
- Clapping the number of syllables to support fluency.

<p>Participate in discussions, presentations, performances, role play/improvisations & debates</p>	<ul style="list-style-type: none"> • Can create and sustain a role for longer periods adding greater detail to a role/character. • Is able to present and structure information in different ways. 	<ul style="list-style-type: none"> • Encourage children to use gestures and actions to enhance understanding of characters in stories. • Have prompts to help give structure to the information. • Say it like activity – say the sentence using different character voices (teacher, baby, king). <p>Drama games – Simple ideas for primary school</p> 																																	
<p>Gain, maintain and monitor interest of the listener(s)</p>	<ul style="list-style-type: none"> • Can explain ideas in a manner appropriate to the listener. 	<ul style="list-style-type: none"> • Model different ways in which it would be appropriate to explain ideas. • Ask children to explain how they reached their answers. • Social Stories.   <table border="1"> <thead> <tr> <th colspan="3">SENTENCE STEMS</th> </tr> <tr> <th>Breaking it down</th> <th>Proving/Reasoning</th> <th>Reflective</th> </tr> </thead> <tbody> <tr> <td>noticed that ____</td> <td>The answer is ____</td> <td>This idea reminds me of ____</td> </tr> <tr> <td>predict that ____</td> <td>This is true because ____</td> <td>I can use ____ to help</td> </tr> <tr> <td>thing the same ____</td> <td>This is false because ____</td> <td>I think that makes sense/because ____</td> </tr> <tr> <td>could help me by ____</td> <td>The correct answer is ____</td> <td>A new Maths concept I learn</td> </tr> <tr> <td>thing different ____</td> <td>The mistake I noticed is ____</td> <td>It is important to remember</td> </tr> <tr> <td>could help me by ____</td> <td>They needed to/should have ____</td> <td>A common mistake I</td> </tr> <tr> <td>first step is ____</td> <td>I can prove my answer by ____</td> <td>Next time I solve a problem</td> </tr> <tr> <td>er strategy would be ____</td> <td>Another representation of this would be ____</td> <td>I still have a question</td> </tr> <tr> <td>most efficient strategy would be ____</td> <td>Another method to calculate this could be ____</td> <td>What would happen</td> </tr> </tbody> </table>	SENTENCE STEMS			Breaking it down	Proving/Reasoning	Reflective	noticed that ____	The answer is ____	This idea reminds me of ____	predict that ____	This is true because ____	I can use ____ to help	thing the same ____	This is false because ____	I think that makes sense/because ____	could help me by ____	The correct answer is ____	A new Maths concept I learn	thing different ____	The mistake I noticed is ____	It is important to remember	could help me by ____	They needed to/should have ____	A common mistake I	first step is ____	I can prove my answer by ____	Next time I solve a problem	er strategy would be ____	Another representation of this would be ____	I still have a question	most efficient strategy would be ____	Another method to calculate this could be ____	What would happen
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Consider and evaluate different viewpoints, attending to and building on the contributions of others

- Can listen to others' views and preferences, agree next steps to take, and consider alternatives e.g. "That didn't work. Why don't we try...?"

Select and use appropriate registers for effective communication

- With support, makes more formal language choices when speaking to visitors and staff in school e.g. composing a question for a visitor, presenting an argument to persuade the Head Teacher, expressing an opinion in a debate.

- Note that sometimes things don't work the way we expect first time round.
- Encourage creative thinking and listening to the ideas of others before making a decision.



- Discuss language that is and isn't appropriate in certain situations.
- Give praise when child uses correct language or makes attempts.



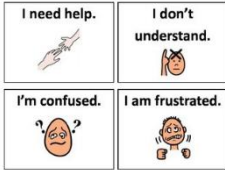

1 Sort the words and phrases into the table.

Text message to friend	Letter to headteacher

Wicked! It has come to my attention that
 Dear Mr Slankett, cheers Awesome!
 as a result It is my opinion that wanna go
 Buzzing! Are you for real? a great deal of litter

Check

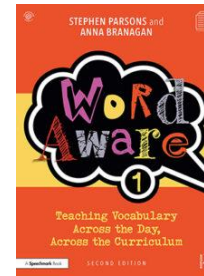
Classroom KIDS

STAGE 4	Objectives	Opportunities, Activities and Resources
<p>Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age</p>	<ul style="list-style-type: none"> Listen to others, work out which information is important and make relevant and related comments <i>e.g. returns to a key point and elaborates.</i> 	<ul style="list-style-type: none"> Allow processing time and repeat key instructions. Model good listening skills and give specific praise. Encourage pupils to ask for help. Ask the child to give you instructions on how to do/make/draw Something.  
<p>Ask relevant questions to extend their understanding and knowledge</p>	<ul style="list-style-type: none"> Is beginning to recognise the difference between open and closed questions and is starting to demonstrate that they can use/apply these appropriately. 	<ul style="list-style-type: none"> Encourage pupils to ask for help if they don't know or understand something. Have visual help cards on the desk for pupils who don't feel comfortable raising their hand.  

Use relevant strategies to build their vocabulary

- Uses a wider range of verbs and adverbs within their everyday and more formal speech and begins to understand the effect.
- e.g. "I used sprinted instead of ran because it tells you more."

- Pre-teach vocabulary prior to lesson. Helps develop understanding and increase engagement in lessons.
- Activities which promote vocabulary development- feely bag, sorting and classifying objects, Simon says etc.
- Vocabulary is VITAL resources from One Education.



Using Higher Level Vocabulary: Fiction Writing

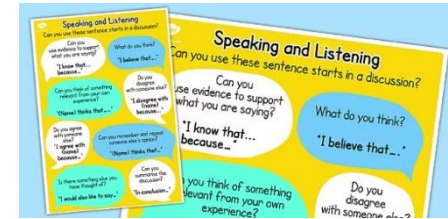
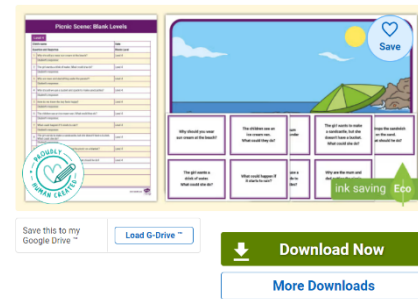
To describe settings	To describe characters	To describe feelings
atmospheric breath-taking impenetrable magnificent picturesque stunning sublime unfathomable	enigmatic fascinating mysterious quirky unpredictable	hugely intoxicating overwhelming stunning unfathomable
grand majestic magnificent picturesque stunning sublime unfathomable	brave courageous daring fearless intrepid valiant valorous	angry furious horrified indignant outraged outraged outraged outraged
hazy misty murky obscure opaque shrouded vague	kind lovely pleasant pleasant pleasant pleasant pleasant	amused amused amused amused amused amused amused



Articulate and justify answers, arguments and opinions

- Articulate and justify opinion on a character, event or situation in response to a question or prompt.

- Blanks Level 4 activities - justification questions.
- Support children by giving them a choice or an example answer.

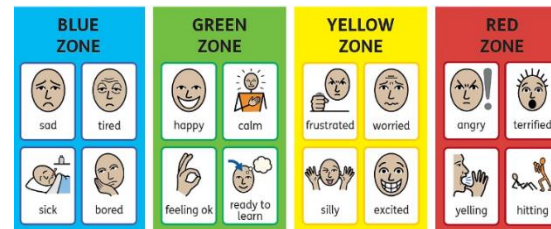


Picnic Scene Blanks Level 4 Questions

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- Presents information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons

- Zones of regulation.
- Model language for expressing own feelings in different situations.
- Use narrative intervention supports.
- Sequencing activities with visuals- then ask the child to talk through the sequence and explain what is happening.
- Can use visual prompts of sequencing language to help support their language.



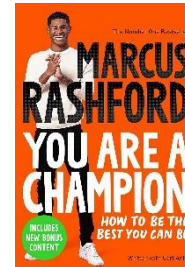
Steps into Science
Inspiration, support and resources for primary teaching



Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures.

- Give appropriate model of social skills.
- Give specific praise e.g. “good turn taking.”
- *Eye contact not always appropriate; some children may find it uncomfortable.

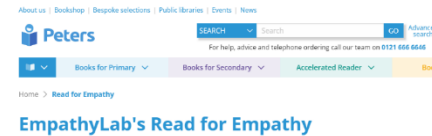


Public Speaking Resources - Hints and Tips PowerPoint

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- Will make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).

- Blanks Level 3 activities.
- Inference activities- Looking for clues such as facial expressions, body language and vocal tone as well as actions/speech.
- When reading books, ask the children what they think is going to happen next - how is a person feeling and thinking?
- Model your feelings and why you are feeling that way. E.g., 'I am feeling tired because I did not get much sleep last night'.




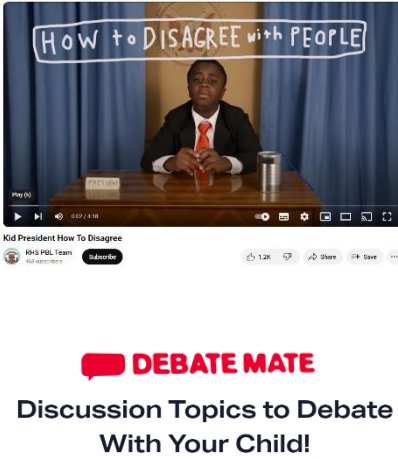
POSSIBLE INFERENCE ACTIVITIES:

- Listen or read a conversation between two characters – can children infer their relationship?
- Adding thought or speech bubbles for characters.
- Use two-minute mysteries and six-word stories.
- Heads up – feelings.
- Wordles to describe character impressions.
- Where am I and what am I doing? E.g. I hear screaming. My stomach feels funny. Can you see my hair blowing? I'm feeling excited!
- Inferences from adverts or short film clips.
- Inferences from poems or song lyrics – messages behind them.



<p>Speak audibly and fluently with an increasing command of Standard English</p>	<ul style="list-style-type: none"> • Can speak clearly and fluently about a range of events. • Uses complex sentences to communicate clearly and explain further. 	<ul style="list-style-type: none"> • Ask the children 'why?' questions regularly. If they have difficulty model how they could respond. • Play games to practice grammatical features e.g. I went shopping and bought... • Model the language back if the child makes a grammatical error e.g. "I eated it", you could say "yes, you ate the apple!" • Pretend to misunderstand and get things wrong – see if they correct you. <div data-bbox="1308 580 1675 810" data-label="Image"> </div> <div data-bbox="1783 507 1962 804" data-label="Image"> </div>
<p>Participate in discussions, presentations, performances, role play/improvisations & debates</p>	<ul style="list-style-type: none"> • Will sustain a role/scenario and is shows an understanding of the character through speech (content, style, intonation and expression), gesture and movement. • Presents information in a structured way and is able to use specific vocabulary. 	<ul style="list-style-type: none"> • Drama, role play activities. Given a character (e.g., old lady) and has to speak, other children guess who they are. • Colourful semantics to help structure information. • Random generator to encourage all pupils to participate to in class discussions. Provide support through modelling and choices for those pupils who may struggle. <div data-bbox="1765 903 2042 1050" data-label="Image"> </div> <div data-bbox="1765 1082 2042 1279" data-label="Image"> </div>

Framework adapted from The Communication Trust 'Universally Speaking'; Education Gateshead 'Speaking and Listening Assessment' and Department for Education 'National Curriculum', 2014.

<p>Gain, maintain and monitor interest of the listener(s)</p>	<ul style="list-style-type: none"> Recognises when the listener is losing interest and will use intonation and expression to engage interest. Can explain ideas in a manner appropriate to the listener. 	<ul style="list-style-type: none"> Inference games- inferring body language and facial expressions and what that means. *Some neuro-diverse children may not use intonation and have limited expression. 
<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why. 	<ul style="list-style-type: none"> Teach language and vocabulary needed to disagree. E.g. <i>however, but, although, despite...</i> Debating points with a peer. Class debates- e.g. <i>'does pineapple belong on pizza?'</i> Split the class into groups and ask them to create an argument. 

Select and use appropriate registers for effective communication

- In familiar situations, can recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.

- Model appropriate language skills.
- Range of writing activities- write a letter the king and a letter to a friend. Discuss how the language we use will change. Sort vocab into formal and informal categories.
- Discuss language that is appropriate / not appropriate in different situations.
- Give specific praise to pupils, e.g. *“well done for being so polite and respectful to our visitor by listening carefully and waiting for a good time to ask questions”*



RAFT

Outcome: Letter.

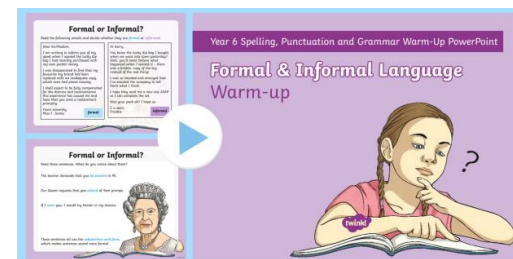
Reason – to ask Sarah Roberts about her job and discuss how we feel about the book.

Audience – Sarah Roberts.

Features – letter format, use of questions, conjunctions to link ideas, specific choice of words.

Tone – friendly.


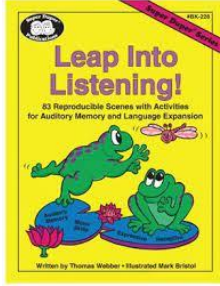


The graphic shows a raft made of logs with a sail that lists the RAFT components: Reason, Audience, Features, and Tone.



Year 6 Spelling, Punctuation and Grammar Warm-Up PowerPoint

Formal & Informal Language Warm-up

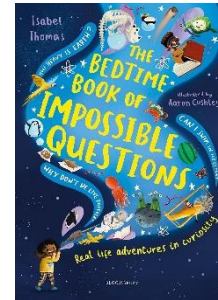
The image shows a PowerPoint slide with a play button icon and a cartoon girl thinking about a question mark.

STAGE 5	Objectives	Opportunities, Activities and Resources
<p>Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age</p>	<ul style="list-style-type: none"> Listen and respond to others and make contributions which are relevant and may add challenge to ideas <i>e.g. poses thoughtful alternatives that extend peers' thinking.</i> 	<ul style="list-style-type: none"> Give specific praise when pupils make a relevant contribution, e.g. "that was a really good point to help us see the event from a different perspective." Attention and listening games/activities to develop the length of time children can attend. Listening and Barrier Games. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="border: 1px solid blue; padding: 10px; margin-top: 20px; text-align: center;"> <p>Speech & Language Therapy</p>  <p>Barrier Games</p> </div>








Ask relevant questions to extend their understanding and knowledge



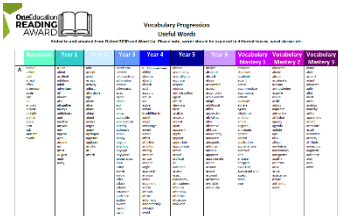
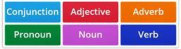

- Can pose increasingly thoughtful questions to both their peers and to adults.
- Identify clearly when they haven't understood and be specific about what additional information they need.


- Encourage and praise pupils asking for help when needed.
- Listen and respond positively to pupils' questions.
- Model posing questions and use 'thinking aloud'.
- Provide feedback and support.
- Try playing 'The Question Game' - pupils decide on a topic, one pupil asks an open-ended question, and the other pupil responds with a related open-ended question e.g. A. Why is there a light on? B. Where does light come from?



What's The Question? A Hilarious Game For Kids

<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<ul style="list-style-type: none"> • Presents information or personal feelings coherently selecting memorable details including specific vocabulary. 	<ul style="list-style-type: none"> • Give everyone a chance to talk about their day, including adults. Provide a model of how to use descriptive language, explanations and narratives including feelings. • Use narrative intervention visual supports. <p style="text-align: center;">My story board</p> <div style="display: flex; justify-content: center; gap: 10px;">      </div> <div style="text-align: right; margin-top: 10px;">  </div>
<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<ul style="list-style-type: none"> • Will stay on topic and is beginning to be more a selective about how much and which details to include in order to keep the listener interested. • Keep conversations going with a range of people in different situations. 	<ul style="list-style-type: none"> • On / off topic games. • Fillers Beware! – asking children to talk about a given topic for one minute without using fillers such as ‘erm’ or ‘like’ (Talk the Talk). • Role play scenarios, practice joining in, initiating conversations, staying on topic. <div style="text-align: right; margin-top: 20px;">  </div>

<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<ul style="list-style-type: none"> Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect. 	<ul style="list-style-type: none"> Blanks Level 4 activities. Pre-teach the vocabulary you want children to use. They're more likely to use it if they have a good understanding of the word. When having discussions, have targeted vocabulary visually available. Encourage each child to use a different one.    <p>reversible</p> <p>irreversible</p> <p>change</p> <p>melting</p> <p>DOWNLOAD</p>
<p>Speak audibly and fluently with an increasing command of Standard English</p>	<ul style="list-style-type: none"> Uses complex grammar and sentence structure. Uses intonation linked to grammar. Is beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however etc. 	<p>FREEBIE!</p>  <p>CONJUNCTIONS</p> <p>Visual Chart</p>  <p>alice of speech</p> <ul style="list-style-type: none"> Joins 2 phrases/sentences together. A place, person or thing. Describes a verb. A name; he, she, his, her, who. Describes a noun. A doing word. <p>Cohesive devices</p> <p>Subject: English Age range: 7-11 Resource type: Other</p> <ul style="list-style-type: none"> Colourful semantics to support grammar and sentence structure. Provide adverbials and conjunctions prompt cards during speaking and writing activities. Encourage the children to use a certain number of conjunctions and adverbials.

<p>Participate in discussions, presentations, performances, role play/improvisations & debates</p>	<ul style="list-style-type: none"> • Is able to develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation. • Is able to present information clearly using an introduction, relevant ideas and a conclusion. Vocabulary is well-chosen and specific. 	<ul style="list-style-type: none"> • Role play activities. • Provide visual prompts during speaking and writing activities showing what structure is expected e.g. introduction, setting the scene etc. • Make vocabulary maps of what words they want to use during the activity. Provide dictionaries and thesauruses to help facilitate this activity. <div data-bbox="1272 507 2018 799"> <p>Watch: Key features of a speech A speech is an informative talk given to an audience. Watch this video to learn about the key features of writing a powerful speech.</p>  <p>Activity Ideas for Drama at Key Stage 2</p> </div>
<p>Gain, maintain and monitor interest of the listener(s)</p>	<ul style="list-style-type: none"> • Understands the importance of intonation and expression in their own and others' talk and how a change of volume or tone can re-focus or grab the listener's attention. • Add/remove detail depending on information known about the listener. • Understand the interests of the listener. 	<ul style="list-style-type: none"> • Ask children to explain things to you. How do you do/make/draw... • Ask them to explain things to you as if you are an alien from another planet! • Role play activities highlighting the impact of tone and volume. <div data-bbox="1400 1070 1812 1278"> <p>Say It Another Way Drama Activity</p> <p>Say it as if you are in a hurry.</p> <p>Say it as if you are telling somebody a secret.</p> <p>Say it as if you are very tired.</p> <p>Say it as if you are a police officer.</p> <p>Say it as if you are a teacher.</p> <p>Say it as if you are very excited about something.</p> <p>Say it as if it was the most important thing in the world!</p> <p>ink saving Eco</p> </div>

<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others. 	<ul style="list-style-type: none"> Teach vocabulary to agree / disagree / contribute. Encourage children to agree, build upon, challenge. Theory of Mind activities- E.g., social stories, what are others thinking and how are others feeling? <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="1169 486 1444 667"> </div> <div data-bbox="1512 475 1668 710"> </div> <div data-bbox="1758 475 2049 678"> </div> </div>										
<p>Select and use appropriate registers for effective communication</p>	<ul style="list-style-type: none"> Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision, they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly. 	<ul style="list-style-type: none"> Show different situations and environments and give choices on what would be appropriate / not appropriate. <div style="display: flex; justify-content: space-between;"> <div data-bbox="1220 885 1512 1284"> <table border="1"> <tr> <td> <p>Leader You are responsible for:</p> <ul style="list-style-type: none"> Making sure everyone does their job and helps Making sure the group completes the task on time </td> <td> <p>Reporter You are responsible for:</p> <ul style="list-style-type: none"> Making notes about what the group does Reporting what the group has done at the end of the task </td> </tr> <tr> <td> <p>Ideas person You are responsible for:</p> <ul style="list-style-type: none"> Thinking up ideas to help the group solve problems Explaining your ideas to the leader </td> <td> <p>Challenger You are responsible for:</p> <ul style="list-style-type: none"> Trying to think of what might go wrong Explaining your ideas to the leader </td> </tr> <tr> <td> <p>Helper You are responsible for:</p> <ul style="list-style-type: none"> Looking out for who has too much to do and offering help Telling the leader who you have decided to help </td> <td> <p>Coach You are responsible for:</p> <ul style="list-style-type: none"> Finding ways to encourage others. Making sure everyone works well together </td> </tr> <tr> <td> <p>Technician You are responsible for:</p> <ul style="list-style-type: none"> Looking after the tools and materials Making sure everyone has the tools and materials to do their job </td> <td> <p>Maker You are responsible for:</p> <ul style="list-style-type: none"> Making things that the group needs to complete the task Checking with the leader that you are making what is needed </td> </tr> <tr> <td> <p>Scribe You are responsible for:</p> <ul style="list-style-type: none"> Writing about what your group decides, and does. Helping the reporter to explain about your group at the end of the exercise </td> <td> <p>Reader You are responsible for:</p> <ul style="list-style-type: none"> Reading the instructions for the exercise to others in your group Explaining the instructions to other people in the group </td> </tr> </table> </div> <div data-bbox="1635 925 1915 1284"> </div> </div>	<p>Leader You are responsible for:</p> <ul style="list-style-type: none"> Making sure everyone does their job and helps Making sure the group completes the task on time 	<p>Reporter You are responsible for:</p> <ul style="list-style-type: none"> Making notes about what the group does Reporting what the group has done at the end of the task 	<p>Ideas person You are responsible for:</p> <ul style="list-style-type: none"> Thinking up ideas to help the group solve problems Explaining your ideas to the leader 	<p>Challenger You are responsible for:</p> <ul style="list-style-type: none"> Trying to think of what might go wrong Explaining your ideas to the leader 	<p>Helper You are responsible for:</p> <ul style="list-style-type: none"> Looking out for who has too much to do and offering help Telling the leader who you have decided to help 	<p>Coach You are responsible for:</p> <ul style="list-style-type: none"> Finding ways to encourage others. Making sure everyone works well together 	<p>Technician You are responsible for:</p> <ul style="list-style-type: none"> Looking after the tools and materials Making sure everyone has the tools and materials to do their job 	<p>Maker You are responsible for:</p> <ul style="list-style-type: none"> Making things that the group needs to complete the task Checking with the leader that you are making what is needed 	<p>Scribe You are responsible for:</p> <ul style="list-style-type: none"> Writing about what your group decides, and does. Helping the reporter to explain about your group at the end of the exercise 	<p>Reader You are responsible for:</p> <ul style="list-style-type: none"> Reading the instructions for the exercise to others in your group Explaining the instructions to other people in the group
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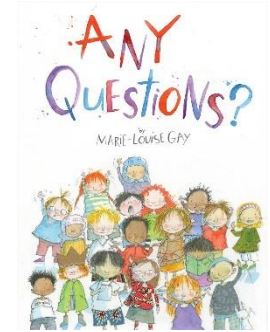
STAGE 6	Objectives	Opportunities, Activities and Resources
<p>Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age</p>	<ul style="list-style-type: none"> • Listens attentively to ideas and responds appropriately with: positive comments, observant suggestions and challenges. • Notice and comment not only on what is said but how it is said e.g. <i>beginning to understand sarcasm when it is obvious.</i> 	<ul style="list-style-type: none"> • To understand sarcasm, one must understand how intonation changes meaning, and be able to use inference skills. • Explain to children how intonation reflects both grammar and meaning. • Encourage the children to ask ‘why’ questions when reading or looking at pictures to monitor their inference. What is the evidence that backs it up? <p>USING OBJECTS AND PEOPLE TO MAKE INFERENCES:</p> <ul style="list-style-type: none"> • Items of clothing to match character. • Receipts – which character bought what? • Who ordered what meal? • Which holiday would best suit the character? • Crime scene, being a detective and looking for clues. • Diary entries- which one belongs to which character? • Bio on social media, which belongs to who? • Posts/Statures on social media – match to the character. • Text messages – which character will have sent which? What is their relationship? <div data-bbox="1816 694 2069 1050" data-label="Image"> </div> <div data-bbox="1816 1086 2040 1251" data-label="Image"> </div>

Framework adapted from The Communication Trust ‘Universally Speaking’; Education Gateshead ‘Speaking and Listening Assessment’ and Department for Education ‘National Curriculum’, 2014.

Ask relevant questions to extend their understanding and knowledge

- Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.

- Blanks levels of questioning.
- Try playing 'The Question Game' - pupils decide on a topic, one pupil asks an open-ended question, and the other pupil responds with a related open-ended question e.g. A. Why is there a light on? B. Where does light come from?
- Explain that we use rhetorical questions because the answer is obvious, or the writer or speaker will answer their own question. Link to the children's knowledge of persuasive writing.

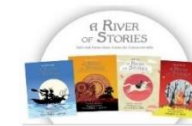
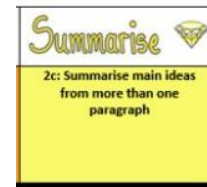


<p>Use relevant strategies to build their vocabulary</p>	<ul style="list-style-type: none"> Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. <i>explains how and why words and phrases have been adapted for an argument.</i> Know that words can have more than one meaning. 	<ul style="list-style-type: none"> Activities around homonyms. Blanks levels of questioning – level 4 activities. Verbal Reasoning activities. <i>Vocabulary is VITAL</i> resources from One Education. <div data-bbox="1234 459 1632 715" data-label="Diagram"> <p>Useful for tier 3 words • Semantic (word meaning) • Phonological (word structure) • Keep and add to</p> </div> <div data-bbox="1715 466 1928 735" data-label="Image"> </div>
<p>Articulate and justify answers, arguments and opinions</p>	<ul style="list-style-type: none"> Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others. 	<ul style="list-style-type: none"> Consider performing persuasive speeches or debates in front of real audiences. <div data-bbox="1160 847 1518 935" data-label="Image"> </div> <div data-bbox="1653 815 1901 935" data-label="Image"> </div>

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- Adapt the structure of talk in ways which support meaning and show attention to the listener e.g. clearly summarises and reports back findings in a logical order, supported by well-chosen relevant details.
- Tell elaborate and entertaining stories.

- Encourage children to tell stories in sufficient detail to engage the listener.
- Summarise key events or information from given extracts or excerpts of speech.







STORYQUEST



28 ways to turn children into storytellers

POSSIBLE SUMMARISING ACTIVITIES:

- 1-word story /6-word stories.
- Deliver a small news bulletin to inform people what has happened.
- Summarise what you have heard/read for a small child.
- Summarise the meaning of songs or poems.
- Flow charts of events as a prompt.
- Chapter summaries – recap before reading on.
- Summarise the events of special days, school trips, units of work – publish on class blogs or in school newsletters.

<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<ul style="list-style-type: none"> Is able to structure their talk to meet the needs of their listeners e.g. well-chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect). 	<ul style="list-style-type: none"> Bring together all children’s prior learning on body language and prosody. Create a shared success criteria for pupils to refer to. This links to the RAFT for writing projects – understanding the reason for writing, audience, features and tone and how to adjust the style and content accordingly. Explain to children that formality is a sliding scale; consider having a continuum on the classroom wall, placing examples of spoken or written language at an appropriate point between formal and informal. 
<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<ul style="list-style-type: none"> Can use a wide range of vocabulary (<i>cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</i>) to speculate about possible outcomes in narrative and real-life situations. 	<ul style="list-style-type: none"> Blanks Level 4 activities. Pre-teach the vocabulary you want children to use. They’re more likely to use it if they have a good understanding of the word. When having discussions, have targeted vocabulary visually available. Encourage each child to use a different one. Create worksheets around the vocabulary to: Ask pupils to put the word into a sentence. Ask pupils to identify when it has been used correctly and incorrectly.   <p>reversible</p> <p>irreversible</p> <p>change</p> <p>melting</p>  <p>DOWNLOAD</p>

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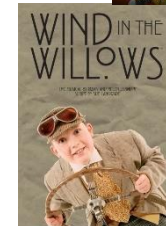
<p>Speak audibly and fluently with an increasing command of Standard English</p>	<ul style="list-style-type: none"> • Uses complex sentence structures with confidence and is fluent and clear in a wide range of situations. 	<ul style="list-style-type: none"> • Provide adverbials and conjunctions prompt cards during speaking and writing activities. • Encourage the children to use a certain number of conjunctions and adverbials. • Collection books for different sentence structures – draw from reading. <div data-bbox="1173 496 1471 687"> </div> <div data-bbox="1626 464 1973 683"> </div>
<p>Participate in discussions, presentations, performances, role play/improvisations & debates</p>	<ul style="list-style-type: none"> • Demonstrates the ability to adapt a character to different scenarios and is able to sustain a role effectively. • Can confidently vary grammar and vocabulary to suit the audience, purpose and/or context. 	<ul style="list-style-type: none"> • Link this to the RAFT for writing – including cross-genre pieces. • Shakespeare drama activities. • Playscripts. • Echo and choral reading. • Poetry performances/recitals. <div data-bbox="1189 1050 1599 1270"> </div> <div data-bbox="1675 887 1794 1070"> </div> <div data-bbox="1839 759 2085 922"> </div> <div data-bbox="1883 1007 2063 1082"> </div> <div data-bbox="1738 1129 2007 1235"> </div>

<p>Gain, maintain and monitor interest of the listener(s)</p>	<ul style="list-style-type: none"> Shows an ability to vary delivery and tone to convey meaning and to match to the needs of the audience. 	<ul style="list-style-type: none"> Ask children to explain things to you. How do you do/make/draw... Get them to explain things to you like you are an alien from another planet. Play 'Extended answer' – children pose a question to one of their peers, and they are not allowed to answer “yes” or “no”. This can be linked to a subject/topic or played just for fun. <div data-bbox="1176 638 1534 766"> <p>LAMDA</p> </div> <div data-bbox="1601 582 1825 758"> <p>Watch: What is intonation? When we read something out loud we need to make it sound interesting to keep the listener's attention. We can do this by speaking with intonation. This means saying the words in an expressive, lively way to bring what you're reading to life. In the Teacher Talk clip below, Mr McPartlin gives his top tips for reading aloud with intonation. You'll have chance to complete the reading challenge he sets you later in this lesson.</p> </div> <div data-bbox="1836 646 2072 805"> </div> <div data-bbox="1444 821 1780 933"> <p>Talk The Talk CONFIDENT COMMUNICATION FOR LIFE</p> </div>
<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding. 	<ul style="list-style-type: none"> Blanks levels of questioning. Expanding ideas and sentences. Shorter debating games. <div data-bbox="1691 1013 2060 1109"> </div>

Select and use appropriate registers for effective communication

- In a range of situations is able to adapt language style and register to suit the purpose e.g. can effectively argue their point in a discussion without becoming 'emotional' and maintains control of their tone, language and responses; adapts speech depending on the audience (formal/informal).

- Bring in skills from all areas e.g. summarising, justifying, inferencing, adapting language to suit the listener, attention and listening.
- Presentations.
- Marketing campaigns for a new product, e.g. chocolate bar.
- Debates.
- Presenting to buddies in KS1.
- Year 6 play/performance.



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