

Robin Hood Oracy Progression

Year 4 	Physical 	Linguistic 	Cognitive 	Social and emotional 
Oracy Objectives	To consider movement when addressing an audience. To use pauses for effect in presentational talk eg- when telling an anecdote or telling a joke. To consider how tone, volume and pace influence the audience.	To carefully consider the words/vocabulary they choose to express their ideas and how this can support the purpose of talk.eg- use the support of the vocabulary bullseye to up-level or introduce new.	To be able to give some supporting evidence in their argument, such as reciting a date or text. To ask probing questions to find out more/further understanding.	To use more natural and subtle prompts for turn taking. To develop an awareness of the audience. To consider the impact of their words on others when giving feedback.

Sentence stems To support cognitive overload 	An argument for this is...because... An argument against this is...because... One similarity is... Another is... I understand your point of view, however I disagree because...	I would argue that... A further difference is... This could be improved by... Most people would argue that...because... In conclusion... After hearing that...I believe...	<i>Can I ask what you believe?</i> <i>Why have you suggested...?</i> <i>What evidence is there for your point?</i>
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Talk Tactics To support discussion 	Instigate- to present an idea or open a new line of enquiry. 	Clarify – ask questions to make things clearer. 	Challenge- to disagree or present a different argument. 	Build- to develop, add to or elaborate on an idea. 	Probe- dig deeper, ask for evidence /justifications of ideas. 
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Groupings To support and apply communication and listening skills. 	Nest- stand apart from each other and whisper ideas to yourself. 	Pairs- talk to a partner. 	Trios- three students talk with each other. 
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