

Robin Hood Oracy Progression

Year 6 	Physical 	Linguistic 	Cognitive 	Social and emotional 
Oracy Objectives	To speak fluently in front of an audience. To have stage presence. Consciously adapt tone, pace and volume of voice.	To vary sentence structure and length for effect when speaking. To be comfortable when using idiom and expression.	To construct a detailed argument or complex narrative. To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	To use humour effectively. To be able to 'read a room' of a group and take-action accordingly. Eg- for disengagement, changing the topic. For confusion, stopping to take questions for clarification.

Sentence stems To support cognitive overload 	On one hand... With hindsight... I would like to challenge...because... The evidence suggests... Given that... I am convinced... My opinion is... In summary... With what I now know, I can predict that...	Supporting evidence for this suggests... In comparison... Considering... Furthermore... The similarities /differences seem to be... Possible improvements could be...	I have changed my opinion because... Consequently... To further our discussion... <i>Please could you clarify?</i> <i>How have you come to that conclusion?</i> <i>What has helped you make that inference?</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. 	Summarise- to identify and recap the main 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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