# **Talk Tuesday**

# **Autumn 1st half term**

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| **Date** | **Tuesdays**  **KS2/KS1 Story Assembly**  **(Jubeda) or**  **Oracy Assemblies (Fiona)**  **or**  **oracy-focused time in class** | **Oracy Skill Introduced and Encouraged**  Discussion Guidelines should be referred to in all oracy discussions  Sentence stems to be displayed  Assessment of skills must be recorded in some way by teachers and/or oracy ambassadors (see assessment proforma) | **Talk Groupings Introduced and Encouraged**  Opportunities for Nest should be given in all oracy discussions | **Key Questions** |
| **w/b Sept 5th** | **KS1:** Story Assembly  **LKS2:** In Class  **UKS2:** Oracy Assembly | KS1:  **Physical:** Speak clearly and confidently in a small group of known peers.  **Linguistic:** Begin to use sentence stems with some prompting.  LKS2:  **Physical:** Vary tone of voice.  **Social & Emotional:** Notice when someone has not contributed and invite them to speak.  UKS2:  **Physical:** Use gestures effectively to engage and persuade the audience. |  | Q: What is ‘Learning’?  What is ‘Togetherness’?  What is ‘Well-being? |
| **w/b Sept 11th** | **KS1:** Oracy Assembly  **LKS2:** Story Assembly  **UKS2:** In Class | KS1:  **Physical:** Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree, or build.  **Linguistic:** Choose the most appropriate stem independently.  LKS2:  **Cognitive:** Confidently summarise the contribution of one participant in a logical order.  UKS2:  **Physical:** To use posture, gestures, and tone of voice effectively to persuade the audience.  **Cognitive:** Be able to reply to questions from the audience. |  | Q: Is it ok for one person to make all the rules for everybody? |
| **w/b Sept 18th** | **KS1:** In Class  **LKS2:** Oracy Assembly  **UKS2:** Story Assembly | KS1:  **Physical:** Speak clearly and confidently in a small group of known peers.  **Linguistic:** Begin to use sentence stems with some prompting.  LKS2:  **Physical:** Vary tone of voice.  **Social & Emotional:** Notice when someone has not contributed and invite them to speak.  UKS2:  **Physical:** Use gestures effectively to engage and persuade the audience. |  | Q: Should some people do more than others to take care of the Earth? |
| **w/b Sept 25th** | **KS1:** Story Assembly  **LKS2:** In Class  **UKS2:** Oracy Assembly | KS1:  **Physical:** Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree, or build.  **Linguistic:** Choose the most appropriate stem independently.  LKS2:  **Cognitive:** Confidently summarise the contribution of one participant in a logical order.  UKS2:  **Physical:** To use posture, gestures, and tone of voice effectively to persuade the audience.  **Cognitive:** Be able to reply to questions from the audience. |  | Q: Is it helpful to learn other languages? |
| **w/b Oct 2nd** | **KS1:** Oracy Assembly  **LKS2:** Story Assembly  **UKS2:** In Class | KS1:  **Physical:** Speak clearly and confidently in a small group of known peers.  **Linguistic:** Begin to use sentence stems with some prompting.  LKS2:  **Physical:** Vary tone of voice.  **Social & Emotional:** Notice when someone has not contributed and invite them to speak.  UKS2:  **Physical:** Use gestures effectively to engage and persuade the audience. |  | Q: Are humans more important than animals? |
| **W/b Oct 9th** | **KS1:** In Class  **LKS2:** Oracy Assembly  **UKS2:** Story Assembly | KS1:  **Physical:** Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree, or build.  **Linguistic:** Choose the most appropriate stem independently.  LKS2:  **Cognitive:** Confidently summarise the contribution of one participant in a logical order.  UKS2:  **Physical:** To use posture, gestures, and tone of voice effectively to persuade the audience.  **Cognitive:** Be able to reply to questions from the audience. |  | Q: Which is more important:  Caring for yourself or caring for others? |
| **W/b Oct 16th** | **KS1:** Story Assembly  **LKS2:** In Class  **UKS2:** Oracy Assembly | KS1:  **Physical:** Speak clearly and confidently in a small group of known peers.  **Linguistic:** Begin to use sentence stems with some prompting.  LKS2:  **Physical:** Vary tone of voice.  **Social & Emotional:** Notice when someone has not contributed and invite them to speak.  UKS2:  **Physical:** Use gestures effectively to engage and persuade the audience. |  | Q: How do you show respect to someone who has a different religion to you/no religion? |

# **A picture containing text, device, meter Description automatically generated Autumn 2nd half term**

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| --- | --- | --- | --- | --- |
| **Date** | **Tuesdays**  **KS2/KS1 Story Assembly**  **(Jubeda) or**  **Oracy Assemblies (Fiona)**  **or**  **oracy-focused time in class** | **Oracy Skill**  Discussion Guidelines should be referred to in all oracy discussions  Sentence stems to be displayed  Assessment of skills must be recorded in some way by teachers and/or oracy ambassadors (see assessment proforma) | **Talk Groupings Introduced and Encouraged**  Opportunities for Nest should be given in all oracy discussions | **Key Questions** |
| **w/b Oct 30th** | **KS1:** Oracy Assembly  **LKS2:** Story Assembly  **UKS2:** In Class | KS1:  **Physical:** Use non-verbal signals to indicate agreement or disagreement.  **Cognitive:** Include ‘because’ in their contribution to justify ideas.  LKS2:  **Cognitive:** Take on the challenger role in a small discussion.  **Social & Emotional:** Be able to confidently change their mind.  UKS2:  **Linguistic:** Use evaluative stems to support the discussion of successes and next steps. |  | Q: If someone hurts you, should you hurt them back? |
| **w/b Nov 6th** | **KS1:** In Class  **LKS2:** Oracy Assembly  **UKS2:** Story Assembly | KS1:  **Cognitive:** Justify their agree/disagree choice with relevant explanations.  **Linguistic:** Use technical, subject-specific vocabulary when explaining opinions.  LKS2:  **Physical:** Pause at appropriate points to allow for an audience’s reaction.  UKS2:  **Linguistic:** Use humour appropriately and effectively to engage an audience. |  | Q: What is peace?  What is freedom? |
| **w/b Nov 13th** | **KS1:** Story Assembly  **LKS2:** In Class  **UKS2:** Oracy Assembly | KS1:  **Physical:** Use non-verbal signals to indicate agreement or disagreement.  **Cognitive:** Include ‘because’ in their contribution to justify ideas.  LKS2:  **Cognitive:** Take on the challenger role in a small discussion.  **Social & Emotional:** Be able to confidently change their mind.  UKS2:  **Linguistic:** Use evaluative stems to support the discussion of successes and next steps. |  | Q: Do unkind words or unkind actions hurt more? |
| **w/b Nov 20th** | **KS1:** Oracy Assembly  **LKS2:** Story Assembly  **UKS2:** In Class | KS1:  **Cognitive:** Justify their agree/disagree choice with relevant explanations.  **Linguistic:** Use technical, subject-specific vocabulary when explaining opinions.  LKS2:  **Physical:** Pause at appropriate points to allow for an audience’s reaction.  UKS2:  **Linguistic:** Use humour appropriately and effectively to engage an audience. |  | Q: What makes me, me? |
| **w/b Nov 27th** | **KS1:** In Class  **LKS2:** Oracy Assembly  **UKS2:** Story Assembly | KS1:  **Physical:** Use non-verbal signals to indicate agreement or disagreement.  **Cognitive:** Include ‘because’ in their contribution to justify ideas.  LKS2:  **Cognitive:** Take on the challenger role in a small discussion.  **Social & Emotional:** Be able to confidently change their mind.  UKS2:  **Linguistic:** Use evaluative stems to support the discussion of successes and next steps. |  | Q: If you do something wrong but nobody saw you, is it still wrong? |
| **W/b Dec 4th** | **KS1:** Story Assembly  **LKS2:** In Class  **UKS2:** Oracy Assembly | KS1:  **Cognitive:** Justify their agree/disagree choice with relevant explanations.  **Linguistic:** Use technical, subject-specific vocabulary when explaining opinions.  LKS2:  **Physical:** Pause at appropriate points to allow for an audience’s reaction.  UKS2:  **Linguistic:** Use humour appropriately and effectively to engage an audience. |  | Q: Is it better to give or to receive? |
| **W/b Dec 11th** | **KS1:** Oracy Assembly  **LKS2:** Story Assembly  **UKS2:** In Class | KS1:  **Physical:** Use non-verbal signals to indicate agreement or disagreement.  **Cognitive:** Include ‘because’ in their contribution to justify ideas.  LKS2:  **Cognitive:** Take on the challenger role in a small discussion.  **Social & Emotional:** Be able to confidently change their mind.  UKS2:  **Linguistic:** Use evaluative stems to support the discussion of successes and next steps. |  | Q: Why do some people have more than others? |
| **w/b 18th Dec** | **KS1:** In Class  **LKS2:** Oracy Assembly  **UKS2:** Story Assembly | KS1:  **Cognitive:** Justify their agree/disagree choice with relevant explanations.  **Linguistic:** Use technical, subject-specific vocabulary when explaining opinions.  LKS2:  **Physical:** Pause at appropriate points to allow for an audience’s reaction.  UKS2:  **Linguistic:** Use humour appropriately and effectively to engage an audience. |  | Q: What have you most enjoyed this year so far? |

# **A picture containing text, device, meter Description automatically generatedTalk Tuesday Spring 1st half term**

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| --- | --- | --- | --- | --- |
| **Date** | **Tuesdays**  **KS2/KS1 Story Assembly**  **(Jubeda) or**  **Oracy Assemblies (Fiona)**  **or**  **oracy-focused time in class** | **Oracy Skill**  Discussion Guidelines should be referred to in all oracy discussions  Sentence stems to be displayed  Assessment of skills must be recorded in some way by teachers and/or oracy ambassadors (see assessment proforma) | **Talk Groupings Introduced and Encouraged**  Opportunities for Nest should be given in all oracy discussions | **Key Questions** |
| **w/b Jan 8th** | **KS1:** Story Assembly  **LKS2:** In Class  **UKS2:** Oracy Assembly | KS1:  **Physical:** Speak clearly when presenting learning to the class.  **Linguistic:** Use sentence stems independently even if not always appropriately.  LKS2:  **Linguistic**: Use awareness of audience to support choice of formal/informal language.  **Cognitive:** Explain the purpose of their talk.  UKS2:  **Cognitive:** Use effective exploratory and evaluative language to clarify thinking during a discussion. |  | Q: Is it more important to be liked or respected? |
| **w/b Jan 15th** | **KS1:** Oracy Assembly  **LKS2:** Story Assembly  **UKS2:** In Class | KS1:  **Physical:** Begin to understand the importance of posture when speaking.  **Linguistic:** Use taught vocabulary independently, even if not always accurately.  LKS2:  **Cognitive:** Take on the summariser role in a discussion.  **Linguistic:** Show awareness of taught collocations and recognise when something ‘just doesn’t sound right.’  UKS2:  **Cognitive:** Use wider world knowledge to support views when participating in debates. |  | Footballer assembly tbc |
| **w/b Jan 22nd** | **KS1:** In Class  **LKS2:** Oracy Assembly  **UKS2:** Story Assembly | KS1:  **Physical:** Speak clearly when presenting learning to the class.  **Linguistic:** Use sentence stems independently even if not always appropriately.  LKS2:  **Linguistic**: Use awareness of audience to support choice of formal/informal language.  **Cognitive:** Explain the purpose of their talk.  UKS2:  **Cognitive:** Use effective exploratory and evaluative language to clarify thinking during a discussion. |  | Q: How do we know the difference between right and wrong? |
| **w/b Jan 29th** | **KS1:** Story Assembly  **LKS2:** In Class  **UKS2:** Oracy Assembly | KS1:  **Physical:** Begin to understand the importance of posture when speaking.  **Linguistic:** Use taught vocabulary independently, even if not always accurately.  LKS2:  **Cognitive:** Take on the summariser role in a discussion.  **Linguistic:** Show awareness of taught collocations and recognise when something ‘just doesn’t sound right.’  UKS2:  **Cognitive:** Use wider world knowledge to support views when participating in debates. |  | Q: Are our own feelings more important than others? |
| **W/b Feb 5th** | **KS1:** Oracy Assembly  **LKS2:** Story Assembly  **UKS2:** In Class | KS1:  **Physical:** Speak clearly when presenting learning to the class.  **Linguistic:** Use sentence stems independently even if not always appropriately.  LKS2:  **Linguistic**: Use awareness of audience to support choice of formal/informal language.  **Cognitive:** Explain the purpose of their talk.  UKS2:  **Cognitive:** Use effective exploratory and evaluative language to clarify thinking during a discussion. |  | Q: Should we show respect to everyone? (Online? Offline?) |

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| **Date** | **Tuesdays**  **KS2/KS1 Story Assembly**  **(Jubeda) or**  **Oracy Assemblies (Fiona)**  **or**  **oracy-focused time in class** | **Oracy Skill**  Discussion Guidelines should be referred to in all oracy discussions  Sentence stems to be displayed  Assessment of skills must be recorded in some way by teachers and/or oracy ambassadors (see assessment proforma) | **Talk Groupings Introduced and Encouraged**  Opportunities for Nest should be given in all oracy discussions | **Key Questions** |
| **w/b Feb 19th** | **KS1:** In Class  **LKS2:** Oracy Assembly  **UKS2:** Story Assembly | KS1:  **Cognitive:** Retell a story to a small group. Recognising when events are out of sequence and self-correcting.  **Social & Emotional:** Be able to independently take turns and ensure all members contribute.  LKS2:  **Cognitive:** Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience.  UKS2:  **Cognitive:** Present learning to parents in pupil-led parent meetings.  **Linguistic:** Use evaluative stems to support the discussion of successes and next steps. |  | Q: How do you demonstrate our school values of togetherness, well-being and learning? |
| **w/b Feb 26th** | **KS1:** Story Assembly  **LKS2:** In Class  **UKS2:** Oracy Assembly | KS1:  **Physical:** Moderate tone and volume to match the audience.  **Cognitive:** Retell an event calmly in logical order e.g. on the playground.  LKS2:  **Physical:** Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.  UKS2:  **Cognitive:** Choose appropriately formal language when participating in debates and formal discussions. **Linguistic:** Structure a persuasive speech effectively using taught language techniques. |  | Q: Can we be anything we want to be? |
| **w/b Mar 4th** | **KS1:** Oracy Assembly  **LKS2:** Story Assembly  **UKS2:** In Class | KS1:  **Cognitive:** Retell a story to a small group. Recognising when events are out of sequence and self-correcting.  **Social & Emotional:** Be able to independently take turns and ensure all members contribute.  LKS2:  **Cognitive:** Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience.  UKS2:  **Cognitive:** Present learning to parents in pupil-led parent meetings.  **Linguistic:** Use evaluative stems to support the discussion of successes and next steps. |  | Q: What is your favourite book?  Why are stories so important? |
| **w/b Mar 11th** | **KS1:** In Class  **LKS2:** Oracy Assembly  **UKS2:** Story Assembly | KS1:  **Physical:** Moderate tone and volume to match the audience.  **Cognitive:** Retell an event calmly in logical order e.g. on the playground.  LKS2:  **Physical:** Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.  UKS2:  **Cognitive:** Choose appropriately formal language when participating in debates and formal discussions. **Linguistic:** Structure a persuasive speech effectively using taught language techniques. |  | Q: What invention would you like to see in the future? |
| **w/b Mar 18th** | **KS1:** Story Assembly  **LKS2:** In Class  **UKS2:** Oracy Assembly | KS1:  **Cognitive:** Retell a story to a small group. Recognising when events are out of sequence and self-correcting.  **Social & Emotional:** Be able to independently take turns and ensure all members contribute.  LKS2:  **Cognitive:** Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience.  UKS2:  **Cognitive:** Present learning to parents in pupil-led parent meetings.  **Linguistic:** Use evaluative stems to support the discussion of successes and next steps. |  | Q: How can we save water in our world? |
| **W/b Mar 25th** | **KS1:** Oracy Assembly  **LKS2:** Story Assembly  **UKS2:** In Class | KS1:  **Physical:** Moderate tone and volume to match the audience.  **Cognitive:** Retell an event calmly in logical order e.g. on the playground.  LKS2:  **Physical:** Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.  UKS2:  **Cognitive:** Choose appropriately formal language when participating in debates and formal discussions. **Linguistic:** Structure a persuasive speech effectively using taught language techniques. |  | Q: How do you show respect to others in our community? |

# **A picture containing text, device, meter Description automatically generatedTalk Tuesday Summer 1st half term**

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| --- | --- | --- | --- | --- |
| **Date** | **Tuesdays**  **KS2/KS1 Story Assembly**  **(Jubeda) or**  **Oracy Assemblies (Fiona)**  **or**  **oracy-focused time in class** | **Oracy Skill**  Discussion Guidelines should be referred to in all oracy discussions  Sentence stems to be displayed  Assessment of skills must be recorded in some way by teachers and/or oracy ambassadors (see assessment proforma) | **Talk Groupings Introduced and Encouraged**  Opportunities for Nest should be given in all oracy discussions | **Key Questions** |
| **w/b Apr 15th** | **KS1:** In Class  **LKS2:** Oracy Assembly  **UKS2:** Story Assembly | KS1:  **Physical:** Speak clearly and confidently when explaining.  **Linguistic:** Recognise when the wrong stem has been used and choose a more appropriate one.  LKS2:  **Cognitive:** Adapt explanation to suit audience reaction.  **Social & Emotional:** Be able to explain why they have changed their mind.  UKS2:  **Cognitive:** Independently discuss a question in a small group, maintaining focus on the question and roles. |  | Q: How do you look after the Earth? |
| **w/b Apr 22nd** | **KS1:** Story Assembly  **LKS2:** In Class  **UKS2:** Oracy Assembly | KS1:  **Physical:** Maintain suitable posture throughout a spoken contribution.  **Cognitive:** With support, identify a suitable question in response to a stimulus.  **Social & Emotional:** Be able to change their mind in response to another person’s argument.  LKS2:  **Cognitive:** Cite evidence from the linked wider experiences when participating in discussions.  UKS2:  **Physical:** To use posture, gestures, and tone of voice effectively to persuade the audience.  **Cognitive:** Be able to reply to questions from the audience. |  | Q: What is courage? |
| **w/b Apr 29th** | **KS1:** Oracy Assembly  **LKS2:** Story Assembly  **UKS2:** In Class | KS1:  **Physical:** Speak clearly and confidently when explaining.  **Linguistic:** Recognise when the wrong stem has been used and choose a more appropriate one.  LKS2:  **Cognitive:** Adapt explanation to suit audience reaction.  **Social & Emotional:** Be able to explain why they have changed their mind.  UKS2:  **Cognitive:** Independently discuss a question in a small group, maintaining focus on the question and roles. |  | Q: What would happen if we didn’t communicate how we feel? |
| **w/b May 6th** | **KS1:** In Class  **LKS2:** Oracy Assembly  **UKS2:** Story Assembly | KS1:  **Physical:** Maintain suitable posture throughout a spoken contribution.  **Cognitive:** With support, identify a suitable question in response to a stimulus.  **Social & Emotional:** Be able to change their mind in response to another person’s argument.  LKS2:  **Cognitive:** Cite evidence from the linked wider experiences when participating in discussions.  UKS2:  **Physical:** To use posture, gestures, and tone of voice effectively to persuade the audience.  **Cognitive:** Be able to reply to questions from the audience. |  | Q: What is mutual respect? |
| **w/b May 13th** | **KS1:** Story Assembly  **LKS2:** In Class  **UKS2:** Oracy Assembly | KS1:  **Physical:** Speak clearly and confidently when explaining.  **Linguistic:** Recognise when the wrong stem has been used and choose a more appropriate one.  LKS2:  **Cognitive:** Adapt explanation to suit audience reaction.  **Social & Emotional:** Be able to explain why they have changed their mind.  UKS2:  **Cognitive:** Independently discuss a question in a small group, maintaining focus on the question and roles. |  | Q: What helps you learn? |
| **W/b May 20th** | **KS1:** Oracy Assembly  **LKS2:** Story Assembly  **UKS2:** In Class | KS1:  **Physical:** Maintain suitable posture throughout a spoken contribution.  **Cognitive:** With support, identify a suitable question in response to a stimulus.  **Social & Emotional:** Be able to change their mind in response to another person’s argument.  LKS2:  **Cognitive:** Cite evidence from the linked wider experiences when participating in discussions.  UKS2:  **Physical:** To use posture, gestures, and tone of voice effectively to persuade the audience.  **Cognitive:** Be able to reply to questions from the audience. |  | Q: What are you proud of? |

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| **w/b Jun 3rd** |  | KS1:  **Physical:** Speak clearly and confidently.  **Social & Emotional:** Maintain eye contact.  LKS2:  **Cognitive:** Begin to summarise the opinion of one contributor.  **Social & Emotional:** Know which strand they are practising and explain why that is important to effective talk.  UKS2:  **Cognitive:** Independently discuss a question in a small group, maintaining focus on the question and roles. |  | Q: What can we do to help our local environment? |
| **w/b Jun 10th** |  | KS1:  **Physical:** Be aware of where to look or stand to ensure the audience can hear clearly.  **Cognitive:** Take on the instigator role in a trio discussion.  **Linguistic:** Include taught vocabulary appropriately and independently in discussions.  LKS2:  **Cognitive:** Deliver during the discussion.  UKS2:  **Physical:** Speak confidently and naturally to an audience. |  | Q: What do you do to keep a healthy body? |
| **w/b Jun 17th** |  | KS1:  **Physical:** Speak clearly and confidently.  **Social & Emotional:** Maintain eye contact.  LKS2:  **Cognitive:** Begin to summarise the opinion of one contributor.  **Social & Emotional:** Know which strand they are practising and explain why that is important to effective talk.  UKS2:  **Cognitive:** Independently discuss a question in a small group, maintaining focus on the question and roles. |  | Q: Is it more important to have what you want or have what you need? |
| **w/b Jun 24th** |  | KS1:  **Physical:** Be aware of where to look or stand to ensure the audience can hear clearly.  **Cognitive:** Take on the instigator role in a trio discussion.  **Linguistic:** Include taught vocabulary appropriately and independently in discussions.  LKS2:  **Cognitive:** Deliver during the discussion.  UKS2:  **Physical:** Speak confidently and naturally to an audience. |  | Q: What are you grateful for? |
| **w/b Jul 1st** |  | KS1:  **Physical:** Speak clearly and confidently.  **Social & Emotional:** Maintain eye contact.  LKS2:  **Cognitive:** Begin to summarise the opinion of one contributor.  **Social & Emotional:** Know which strand they are practising and explain why that is important to effective talk.  UKS2:  **Cognitive:** Independently discuss a question in a small group, maintaining focus on the question and roles. |  | Q: What are you most looking forward to in the future? |
| **W/b Jul 8th** |  | KS1:  **Physical:** Be aware of where to look or stand to ensure the audience can hear clearly.  **Cognitive:** Take on the instigator role in a trio discussion.  **Linguistic:** Include taught vocabulary appropriately and independently in discussions.  LKS2:  **Cognitive:** Deliver during the discussion.  UKS2:  **Physical:** Speak confidently and naturally to an audience. |  | Q: What  Is your favourite memory from this year? |
| **W/b Jul 15th** |  | KS1:  **Physical:** Speak clearly and confidently.  **Social & Emotional:** Maintain eye contact.  LKS2:  **Cognitive:** Begin to summarise the opinion of one contributor.  **Social & Emotional:** Know which strand they are practising and explain why that is important to effective talk.  UKS2:  **Cognitive:** Independently discuss a question in a small group, maintaining focus on the question and roles. |  | Q: What is your ambition for the future? |