# **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 discussionsSentence stems to be displayedAssessment 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? |

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| **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 TuesdaySpring 1st half term**

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| **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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| **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 TuesdaySummer 1st half term**

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| **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? |