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1. **CRAFTING A SPEECH TASK: The Rhetorical Devices Bingo Card**

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| **THE HOOK** | **ALLITERATION** | **TRIADIC STRUCTURE** | **REPETITION/REFRAIN** | **EMOTIVE LANGUAGE** |
| **EVIDENCE / FACTS STATISTICS** | **RHETORICAL QUESTIONS** | **EXAMPLES / ANECDOTES ANALOGIES** | **METAPHORS / SIMILES IMAGERY** | **RHYMES / SLOGANS/ QUOTES** |
| **COMPARISONS** | **DIRECT ADDRESS TO AUDIENCE - ‘YOU’** | **EXAGGERATION AND**  **HYPERBOLE** | **A ‘CALL TO ACTION’** | **SUMMARY** |

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**2) CRAFTING: Spotting the Structures in a Speech**

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| Identify key Rhetorical Devices in this speech by annotating the text using these CODES:  Alliteration: A Statistics: S Quote: Q Direct Address: U Rhetorical Qu: ? Triadic Structure: 3  CIRCLE any examples of Repetition/Refrain and UNDERLINE any Rhymes    Identify the structure of this speech by using 5 different COLOURS in the margins to show:  1) The Hook 2) The Diagnosis 3) The Vision 4) The Plan 5) The Conclusion |

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| **WHY ORACY MUST BE COMPULSORY IN SCHOOLS**  I cannot ride a unicycle, play the trumpet or speak Japanese, but my life is not limited or lacking as a result. These skills are enhancements, not essentials. I choose to live without them and feel no disadvantage.  The same cannot be said for oracy skills. These are not a preference or an ‘added bonus’. The ability to speak clearly, listen closely and reason convincingly is a ‘must have’, a core skill.  Learning to talk is as fundamental as learning to walk. Your ability to communicate will influence the first impressions people form of you, your friendships, relationships and family bonds. It will determine whether you shine or fall short at interview, whether you are listened to, or spoken at. Speaking well, at its best, gives you the power to challenge corruption, promote peace and create change. Think Martin Luther King, Winston Churchill, Greta Thunberg - gut-wrenching, groundbreaking, galvanising.  However, we have a problem. The voices are falling silent; the stirring speeches now replaced by slogans and soundbites. Research claims half of children start school without sufficient speaking skills, 52% struggle to form friendships and 78% lack the confidence to speak in class contributing, on average, just four words per lesson. This decline in oracy cannot go unchallenged because, tragically, it has a life-long impact - stifling self-esteem, reducing ambition and restricting choice. Are you among the many young people commenting they ‘can’t speak to strangers’, ‘couldn’t deliver a presentation’ and ‘wouldn’t make a phone call’? If so, you are losing your voice, your ability to be heard, your opportunity to influence others and ‘put a dent in the universe’, to quote Steve Jobs.  So, how can we stop the slide and turn the tide? Simple. By making oracy, compulsory - not an option or an extra, but compulsory. Over 90% of teachers, employers and students claim that communication skills are more important than academic qualifications; in fact, oracy raises achievement, as children with good communication skills are four times more likely to get five passes at GCSE; yet, oracy is not compulsory. More importantly, oracy builds social and emotional skills, encouraging self-awareness, expression and confidence particularly at key transition points in life – moving school, leaving home, starting a job; yet oracy is not compulsory. Leading Educators argue, ‘Oracy is the most powerful tool a teacher can use to boost the life chances of their pupils’; yet, incredibly, oracy is not compulsory. Typically, children learn to speak before they read and write, so oracy must be prioritised alongside literacy and numeracy throughout their education. |

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**Why Oracy must be compulsory in schools – cont.**

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| Identify key Rhetorical Devices in this speech by annotating the text using the following CODES:  Alliteration: A Statistics: S Quotes: Q Direct Address: U Rhetorical Q: ? Triadic Structure: 3  CIRCLE any examples of Repetition/Refrain and UNDERLINE any Rhymes    Identify the structure of this speech by using 5 different COLOURS in the margins to highlight:  1) The Hook 2) The Diagnosis 3) The Vision 4) The Plan 5) The Conclusion |

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| But how can this be achieved? Some fear a heavy-handed approach with assessments and inspections thrown at packed curriculums and stressed teachers. Others fear a lightweight approach - an ‘oracy hour’ here, a Speech Slam there – box ticked, oracy done, effect - limited.  The proposal is neither a huge burden nor an empty gesture, but an embedded oracy programme where every teacher in every subject trains students to talk well. How? By planning frequent opportunities in lessons to discuss and debate, query and question, present and perform, whilst also teaching students how to do so. I know what you’re thinking! Surely this happens already! And, yes, many teachers do this much of the time, but we need all teachers to do it, all of the time. And the really good news? An outstanding oracy programme is already up and running in over 1000 British schools, is already used successfully in Jersey and can readily provide the model for a consistent, compulsory curriculum if:   1. All schools adopt it 2. All Senior Leaders promote it and 3. All School Improvement Plans prioritise it.   By seizing the moment and using the momentum we can ensure outstanding oracy moves from many schools to all schools, for all young people.  To conclude, compulsory oracy will not make us all public speakers, as PE does not make us all athletes, but learning how to communicate well will enable us all to defend ourselves, protect others and pursue happiness. When we develop the ability to speak up and speak out it is utterly transformative. It changes the way we see ourselves and how others see us. It changes the way we relate to friends and family. It changes our ideas about what we might do and who we might be.  Let’s make Oracy compulsory alongside literacy and numeracy. Parents want it, the economy demands it, democracy needs it, teachers welcome it, and our children deserve it. |

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**3) CRAFTING: How do I structure my speech?**

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| **TITLE: What is your proposition? What change/improvement do you wish to bring about in Jersey?** |
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| **THE HOOK: How will you grab the audience’s attention? What rhetorical device(s) will you use?** |
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| **THE DIAGNOSIS: What is the current problem and why? Who is affected and how?** |
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| **THE VISION: What change(s) do you want introduced? How will this address the problem?** |
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| **THE PLAN: How will change be put in place? What steps need to be taken?** |
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| **THE CONCLUSION: What final message do I wish to deliver? How can I make it memorable?** |
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| A thumb down and a thumb down  AI-generated content may be incorrect.  MARK MY WORDS: Year 8 Oracy Competition  4) CRAFTING: Checklist - is my speech well structured? |

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| **IS MY SPEECH CLEARLY STRUCTURED?** | **Yes/No/Nearly?** |
| **THE HOOK**  Does my speech start with an attention grabber? |  |
| **THE DIAGNOSIS**  Have I identified the problem? |  |
| **THE VISION**  Have I set out what I want changed or improved? |  |
| **THE PLAN**  Have I offered some clear steps on how to achieve this change? |  |
| **THE CONCLUSION**  Is my final message clear and memorable? |  |
| **DOES MY SPEECH HAVE IMPACT?** | **Yes/No/Nearly?** |
| **IS MY SPEECH CONVINCING?**  Have I undertaken some research to offer evidence, key facts, statistics or comparisons? |  |
| **IS MY SPEECH COMPELLING?**  Have I pulled on the audience’s heart strings with emotive language, hyperbole, imagery, anecdotes or a ‘call to arms’? |  |
| **IS MY SPEECH ENGAGING?**  Have I usedalliteration, triadic structures, rhetorical questions, examples or analogies? |  |
| **IS MY SPEECH MEMORABLE?**  Have I used repetition, rhymes, slogans, quotes or summaries? |  |

Remember – you do not need to use every rhetorical device in your speech!

A yellow podium with microphones

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5) COMMUNICATING: How do I take a speech from page to stage?

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| VOICE – How is the voice used to convey the meaning, mood and message of the speech? | |
| FACE - How is the **face** used to convey the meaning, mood and message of the speech? | BODY - How is the body used to convey the meaning, mood and message of the speech? |

KEY WORDS: volume pace fluency pronunciation enunciation intonation

pause expression eye-contact posture stance gesture

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| **Am I using my VOICE effectively?** | **Yes/No/Nearly?** |
| **VOLUME**  Am I projecting my voice so that it can be heard clearly?  Am I varying the volume to emphasise mood and message? |  |
| PACE  Is my pace suitable for the audience – not too fast or slow?  Am I varying my pace to emphasise mood and message? |  |
| **PAUSE**  Am I using pauses to emphasise a point? |  |
| FLUENCY  Am I speaking precisely and concisely?  Am I pronouncing words correctly?  Am I enunciating words clearly? |  |
| VOCAL EXPRESSION  Am I varying the pitch and tone of my voice to create meaning and emotion? |  |
| **Am I using my FACE effectively?** | **Yes/No/Nearly?** |
| FACIAL EXPRESSION  Am I varying my facial expression to create meaning, mood and emotion? |  |
| EYE CONTACT  Am I making and maintaining eye-contact with my audience? |  |
| **Am I using my BODY effectively?** | **Yes/No/Nearly?** |
| STANCE  Am I standing in a strong, still stance with feet firmly planted? |  |
| POSTURE  Am I standing up straight – shoulders back, head up? |  |
| GESTURE  Am I using gestures, where appropriate, to create a mood or emphasise a point? |  |
| **Am I engaging my AUDIENCE effectively?** | **Yes/No/Nearly?** |
| **AUDIENCE RESPONSE**  **Is my audience alert – looking and listening to my speech?**  **Is my audience reacting appropriately to the message and mood of my speech?** |  |

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7) CRITIQUING TASK A: Can I question, clarify and challenge?

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| SUMMARY: Listen to the exemplar speech and make a note of the main ideas and arguments to jog your memory later. | |
| 1) CLARIFY: Ask a question to check your understanding and receive a clearer explanation of an issue or argument.  *“Can you clarify what you mean by \_\_\_\_\_\_\_”*  *“When you said \_\_\_\_\_\_were you referring to \_\_\_\_\_\_\_?”* | 2) BUILD: Develop, add to or expand on an idea.  *“Building on this idea, I would also suggest that \_\_\_\_\_\_”*  *“I agree with this proposal and would like to add \_\_\_\_\_\_”*  *“This proposition made me think \_\_\_\_\_\_”* |
| 3) PROBE: Dig deeper, ask for evidence or justification of an idea.  *“What evidence do you have for \_\_\_\_\_\_”*  *“Why do you think \_\_\_\_\_\_”*  *“Can you give an example of \_\_\_\_\_\_”* | 4) CHALLENGE: Disagree and explain why or present an alternative argument or idea.  *“I disagree because \_\_\_\_\_\_”*  *“I understand your point of view, but have you thought about \_\_\_\_\_\_”* |

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8) CRITIQUING TASK B: How to question and respond

TALK TACTICS – What questions and responses are being modelled in the exemplar video?

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| QUESTIONING:  **Write** each question out and **highlight**  which style of question is being used. | **RESPONSE:**  How well does the speaker respond? Consider whether the response is direct, clear and comprehensive. |
| QUESTION 1:  Clarify?  Build?  Probe?  Challenge? | ANSWER: What is said? Jot down the main points.  Direct response to the question?  Clearly explained?  Fully answered? |
| QUESTION 2:  Clarify?  Build?  Probe?  Challenge? | ANSWER: What is said? Jot down the main points.  Direct response to the question?  Clearly explained?  Fully answered? |
| QUESTION 3:  Clarify?  Build?  Probe?  Challenge? | ANSWER: What is said? Jot down the main points.  Direct response to the question?  Clearly explained?  Fully answered? |
| QUESTION 4:  Clarify?  Build?  Probe?  Challenge? | ANSWER: What is said? Jot down the main points.  Direct response to the question?  Clearly explained?  Fully answered? |

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| A cartoon face with a finger on it  AI-generated content may be incorrect. MARK MY WORDS: Year 8 Oracy Competition  9) CRITIQUING CHECKLIST: Can I question and respond? |

TASK: In pairs or groups, deliver your speech to each other with:

1) The Listener(s) posing questions 2) The Speaker answering those questions on the spot

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| STEP 1: SUMMARY - Note down the main points of the speech being given | |
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| STEP 2: BRAINSTORM QUESTIONS – On your own (if paired), or in discussion with others:  Jot down as many high-quality questions as possible in response to the speech you have just heard.  REMEMBER YOUR TALK TACTICS! EFFECTIVE QUESTIONS SHOULD:  CLARIFY (Check) BUILD (Add) PROBE (Ask for more) CHALLENGE (Disagree/Offer Alternative) | |
|  | |
| STEP 3: SELECT/POSE TWO QUESTIONS Agree on your two best questions and ask them | STEP 4: SPEAKER RESPONDS  Evaluate the quality of each answer (Y or N) |
| QUESTION 1: | ANSWER 1:  Does the speaker answer promptly?  Does the speaker answer directly?  Does the speaker answer clearly?  Does the speaker answer fully? |
| QUESTION 2: | ANSWER 2:  Does the speaker answer promptly?  Does the speaker answer directly?  Does the speaker answer clearly?  Does the speaker answer fully? |