

The White Horse Federation Discussion and Drama Progression Document



This document will map out a progression of oracy opportunities which can be used to enhance writing across the curriculum.

Through a high-quality oracy education children learn through talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

If children's speech is celebrated, rewarded and encouraged then they are likely to develop into confident speakers. We then encourage our confident speakers to become confident writers.

Year group	Activities involving interaction of voice, body and mind
<p>Reception</p>	<ul style="list-style-type: none"> • <u>Tell me more</u> A phrase/technique to encourage children to develop their ideas and give more clarity, this can be led by the teacher or by talk partners. • <u>Helicopter stories</u> Adults join children in play one at a time and the child tells the adult what is happening, the adult visits a few different children playing and then they lead a circle time and the adult facilitates the children re-enacting their story to the rest of the class. • <u>Stem sentences</u> Teacher models sophisticated vocabulary in full sentences for the children to copy and develop their oracy. • <u>Story Cubes</u> Each player rolls one of the cubes and beginning with "Once upon a time..." says a few sentences of a story that links together all the symbols. • <u>Hot seating</u> One person sits in front of the children in character, ideally with a prop and the other children prepare appropriate questions to ask the character, who will answer in role. • <u>Role on the Wall</u> Outline of a body is drawn on a large sheet of paper, which is stuck onto the wall. Words or phrases describing the character are then written directly onto the drawing or stuck on with sticky notes. You can include known facts such as physical appearance, age, gender, location and occupation, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets and dreams.
<p>KSI</p>	<ul style="list-style-type: none"> • <u>Hot seating</u> One person sits in front of the children in character, ideally with a prop and the other children prepare appropriate questions to ask the character, who will answer in role. • <u>Fortunately/unfortunately</u> Play with an odd number of children which introduce a character and then take turns to describe fortunate and unfortunate events to happen to the character without killing them.

	<ul style="list-style-type: none"> • <u>Guess the emotion</u> Create a list of ten emotions and one child stands up and models that emotion through speech and actions so that the other children have to guess what that emotion is. • <u>Reflecting circle</u> The class stand in a circle, the teacher will say a phrase or a sentence and the same sentence has to be passed around the circle so that the same sentence arrives back to the start in the same form, the idea of this is to use an appropriate sentence which will support the current genre. • <u>Story Tableaux</u> Get a students to hold a still pose with no dialogue. • <u>Role on the Wall</u> Outline of a body is drawn on a large sheet of paper, which is stuck onto the wall. Words or phrases describing the character are then written directly onto the drawing or stuck on with sticky notes. You can include known facts such as physical appearance, age, gender, location and occupation, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets and dreams.
<p>KS2</p>	<ul style="list-style-type: none"> • <u>Debates</u> Debating can be created with children where teacher decides on if they are for and against, or the children choose the side that they are on. A debate can ten take place. Think about sentence stems that you can give the children to enhance their argument / expressing their point of view in an articulate way. • <u>Court Room Drama</u> Set up your classroom like a courtroom, assign children to ceryian roles: defence lawyer, prosecution, witnesses, and jury. Children to articulate their for and against. Jury then to decide the fate. • <u>Tell me lies</u> Children write three sentences, two of them are true and one of the sentences is a lie (these sentences are based on the current theme/genre) the other children have to guess which sentence is the lie and which are the truths. • <u>Conscience alley</u> Children are divided into two groups and form an alley. Each group has a conflicting dilemma, and they try to convince the child walking down the alley to choose their perspective by how influential the children’s ideas are. • <u>Sentences from pictures</u> Choose though provoking images and the children have to create a question, a statement and an opinion from the images. • <u>Cocktail party</u> Let each child choose a character (suggest known characters from Fairy Tales) then ask the children to imagine they are walking (slow/fast/relaxed/stiff/happy) around the room at a party, where they don’t know anyone. Then play a drum and the children need to walk until the drum stops and then they meet a different child/character and then start talking to them in character. Give the children different aims for the conversation (what the character likes/dislikes/where they live/what they hope for). • <u>Word association game</u> Give the children a topic and they have to find words associated with that topic without pausing or repeating any words. • <u>Dinkee</u>

Children answer four questions and each correct answer will be linked to each other. Children read the questions to their peers and then they have to work out how all four words are linked.

- Create a character

Have an empty chair, arrange the class in a circle, each child gives one piece of information about the character (eg; she's 12 years old, she has two sisters). They have to listen to each other so that they are not contradicting anything that someone else has said before. When everyone has contributed an idea, a volunteer sits on the chair and becomes the character.

- Park bench

The first player sits silently on a "bench" displaying as much about his character as he can without verbalising it. The next player joins him and makes a strong complimenting character choice. (A complimenting character may be contrasting or supporting.) The player coming on should make strong character choices as soon as he is off his seat. This means the character should be embodied in his walk, voice and intent. The two characters interact for about thirty seconds and the player that was on the bench first finds a reason to leave.

- Hot seating

One person sits in front of the children in character, ideally with a prop and the other children prepare appropriate questions to ask the character, who will answer in role.

- Role on the Wall

Outline of a body is drawn on a large sheet of paper, which is stuck onto the wall. Words or phrases describing the character are then written directly onto the drawing or stuck on with sticky notes. You can include known facts such as physical appearance, age, gender, location and occupation, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets and dreams.