

Woodlands Presents....

'Podium Points of View'

HELPING OUR CHILDREN 'FIND THEIR
VOICE'

Our Vision





We want every child to be able to **formulate relevant ideas** and **develop reasoning**. These are **key cognitive skills** and can help **confidence** and **self-esteem** to flourish.



We want our pupils to be able to **organise and structure their own thoughts** and to **summarise or prioritise information** so that they can **articulate this clearly** for others, enabling them to contribute as **active citizens** in **democratic life**.

We want our pupils to be able to **engage with different points of view** so that they can **reflect on their own viewpoint** and **deepen their own understanding and knowledge of the world**.

2FEL and Nursery





 Physical	<ul style="list-style-type: none">• Use gestures with or without voice to show what they want.• Say words with 1-2 syllables with increasing accuracy.
 Linguistic	<ul style="list-style-type: none">• Use appropriate Tier 3 words correctly to suit the context.• Extend vocabulary by grouping and naming.
 Cognitive	<ul style="list-style-type: none">• Give a point of view by recounting personal experience stating their likes and dislikes and give simple reasons why.
 Social & Emotional	<ul style="list-style-type: none">• Begin to use the listening ladder

Point of View - TALK Frame:

I like _____ because.....

I don't like _____ because.....

Reception





 Physical	<ul style="list-style-type: none">• Produce speech sounds that are clear and easy to understand.• Say words with 2-3 syllables, with increasing accuracy.
 Linguistic	<ul style="list-style-type: none">• Use appropriate Tier 3 words correctly to suit the context.• Extend vocabulary by grouping and naming.
 Cognitive	<ul style="list-style-type: none">• Give a point of view using predominantly simple sentences, but beginning to use more complex sentence to link thoughts (using 'because' or 'and'). Mostly stick to a main theme or intention.
 Social & Emotional	<ul style="list-style-type: none">• Use the listening ladder to reflect on your own listening and set yourself targets.

Point of View - TALK Frame:

I think /like _____ because/and.....

I don't think/like _____ because/and.....

Year 1

 Physical	<ul style="list-style-type: none">• Produce speech sounds that are clear and easy to understand.• Say words with 3 syllables, with increasing accuracy.
 Linguistic	<ul style="list-style-type: none">• Use appropriate Tier 3 words correctly to suit the context.• Imitate popular Tier 2 vocabulary.
 Cognitive	<ul style="list-style-type: none">• Present a point of view using a series of steps
 Social & Emotional	<ul style="list-style-type: none">• Use the listening ladder to reflect on your own listening and set yourself targets.

Point of View - TALK Frame:

Please may I give you my viewpoint?





I think _____

I have two reasons why

Number 1....(so/and)

Number 2... (so/and)

Year 2

 Physical	<ul style="list-style-type: none">• Produce speech sounds that are clear and easy to understand.• Say words with at least 3 syllables, accurately.
 Linguistic	<ul style="list-style-type: none">• Use appropriate Tier 3 words correctly to suit the context.• Imitate popular Tier 2 vocabulary.
 Cognitive	<ul style="list-style-type: none">• Present a point of view using two examples or pieces of evidence. Include a summative statement.
 Social & Emotional	<ul style="list-style-type: none">• Use the listening ladder to reflect on your own listening and set yourself targets.

Point of View - TALK Frame:

My viewpoint on this is clear





There are two reasons why _____

Firstly....(so/and)

And secondly... (so/and)

This all means that ...and that is why I think...

Year 3

 Physical	<ul style="list-style-type: none">• Produce speech sounds that are clear and easy to understand.• Say words with at least 3-4 syllables, with increasing accuracy.
 Linguistic	<ul style="list-style-type: none">• Use appropriate Tier 3 words correctly to suit the context.• Imitate popular Tier 2 vocabulary.
 Cognitive	<ul style="list-style-type: none">• Present a point of view with some detail and structure. Link in two or three pieces of evidence or examples. Include a summative statement.
 Social & Emotional	<ul style="list-style-type: none">• Use the listening ladder to reflect on your own listening and set yourself targets.

Point of View - TALK Frame:

My viewpoint on this is clear

There are three reasons why _____





Firstly...(because/and/so)

Secondly...(because/and/so)

Thirdly...(because/and/so)

All in all, I believe ...and that is why I think...

Year 4

 Physical	<ul style="list-style-type: none">• Produce speech sounds that are clear and easy to understand.• Say words with at least 4 syllables, accurately.
 Linguistic	<ul style="list-style-type: none">• Use appropriate Tier 3 words correctly to suit the context.• Use appropriate Tier 2 words with increasing confidence
 Cognitive	<ul style="list-style-type: none">• Present a point of view with clear detail and structure. Link in three pieces of evidence or examples. Include a summative statement.
 Social & Emotional	<ul style="list-style-type: none">• Use the listening ladder to reflect on your own listening and set yourself targets.

Point of View - TALK Frame:

I would like to offer you my viewpoint

There are three clear reasons why _____

Firstly... (because/and/so)





Secondly...(because/and/so)

Finally...(because/and/so)

In addition to all these...

To summarise....I believe ...and that is why I think...

Year 5

 Physical	<ul style="list-style-type: none">• Produce speech sounds that are clear and easy to understand.• Say multi-syllabic words of any length with increasing accuracy.
 Linguistic	<ul style="list-style-type: none">• Use appropriate Tier 3 words correctly to suit the context.• Use appropriate Tier 2 words confidently and mostly correctly.
 Cognitive	<ul style="list-style-type: none">• Present a structured point of view using examples from a different persons or source, and supported by examples of past experience. Include a summative statement.
 Social & Emotional	<ul style="list-style-type: none">• Use the listening ladder to reflect on your own listening and set yourself targets.

Point of View - TALK Frame:

Allow me to give you my viewpoint on this.

There are three clear reasons why _____

First and foremost...





Second of all... (because/and/so/therefore)

And lastly... because/and/so/therefore)

Furthermore...

To summarise....I believe ...and that is why I think...

Year 6

 Physical	<ul style="list-style-type: none">• Produce speech sounds that are clear and easy to understand.• Say multi-syllabic words of any length accurately.
 Linguistic	<ul style="list-style-type: none">• Use appropriate Tier 3 words correctly to suit the context.• Use appropriate Tier 2 words with increasing precision and accuracy to enhance meaning.
 Cognitive	<ul style="list-style-type: none">• Present a clearly structured point of view using a range of examples from different people or sources or points in time, and supported by evidence from personal experience.
 Social & Emotional	<ul style="list-style-type: none">• Use the listening ladder to reflect on your own listening and set yourself targets.

Point of View - TALK Frame:

Allow me to give you my viewpoint on this.

There a number of reasons why _____

Most importantly...(because/and/so/therefore/yet)

Second of all...(because/and/so/therefore/yet)

Last but not least... (because/and/so/therefore/yet)

Furthermore...I have personal experience (on this) and so I know that.....OR...although I don't actually have personal experience, I know that....

To summarise....it is clear to see that...and that is why I believe...

KS1



Talk Rules

RESPECT other people's ideas

Show good listening.

Invite others to join in.

Ask questions to find out.

Build on what others say

KS2



Talk Rules

RESPECT each others' ideas.

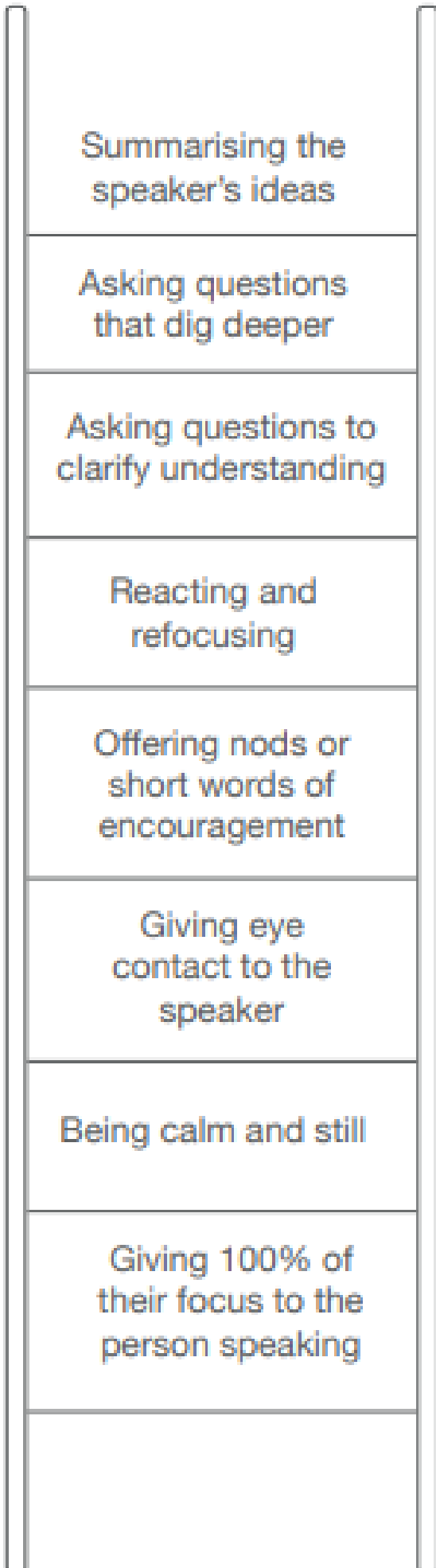
Show proof of good listening.

Be prepared to change your mind.

Invite someone to contribute by asking them a question.

Challenge, clarify and summarise the ideas of others.

Come to a shared agreement.



The Listening Ladder

The Listening Ladder sets out the various listening skills and orders them in terms of complexity (least complex at the bottom of the ladder)

The listening ladder skills are useful for every year group.






The ladder can be used to:

1. Support students to reflect on their own discussion
2. Set targets for which rung they have reached, and want to reach.



Lesson Element 'Everybody Talks'

Partner Strategies

Strategy	Adult	Partner A	Partner B
<p>Think Pair Share</p> 	<ul style="list-style-type: none"> • Poses a statement or question. • Shares vocabulary or sentence stems • Sets a time limit • Facilitates the 'share' part • Tackles any misconceptions that arise 	<ul style="list-style-type: none"> • Listens to the question • Thinks and prepares own response (in silence) • Turns to partner B and shares thoughts <p>Swap with partner B</p> <p>Share own (or partner's) response with whole class</p>	<ul style="list-style-type: none"> • Listens to the question • Thinks and prepares own response (in silence) • Turns to partner B listens to their response <p>Swap with partner A</p> <p>Share own (or partner's) response with whole class</p>
<p>Partner Rally</p> 	<ul style="list-style-type: none"> • Poses a statement or task e.g. 'share the steps of the experiment', or 'list all the ways the character was greedy in the story' 	<ul style="list-style-type: none"> • Listen to the question or task • Decide who goes first • Alternate generating responses with partner B • Support, prompt or correct partner where needed. 	<ul style="list-style-type: none"> • Listen to the question or task • Decide who goes first • Alternate generating responses with partner A • Support, prompt or correct partner where needed.
<p>Rally Coach</p> 	<ul style="list-style-type: none"> • Pose a problem to solve or controversial statement. (most useful to use this when there is a definite right or wrong answer) • Facilitate feedback after both partners have had a turn. • Address any misconceptions 	<ul style="list-style-type: none"> • Listen to the question or task • Have a go at solving the problem stop by step • Make adjustments or corrections as advised by the coach (partner B) <p>Swap with partner B</p>	<ul style="list-style-type: none"> • Listen to the question or task • Watch Partner A as they have a go at solving the problem • Advise, correct, support, question and 'coach' them to success <p>Swap with partner A</p>
<p>Tell the Story</p> 	<ul style="list-style-type: none"> • Provide a scenario, process or method (e.g. how do volcanoes erupt) • Provide a visual prompt (a diagram or picture or series of steps) • Provide sentence stems and vocabulary 	<ul style="list-style-type: none"> • Using the visual prompt, describe step by step the process • Use the key vocabulary or sentence stems provided. <p>Swap and repeat. Try to build and improve on the 'story' each time until you have a best version.</p>	<ul style="list-style-type: none"> • Listen to Partner A • Support, prompt or fill in gaps where needed. <p>Swap and repeat. Try to build and improve on the 'story' each time until you have a best version.</p>
<p>Odd One Out</p> 	<ul style="list-style-type: none"> • Pose two correct statements and one false. • Provide sentence stems and vocabulary • Facilitate feedback and address any misconceptions 	<ul style="list-style-type: none"> • Read all the statements together. • Turn to partner B and state which you think is odd, giving reasons why. • Listen to the responses from partner B • Come to a shared agreement 	<ul style="list-style-type: none"> • Listen to partner A. • State which you think is odd, giving your reasons why. • Come to a shared agreement.

