

Debating Skills

EYFS	Wait for a turn to talk.
	State their point of view simply to a group of children.
	Speak in well-formed sentences.
	Use specific vocabulary.
	Start to use because, so, if, but, could to develop ideas.
	Speak clearly at an appropriate volume.
	Answers are relevant to what has been asked.
Year 1	Wait for a turn to talk.
	Project voice to a larger audience.
	Give a reason (s) for their opinion.
	Disagree with someone else's opinion politely.
	Respond to what is said with relevant comments.
	Ask questions to find out more about something.
	Use increasingly specific vocabulary.
	Start to answer what, where, when, how and why questions.
	Use because, so, if, but, could to develop ideas.
	Use conjunctions to organise and sequence ideas e.g. firstly, secondly.
	Use language to reason or persuade.
	Use body language to show active listening and supporting meaning when speaking e.g. nodding, facial expressions etc.
Year 2	Take turns, showing patience and respect for others.
	Explain their views to others.
	Speak clearly at an appropriate volume and pace.
	Use subject specific vocabulary most of the time when talking in sentencea.
	Use conjunctions to organise and sequence ideas e.g. firstly, secondly.
	Use joining connectives for longer sentences when talking.
	Make natural use of body language and facial expressions.
	Listen with sustained concentration.
	Draw upon what others say and make their own contribution.
	Justify their agree / disagree choice with relevant explanations.
	Disagree with someone else's opinion politely explaining why.
	Listen to others and ask relevant questions about what they have heard.
	Answer what, where, when, how and why questions.
Year 3	Speak with confidence and fluency in front of a larger audience.
	Use pauses for effect when talking to an audience.
	Use appropriate tone.
	Consider movement and gestures when addressing an audience.
	Carefully select the phrasing they use to express ideas and views and understand that this supports clarity.
	Begin to vary sentence structure and length for effect when speaking.
	Give more detailed reasons for their views and opinions.
	Use subject specific vocabulary correctly when talking.
	Challenge the ideas of others in discussions by politely disagreeing and providing a clear argument / alternative viewpoint.
	Ask questions to find out more about a subject that is being discussed to clarify their understanding.
Year 4	Continue to speak with confidence and fluency in front of an audience.
	Confidently deliver a prepared talk.
	Continue to use pauses when delivering their argument.

	Use appropriate tone.
	Continue to deliberately select movements and gestures to support the delivery of their argument.
	Talk is clearly sequenced and includes relevant details.
	Carefully select the phrasing they use to express ideas and views and understand that this supports clarity.
	Provide supporting evidence for their argument.
	Put forward viewpoints that aren't their own.
	Use specialist vocabulary.
	Understand how language has been used effectively in an argument and use it in their own.
	Listen with sustained concentration and identify responses based on what has been heard.
	Respond to others' points, demonstrating why they agree or disagree in group or whole class discussion.
	Summarise an argument.
Year 5	Speak with flair and passion.
	Structure a detailed argument.
	Prioritise points in an argument.
	Deliberately select movements and gestures to engage and persuade the audience.
	Consciously adapt tone, pace and volume of voice to present their argument.
	Give supporting evidence based upon learned knowledge.
	Use specialist vocabulary.
	Carefully select the phrasing they use to express ideas and views and understand that this supports clarity.
	Understand how language has been used effectively in an argument and use it in their own.
	Ask probing questions – Why....? Tell me how....? Do you think....? What will happen if....? To gain specific information to help their understanding.
	Responses reflect that they have listened carefully.
	Summarise an argument.
	Anticipate questions that may be asked by the other side and plan rebuttals.
Year 6	Evaluate a debate performance against clear success criteria.
	Speak with flair and passion.
	Deliberately select movements and gestures to engage and persuade the audience.
	Consciously adapt tone, pace and volume of voice to present their argument.
	Structure a detailed argument and prioritise order of points.
	Provide mature evidence to support arguments.
	Use specialist vocabulary.
	Use a range of oral techniques to present an argument – rhetorical questions, repetition, evidence, emotive language, inclusive language, exaggeration etc.
	Spontaneously respond to increasingly complex questions, providing evidence where appropriate.
	Perform challenges in parliamentary debate by raising hand and asking a question or providing a statement.
	Anticipate questions that may be asked by the other side and plan rebuttals.
	Evaluate a debate performance against clear success criteria.