CARSHALTON BOYS SPORTS COLLEGE

Excellence • Character • Aspiration

ORACY PROGRAMME

Debate Skills for Oracy — 12-Lesson Unit

Key Stage 3

YEAR 8

Scheme of Work

Academic Year 2026 – 2027

A working document for teachers, Heads of Department and the Leadership Group

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Part One — Curriculum Vision and Rationale

Vision Statement

Oracy at Carshalton Boys Sports College equips every pupil with the ability to speak with confidence, listen with attention and disagree with respect. Spoken language is the medium through which pupils learn, are assessed, form relationships and will one day be interviewed, employed and heard. The Debate Skills for Oracy unit gives that entitlement a structured, explicit home: over twelve lessons, every pupil learns how to build an argument, evidence it, deliver it and defend it — and can see and measure their own progress from the first lesson to the last.

Oracy is not a talent that some pupils arrive with and others do not; it is a set of teachable skills. This unit teaches them deliberately, assesses them against a shared rubric, and celebrates the visible growth of every speaker in the room.

Purpose and Learning Objectives

Across the unit, the purpose of the Oracy programme is threefold:

- Confident articulacy. Pupils learn to structure and deliver spoken arguments — from a one-minute baseline talk to a full formal debate — with control of pitch, pace, tone and body language.
- Critical reasoning. Pupils learn to distinguish fact from opinion, evaluate the reliability of sources, anticipate counter-arguments and construct rebuttals — the intellectual core of debate.
- Active, respectful listening. Pupils learn to listen in order to respond: to build on, question and respectfully challenge the ideas of others, using structured sentence stems and feedback protocols.

By the end of the unit, every Year 8 pupil will have: delivered a baseline and a post-assessment talk against the same rubric; planned, evidenced and rehearsed a persuasive argument; taken part in low-stakes fishbowl debates with coached feedback; and participated in a final structured formal debate.

Curriculum Sequencing Rationale

The twelve lessons are deliberately sequenced so that skills are layered, rehearsed at low stakes, and only then performed at high stakes. Five design decisions shape the sequence:

- Lesson 1 (Pre-Assessment) gives every pupil a low-stakes baseline and a personal target before any formal teaching begins. Pupils know from the outset how oracy will be assessed and what their own starting point is.
- Lessons 2–5 build the anatomy of an argument: what a debate is, how to plan an argument using Aristotle's Trinity of Persuasion, how to anticipate counter-arguments, and how to think on the spot.
- Lesson 6 (Evidence, Research and Evaluating Sources) sits deliberately between argument-building and delivery, so pupils learn to evidence an argument before they rehearse delivering it. It carries an embedded mini-assessment.
- Lessons 9 and 10 provide a first live debate experience (fishbowl) with immediate coaching at lower stakes than the final debate, followed by a questioning, active-listening and rebuttal masterclass — the responsive skills a single final debate does not have room to develop on its own.
- Lesson 12 closes the loop: it repeats the Lesson 1 speaking task against the same rubric, so progress is visible to pupils and evidenced for staff, and folds in structured reflection and future target-setting.

How the Curriculum Spirals

The unit is identical in structure for Years 7 and 8, but it does not stand still: it is one turn of a spiral that runs through pupils' whole experience of school.

- Within the unit: the same core skills — structure, evidence, delivery, listening — return at rising stakes: solo baseline talk → paired and group practice → fishbowl mini-debates → final formal debate → solo post-assessment talk.
- Across the key stage: Year 8 pupils revisit the framework with more demanding motions, higher expectations against the same rubric strands, and greater independence in research and rebuttal. The shared rubric makes progression from Year 7 to Year 8 measurable.
- Across the curriculum: the skills taught here — PEE-style point-building, evaluating sources, respectful challenge, structured talk before writing — are the same routines used in English, PRE, Geography and History, where verbal rehearsal precedes every extended writing task.
- Beyond Key Stage 3: debate, presentation and structured discussion are embedded in GCSE study (English Language Spoken Endorsement, evaluative essay writing) and in post-16 interviews, seminars and employment.

Knowledge, Skills and Key Concepts (Year 8)

Pupils will know and understand:

- What a debate is, and the differences between formal and informal debates — including roles, structure and etiquette.
- Aristotle's Trinity of Persuasion (ethos, pathos, logos) and the rhetorical devices that persuade an audience.
- What counter-arguments and rebuttals are, and how to anticipate them during preparation.
- The difference between facts, opinions and statistics, and how to evaluate the reliability of a source.
- How pitch, pace, tone and body language shape the impact of spoken delivery.
- The structure of a formal debate: motions, proposition and opposition, points of information, summary speeches and adjudication.

Pupils will be able to:

- Deliver a structured one-minute talk, and later a formal debate speech, to an audience.
- Plan, structure and refine a persuasive argument, selecting and justifying the strongest evidence for a motion.
- Respond to unexpected questions using a clear structure, and build on or respectfully challenge another speaker's point.
- Use active listening techniques and sentence stems in group discussion.
- Give focused, constructive peer feedback against a shared rubric, and act on feedback received.
- Self-assess honestly against a baseline, identify growth and set a meaningful future target.

Key Concepts

Key Concept	How it appears in this unit
Argument	A claim supported by reasoning and evidence — built in Lessons 3–6, defended in Lessons 9–11.
Evidence	Facts, statistics and expert opinion, selected and justified after evaluating source reliability (Lesson 6).

Key Concept	How it appears in this unit
Rebuttal	Anticipating and answering the other side — introduced in Lesson 4, mastered in the Lesson 10 masterclass.
Delivery	Pitch, pace, tone and body language as deliberate choices, not accidents (Lessons 7–8).
Listening	Active listening as the foundation of response — observer roles in the fishbowl, sentence stems in Lesson 10.
Reflection	Baseline → feedback → re-attempt → post-assessment: pupils own the evidence of their progress.

Curriculum Design Philosophy

- Knowledge-rich: the unit teaches substantive knowledge — rhetorical theory, debate structures, source evaluation criteria, the technical vocabulary of oracy — as the foundation for performance. Pupils cannot deploy what they have not been taught. Knowledge is made explicit through the vocabulary booklet and lesson resources.
- Mastery: skills are taught, practised at low stakes, coached, and re-attempted before high-stakes performance. The fishbowl re-attempt in Lesson 9 and the pre/post assessment cycle embody the mastery principle: no pupil's baseline is their ceiling.
- Spiral: the same rubric strands return at every assessment point, within the unit and between Years 7 and 8, so improvement is cumulative, visible and measurable.
- Assessment-literate: pupils see the Baseline Speaking Rubric in Lesson 1 and assess against it themselves throughout — in peer feedback slips, the mini-assessment, the debate score sheet and the final pre/post comparison. The language of assessment belongs to the pupils, not just the teacher.

Part Two — Inclusion, Excellence and Wider Outcomes

Inclusive Teaching: SEND, PP and EAL

Spoken performance can feel high-risk for exactly the pupils who stand to gain most from it. The unit is therefore built around graduated stakes, structured scaffolds and rehearsal before performance.

Supporting SEND Pupils

- Graduated exposure: every performance is rehearsed first — talk partners before groups, groups before the class, fishbowl before formal debate. No pupil is asked to perform a skill they have not practised at lower stakes.
- Sentence stems and structures: active listening stems, rebuttal frames ("I hear your point, however…"), and the How to Build a Strong Argument scaffold reduce the working-memory load of live speech.
- Visual and physical resources: pitch/pace/tone/body language cards, flashcards for thinking-on-the-spot techniques, and printed feedback slips make abstract skills concrete.
- Predictability: the debate format, timings and roles are taught explicitly and rehearsed, so pupils know exactly what will happen and when they will speak.
- Adjusted performance conditions where needed: shorter speaking slots, pre-agreed questions, or observer roles in the fishbowl as a stepping stone to speaking roles.

Supporting Pupil Premium (PP) Pupils

- Explicit teaching of the 'hidden' codes of formal talk: register, turn-taking, respectful challenge and formal debate etiquette are taught, modelled and named — never assumed.
- Cold calling with thinking time and structured no-opt-out talk routines ensure all pupils, not just volunteers, regularly rehearse spoken argument.
- Worked examples: model speeches and debate scripts are analysed before pupils write and deliver their own.
- All resources are provided in lesson: no task in the unit depends on home access to materials, devices or adult support.
- The confidence questionnaire (Lesson 1) allows teachers to identify and deliberately develop the least confident speakers across the unit.

Supporting EAL Pupils

- Sentence frames that model academic spoken English: "The strongest evidence for this is…"; "I would challenge that point because…"
- Explicit Tier 2 and Tier 3 vocabulary teaching through the Oracy Vocabulary Booklet, with the Expected (E) / Aspirational (A) coding used across the school.
- Fact/opinion/statistic sorting and card-based activities allow meaning-making that does not depend solely on extended text.
- Repeated oral rehearsal in pairs and small groups before whole-class performance gives EAL pupils multiple safe opportunities to practise new language aloud.

Stretching the Most Able (HPA)

- Harder motions: HPA pupils are given contestable, multi-sided motions from the topic bank that resist rehearsed answers and demand genuine reasoning.

- Higher rubric expectations: HPA pupils are directed to the top strands of the speaking rubric — sophisticated structure, judicious language choices, seamless integration of evidence and rebuttal.
- Leadership roles: chairing debates, adjudicating with the score sheet, and modelling curveball questioning in the Lesson 10 masterclass.
- Advanced rhetoric: extension tasks on rhetorical devices beyond the core (concession, antithesis, rhetorical questions deployed strategically) and on constructing multi-step rebuttals.
- Independent evidence research: selecting, evaluating and synthesising sources beyond those provided, and justifying rejection of weak evidence.

Academic Excellence

Oracy is a driver of attainment across the curriculum. The structured talk routines in this unit — point, evidence, explanation; anticipating counter-arguments; verbal rehearsal before writing — are the same architecture that underpins extended writing at GCSE in every subject. Research consistently identifies high-quality classroom talk as one of the strongest levers for disadvantaged pupils' progress. The pre/post assessment design also teaches pupils something powerful about learning itself: that measurable improvement follows deliberate practice.

Character Development

Character Attribute	How this unit develops it
Confidence	Every pupil speaks in every lesson, at carefully graduated stakes, and ends the unit with concrete evidence of their own growth.
Resilience	Pupils receive feedback, re-attempt performances and handle curveball questions — learning that setbacks in live speech are recoverable.
Respect	Formal debate etiquette, structured challenge stems and observer feedback protocols teach pupils to disagree without disrespect.
Empathy	Arguing an assigned side — sometimes against personal opinion — requires pupils to inhabit and understand views not their own.
Integrity	Lesson 6 teaches that arguments must rest on reliable evidence; pupils learn to reject weak or misleading sources even when convenient.

Cultural Capital

- The classical rhetorical tradition: Aristotle's ethos, pathos and logos connect pupils to two and a half thousand years of the art of persuasion.
- The conventions of formal public discourse — debating chambers, parliamentary style, points of information — that shape civic and professional life.
- Media and information literacy: distinguishing fact from opinion and evaluating source reliability is essential equipment for citizenship in an age of misinformation.
- Contemporary issues: the motions bank draws on live social, ethical and political questions, giving pupils informed reference points for the world beyond school.

Careers Links

Career Area	Oracy connection in this unit
Law and Advocacy	Constructing cases, anticipating opposition, rebuttal under pressure, formal debate procedure.

Career Area	Oracy connection in this unit
Politics, Policy and Public Service	Formal debate structures, persuasive speech-making, respectful challenge and negotiation.
Journalism and Media	Evaluating sources, distinguishing fact from opinion, questioning techniques, interviewing.
Teaching, Training and Coaching	Explaining clearly, giving structured feedback, adapting delivery to an audience.
Business, Sales and Management	Pitching, persuading, active listening, thinking on the spot, handling objections.
Any interview, anywhere	Structured self-presentation under time pressure — rehearsed twelve times across this unit.

Preparation for Post-16 and Further Destinations

Spoken articulacy is among the attributes most frequently cited by employers, apprenticeship providers and universities — and the least often taught explicitly. This unit gives pupils a rehearsed, transferable toolkit for the GCSE English Spoken Language Endorsement, sixth-form and university seminar discussion, apprenticeship and job interviews, and formal presentations in any field. Pupils leave the unit not just having debated, but knowing how they improved and how to improve again — the metacognitive habit that underpins all independent post-16 study.

Part Three — Assessment: The PATHS Methodology

The PATHS Framework

PATHS is the whole-school framework for feedback on assessed work. It ensures that every formal assessment produces a quality, actionable dialogue between teacher and pupil — not a mark in a book, but a genuine improvement cycle. In Oracy, PATHS is applied to spoken performances against the Baseline Speaking Rubric.

	Element	What it means in Oracy
P	**Positive Comment**	A specific, evidence-referenced strength. Not "Well done" but: "Your opening statistic immediately gave your argument authority, and you paused to let it land."
A	**Attainment Mark / Grade**	Where the pupil is performing against the Baseline Speaking Rubric, using its strand language: structure, evidence, delivery, response to others.
T	**Target to Improve**	One specific, actionable target only. "Your next step is to end your speech with a one-sentence summary of your strongest point."
H	**How To Instructions**	Concrete, replicable steps: "To close strongly: (1) signal the ending ('So, to finish…'); (2) restate your strongest point in one sentence; (3) stop — do not add new material."
S	**Student Response**	Pupils respond to the feedback: acknowledge the target, apply the How To in their next performance or re-attempt, and record what they will do differently.

PATHS in Practice: a Worked Example

Task — Lesson 1 baseline: deliver a structured one-minute talk on a topic card, assessed against the Baseline Speaking Rubric.

P — "You structured your talk with a clear beginning, middle and end, and your point about school uniform was supported by a real example from our school."

A — "Against the rubric you are secure on structure and content, and developing on delivery: your pace was rushed and your eyes stayed on your notes."

T — "Your target is to slow your pace and make eye contact at the start of each new point."

H — "How to: (1) mark a / on your cue card at each new point; (2) at every /, pause, breathe, look up at the audience; (3) deliver the first sentence of the point before glancing back down."

S — Pupil records the target on their Confidence Questionnaire and applies it in the Lesson 9 fishbowl re-attempt; progress is checked in the Lesson 12 post-assessment against the same rubric.

The Pre/Post Assessment Cycle

The unit's assessment design is its defining feature: the same speaking task, assessed against the same rubric, is performed in Lesson 1 and Lesson 12. Between those two points sit an embedded mini-assessment and two coached live-debate experiences. Progress is therefore visible to pupils and evidenced for staff — for every pupil, not only the strongest.

Point	Assessment	Evidence produced
Lesson 1	Pre-Assessment: one-minute baseline talk + confidence questionnaire	Baseline Speaking Rubric score; self-assessed confidence profile; personal target.

Point	Assessment	Evidence produced
Lesson 6	Mini-Assessment: evidence selection and justification	Independently selected and justified strong evidence; weak evidence identified; marked against the mini-assessment rubric.
Lesson 9	Fishbowl mini-debates with re-attempt	Focused observer feedback slips; quick self-reflection sheet; coached improvement within the lesson.
Lesson 11	Final structured debate	Debate score sheet; peer assessment rubric.
Lesson 12	Post-Assessment: repeat of the Lesson 1 task on the same rubric	Pre/post comparison sheet; final reflection and future target — the PATHS Student Response completed in full.

Assessment Schedule — Year 8

Assessment	Type	PATHS follow-up
Baseline one-minute talk (L1)	Formative baseline (rubric)	P, A and T recorded; target carried through the unit.
Evidence mini-assessment (L6)	Embedded written mini-assessment	Marked with PATHS comment; How To applied in Lesson 8 argument practice.
Fishbowl debate (L9)	Peer + teacher formative	Feedback slips → immediate re-attempt (Student Response live in lesson).
Final structured debate (L11)	Summative performance	Score sheet + peer rubric; strengths carried into post-assessment.
Post-assessment talk (L12)	Summative vs. baseline	Pre/post comparison; final reflection and future target set.

Part Four — Scheme of Work: Debate Skills for Oracy (Year 8)

Unit Overview

Programme	Detail
Unit	Debate Skills for Oracy — 12-lesson unit (revised and extended from the original 8-lesson unit)
Year Group	Year 8 (the unit is common to Years 7 and 8, with progression through motion difficulty and rubric expectation)
Length	12 lessons
Resources	Existing Beyond English resources (original Lessons 1–8) retained and renumbered; five entirely new CBSC-authored lessons (1, 6, 9, 10 and 12) in a neutral style consistent with the rest of the pack.
Assessment	Pre/post speaking assessment on a shared rubric (Lessons 1 and 12); embedded mini-assessment (Lesson 6); coached fishbowl debates (Lesson 9); final structured debate (Lesson 11). PATHS feedback throughout — see Part Three.

Homework and Work Outside the Classroom (WOTC)

Vocabulary: Look–Cover–Write–Check on the Oracy Vocabulary Booklet (Tier 2 and Tier 3), set weekly.

Preparation: pupils research and gather evidence for their assigned motion ahead of Lessons 8–11, applying the Source Reliability Checklist from Lesson 6.

Reflection: pupils keep their Confidence Questionnaire, feedback slips and targets in their oracy folder for the Lesson 12 pre/post comparison.

The Five Phases of the Unit

Phase 1 — Baseline and Foundations (Lessons 1–2)

Every pupil establishes a personal baseline and learns what a debate actually is. The confidence questionnaire and rubric introduced here frame everything that follows.

Phase 2 — Building the Argument (Lessons 3–6)

The intellectual core of the unit: planning arguments with Aristotle's Trinity of Persuasion, anticipating counter-arguments, thinking on the spot, and — crucially — evidencing arguments with reliable sources before rehearsing their delivery. Lesson 6 carries the embedded mini-assessment.

Phase 3 — Delivery and Rehearsal (Lessons 7–8)

Pupils turn arguments into performances: pitch, pace, tone and body language are taught as deliberate choices, then applied as pupils refine and rehearse their main argument.

Phase 4 — Live Debate and Responsiveness (Lessons 9–11)

Debate goes live at rising stakes: coached fishbowl mini-debates with an immediate re-attempt; a masterclass in questioning, active listening and rebuttal; then the final structured debate.

Phase 5 — Post-Assessment and Reflection (Lesson 12)

The unit closes the loop: the Lesson 1 task is repeated against the same rubric, pupils compare their own pre/post performance, reflect and set a future oracy target.

Lesson-by-Lesson Sequence

L#	Title and Status	Learning Objective	Success Criteria
1	**Pre-Assessment** *NEW*	To establish a baseline of each pupil's current oracy skills before beginning the unit.	• Deliver a short, structured talk of approximately one minute • Complete a self-assessment of confidence in speaking and listening • Understand how oracy will be assessed across the unit
2	**Formal and Informal Debates** *EXISTING (previously L1)*	To understand what a debate is and the differences between formal and informal debates.	• Understand the key features of a debate • Identify and comment on the features of a debate • Evaluate the effectiveness of a debate
3	**Planning Your Argument** *EXISTING (previously L2)*	Planning an argument for debate.	• Use rhetorical devices to persuade • Understand Aristotle's Trinity of Persuasion
4	**Counter Arguments** *EXISTING (previously L3)*	To create counter arguments for debate.	• Understand what a counter argument or rebuttal is • Anticipate and create counter arguments during debate preparation
5	**Thinking On the Spot Techniques** *EXISTING (previously L4)*	Thinking on the spot techniques for debate.	• Understand the concept of thinking on the spot techniques • Practise using them when making a case
6	**Evidence, Research & Evaluating Sources** *NEW*	To find, evaluate and select evidence to strengthen a debate argument.	• Distinguish between facts, opinions and statistics • Evaluate the reliability of a source • Select and justify the strongest evidence for a given motion • Mini-assessment: independently select and justify strong evidence, and identify weak evidence
7	**Pitch, Pace, Tone, Body Language** *EXISTING (previously L5)*	To consider pitch, pace, tone and body language when debating.	• Understand the terms pitch, pace, tone and body language • Identify, demonstrate and assess their use
8	**Practice Your Argument** *EXISTING (previously L6)*	To practise your main argument.	• Understand how to structure a point in your argument • Refine arguments and practise them
9	**Mini Debates / Fishbowl Debates** *NEW*	To apply debating skills in short, low-stakes debates with immediate coaching and peer feedback.	• Take part in a short debate using skills practised so far • Give focused, constructive peer feedback • Reflect on feedback and refine performance in a re-attempt
10	**Questioning, Active Listening & Rebuttal Masterclass** *NEW*	To respond to unexpected questions, build on others' ideas, and challenge respectfully.	• Use active listening techniques during discussion • Respond to an unexpected question using a clear structure • Build on or respectfully challenge another person's point
11	**Final Structured Debate — Let the Debate Begin!** *EXISTING (previously L7)*	To engage in a structured debate using persuasive speaking and rebuttal skills.	• Demonstrate how to structure a verbal argument within a debate format • Confidently articulate ideas, making judicious language choices

L#	Title and Status	Learning Objective	Success Criteria
12	**Post-Assessment & Reflection** *NEW (incorporates existing L8)*	To repeat the baseline speaking task, compare progress since Lesson 1, and set a future target.	• Deliver a structured one-minute talk applying skills learned across the unit • Compare performance against the Lesson 1 baseline and identify growth • Reflect on progress and set a target for future oracy work

Resource Pack by Lesson

Existing Beyond English resources are retained and renumbered into the new sequence; new CBSC-authored resources are marked NEW.

L#	Lesson	Included in this pack
1	Pre-Assessment (NEW)	PowerPoint Teaching Ideas; Confidence Questionnaire; Baseline Speaking Rubric; Topic Bank Cards
2	Formal and Informal Debates	PowerPoint Teaching Ideas; Brief Introduction to Debates Worksheet; Analysing a Debate Worksheet + Answers; Debate Script
3	Planning Your Argument	PowerPoint Teaching Ideas; Aristotle's Trinity of Persuasion Worksheet; The Right to Study Remotely and Flexibly Worksheet
4	Counter Arguments	PowerPoint Teaching Ideas; Counter Arguments Worksheet
5	Thinking On the Spot Techniques	PowerPoint Teaching Ideas; Blank Flashcards; How to Think on Your Feet + Answers
6	Evidence, Research & Evaluating Sources (NEW)	PowerPoint Teaching Ideas; Fact, Opinion & Statistic Sort; Evidence Evaluation Worksheet; Source Reliability Checklist; Mini-Assessment Task + Rubric
7	Pitch, Pace, Tone, Body Language	PowerPoint Teaching Ideas; Pitch, Pace, Tone & Body Language Cards; Peer Assessment Feedback Sheet; Debate Style Worksheet + Answers
8	Practice Your Argument	PowerPoint Teaching Ideas; Debate Evidence; Debate Sentence Starters; How to Build a Strong Argument Worksheet
9	Mini Debates / Fishbowl Debates (NEW)	PowerPoint Teaching Ideas; Fishbowl Motions Bank; Focused Observer Feedback Slips (x4); Quick Self-Reflection Sheet
10	Questioning, Active Listening & Rebuttal Masterclass (NEW)	PowerPoint Teaching Ideas; Active Listening & Sentence Stems Sheet; Curveball Question Cards; Handling Tricky Questions Worksheet; Rebuttal Circle Instructions
11	Final Structured Debate — Let the Debate Begin!	PowerPoint Teaching Ideas; Debate Score Sheet; Peer Assessment Rubric
12	Post-Assessment & Reflection (NEW)	PowerPoint Teaching Ideas; Post-Assessment Task Sheet (reuses L1 rubric); Pre/Post Comparison Sheet; Peer Feedback Stems Sheet; Final Reflection & Target-Setting Worksheet; 5C's Student-Friendly Worksheet (existing)

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