CARSHALTON BOYS SPORTS COLLEGE ORACY — YEAR 8 Key Stage 3 | Scheme of Work 2026–2027

Excellence • Character • Aspiration

Subject Vision — Why Oracy Matters

Our Vision

Oracy at Carshalton Boys equips every pupil with the ability to speak with confidence, listen with attention and disagree with respect. Building on Year 7, the Debate Skills for Oracy unit gives every pupil a structured home for harder motions and higher expectations: over twelve lessons they deepen how they build an argument, evidence it, deliver it and defend it — with greater independence than before.

Our Three-Strand Purpose

- **Knowledge —** Aristotle's Trinity of Persuasion (ethos, pathos, logos) and rhetorical devices; the full structure of a formal debate — motions, proposition, opposition, points of information, summary speeches and adjudication.
- **Disciplinary Thinking —** distinguishing fact from opinion, independently evaluating source reliability, anticipating counter-arguments and constructing sharper rebuttals — the intellectual core of debate.
- **Skill —** delivering a structured one-minute talk and a formal debate speech, controlling pitch, pace, tone and body language, and responding to curveball questions with poise.

Curriculum Journey — Learning Sequence by Term

LESSONS 1–4	LESSONS 5–8	LESSONS 9–12
Baseline, Debates & Building the Argument	**Evidence, Delivery & Practice**	**Live Debate, Masterclass & Reflection**
Lesson 1 establishes a personal baseline talk and confidence questionnaire against the Baseline Speaking Rubric; Lesson 2 revisits formal versus informal debates; Lessons 3–4 plan an argument on more demanding motions using Aristotle's Trinity of Persuasion and build counter-arguments.	Lesson 5 develops thinking-on-the-spot techniques; Lesson 6 teaches independent evidence selection and source reliability, carrying an embedded mini-assessment; Lesson 7 studies pitch, pace, tone and body language; Lesson 8 refines and rehearses the main argument.	Lesson 9's coached fishbowl mini-debates allow an immediate re-attempt; Lesson 10 is a questioning, active-listening and rebuttal masterclass; Lesson 11 stages the final structured debate; Lesson 12 repeats the Lesson 1 task, comparing progress and setting a future target.

A Spiral Curriculum 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, the final formal debate, then a solo post-assessment talk. Year 8 revisits the Year 7 framework with harder motions, higher rubric expectations and greater independence, and the same structured-talk routines — point, evidence, explanation, anticipating counter-arguments — underpin extended writing across English, PRE, Geography and History, before re-emerging in the GCSE Spoken Language Endorsement and post-16 interviews and seminars.

Assessment Information

How Pupils Are Assessed

- Pre/post assessment — the same one-minute speaking task, assessed against the same Baseline Speaking Rubric, in Lesson 1 and Lesson 12
- Embedded mini-assessment — Lesson 6, independently selecting and justifying strong evidence against a given motion
- PATHS formal feedback — a target set at baseline is tracked through to the Lesson 12 post-assessment
- Feeding Forward — feedback slips and an immediate re-attempt follow the Lesson 9 fishbowl debate

Formal Assessment by Unit

- Lesson 1 — Pre-Assessment: baseline one-minute talk against the Baseline Speaking Rubric, plus a confidence questionnaire
- Lesson 6 — Mini-Assessment: independently selecting and justifying strong evidence, identifying weak evidence
- Lessons 11–12 — Final Debate & Post-Assessment: a debate score sheet and peer rubric, then a post-assessment talk compared against the Lesson 1 baseline

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	**Positive Comment**	A specific, evidence-referenced strength — never generic praise.	*"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 — structure, evidence, delivery and response to others.	*"You are secure on structure and content, and developing on delivery: your pace was rushed and your eyes stayed on your notes."*
T	**Target to Improve**	One single, specific, prioritised oracy target — never a list.	*"Your target is to slow your pace and make eye contact at the start of each new point."*
H	**How-to Instructions**	Concrete, replicable steps telling the pupil exactly how to act on the target.	*"(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	**Student Response**	Pupils acknowledge the target, apply the How To in their next performance, and record what they will do differently.	*Pupil records the target on their Confidence Questionnaire and applies it in the Lesson 9 fishbowl re-attempt; progress is checked at Lesson 12.*