



# Speechmaking

**Voices2Inspire**

*How can your  
voice change  
the world?*



# Contents



## **3** Challenge guidance

- 3 About this challenge
- 5 General guidance and dates
- 7 Holding your own showcase
- 9 Judging criteria
- 10 Sharing your students' speeches with us

## **11** Speechmaking resources

- 11 The Oracy Framework
- 12 The Oracy Benchmarks
- 13 Planning the challenge
- 14 The audience
- 15 Introduce
- 17 Ingredients of a great speech
- 18 Incubate
- 20 Initiate
- 22 Innovate
- 23 Inspire



# Challenge Guidance



Talk to inform



Talk to persuade



## About this challenge

In this challenge, your students will write, practise and perform a speech, talking to persuade and inform. Our question to them is: “How can your voice change the world?”

Set high expectations for presentational talk in your school, and with your vision and support, your students will:

1. Experience being heard and feeling valued - supporting our Teacher Oracy Benchmark 2: Valuing Every Voice;
2. Develop their ability to be agile communicators;
3. Learn how to feel comfortable in the uncomfortable.

Speechmaking is a form of presentational talk so students will need to consider how they adjust their language, content and manner to the needs of their audience. Students should think about the content and structure of their speech as well as vocabulary choices, rhetorical devices and how they will connect with their audience.

## Why speechmaking?

Speechmaking challenges you to engage students, to hear their own thoughts and aspirations and to ensure inclusion for all. The process of developing an idea into a speech enables students to explore what it is they are passionate about and become experts on a topic, building confidence and empowerment amongst your student community.

Speechmaking has a strong focus on learning to talk as, in order to deliver interesting and captivating speeches, students must be taught the conventions of speechmaking. However, implementing a speechmaking programme at your school also provides opportunities for students to learn through talk, deepening their understanding of the subject at hand.

## How will the challenge work?

1. Your students will be challenged to craft and perform a speech based on how their voice can change the world. We will support you to provide a highly effective speechmaking project in your setting, using our resources.
2. You will be challenged to set up a showcase in your class, school, MAT or region which could culminate in your students performing to an audience at our annual event, the Great Oracy Exhibition.

You have a range of options for how you choose to approach this challenge – see the next section for more detail on how this could work.

We have included links to sample activities and resources that can be used with both younger and older students. You should feel free to adapt these ideas to suit the needs of your students.

We have provided ideas on how to tackle each part of the challenge: Introduce, Incubate, Initiate, Innovate and Inspire.



# General guidance and dates



## The aims

To complete this challenge, you'll plan for every student to take part, writing and performing their own speech. This might require you to adapt and scaffold for different students' needs. You will explicitly teach, model and scaffold oracy skills needed for students to be successful.

**Students** will get feedback on their speeches, so the whole process is a learning experience for them.

**You and your colleagues** will commit to developing/sharing your practice in teaching speech making.

## This challenge

This oracy challenge offers more than our usual challenges as your students will also have the opportunity to perform their speeches at our showcase as part of this year's Great Oracy Exhibition. Chosen students will perform their speeches in front of an authentic audience of teaching staff, students and other professionals as well as a panel of special guests who will comment on each of the speeches. You – their teacher – are also invited to come along and accompany your students to tell the story of the teaching behind the speech.

## Want to showcase your students' speeches in front of a national audience?

Some of your students will have the exciting opportunity to perform at our Great Oracy Exhibition, in front of an authentic audience. Simply hold your own showcase as a class, school, MAT or even within a region of schools. Then put forward up to two students, one who you think delivered the best speech and/or one who has surprised or impressed you the most over the course of the challenge. This could be decided by the adults involved in the project, or, even better, you could involve your students in evaluating the speeches and collectively deciding who is best to represent them.

The student who surprised or impressed you could be a student who has English as an additional language but has worked hard to write a compelling speech or someone with additional needs who has overcome difficulties or challenges and particularly impressed you. When you put the students forward, we will ask you to tell us a little about what made you choose them as well as the teaching process which got them to their final speech.

We've got three fantastic resources for you to draw on and while there's no need to complete all three, each has its own benefits.



Our short course gives you a chance to discuss the topic with other teachers and ask questions directly with one of our Programme Leads



Our **online module** includes a range of video examples and allows you to network with other teaching professionals

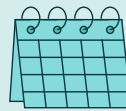


This resource pack gives you all the materials you need all in one place.

We will also be delivering some specialist webinars for the schools who are considering putting students forward for the showcase.

## The speeches

Your students' speeches will explore the question: "How could your voice change the world?". Everything in this pack has been designed for students in years five to eight with the goal for them to perform speeches which are two to three minutes long. Students can use notes to support their delivery if needed, but you're encouraged to support them to go without like a professional speaker would! This is part of the challenge, and activities to support learning their speeches can be found on [page 23](#). The speeches will show that students have considered all four strands of the Oracy Framework.



## How to share your students' speeches

If you would like to put your students forward to perform at our showcase, please submit the following application form (at the end of the Challenge Guidance section) after your own showcase, by May 30th.

## Deadlines and other important dates

Our Speechmaking Short Course is on **March 9th at 14:00-17:00**.

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Why not plan part of the process around **World Speech Day?** This is on **March 15th** this year.

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If you want to enter your students for our national showcase, you will need to share their speeches with us by **May 30th**.

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Specialist webinars for the schools that are interested in their students performing at the Great Oracy Exhibition will be in **May** (exact dates tbc).

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The Great Oracy Exhibition will be in **late June/early July**.

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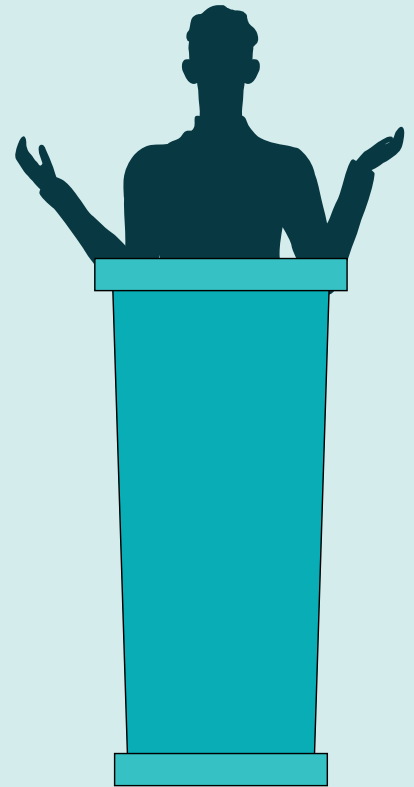
# Holding your own showcase



You're encouraged to organise a local showcase with other Voice 21 Oracy Schools. This will give your students the experience of performing to an unknown audience and make it a more exciting opportunity for them. Voice 21 will help to match schools in our network together so that this can happen. However, if you would like to you can hold a showcase in your school or even classroom instead. Consider the following questions when deciding how to implement the challenge:

- Where will you conduct your lessons?
- How will you structure the final event?
- How can you record your students' speeches?

However you choose to showcase your students' speeches, it's vital that the process is inclusive of all your students and values every voice. This may mean that special adaptations need to be considered for particularly quiet or shy students or those with **English as an Additional Language** or **Special Educational Needs**.



## Class



If you decide to do your project simply within your classroom then work through the Speechmaking Resource Pack, thinking carefully about which curriculum area you would like your students' speeches to be integrated into - if any. Your students should then perform their speeches to the rest of their classmates and perhaps any other invited audience.

Using your recordings, we will invite a selection of students to perform their speeches at our Great Oracy Exhibition. Our decision will be based upon what exciting learning opportunities the teachers have put in place, the story behind why a particular student was chosen, and the quality of the speeches.

## School



If you decide to do your project as a school-wide showcase then share the Speechmaking Resource Pack with any teachers whose classes are taking part, making sure there is someone in charge to make decisions and answer questions. Then coordinate how long the students will have to work on their speeches and when the showcase will be as well as how it will be judged. The students should then perform their speeches to the rest of the school and perhaps any other invited audience.



## A region of schools or multi-academy trust

If you decide to organise your project as a regional showcase then the first thing you will need to do is find other schools who are taking part; we can help you with this! Please feel free to do a shout-out on the **news feed** of the Speechmaking module on the Voice 21 Exchange if you are interested in partnering up with other schools or let your School Relationship Officer know. We would be happy to match you with other Voice 21 Oracy schools in your region where possible.

If you are in a MAT then you can simply contact the other schools in the trust.

Ensure the other schools have access to the Speechmaking Resource Pack, online module or short course and assign a designated leader to make decisions and answer questions. Decide how long the students will have to work on their speeches, who will hold the showcase and when it will be. You will need to think about how you will provide feedback for students, perhaps inviting a panel of judges, and whether you will award or commend a number of students for their work. The students should then perform their speeches to the students and staff or the schools involved and any other invited audience.

It is important to consider how you will enable every student to speak. Could you hold a series of mini evening events or break down the larger group into smaller, more intimate spaces before holding a 'final event' for a few select speeches?





# Judging Criteria



We have provided our judging criteria as a feedback tool, consisting of the four strands of the Oracy Framework, which you could use when assessing how effective a student's speech is. Why not ask students to form a panel of judges and give feedback on each other's speeches while they practise?

<b>Student name:</b>		<b>School:</b>	
<b>Judge's name:</b>		<b>Individual adaptations agreed:</b>	
<b>Judging criteria:</b> These criteria are based on the four strands of the Voice 21 <a href="#">Oracy Framework</a> .			
 <b>Physical</b>	 <b>Linguistic</b>	 <b>Cognitive</b>	 <b>Social &amp; emotional</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Varies their voice (tone, volume, pace, pauses) for effect.</li> <li><input type="checkbox"/> Uses hand gestures and facial expressions to support what they are saying.</li> <li><input type="checkbox"/> Uses the space confidently (e.g. comes forward to the audience).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses unusual, powerful or emotive language.</li> <li><input type="checkbox"/> Maintains a formal tone for the majority</li> <li><input type="checkbox"/> Uses rhetorical devices (e.g. rhetorical questions, metaphors, lists of three, humour).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has chosen a topic they are able to talk about in detail and in depth.</li> <li><input type="checkbox"/> Gives developed reasons for their opinions.</li> <li><input type="checkbox"/> Structures their speech clearly (e.g. a beginning, middle and end; a circular structure which returns to an idea from the start).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes a connection with their audience (e.g. by hooking them, by linking to their shared experiences).</li> <li><input type="checkbox"/> Speaks with confidence (e.g. makes strong eye contact).</li> </ul>
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>



# How to enter



If you would like a chance for your students to perform at our Great Oracy Exhibition 2023, please fill in [this online form](#), once you have chosen which student/s to put forward by **May 30th**. We will ask you to tell us more about how you ran your showcase as well as a little about why you think those particular students should get to perform their speech.

We would love it if you also provided us with a video of your students performing their speech at your showcase so that we can see for ourselves why they have been chosen and ensure variety in the speeches we select to be part of our Voice 21 showcase. If you do this, please make sure you obtain the parent's consent, using [this permission slip](#), and send us the completed form.





Please fill in both of the forms and send us a video of your students' speeches to [bekki@voice21.org](mailto:bekki@voice21.org), using [WeTransfer](#), by **May 30th**.



## The Oracy Framework

### Oracy skills

This challenge will help your students develop the following skills:

Oracy skills	Physical		<ul style="list-style-type: none"> <li>- To vary their voice (tone, volume, pace, pauses) for effect.</li> <li>- To use hand gestures and facial expressions to support what they are saying.</li> <li>- To use the space confidently (e.g. come forward to the audience).</li> </ul>
	Cognitive		<ul style="list-style-type: none"> <li>- To choose a topic they are able to talk about in detail and in depth.</li> <li>- To give developed reasons for their opinions.</li> <li>- To structure their speech clearly (e.g. a beginning, middle and end; a circular structure which returns to an idea from the start).</li> </ul>
	Linguistic		<ul style="list-style-type: none"> <li>- To use unusual, powerful or emotive language.</li> <li>- To maintain a formal tone for the majority of the speech.</li> <li>- To use rhetorical devices (e.g. rhetorical questions, metaphors, lists of three, humour).</li> </ul>
	Social & Emotional		<ul style="list-style-type: none"> <li>- To make a connection with their audience (e.g. by hooking them, by linking to their shared experiences).</li> <li>- To speak with confidence (e.g. makes strong eye contact).</li> </ul>

# The Oracy Benchmarks



Our Oracy Challenges will support you to meet all five **Oracy Teacher Benchmarks**.

Consider the following:

1

**Sets high expectations**

How could an authentic audience raise the bar for your students' speechmaking skills?

2

**Values every voice**

How will you support all students to feel valued and confident delivering their speech?

3

**Teaches oracy explicitly**

Which skills from the Oracy Framework will you need to teach to support this type of talk?

4

**Harness oracy to elevate learning**

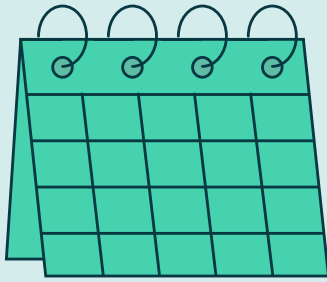
Which curriculum area's learning could be reinforced through this challenge? Could you show what difference a rich stimulus can make to a student's oracy skills?

5

**Appraise progress in oracy**

How will you ensure your students receive feedback on the content and delivery of their speech?

# Planning the challenge








This challenge could be completed over a number of lessons, preferably spacing it out over a few weeks. Students should be given ample time to both write and practise their speeches.

You may want to use the following **planning proforma** to help structure the challenge.

## Curriculum links

This challenge can be integrated into different curriculum areas by thinking carefully about the context. For example, students' speeches may be based on a text they're reading in English or something they've learnt in history. However, the most important thing is that the speech should be on something that is meaningful to that student and linked to how their voice can change the world. Here are some examples of speech titles which could be derived from work in your curricula:

Curriculum area	Primary	Secondary
<b>English</b> 	How can reading change your life?	What can we learn from Jay Gatsby?
<b>History</b> 	What did WW2 teach us about conflict?	Should we all be a little more like Emmeline Pankhurst?
<b>Science</b> 	We need to get more girls and women involved in STEM education.	Are Just Stop Oil doing a good job of raising the profile of the dangers of Fossil Fuel?
<b>PSHE</b> 	How 'being kind' is shown through actions rather than just words.	Free speech and social media: can we have both?
<b>PE</b> 	Why Euro 2022 taught us that women footballers should be paid the same as men.	How Tony Adams proves that footballers can be great advocates for mental health.

# Audience



It is important to consider who will be the audience for your students' speeches; the choice of audience may impact on the content and delivery of your students' speech so it is important to discuss this with them beforehand. An authentic audience, rather than only their teacher or peers, raises expectations and elevates the quality of the talk.

An authentic audience in this case could include anyone who is interested in the specific area of the speech i.e. SLT, governors, sports people or local politicians. This is particularly important if you are holding a whole school showcase. Why not invite some authentic audience members to be on the judging panel?

Providing students with a range of different opportunities to speak to different audiences can help to improve their confidence. A selection of different audience types are outlined here:

**Which audiences do you think would be best for this challenge?**



# Introduce



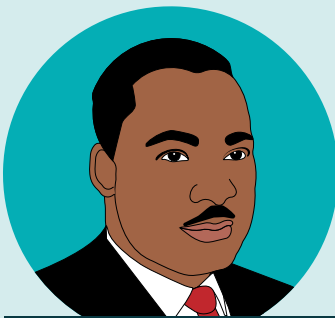
## Objective

### To understand the purpose and audience of a speech

For many students, the idea of speechmaking will be new and it is useful to spend some time introducing public speaking as an art form. Introduce the concept of a speech to your students by sharing one of our examples, watching a local speech or perhaps doing one yourself. The following questions are worth exploring with students:

- Who gives speeches? Why?
- How is a speech different to writing?
- How have speeches changed the world?

It is a good idea to share some iconic speeches with students in order to answer the questions above. Why did Martin Luther King give his 'I have a dream' speech, for example, and how did it change the course of history?



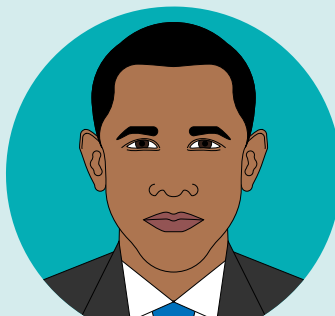
**Martin Luther King Jr.**



**Greta Thunberg**



**Emmeline Pankhurst**



**Barack Obama**

### Powerful examples

Immersing students in lots of varied examples of speeches, which cover different issues, periods of time, places and speaker styles as well as a diverse range of orators will help to set high expectations and also allow students to consider how they might want to deliver their speech.

For some students, a more academic and formal speaking style may feel more natural; for others, this might be a chance for them to use their storytelling skills to tell anecdotes and use humour.

## Examples of students as speech makers

Take a look at these examples of students being speech makers for inspiration:

- [Kid President's pep talk](#)
- [Maddie Cranston's speech about using the power of your voice](#)
- [Najae Hackett's speakout grand final](#)
- [Greta Thunberg's passionate speech about climate change](#)






## Or why not show some adult speeches too to inspire them?

- [Emma Watson's speech on gender equality](#)
- [Barack Obama's correspondent's dinner](#)
- [Winston Churchill's 'We shall fight on the beaches' speech](#)
- [Oprah Winfrey's speech - 'Time's up'](#)



**Once your students have watched a speech, ask them to consider the following key questions:**

-  What is the purpose of the speech? Is it simply to inform or to persuade the audience of something?
-  Who is the intended audience of the speech? Is it for children or adults? A local, national or international audience? How can you tell?
-  What oracy skills are important for a speech maker or orator? How can these skills be developed? How are these skills useful in other areas of life?



# What makes a great speech?







## Objective

To identify the key elements of a high quality speech.

Once you have established the purpose and importance of speechmaking, it is time to explore what makes a great speech. **The Oracy Framework** provides an excellent frame through which to analyse this.

When exploring examples of speeches, such as those suggested above, spend some time picking out what made a particular speech so effective. The questions below are a useful prompt.

Physical		<ul style="list-style-type: none"> <li>– How do they vary their voice to support what they are saying? (tone, volume, pace, pauses for effect)</li> <li>– How do they use gestures and facial expressions to support what they are saying?</li> <li>– Do they use posture and space confidently?</li> <li>– Does their voice change at any point?</li> </ul>
Cognitive		<ul style="list-style-type: none"> <li>– How do they develop their ideas over the course of the speech?</li> <li>– Do they give developed reasons for their opinions?</li> <li>– Do they structure their speech clearly? e.g. do they have a beginning, middle and end or a circular structure which returns to an idea from the start?</li> </ul>
Linguistic		<ul style="list-style-type: none"> <li>– How formally or informally do they speak? Why do you think they do this?</li> <li>– How do they use unusual, powerful or emotive language?</li> <li>– Do they use rhetorical devices such as rhetorical questions, metaphors, lists of three?</li> </ul>
Social & Emotional		<ul style="list-style-type: none"> <li>– How do they make a connection with their audience? e.g. do they link to their shared experiences?</li> <li>– Do they speak with confidence and passion? How do they show this? e.g. do they make strong eye contact?</li> </ul>

## Objective

### To understand the purpose and audience of a speech

To deliver a powerful, thought-provoking speech, a speaker must be passionate about the subject of their speech. Your students need to have opportunities to explore issues and discover what is important to them, within the parameters that you set.

Immerse them in a range of issues and allow them time to reflect on which of these really pique their interest. By doing this, students are likely to choose more far-reaching, complex subjects for their speeches.

Outlined here are some ideas for how this stage could be structured.



#### Carousel

Students take part in a carousel with different teachers introducing them to different topics or themes. Students then choose which topic they would like to explore more based on this introduction. Students could research this independently or break off into different teacher-led groups based on interest to explore a topic further.



#### Independent research

Over a series of lessons, provide pupils with a range of different research packs, with links to interesting, age-appropriate blogs, websites or videos.

If you have access to iPads it can be useful, especially for younger students, to create a range of QR codes linking to content relevant for each of the topics.

#### Experiences: speakers, assemblies, trips




Create experiences for students to inspire the content of their speeches. You could take students to see inspirational speakers or invite speakers from the local community in to talk to students. Assemblies which explore different issues are another great way to inspire students. Finally, taking students on trips which provide them with an opportunity to explore an issue or topic in more depth are an excellent way to enthuse students, helping them gather information or ideas which can be included in their speeches.

## Honing the topic

Once they have chosen an overarching topic for their speech, your students will need to hone their idea, ensuring their speech is focused and that their argument is well-formed.

Here are some strategies to support students to hone the subject of their speech:


### Snowballing



Students write a general subject for their speech e.g. football, in the middle of their paper, screw it up and throw it. Each student then picks up someone else's snowball and joins on a more specific idea e.g. footballers are paid too much. This could be repeated as many times as you like to get more ideas on each subject.

### “Some people think, but I think...”

Give students an image or concept e.g. the zoo, and ask them to decide what some people think about this. e.g. “Some people think a day out at the zoo is fun”. Then ask them to flip this perspective e.g. “But I think, zoos are cruel and inhumane”.



# Initiate

## Objective

### Decide on some linguistic devices

Your students' words will have a far greater impact if they have made considered and deliberate choices about the language that they use in their speech.

By teaching your students a range of linguistic devices, and focusing on the linguistic strand of oracy, you can support them to make sophisticated and individual choices about how they will hook their audience's attention, and hold on to it over the course of their speech.

### Creating a Hook

The purpose of a 'hook' is to grab the audience's attention. This can be done in a number of ways:

3 single words

Anecdote (story)

Onomatopoeia

A question e.g. 'What if...?'

Shocking statistic

Characterisation

Painting a picture in the audience's mind e.g. 'Imagine..'



[For more ideas, take a look here.](#)

### Rhetorical devices for the main body

Developing students' ideas into fleshed out paragraphs can be a challenge. Teaching students different devices gives them a frame to hang their ideas on. Here are some devices that you may want to look at:

Having a refrain or repeating ideas throughout the speech

Figurative language: similes, metaphors, imagery

Speaking directly to the audience

Signposting where the speech is going and how it fits together

Anecdotes



[For more ideas, take a look here.](#)

## The Ending

The ending of a speech is as important as the opening. It is what the audience will leave thinking about and so should emphasise the main messages of the speech and make it memorable. There are a number of ways students can achieve a punchy ending:



For more ideas, take a look [here](#).

A call to action; get their audience to go and do something!

Summarise what they have said

Write a sentence that builds to a clap

Repeat their refrain

A rhyme

Return to how they started their speech. i.e. talk about the same idea they used in their hook



[This video](#), from Simon Lancaster, outlines 6 'tricks' students can use to write compelling speeches which make an impact.

## Objective

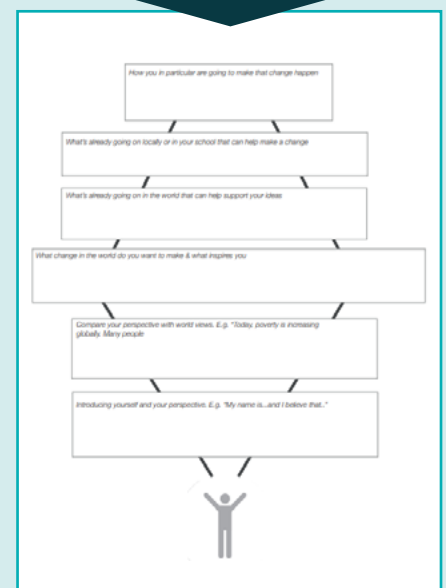
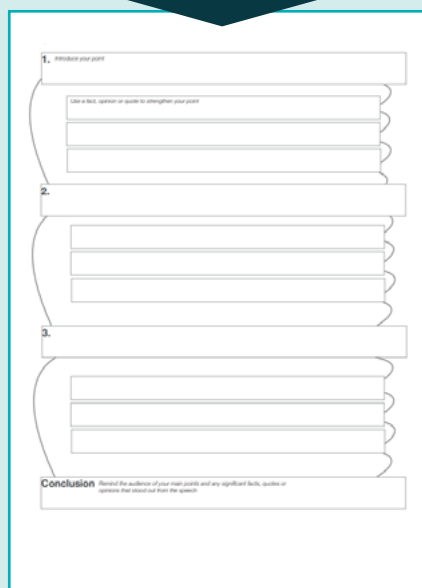
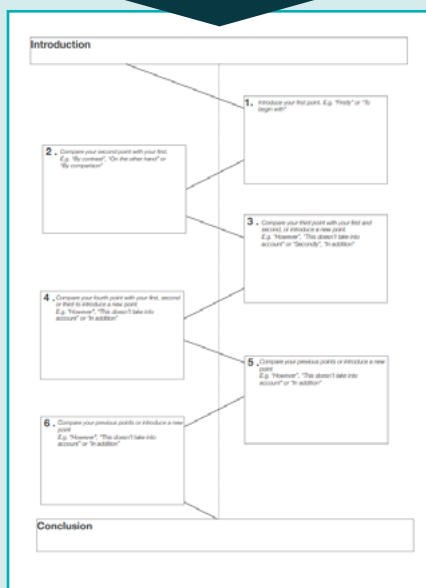
### To structure and write a speech

To ensure your students are able to write a coherent speech, it is important to provide them with a clear structure. For younger students, this could be one structure that is used and adapted by all students. Older students could be provided with a bank of exemplar structures to choose from. Here are a few different structures you may want to use:

**A zig-zag structure** allows you to compare different scenarios, people, or times.

**A layered structure** develops an argument by using facts, opinions and quotes to strengthen each point.

**A diamond structured speech** zooms out from your individual perspective to a wider world view before coming back to your perspective to conclude the speech.



To download fully sized versions of these structures, [click here](#).

Once students have written the first draft of their speech, they should have opportunities to critique and redraft their speech before they begin learning and practising the performance elements of speechmaking.

## Objective

### To learn and perform a speech

Once your students have written a speech they are proud of, it is time to focus on the performative elements of speech making. For many students, this will be the most nerve-wracking element of the speechmaking process so it is worth making sure that you leave plenty of time for this stage.



This part of the speechmaking process focuses primarily on the physical and social and emotional strands of the Oracy Framework. The

**physical strand** encompasses their use of voice. For example, the pitch, tone and volume of a student's voice, as well as other aspects of their delivery. It also considers their stage presence, and how they use gestures and movement to support the delivery of their speech.



The **social and emotional strand** focuses on how a student has an impact on their audience, as well as their confidence and flair when

performing. This means it's very important to give your students plenty of opportunity to practise and hone their speech in front of an audience. One way to do this is to expand their audience a little each time to avoid it being too daunting e.g. a partner, to small group, to a large group, to a class, to the key stage or whole school.

## Learning the speeches

Once your students have written their speeches, it's important that you support them to learn them, giving them plenty of time to practise. Learning their speech will involve fully internalising it to the point where students don't have to think about what line comes next. It can be a big challenge for some students but here are a few different ways that may help them to learn their speech:



**See it** Encourage your students to write out the speech by hand and illustrate it with patterns and pictures to help visualise it when the aid gets taken away.



**Move it** Ask your students to make up gestures or movements that match the words in the speech. Some of these may stick for the final performance, some may just serve to help the student remember a tricky part.



**Listen to it** Use recording equipment such as a phone or tablet and allow students to self-evaluate their performances. As well as critically examining their strengths and areas for development, this will also strengthen the memorising of their speech.



**Speak it** Suggest that your students practise their speeches multiple times, marking up a copy with how they want to say them in terms of volume, pace, pauses etc. Encourage them to say it aloud in front of a mirror, whilst walking the dog or even build their confidence in front of friends and family.

## Bringing speeches to life

Remember that even though the content of your students' speeches is of course important, the impact of the speech will largely come down to how it is performed. Watching a number of exemplar speeches is a good way to pick out which vocal and non-verbal strategies are most impactful. Here are a few things they may want to consider:

**A combination of fast, medium and slower paced speaking can add interest to a speech**

**Ask students to accentuate certain words to ensure that the pace isn't too fast**

**Leaving a power pause along with a slow and steady look at the audience can give them time to think about the key issues, especially if there's a call to action**

**Gestures can help to emphasise key ideas**

**Changing tone during a speech can help to build a connection with the audience**

**Filming the students practising their speeches can be a good way of making them aware of their body language and facial expressions**

**Ask your students to think about how they use the space around them e.g. what impact does standing still or pacing up and down have on the performance?**

**Props can sometimes (but certainly not always!) be a powerful addition to a speech**



## Feedback

In this phase it's important to ensure that your students both give and receive feedback on their own and each other's speeches. This will develop their understanding of what makes an effective speech and make sure they are informative, persuasive and engaging. Use our **Student-friendly Oracy Frameworks** to help them decide what to focus on. Below are some sentence stems which you could use to scaffold this feedback.

### What worked well...

It was highly effective when you used/  
employed (technique) because...

I enjoyed this speech  
because of the way you...

I  
noticed...

A moment from the speech that  
I found really interesting/exciting/  
heartbreaking was...

I think you did a  
great job of...

Your speech made  
me feel...

I felt you understood the importance of...

There are various levels of... that implies  
you fully understood...

If you are interested  
in your students being  
considered to perform at  
our Great Oracy Exhibition,  
please take a look at **page 10**  
where you can read about  
what steps to take next.

### Even better if...

To challenge you, I would suggest...

To improve this speech I  
recommend... because...

Might  
you try...

I think you could have used/  
utilised/employed (technique) in  
the speech because...

I question if.... is  
the best way of  
conveying...

I wanted to  
see more of...  
because...

I feel like your speech could be even  
more powerful if...

I would  
draw your  
attention to...

A personal challenge  
for you might be...  
because...

Perhaps next time you could find  
a way of...

