Llangyfelach Primary School

Oracy Booklet

Linking Oracy and Drama Strategies with Writing

As part of *The Writing Journey* at Llangyfelach Primary School a range of drama and oracy strategies are used to build ideas and content before pupils begin their first draft. Short burst writing is also a strong feature as a way of capturing the oracy. Links have been made with our genre overviews and with the strategies that best support the content and features of the writing.

Oracy Strategy	Year Group Suitability	Instruction	Discussion	Persuasion	Recount	Information	Explanation	Narrative	Poetry
Teacher in Role	N R Y1 Y2 Y3 Y4 Y5 Y6								
Fish and Chips	N R Y1 Y2 Y3 Y4 Y5 Y6								
Q and A in Role	Y2 Y3 Y4 Y5 Y6								
Information Gap/ Ask an Expert	Y3 Y4 Y5 Y6								
Collective role/hot seating	Y2 Y3 Y4 Y5 Y6								
Rumours/ village gossip	Y1 Y2 Y3 Y4 Y5 Y6								
Thought doughnut	Y3 Y4 Y5 Y6								
Babble Gabble/	R Y1 Y2 Y3 Y4 Y5 Y6								
Luckily…unluckily/ fortunately…unfortunately	R Y1 Y2 Y3 Y4 Y5 Y6								
Radio Broadcast	Y2 Y3 Y4 Y5 Y6								

Debates/ debate in role or character	**Y5 Y6**								
Word Tennis/Association	**N R Y1 Y2 Y3 Y4 Y5 Y6**								
One Word Storytelling	**Y5 Y6**								
Telephone conversation	**N R Y1 Y2**								
Freeze frames/ thought tapping	**R Y1 Y2 Y3 Y4 Y5 Y6**								
Conscience alley	**Y4 Y5 Y6**								
Puppets (talking in role)	**N R Y1 Y2 Y3**								
Village/ staff meetings	**Y4 Y5 Y6**								
Mime	**N R Y1 Y2**								
Sensory circle	**Y2 Y3 Y4 Y5 Y6**								
If objects could speak	**Y3 Y4 Y5 Y6**								
I think…I say…	**Y5 Y6**								
Teacher as Storyteller	**N R Y1 Y2 Y3 Y4 Y5 Y6**								
Forum Theatre	**Y6**								

Oracy Overview of Skills and Progression

I Think ... I Say...			
Pupils will need to use images or situations in order to think carefully about what the character might be thinking. They will also write what the character is saying. This may be different to what they are thinking.			
Nursery Skills	**Reception Skills**	**Year 1 Skills**	**Year 2 Skills**
Year 3 Skills	**Year 4 Skills**	**Year 5 Skills**	**Year 6 Skills**
		• Working with a partner, look carefully at an image. • Play word tennis to describe the thoughts and feelings of the characters within the image. • Decide what the character is thinking and record it in a thought bubble. • Decide what the character is saying and record it in a speech bubble.	• Working with a partner, look carefully at an image which may provoke an emotional response. • Pupils choose an oracy strategy in order to discuss the thoughts and events displayed in the image. • Record in detail the thoughts of the character in a thought bubble. • Record what the character is actually saying showing an awareness of the connotations within the image.

If Objects Could Speak

Pupils will be given an object e.g. a stone on its journey through a river etc. The pupils must place themselves in the place of the object and write as if the object was talking.

Nursery Skills	Reception Skills	Year 1 Skills	Year 2 Skills
Year 3 Skills	**Year 4 Skills**	**Year 5 Skills**	**Year 6 Skills**
• Take it in turns to talk to their partner extending their ideas and adding relevant vocabulary. Speak for at least 20 seconds on the object, topic or theme. • Take on the role of the object during a Fish and Chips activity and gather words and vocabulary. • Listen carefully to what their partner is saying and identify what they have now learnt e.g. noting down ideas or new vocabulary afterwards. • Recall and share what they have been talking about with another Fish and Chips pair.	• Take it in turns to talk to their partner extending their ideas, speaking for at least 30 seconds on the object, topic or theme. • Take on the role of the object during a Fish and Chips activity and gather words and vocabulary. • Listen carefully to what their partner is saying and identify what they have now learnt e.g. noting down ideas or new vocabulary afterwards. Choose which of these ideas they will use in their writing.	• Take it in turns to talk to their partner extending their ideas, speaking for at least 60 seconds linked to the object, topic or theme. • Take on the role of the object and be convincing e.g. using gesture or repetition of key points. • Listen carefully to what their partner is saying and decide what to note down using a range of note taking techniques e.g. mind mapping, true, false not sure. • Listen to a summary from one other Fish and Chips pair and gather ideas as part of a plan for their writing.	• Take it in turns to talk at length to their partner using specialist vocabulary and examples linked with the object, topic or theme. • Take on the role of the object and be convincing. • Use Fish and Chips to explore challenging or contentious issues. • Listen carefully to what their partner is saying and decide what to note down using a range of note taking techniques e.g. diagrams, tables, flow charts. • Listen to a summary from other Fish and Chips pairs moving into a group discussion on the topic. • Use the information gathered from oracy activity as a basis for their extended writing.

Conscience Alley

The children form two lines (the alley). One line represents one opinion/point of view. The other side represents the opposite opinion/point of view. A child stands at the top of the alley with a specific decision to make. As the child walks slowly through the alley, the children in lines have to shout out reasons for the child to make the right decision. When the child reaches the end of the alley they describe the decision they have made explaining the reasons for their choice.

Nursery Skills	Reception Skills	Year 1 Skills	Year 2 Skills
Year 3 Skills	**Year 4 Skills**	**Year 5 Skills**	**Year 6 Skills**
	• Discuss in class the decision that is being made. • Split the class into two teams – decide the view that each team is taking. • Each team forms a line with the child standing at the top. • As the child moves through the alley, children from the teams shout out reasons / ideas / thoughts / opinions. • Note down ideas or new vocabulary to use in our writing.	• Discuss in class the decision that is being made. • Split the class into two teams – decide the view that each team is taking. • Each team forms a line with the child standing at the top. • As the child moves through the alley, children from the teams shout out reasons / ideas / thoughts / opinions. • Use well-chosen vocabulary or devices to expand on their ideas. • After the conscience alley, repeat what we have heard to a partner, commenting on how effective it was. Return to groups and sort what we have heard, placing words into categories to use in our writing.	• Discuss in class the decision that is being made. • Split the class into two teams – decide the view that each team is taking. • Each team forms a line with the child standing at the top. • As the child moves through the alley, children from the teams shout out reasons / ideas / thoughts / opinions. • Use well-chosen vocabulary or devices to expand on their ideas. • Refer to evidence to back up their thoughts and ideas. • After the conscience alley, contribute to a group discussion about what we have heard, commenting on how effective it was or ways that it could be improved. Individual task - sort what we have heard, placing words into categories or a hierarchy such as Diamond Nine to use in our writing.

Telephone Conversation			
Using a telephone prop the children use it to support their talk. Talk can move from an individual experience to work in pairs with a telephone each			
Nursery Skills	**Reception Skills**	**Year 1 Skills**	**Year 2 Skills**
• Telephone prop in role play areas. • Pupils use the telephone to initiate their own imaginary conversations.	• Telephone prop in role play areas. • Pupils use the telephone to initiate their own imaginary conversations. • Pupils use the telephone to simulate conversations in the context of the role-play.	• Telephone prop in role play areas. • Pupils use the telephone to initiate their own imaginary conversations. • Pupils use the telephone to simulate conversations in the context of the role-play. • Use of topic related vocabulary associated with the context of the role play.	• Telephone prop in role play areas. • Pupils use the telephone to simulate conversations in the context of the role-play. • Use of topic related vocabulary associated with the context of the role play. • Paired work using a pair of telephones. • Listen carefully to your partner and respond in conversation. • Use of language associated with task, can be formal or informal e.g. conversations with a friend or conversation to complain or persuade.
Year 3 Skills	**Year 4 Skills**	**Year 5 Skills**	**Year 6 Skills**

Hot Seating

A child assumes the role of a character that they know very well. They become that character and talk in role as soon as they sit in the 'hot seat'. Props or costume may be worn to support the transformation from the child into the character. The rest of the class ask questions and the child in the hot seat replies in role.

Nursery Skills	Reception Skills	Year 1 Skills	Year 2 Skills
			• Talk in role following a teacher's model using sentence stems that expand on a point e.g. *When I saw the Prince I was excited because he asked me to dance with him.* • Sequence what they say from the point of the view of the character including relevant detail and staying on task e.g. retelling what they think or what happened. • Speak in role – from the point of view of the character and using some language appropriate to what the character might say. • Show they are listening by asking questions using the scaffolds Who? Were? Why? What? When? • Respond simply to questions that have been asked.

Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
• Organise what they say from the point of the view of the character. • Talk in role expanding on a point. • Emphasise key points when speaking, using expression. e.g. The fairground ride was so fast! • Sustain speaking in role from the point of view of the character, only using language appropriate to what the character might say. • Show they are listening by asking a range of varied questions to find out about things we have not yet been told about ie not asking for information we have already heard! • Respond in role to questions that have been asked.	• Talk in role, at times summarising and at times expanding on a point. • Make multiple statements from the point of the view of the character. • Use expression and pace - slowing down and speeding up to emphasise key points when speaking. • Sustain speaking in role from the point of view of the character, only using language appropriate to what the character might say. • After listening, show they are listening by asking a range of varied questions that ask for more detail on a point that has been made. • Respond confidently in role to questions that have been asked.	• Take on a role and be convincing about their point of view using gesture or repetition of key points. • Make multiple points from the point of the view of the character.Link ideas together during talk using connectives furthermore, in addition, also. • Use expression, pace and gesture in role - slowing down and speeding up to emphasise key points when speaking. • Speak convincingly and authoritatively from the point of view of the character. • Interrupt appropriately, asking a range of varied questions. • Respond confidently in role to questions that have been asked referring back to points you have previously made e.g. As I said…further to my point about x.	• Take on a role that they may not agree with and be convincing. • Talk at length in role to the listeners using specialist vocabulary and examples linked with the stimulus topic or theme. • Know when to stop, add detail, use a short sentence or a long sentence, use repetition in response to the reaction of their listener. • Speak convincingly and authoritatively from the point of view of the character. • Interrupt appropriately, asking a range of varied questions and using what the speaker has been said as part of the question e.g. You commented that you were afraid…did the torch not make you feel less anxious?

Freeze Frame / Thought Tapping

Children freeze to portray a certain event, image or scene. When the teacher taps them on the shoulder they reveal what they are thinking while in role.

Nursery Skills	Reception Skills	Year 1 Skills	Year 2 Skills
	• Children freeze frame very familiar scenes i.e. from a well known story or by given a stimulus that they have experience of. • Children work in a small group with an adult 'thinking aloud' in order to model the activity. • Children are given a scenario and teacher counts down from five to zero then 'FREEZE'. • Teacher questions children to scaffold their talk.	• Children freeze frame very familiar scenes i.e. from a well known story or by given a stimulus that they have experience of. • Children work in a small group with an adult 'thinking aloud' in order to model the activity. • Children are given a scenario and teacher counts down from five to zero then 'FREEZE'. • Teacher taps children on the shoulder and in role, they offer their thoughts.	• Children freeze frame very familiar scenes i.e. from a well known story or by given a stimulus that they have experience of. • Teacher may 'think aloud' in order to model the activity. • Children are given a scenario and teacher counts down from five to zero then 'FREEZE'. • Teacher taps children on the shoulder and in role, they offer their thoughts. • While in role, the children begin to refer to the text, stimulus to back up their thoughts.
Year 3 Skills	**Year 4 Skills**	**Year 5 Skills**	**Year 6 Skills**
• Children freeze frame very familiar scenes i.e. from a well known story or by given a stimulus that they have experience of. • Teacher may 'think aloud' in order to model the activity. • Children are given a scenario and teacher counts down from five to zero then 'FREEZE'. • Teacher taps children on the	• Children freeze frame a scene from a story or a given stimulus. • Children are given a scenario and teacher counts down from five to zero then 'FREEZE'. • Teacher taps children on the shoulder and in role, they offer their thoughts. • While in role, the children refer to the text, stimulus to back up their	• Children freeze frame a scene from a story, given stimulus or from their own narrative / piece of writing . • Children are given a scenario and teacher counts down from five to zero then 'FREEZE'. • Teacher taps children on the shoulder and in role, they offer their thoughts.	• Children freeze frame a scene from a story, given stimulus or from their own narrative / piece of writing . • Children are given a scenario and teacher counts down from five to zero then 'FREEZE'. • Teacher taps children on the shoulder and in role, they offer their thoughts. • While in role, the children refer to the text, stimulus to back up their

shoulder and in role, they offer their thoughts. • While in role, the children refer to the text, stimulus to back up their thoughts. • Children use examples and other characters from the text in their talk.	thoughts and opinions. • Children use examples and other characters from the text in their talk. • Children begin to offer an emotional response to the scenario they are portraying.	• While in role, the children refer to the text, stimulus to back up their thoughts and opinions. • Children use examples and other characters from the text in their talk. • Children offer an emotional response to the scenario they are portraying. • Children demonstrate empathy for a character / situation they are portraying through facial gestures and body language.	thoughts and opinions. • Children use examples and other characters from the text in their talk. • Children offer an emotional response to the scenario they are portraying. • Children demonstrate empathy for a character / situation they are portraying through facial gestures and body language. • Children use direct quotes or speech from their stimulus while in role.

Information Gap / Ask the Expert

Used when a topic can be divided into two or more parts, e.g. pros and cons of mobile phones. Split a small group into two sub-groups and provide each with information related to one part of the topic. When the sub-groups come back together they will share information and draw everything together to complete the task. They are the 'experts' on the subject matter as they have information on the topic that others don't. Combine with role-play if different groups are speaking from the perspective of different people or characters.

Nursery Skills	Reception Skills	Year 1 Skills	Year 2 Skills
Year 3 Skills	**Year 4 Skills**	**Year 5 Skills**	**Year 6 Skills**
• Select information associated with the topic. • Organise what they want to report back to their peers. • <u>If in role play:</u> • Talk in role expanding on a point. • Emphasise key points when speaking, using expression. e.g. The fairground ride was so fast! • Sustain speaking in role from the point of view of the character, only using language appropriate to what the character might say. • Show they are listening by asking a range of varied questions to find out about things we have not yet been told about ie not asking for	• Select relevant information associated with the topic. • Begin to categorise information in order or into themes. • Organise what they want to report back to their peers. • <u>If in role play:</u> • Talk in role, at times summarising and at times expanding on a point. • Make multiple statements from the point of the view of the character. • Use expression and pace - slowing down and speeding up to emphasise key points when speaking. • Sustain speaking in role from the point of view of the character, only using language appropriate to what the character might say.	• Select or begin to write relevant and purposeful information associated with the topic / brief. • Categorise information according to the purpose of the discussion. • Organise what they want to say. • <u>If in role play:</u> • Take on a role and be convincing about their point of view using gesture or repetition of key points. • Make multiple points from the point of the view of the character. Link ideas together during talk using connectives furthermore, in addition, also. • Use expression, pace and gesture in role - slowing down and speeding up to emphasise key points when speaking.	• Select or write relevant and purposeful information associated with the topic / brief. • Categorise information according to the purpose of the discussion using subheadings. • Organise what they want to say. • <u>If in role play:</u> • Talk at length in role to the listeners using specialist vocabulary and examples linked with the stimulus topic or theme. • Know when to stop, add detail, use a short sentence or a long sentence, use repetition in response to the reaction of their listener. • Speak convincingly and authoritatively from the point of view of the character.

information we have already heard! • Respond in role to questions that have been asked.	• After listening, show they are listening by asking a range of varied questions that ask for more detail on a point that has been made. • Respond confidently in role to questions that have been asked.	• Speak convincingly and authoritatively from the point of view of the character. • Interrupt appropriately, asking a range of varied questions. • Respond confidently in role to questions that have been asked referring back to points you have previously made e.g. As I said…further to my point about x.	• Interrupt appropriately, asking a range of varied questions and using what the speaker has been said as part of the question e.g. You commented that you were afraid…did the torch not make you feel less anxious?

Forum Theatre

Forum theatre allows an event to be seen from different points of view. The class sit in a circle whilst a small group act out a scene in the middle of the circle. The rest of the class act as directors asking them pause, repeat the scene e.g. to speak or behave in a different way, questioning the characters in role or offering suggestions/alternatives.

Nursery Skills	Reception Skills	Year 1 Skills	Year 2 Skills
Year 3 Skills	**Year 4 Skills**	**Year 5 Skills**	**Year 6 Skills**
			• Pupils watching the action listen with sustained concentration for a period of time, maybe making notes or discussing the 'action' with a peer. They weigh up the positives and negatives of what they are seeing. • Pupils interject or interrupt appropriately making justified suggestions to their peers including comments on what they have seen and words of advice. • Pupils justify why they have made suggestions and can back this up with reasons. • Pupils in the middle of the circle (the 'actors') keep in role and speak from their perspective, even if their point of view is contentious or not one that they agree with e.g. a bully. • The 'actors' listen to the views of the observers and accept criticism but may engage in dialogue around suggestions to reach an agreement about the action.

Mime

Pupils show they have listened carefully to a stimulus read aloud e.g. instructions or a poem and 'act out' what they have heard.

Nursery Skills	Reception Skills	Year 1 Skills	Year 2 Skills
• Show they have listened to a simple one or two step statement by miming out the action. • Mime in response to a familiar topic matter e.g. Getting ready for bed – Pick up the toothbrush and brush your teeth, hold the comb and brush your hair etc.	• Show they have listened to a simple two or three step statement by miming out the action. • Mime in response to a familiar topic matter or an unfamiliar subject matter that they have been studying e.g. making a fruit kebab or a story they have been reading e.g. Cinderella sweep the floor quickly and polish the windows until they sparkle! • Mime is an individual action, rather than as part of a pair.	• Show they have listened to a series of statements by miming out the actions that follow on from one another in a sequence. • Sustain concentration on the speaker by showing they can follow what the speaker is saying for a longer period of time. • Mime in response to a familiar topic matter or an unfamiliar subject matter • Mime is an individual action or as part of a pair e.g. two characters in role together.	• Show they have listened to a series of statements by miming out the actions that follow on from one another in a sequence with increasing concentration and interest. • Mime in response to a familiar topic matter or an unfamiliar subject matter. • Mime is an individual action or as part of a pair or group e.g. two characters in role together or as part of a scene. • Begin to use facial expressions to show the feelings of what they are miming.
Year 3 Skills	**Year 4 Skills**	**Year 5 Skills**	**Year 6 Skills**

Thought Doughnut

Pupils in a doughnut formation with an inner circle facing a partner in the outer circle. Select a topic for them to talk about that links with a text, theme or character e.g. zoos, Cinderella. Allow them to talk to their partner about the topic until they are given a signal e.g. talk when the music plays, stop when the music stops. The outer circle then moves one space clockwise and the process begins again. Excellent to warm up to writing and the development of thinking and ideas.

Nursery Skills	Reception Skills	Year 1 Skills	Year 2 Skills
Year 3 Skills	**Year 4 Skills**	**Year 5 Skills**	**Year 6 Skills**
	• talk about what they have heard, seen, read or done for more than one minute and organise what they want to say. • talk in turns and show they are listening to the person opposite then. • refer back to the stimulus to expand their talk. • talk in different roles and from different perspectives.	• talk about what they have heard, seen, read or done for an extended period of time and organise what they want to say into sections. • talk in turns and show they are listening to the person opposite then e.g. by nodding or asking questions. • refer back to the stimulus to expand their talk, quoting where appropriate. • talk in different roles and from different perspectives, including those that they might not agree with.	• talk about what they have heard, seen, read or done for an extended period of time (expanding) OR a shortened period of time (summarising) and organise what they want to say into well- crafted, logical sections e.g. linking points together. • talk in turns and show they are listening to the person opposite then e.g. by using gesture or summarising what they have heard to another partner (such as when they move one place clockwise). • refer back to the text, stimulus to expand their talk, quoting where appropriate. • talk in different roles and from different perspectives, including those that are contentious and challenging e.g. banning chocolate in vending machines or using a bird of prey to control seagulls.

Radio Broadcast

Making a radio broadcast can be challenging because they have to sustain talk without the help of gestures, eye contact or an audience. Pupils can work on their own or in small groups. The topic of the broadcast can arise from fiction or non fiction and should involve explaining and reasoning or trying to persuade others and can be cross-curricular.

Nursery Skills	Reception Skills	Year 1 Skills	Year 2 Skills
Year 3 Skills	**Year 4 Skills**	**Year 5 Skills**	**Year 6 Skills**
	• Use the conventions and language of a radio broadcast such as introducing the topic matter and speaking in chunks or headings relating to this. • Refer to written preparation and read their broadcast with intonation to interest and engage the listener. • Include relevant detail and background information so that the listener can follow the broadcast (paint pictures with words). • Use tenses accurately: past, present and future.	• Use the conventions and language of a radio broadcast such as providing a succinct introduction to the topic matter or interviewing a witness. • Refer to notes or written preparation and read their broadcast with intonation to interest and engage the listener, varying pace and volume. • Include relevant detail and background information so that the listener can follow the broadcast (paint pictures with words), using a wide range of vocabulary. • Use tenses accurately: past, present and future.	• Use the conventions and language of a radio broadcast such as providing a succinct introduction to the topic matter, interviewing a witness or linking to another speaker. • Refer to notes or prompt cards and read their broadcast with intonation to interest and engage the listener, varying pace and volume. • Include relevant detail and background information so that the listener can follow the broadcast (paint pictures with words), using a wide range of technical and specialist vocabulary. • Use tenses accurately: past, present and future. • Use a range of sentence structures e.g. simple and complex with a range of sentence connectives. • Use repetition for effect.

One Word Storytelling

This involves retelling a story or factual information with a partner. Pupils sit in a group or this can be a whole 'around the class' task. Each person says one word in turn so that they gradually build up the story/information. The pupils need to listen carefully for key words, main points and events so that the story continues to make sense.

Nursery Skills	Reception Skills	Year 1 Skills	Year 2 Skills
Year 3 Skills	**Year 4 Skills**	**Year 5 Skills**	**Year 6 Skills**
		• Follow on from the previous person, choosing vocabulary, facts or information to continue the story or information e.g. One…day...Ben…and…Sam… went… to...play…football. The … park…was…very…busy…so… they…went…to…the…beach… instead. • Use connectives from the connective bank.	• Follow on from the previous person, choosing vocabulary, facts or information to continue the story or information e.g. One…day...Ben…and…Sam… went… to...play…football. The … park…was…very…busy…so… they…went…to…the…beach… instead. • Know when and how to speed up the story or to 'get it back on track' if it starts to deviate or go into unnecessary detail/use incorrect facts or information. • Use connectives from all areas of the connective bank e.g. addition, contrast, causal etc.

Rumours

Pupils generate rumours/whispers/village gossip about a real life or fictional character or plot. They circulate around the room, whispering these into another pupil's ear before moving on. If they like a particular rumour that they hear they can add it to theirs or replace theirs completely. This can also be used as an entry or exit point to a topic. The thought bubbles and number line resources are helpful to 'capture' the oracy.

Nursery Skills	Reception Skills	Year 1 Skills	Year 2 Skills
		• Use a sentence starter to help them formulate a whisper e.g. *The Gruffalo will* eat you up or *The Ugly Sisters are* mean and nasty. • Think about what they know about the character. • Sitting in a circle, share their 'whispers' with a partner next to them. • Listen to a whisper from another pupil.	• Use an increasing range of sentence starters to help them formulate a whisper e.g. *The Gruffalo will* eat you up or *The Ugly Sisters are* mean and nasty. • Think about what they know about the character so that their whisper is plausible and makes sense. • Move around the room and share their 'whispers' with another pupil. • Listen to a whisper before moving on to another pupil.
Year 3 Skills	**Year 4 Skills**	**Year 5 Skills**	**Year 6 Skills**
• Use more complex sentence starters to help them formulate a rumour e.g. *Some people say that…I have heard…Did you know that…* • Think about what they know about the character so that their rumour is plausible and makes sense. • Move around the room and share their rumour with another pupil. • Listen to a rumour before moving on to another pupil.	• Choose and use their own sentence starters to help them formulate a rumour. • Think about what they know about the character so that their rumour is plausible, makes sense, and can be justified if questioned by another pupil. • Move around the room and share their rumour confidently with another pupil, including pupils	• Choose and use their own sentence starters to help them formulate a rumour. • Think about what they know about the character so that their rumour inflates or exaggerates something they know about a character e.g. the wolf's teeth are large…so they say - *The wolf has teeth as bit as a sword.* • Move around the room and share	

• Stand in a circle after spreading a rumour and comment on how likely another person's rumour is to be true or not.	outside of their friendship group. • Listen to a rumour before moving on to another pupil, 'mag-pie' part of a rumour and add it to their own if it enhances it. • Stand in a circle after spreading a rumour and comment on how likely another person's rumour is to be true or not, with reasons.	their rumour confidently with another pupil, including pupils outside of their friendship group. • Listen to a rumour before moving on to another pupil, 'mag-pie' part of a rumour and add it to their own if it enhances it. • Stand in a circle after spreading a rumour and comment on how likely another person's rumour is to be true or not, with reasons.	