



Oracy Across the Year

FREE CLASSROOM CONVERSATION SAMPLE PACK

Ready-to-use prompts and sentence starters
From EYFS to Year 6

2–5 minutes • No planning required • Display and discuss

www.oracyspark.com



Turn any moment into purposeful classroom talk

Each themed Spark can be used as a quick whole-class discussion, partner-talk activity or short form-time conversation.

- 1** Display the question.
- 2** Give pupils 20–30 seconds of quiet thinking time.
- 3** Choose the sentence starters that give the right level of support.
- 4** Discuss in pairs, groups or as a class.
- 5** Invite pupils to build on, question or respectfully challenge an idea.

More with an Oracy Spark membership

Weekly emails bring next week's ready-to-use PowerPoint Sparks straight to your inbox. In the Spark Hub, use the Spark Generator: enter your own question, choose your year group and create sentence starters to support the discussion. Find previous weeks' PowerPoints in The Sparkive.

Safeguarding note

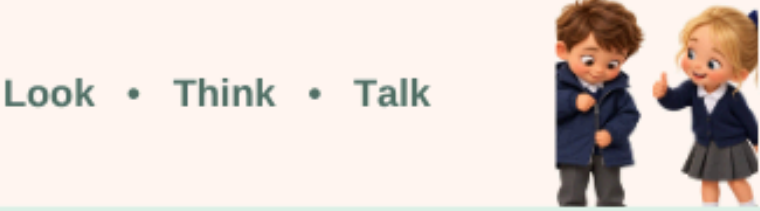
For wellbeing-related prompts, pupils should never be expected to disclose personal experiences. Allow hypothetical answers and follow your school's safeguarding procedures where needed.

Twelve timely reasons to get pupils talking

SEPTEMBER New Beginnings	OCTOBER Black History Month
AUTUMN Seasonal Traditions	NOVEMBER Anti-Bullying Week
DECEMBER Gifts and Generosity	JANUARY New Year Goals
FEBRUARY Children’s Mental Health Week	FEBRUARY Safer Internet Day
MARCH World Book Day	SPRING Fresh Starts
APRIL Earth Day	SUMMER Transition and Moving On

Other themed weeks will be added throughout the year.
Dates and school calendars vary, so use each Spark whenever it best fits your pupils.

Mindset Monday



What could help them keep trying?

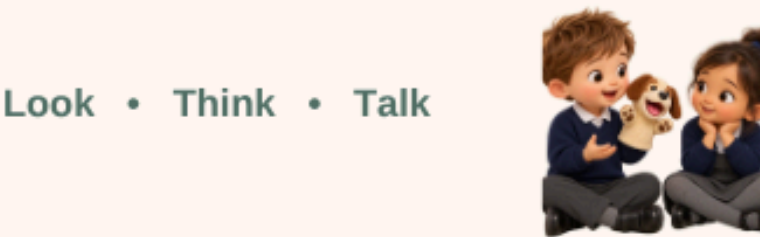


- She could try...
- Someone could help by...
- She could tell herself...
- She might keep going if...

Talk Some More:

- What looks difficult?
- Who could help?

Talk Tuesday



What do you think they are talking about?



- They might be talking about...
- They could be deciding...
- One of them might say...
- They might need to agree on...

Talk Some More:

- What might one child say?
- How can they show they are listening?

Wellbeing Wednesday

Look • Think • Talk



What helps you feel calm and happy?



- I feel calm when...
- I feel happy when...
- Something that helps me is...
- I like to...

Talk Some More:

- What can you see that feels peaceful?
- Where do you feel calm?

Think Thursday

Look • Think • Talk



What do you think is inside the box?



- I think it might be...
- Maybe there is...
- It could be...
- I think that because...

Talk Some More:

- What clues can you see?
- What might happen next?



How are they being kind?



- They are being kind by...
- They are helping to...
- One child could say...
- Picking up the crayons helps because...

Talk Some More:

- How might the child feel?
- What kind thing could you do?

What can we do to help someone new feel happy?

KS1 SPARK

What can we do to help someone new feel happy?

YEARS 1–2

- I can say...
- I can help by...
- A kind thing to do is...
- I feel welcome when...

TALK TOGETHER

- Say hello to your partner.
- Share one kind idea.
- Show good listening.
- Pick one thing the class could do.

TAKE IT FURTHER

How can we help someone new today?

What helps someone feel that they belong when they join a new class or group?

Spark Example

What helps someone feel that they belong when they join a new class or group?

YEARS 3–4

- Someone feels welcome when...
- A small action that could help is...
- I would include someone by...
- Belonging matters because...

YEARS 5–6

- A strong sense of belonging develops when...
- One responsibility we all share is...
- A newcomer might feel..., so...
- The most effective way to build community is...

TAKE IT FURTHER

What could our class do this week to help everyone feel that they belong?

What do you like doing in autumn?

KS1 SPARK

What do you like doing in autumn?

YEARS 1–2

- In autumn, I like...
- I can see...
- I can hear...
- Autumn makes me feel...

TALK TOGETHER

- Name something you see in autumn.
- Share an autumn activity.
- Ask your partner what they like.
- Say one thing you both enjoy.

TAKE IT FURTHER

What could our class do to enjoy autumn together?

Why do people enjoy traditions and celebrations connected with autumn?

DISCUSS

Why do people enjoy traditions and celebrations connected with autumn?

YEARS 3–4

- One autumn tradition is...
- People may enjoy it because...
- Traditions bring people together by...
- My favourite part would be...

YEARS 5–6

- Seasonal traditions can strengthen communities because...
- A tradition becomes meaningful when...
- People may experience the same celebration differently because...

TAKE IT FURTHER

How can celebrations include people who choose not to take part?

What is a lovely gift that does not come in a box?

KS1 SPARK

What is a lovely gift that does not come in a box?

YEARS 1–2

- A kind gift could be...
- I could give my time by...
- Helping someone feels...
- I would choose...

TALK TOGETHER

- Name a gift that costs no money.
- Share one way to help someone.
- How could you make someone smile?
- Thank your partner for their idea.

TAKE IT FURTHER

What kind thing could our class give to others?

Is the best gift always something that can be wrapped?

DISCUSS

Is the best gift always something that can be wrapped?

YEARS 3–4

- A gift does not need to be an object because...
- Someone could give their time by...
- Kindness can feel valuable when...
- I think the best gifts...

YEARS 5–6

- The value of a gift depends more on...
- An act of generosity can have a lasting impact because...
- Material gifts may..., whereas...
- The strongest example of giving without spending is...

TAKE IT FURTHER

How could a class give something meaningful to its community?

What helps you keep trying?

KS1 SPARK

What helps you keep trying?

YEARS 1–2

- I keep trying when...
- One small step is...
- Someone can help me by...
- I feel proud when...

TALK TOGETHER

- Name something you want to get better at.
- Choose one small step.
- Say who could help you.
- Encourage your partner.

TAKE IT FURTHER

What small thing could you practise this week?

Which matters more when reaching a goal: motivation or consistent habits?

DISCUSS

Which matters more when reaching a goal: motivation or consistent habits?

YEARS 3–4

- Motivation helps because...
- A useful habit would be...
- When progress feels slow, I could...
- I think ... matters more because...

YEARS 5–6

- Motivation may start progress, but...
- Consistency becomes powerful when...
- A realistic goal should include...
- On balance, ... matters more because...

TAKE IT FURTHER

What tiny habit could create a big change over time?

What helps you feel calm when you are upset?

KS1 SPARK

What helps you feel calm when you are upset?

YEARS 1–2

- I feel calm when...
- I can take...
- I can talk to...
- A safe place is...

TALK TOGETHER

- Name one way to feel calmer.
- Who can help you at school?
- Practise asking for help.
- You can use a made-up example.

TAKE IT FURTHER

How can our class help someone feel calm?

Teacher note: Pupils may answer hypothetically and should not be expected to share personal experiences.

What can help us cope when a difficult feeling becomes overwhelming?

DISCUSS

What can help us cope when a difficult feeling becomes overwhelming?

YEARS 3–4

- A difficult feeling can become easier when...
- I could ask for help by saying...
- One calming strategy is...
- A trusted adult could...

YEARS 5–6

- Recognising a feeling early can help because...
- A healthy coping strategy should...
- Asking for support demonstrates...
- Different strategies work for different people because...

TAKE IT FURTHER

How can we support someone without trying to solve everything?

Teacher note: Pupils may answer hypothetically and should not be expected to share personal experiences.

How can we check if something online is true?

KS1 SPARK

How can we check if something online is true?

YEARS 1–2

- I can ask...
- I can look for...
- I should not share until...
- If I am unsure, I can...

TALK TOGETHER

- Name an adult who can help.
- What could we check?
- Why might something be untrue?
- Practise saying, “I am not sure.”

TAKE IT FURTHER

What should we do when we are unsure about something online?

Should we believe something online just because many people have shared it?

DISCUSS

Should we believe something online just because many people have shared it?

YEARS 3–4

- Lots of shares do not prove...
- Before believing it, I would...
- A trustworthy source might...
- I would ask an adult if...

YEARS 5–6

- Popularity is not the same as reliability because...
- To verify a claim, I would compare...
- A source may be misleading when...
- Before reposting, users have a responsibility to...

TAKE IT FURTHER

What signs should make us pause before sharing something online?

What can we learn from a story character?

KS1 SPARK

What can we learn from a story character?

YEARS 1–2

- The character was...
- They learned...
- A good choice was...
- I learned...

TALK TOGETHER

- Name a character you like.
- What did they learn?
- Did they make a good choice?
- Add to your partner’s idea.

TAKE IT FURTHER

Which character has taught you something?

Can a fictional character teach us something true about real life?

DISCUSS

Can a fictional character teach us something true about real life?

YEARS 3–4

- A character can teach us...
- Even though the story is imaginary...
- One choice a character made shows...
- Readers might learn...

YEARS 5–6

- Fiction can reveal truths about...
- A character's experience may help readers understand...
- Although events are invented, the emotions...
- The most valuable lesson from a character is often...

TAKE IT FURTHER

Which fictional character has changed how you think?

What can someone do after they make a mistake?

KS1 SPARK

What can someone do after they make a mistake?

YEARS 1–2

- They can say...
- They can put it right by...
- Next time, they could...
- I can forgive when...

TALK TOGETHER

- What makes a good apology?
- How could they put it right?
- What could they do next time?
- Listen to your partner's idea.

TAKE IT FURTHER

How can we help someone make a better choice next time?

Do people always deserve another chance after making a mistake?

DISCUSS

Do people always deserve another chance after making a mistake?

YEARS 3–4

- A second chance can help someone...
- Before forgiving, it may be important to...
- Someone can show they are sorry by...
- I think people deserve another chance when...

YEARS 5–6

- A second chance should depend on...
- Forgiveness does not necessarily mean...
- Accountability is important because...
- Although mistakes have consequences...

TAKE IT FURTHER

How can we balance forgiveness with responsibility?

What small thing can we do to help the Earth?

KS1 SPARK

What small thing can we do to help the Earth?

YEARS 1–2

- I can...
- At school, we can...
- This helps because...
- If everyone did it...

TALK TOGETHER

- Choose one way to help the Earth.
- Why does it help?
- Could our class do it?
- Pick one idea together.

TAKE IT FURTHER

What could our class do to help the Earth this week?

Can small individual actions really make a difference to the environment?

DISCUSS

Can small individual actions really make a difference to the environment?

YEARS 3–4

- One small action is...
- It can make a difference because...
- If many people did it...
- Schools could help by...

YEARS 5–6

- Individual actions matter when...
- Larger organisations also have a responsibility to...
- One limitation of personal action is...
- The greatest impact would come from...

TAKE IT FURTHER

Who has the most responsibility: individuals, schools, businesses or governments?

What can help when something is changing?

KS1 SPARK

What can help when something is changing?

YEARS 1–2

- I can talk to...
- I can find out...
- I might feel...
- One thing that will help is...

TALK TOGETHER

- Name one thing that could help.
- Who could you talk to?
- What could you find out?
- Share a kind thought.

TAKE IT FURTHER

What could help someone feel ready for a change?

Teacher note: Pupils may answer hypothetically and should not be expected to share personal experiences.

How can we feel excited and nervous about the same change?

DISCUSS

How can we feel excited and nervous about the same change?

YEARS 3–4

- I might feel excited because...
- I might also feel nervous because...
- One thing that could help is...
- Change can lead to...

YEARS 5–6

- Mixed emotions are understandable because...
- Uncertainty can feel..., while opportunity can...
- Preparing for change might involve...
- A helpful way to reframe nervousness is...

TAKE IT FURTHER

What can we control when facing a change?

Teacher note: Pupils may answer hypothetically and should not be expected to share personal experiences.

Stronger classroom conversations

Helpful language for listening, building, questioning and responding

BUILDING ON AN IDEA

- I’d like to build on...
- Another example is...
- This connects to...

AGREEING OR CHALLENGING RESPECTFULLY

- I agree with... because...
- I see it differently because...
- Could you explain what you mean by...?

GIVING REASONS AND EVIDENCE

- My reason is...
- The evidence that supports this is...
- This suggests...

CONSIDERING ANOTHER PERSPECTIVE

- From another point of view...
- Someone might disagree because...
- A possible counterargument is...

CLARIFYING OR CHANGING YOUR MIND

- To put it another way...
- After hearing..., I now think...
- I’m not sure yet, but...

Listen to understand • Give reasons • Invite other voices • Be willing to rethink

Keep the conversation going

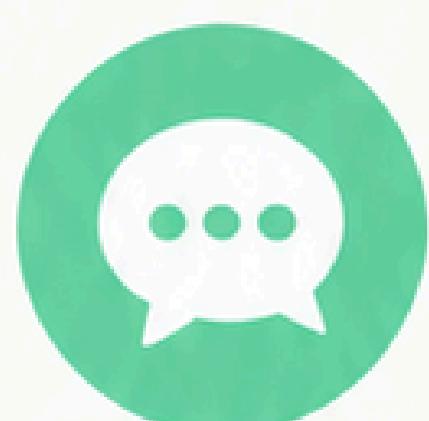


Get your class talking.

Ready-to-use daily conversation
sparks + Spark Generator



Build
confidence



Develop
vocabulary



Encourage
deeper
thinking



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