Name _____ Date _____

Plan your talk

Know why you're talking and who's listening, then plan it.

1 Learn



Before you speak, ask: **Why** am I talking? **Who** is listening? What goes at the **beginning**, in the **middle** and at the **end**?

Describe
what something is like

Explain
how or why

Tell a story
what happened

Share a feeling
how you felt and why

Leo plans a talk about his pet rabbit

Purpose: to explain how to look after a rabbit. **Listener:** his Year 4 class. Some have never had a pet, so he'll explain words like *hutch*.

Beginning
A hook: "Did you know a rabbit's teeth never stop growing?"

Middle
The main points, in order: food, a safe home, exercise.

End
Sum up: "So a happy rabbit needs food, space and exercise. Thank you!"

Flip's tip: don't just stop! End by summing up, then say "Thank you for listening."

Warm up: write **D** (describe), **E** (explain), **S** (story) or **F** (feeling).

"It's huge, round and stripy." ☐

"Ice melts because the sun warms it." ☐

"Suddenly, the lights went out!" ☐

"I felt proud because I'd practised." ☐

Grown-ups: read Leo's plan together. Ask, "How would Leo change his talk for a friend who already has a rabbit?"

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2 Try it together a child and a grown-up, about 10 minutes



Two listeners

You need: a piece of news from your week, a pencil, and a soft toy or a cushion to be a pretend listener.

1. Choose your news: a match you played, a trip, or something you made. Decide its **purpose**: is it a story, a description or an explanation?
2. Plan it on your fingers: **one** beginning, **two or three** middle points, **one** end.
3. **Listener 1** is the toy. Pretend it is a 5-year-old. Tell your news in short, simple words and explain anything new.
4. **Listener 2** is the grown-up, pretending to be your head teacher. Tell the same news politely, with more detail.
5. Fill in the table. What did you change for each listener?

	Listener 1: a 5-year-old	Listener 2: the head teacher
How I started		
Words I chose		
How I ended		

Grown-ups: play your part! As the 5-year-old, ask "What's that?" about a long word. As the head teacher, listen politely. Then ask, "How did you know your talk had ended?"

3 Practise

A. What is the **purpose** of each talk? Draw a ring round one.

1. How a seed grows into a sunflower
describe | explain | tell a story | share a feeling

2. The day our tent blew away
describe | explain | tell a story | share a feeling

3. What my new bedroom looks like
describe | explain | tell a story | share a feeling

4. Why I was nervous at my first swimming club
describe | explain | tell a story | share a feeling

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B. Join each listener to the best way to start.

a 5-year-old cousin	"Good morning, Mrs Hughes. May I tell you our class news?"
the head teacher	"Guess what! You won't believe what happened at football!"
your best friend	"Shall I tell you about a fluffy dog as tall as you?"

C. Sam's talk about a class trip got mixed up. Number the parts **1 to 5** in order.

- [ ] After that, we tried on helmets in the armour room.
- [ ] So that's why the castle trip was my favourite day this year. Thank you for listening!
- [ ] Have you ever stood where a king stood? Here's our trip to a castle.
- [ ] Next, we climbed 90 steps to the top of the tower.
- [ ] First, we crossed the drawbridge and saw the thick stone walls.

D. Plan a talk: **my favourite place**, **how to make a sandwich** or **my best day**.

Purpose: _____ **Listener:** _____

Beginning	Middle	End

Challenge

Mia's holiday talk finishes "…and then we had lunch," and she sits down. Is that a good ending? What could she say instead?

_____

_____

I can…

Tick when you can.

- [ ] say why I'm giving a talk
- [ ] choose words that suit my listener
- [ ] plan a beginning, middle and end