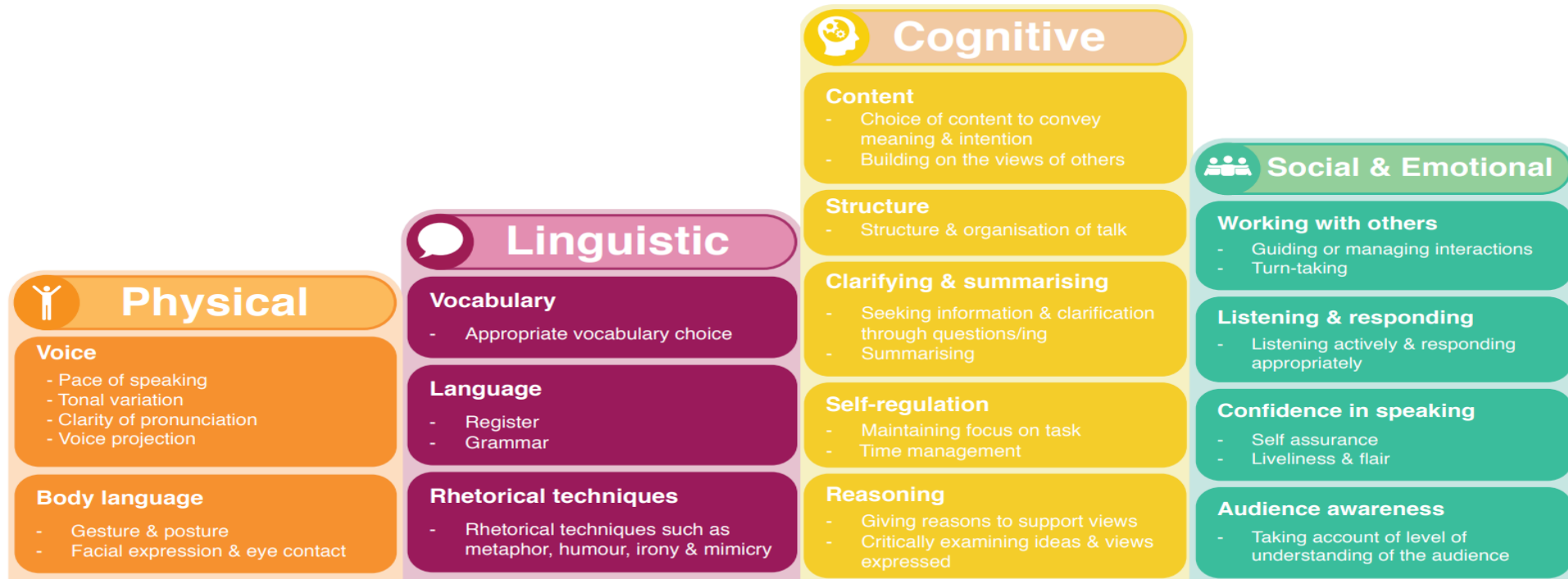


R A Butler's Oracy progression and teaching skills are based on the Oracy Framework developed by Voice 21

The Oracy Framework



Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.





R A Butler Oracy Progression and Framework



Specific expectations and opportunities are planned for the children in each year group. From Year 2 we use the Mighty Oak Public Speaking programme to support specific teaching of the physical aspects of being a confident speaker.

EYFS (4-5 years old)

Key skills to teach				Oracy Outcomes
<p>Physical To speak audibly so they can be heard and understood</p> <p>To use gestures to support meaning in play</p>	<p>Linguistic To use talk in play to practice new vocabulary</p> <p>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</p> <p>To use past, present and future tense with increasing accuracy</p> <p>To talk in sentences of more than 8 words</p> <p>Use RAB Rainbow of Talk to support</p>	<p>Cognitive To use 'because' to develop their ideas</p> <p>To make relevant contributions and asks questions</p> <p>To express an opinion</p> <p>To describe events that have happened to them in detail</p>	<p>Social and Emotional To look at someone who is speaking to them</p> <p>To take turns to speak when working in a group</p> <p>Use social phrases</p> <p>Express their ideas and feelings about experiences.</p> <p>To listen to the opinion of others</p>	<p>Discussion Ongoing: To speak to a partner/in a group during whole class teaching Ongoing opportunities to discuss big questions: why is the sky blue? PE: Why do we warm up and why? Why do we exercise/be active? Why is it important? Discussing the rules of a game/sport</p> <p>Presentation Treasure Box- provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend. Holiday scrapbooks</p> <p>Performance To speak in front of a larger audience e.g.</p>
Teaching Strategies				



R A Butler Oracy Progression and Framework



- Specific RAB Talk Structures introduced in EYFS. Questioner role introduced for discussion, RAB Rainbow of Talk structures introduced for sentence stems and the expectation of speaking in full sentences, Tier 2 word of the week, Talking Trios embedded and used regularly across the curriculum
- Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice! Linked to supporting writing
- Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow
- Use voices in different ways such as speaking, singing and chanting.
- Listening Larry- whole body listening
- Helicopter stories- opportunity to perform – physical
- Active Learning Techniques eg – SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share

during a Harvest assembly, Christmas production, storytelling and learning new oral texts.

Role Play/ Improvisation

Active Learning EYFS curriculum

Music: Improvise and refine lyrics based upon a familiar song---Aiken Drum Spring 1 LAND:

Rolling shop/snack -Children to make gingerbread men and sell/buy them in a class snack shop to promote role play.

Join in whole class storytelling.



R A Butler Oracy Progression and Framework



Y1 (5-6 years old)

Key skills to teach				Oracy Outcomes
<p>Physical</p> <p>To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</p> <p>To speak clearly and confidently in a range of contexts</p> <p>Introduce the idea of a 2/6/30 person speaking voice</p>	<p>Linguistic</p> <p>To use vocabulary appropriate specific to the topic at hand using tier 2 and 3 words</p> <p>To take opportunities to try out new language, even if not always used correctly.</p> <p>To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' Use particular sentence stems from the RAB Rainbow of Talk</p> <p>To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</p>	<p>Cognitive</p> <p>To offer reasons for their opinions</p> <p>To recognise when they haven't understood something and asks a question to help with this.</p> <p>To disagree with someone else's opinion politely.</p> <p>To explain ideas and events in chronological order.</p>	<p>Social and Emotional</p> <p>Listens to others and is willing to change their mind based on what they have heard</p> <p>To use the initiator, developer and challenger discussion cards to help organise group discussions.</p>	<p>Discussion</p> <p>Ongoing: To take part in small group discussions without adult support. Music: Describe the mood of a piece of music History – Mary Anning - Gender roles</p> <p>Presentation</p> <p>History: Toy museum- presenting toys to family members</p> <p>Use of Talk Detectives in class to present information</p> <p>Debate</p> <p>PE – Debate about what is mean by competition and is it important to win?</p> <p>Performance</p> <p>To speak in front of a larger audience e.g. during Christmas performance Poetry- learning and performing poems by heart</p> <p>Role Play/ Improvisation</p> <p>PE – after learning a new skill, working in partners, one acting as a sports coach and then swapping roles to help understand the correct technique.</p>
Teaching Strategies				



R A Butler Oracy Progression and Framework



- Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle
- Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other.
- As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'
- Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'
- Active Learning Techniques eg SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share, Numbered Heads Together
- Explore vocal sounds---adding sound effects to a story with voices.
- Expose children to a variety of good presenters

Pop Up Play Village – role play opportunities



R A Butler Oracy Progression and Framework



Y2 (6- 7 years old)

Key skills to teach				Oracy Outcomes
<p>Physical</p> <p>Formal public speaking programme started – Mighty Oak.</p> <p>To start to use gesture to support the delivery of ideas and making eye contact.</p>	<p>Linguistic</p> <p>To adapt how they speak in different situations according to audience using tier 2 and 3 words</p> <p>To use sentence stems to signal when they are building on or challenging others’ ideas. Using Year 2 RAB Rainbow of Talk sentence stems.</p>	<p>Cognitive</p> <p>To ask questions to find out more about a subject.</p> <p>To build on others’ ideas in discussions. Using Rainbow of Talk and Build it/ Frame it</p> <p>To make connections between what has been said and their own and others’ experiences</p>	<p>Social and Emotional</p> <p>To start to develop an awareness of audience e.g. what might interest a certain group. Link to publishing in English</p> <p>To be aware of others who have not spoken and to invite them into discussion.</p> <p>Confident delivery of short pre-prepared material.</p>	<p>Discussion</p> <p>Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom; SW museum, Fire service, Zoolab, planetarium, Christian visitor to class</p> <p>Art: Artist Study- what we like/dislike – use of walking galleries</p> <p>Music: compare and express preferences about two contrasting pieces of music.; A Keelie and Kye kye kule (African trad songs)</p> <p>Guided reading- vipers, eg summarise, explain</p> <p>PE: What are tactics? Why would we use them</p>
Teaching Strategies				



R A Butler Oracy Progression and Framework



- Build on Year 1 strategies:
- Introduce RAB Rainbow of Talk sentence stems. Develop use of and understanding of Build it/frame it techniques
- Use hot-seating and question tennis to develop pupils' questioning skills.
- Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.
- Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.
- Speaking song lyrics and considering the meaning of the song
- Active Learning Techniques eg – SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share, Numbered Heads Together
- Use of role cards in group discussions to help structure talk and enable all to have a role

in sport? Group discussions on other ways we can be active that are not just PE lessons.

Debate

History: Grace Darling – Which images make Grace Darling look the bravest and why?

Great Fire of London- What could have been done to stop the great fire?

Geography- Our Local Area- Why is Saffron Walden the best town to live in?

PE – Are tactics important and why?

Presentation

DT: Participate in a short 'show and tell' session; presentation of their fire engine to their table groups.

Use of Talk Detectives to assess the quality of talk

Performance

To speak in front of a larger audience: e.g. during Christmas production, Half termly poetry performance, Carol concert

Role Play/ Improvisation

Hot seating characters:



R A Butler Oracy Progression and Framework



Y3 (7- 8 years old)

Key skills to teach				Oracy Outcomes
<p>Physical</p> <p>To specifically teach the Year 3 Mighty Oak Public Speaking Programme</p> <p>To consider movement when addressing an audience.</p> <p>Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.</p> <p>Considers position and posture when addressing an audience.</p>	<p>Linguistic</p> <p>To be able to use specialist language to describe their own and others' talk. based on specific Tier 2/3 words for Year 3)</p> <p>To use RAB Rainbow of Talk sentence stems to support class discussions.</p> <p>To use specialist vocabulary.</p> <p>To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</p>	<p>Cognitive</p> <p>To offer opinions that aren't their own.</p> <p>To reflect on discussions and identify how to improve.</p> <p>To be able to summarise a discussion.</p> <p>To reach shared agreement in discussions.</p>	<p>Social and Emotional</p> <p>To adapt the content of their speech for a specific audience.</p> <p>To speak with confidence in front of an audience.</p>	<p>Discussion</p> <p>Ongoing: Work in school council whole class meetings, ensuring taking turns in different roles such as scribe, leader, reporter.</p> <p>Within science lessons e.g reporting back from enquiry</p> <p>Children ask and answer questions about the skills they are focussing on in PE lessons and then these are discussed half termly (orally) before their written PE reflections.</p> <p>Debate</p> <p>RE – Philosophy questions</p> <p>History – Enquiry questions and debate</p> <p>Presentation</p> <p>History project – on Anglo Saxons presented and sent to parents on Seesaw.</p> <p>Moktar Cup – RAB public speaking whole school competition</p>
Teaching Strategies				



R A Butler Oracy Progression and Framework



- Build on specific teaching from previous year groups. Specifically Build it/frame it, RAB Rainbow of Talk for sentence stems, Mighty Oak public speaking programme, use of role cards in discussion, talk detectives used to improve the quality of talk.
- Develop a shared language to describe talk in the classroom through creating a class set of 'Oracy Agreement. These can be used as success criteria to support pupils to reflect on their discussions. - Planning in place in English folder.
- Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.
- Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too
- Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.
- Active Learning Techniques eg – SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share, Numbered Heads Together

Performance

Music: suggest improvements to their own work and the work of others (Fanfare for a Roman emperor)

Sing accurately, with good diction. Class assembly and other productions

Reading poems aloud for reading challenges

Role Play/ Improvisation

Freeze framing in story planning sessions, make predictions, discuss different routes the story could take

PE – begin to lead smaller groups in a warmup, using and discussing their knowledge around how to warm up and why?

Y4 (8-9 years old)

Moving away from just sharing information and to more specific purposes. A more sophisticated understanding of different contexts which goes beyond formal V informal'. Responding to academic questioning using knowledge

Key skills to teach

Oracy Outcomes

Physical

To specifically teach the Year 4 Mighty Oak Public Speaking Programme
To consider movement when addressing an audience.

Linguistic

To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. (based on specific Tier 2/3 words for Year 4)

Cognitive

To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.

To ask probing questions.

Social and Emotional

To use more natural and subtle prompts for turn taking.

To be able to empathise with an audience.

Discussion

Geography/R.E: To speak with an unknown adult for a specific purpose, e.g Geography opinion poll, RE Christian visitor
PE – working with a partner to discuss and explain our focus sport rule. e.g. How to take a correct throw in in football.



R A Butler Oracy Progression and Framework



<p>To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. To develop and sustain eye contact</p>	<p>To use RAB Rainbow of Talk sentence stems to support class discussions.</p>	<p>To reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	<p>To consider the impact of their words on others when giving feedback.</p>	<p>Debate PE: Why rules in sport are important? RE – Philosophy units History - debate</p> <p>Presentation English To use talk for a specific purpose e.g. to persuade or to entertain - advertising a product PE: present your discussion of a sport specific rule to a smaller group.</p> <p>Moktar Cup – RAB public speaking whole school competition Mighty Oak public speaking competition at Anglia Ruskin University</p> <p>Performance To speak in front of a larger audience of adults e.g. class assembly. productions</p> <p>Poetry: Perform poetry by heart Music: Sing expressively and tunefully, showing greater vocal control (volume, breath, tone, diction) Year 4 production: All children have a part and an opportunity to perform</p>
<p>Teaching Strategies</p>				
<ul style="list-style-type: none"> • Build on specific teaching from previous year groups. Specifically Build it/frame it, RAB Rainbow of Talk for sentence stems, Mighty Oak public speaking programme, use of role cards in discussion, talk detectives used to improve the quality of talk. • Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a ‘hook’ to grab the audience’s attention, rhetorical devices such list of three and rhetorical questions. • Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement • Challenge inappropriate use of language including common grammatical errors, formal/informal register. • Set up discussions where each pupil has key information to bring to the discussion. E.g. Jigsaw, each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event. • When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group. • Peer teaching • To receive feedback from a peer or audience member on their oracy skills • Active Learning Techniques eg – SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share, Numbered Heads Together 				



R A Butler Oracy Progression and Framework



Y5 (9 - 10 years old)

Talk at this age is much more reliant on knowledge, not just expert knowledge but knowledge of the world. Increasingly able to participate in high level spontaneous talk – not just subject matter of their own choosing and responding to academic questioning.

Key skills to teach				Oracy Outcomes
<p>Physical</p> <p>To specifically teach the Year 5 Mighty Oak Public Speaking Programme</p> <p>To project their voice to large audience.</p> <p>For gestures to become increasingly natural.</p>	<p>Linguistic</p> <p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy</p> <p>To specifically use the Year 5RAB Rainbow of Talk sentence stems and tier 2/3 vocabulary.</p>	<p>Cognitive</p> <p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>Social and Emotional</p> <p>Listening for extended periods of time.</p> <p>To speak with flair and passion.</p>	<p>Discussion</p> <p>Ongoing: class discussions – paired, tables and whole class. All subjects.</p> <p>Music: Choose from a wide range of musical vocabulary to accurately describe and appraise music</p> <p>PE: discuss a wide range of PE vocabulary to help develop an understanding of competitiveness and what is a sporting brain.</p> <p>Debate</p> <p>RE: Is believing in God reasonable?</p> <p>Presentation</p> <p>Geography: News report on the erosion at Holbeck Hotel and Happisburgh</p> <p>History: Create a ppt about WW2 and present to the class</p>
Teaching Strategies				



R A Butler Oracy Progression and Framework



- Build on techniques and strategies taught in previous years as listed above. To include developing, specifically Build it/frame it, RAB Rainbow of Talk for sentence stems, Mighty Oak public speaking programme, use of role cards in discussion, talk detectives used to improve the quality of talk.
- Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.
- Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.
- Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.
- Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add ...' 'I would like to echo what X said because ...' 'I see it in a similar way to X because ...' 'I have a similar opinion because ...'
- Active Learning Techniques eg – SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share, Numbered Heads Together
- Assign roles to tables before a talking task – summariser, reporter, questioner, note taker, challenger

Science: Presentation about living things and space

Moktar Cup – RAB public speaking whole school competition

Planning and presenting speeches for House Captain elections

Performance

Music: sing expressively, creatively and tunefully, showing greater vocal control (volume, breath, tone and an awareness of style).

Role Play/ Improvisation

English: Lots of opportunities within each unit

History – role play evacuee

PSHE – role play opportunities

Peer mediators

Planning speeches for house captains

PE: begin to referee or officiate matches/games, using oracy to discuss game decisions with players.



R A Butler Oracy Progression and Framework



Y6 (10-11 years old)

To develop their own style as a speaker; to have a sense of their place in discussions, and an increasingly subtle understanding of how to navigate different situations

Key skills to teach				Oracy Outcomes
<p>Physical</p> <p>To complete the Mighty Oak Public Speaking programme with specific focus on gesture, eye contact, use of space and articulation.</p> <p>To speak fluently in front of an audience.</p> <p>To have a stage presence.</p> <p>Consciously adapt tone, pace and volume of voice within a single situation.</p>	<p>Linguistic</p> <p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions.</p> <p>To specifically use the Year 6 RAB Rainbow of Talk sentence stems and tier 2/3 vocabulary.</p>	<p>Cognitive</p> <p>To construct a detailed argument or complex narrative.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p>	<p>Social and Emotional</p> <p>To use humour effectively.</p> <p>To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</p>	<p>Discussion</p> <p>Opportunities for discussion of concepts raised in class text in guided reading sessions. E.g. animal rights, medical ethics, war and religion, meaning of friendship.</p> <p>Music: discuss how lyrics often reflect the cultural and historical context of music and have social meaning. Eg gospel music/music of WW2</p> <p>Philosophy RE units is happiness the most important thing in life? –</p> <p>Debate</p> <p>Science: link with inheritance debate</p> <p>R.E- concepts in RE unit debated in class. E.g. children would debate both sides of the enquiry question “Does religion bring conflict or peace?”</p> <p>English – should zoos be banned?</p> <p>Presentation</p>
Teaching Strategies				



R A Butler Oracy Progression and Framework



- Build on techniques and strategies taught in previous years as listed above. To include developing, specifically Build it/frame it, RAB Rainbow of Talk for sentence stems, Mighty Oak public speaking programme, use of role cards in discussion, talk detectives used to improve the quality of talk.
- Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.
- During whole-class discussion, children sit in large circle so they can make eye contact with every other member of class.
- Model key skills through teaching, particularly through reading whole class texts and framing.
- Ground rules for a good discussion are shared with, and created in collaboration with, each class.
- Active Learning Techniques eg – SUHUPU, Rally Robin, Quiz Quiz Trade, Think Pair Share, Numbered Heads Together

Mighty Oak Outcome: Give a speech to an audience of peers

Geography – reporter interview
French: Present their own weather forecast in French.

Moktar Cup – RAB public speaking whole school competition

Performance

Year 6 production

Children do buddy reading 1:1 with buddies.

Young Shakespeare Company role play

Role Play/ Improvisation

History off the page Roman Day – role play, latin speaking

PE – referee or officiate games successfully, discussing decisions made and then reflect on your performance as an official and how could you improve next time/what would you change.

PE – lead younger children in games as a sports leader. KS1 play leader roles

Ambassadors, House captains, leading assemblies etc.



R A Butler Oracy Progression and Framework



RAB's Rainbow of Talk

Supporting the Oracy Framework, we have developed our own Rainbow of Talk. These are specific sentence stems that we aspire for every child to know by the end of a particular phase in our school. They are progressive and support specific curriculum elements. These support the Linguistic and Cognitive elements of the Oracy Framework (should we just include these in the linguistic/cognitive sections above?)

EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
I think that...	I see...	I appreciate that,...however	However...for example...
I think it will...	I think...	Building on my prior knowledge...	On the other hand...but...
It is similar because...	I feel...	Because I know...I know that...	Furthermore...
It is different because...	I wonder...	An argument for/against...is...	It is my opinion that...however
	I like...but...	In conclusion I would say that...	Therefore...
	I agree with...but...		In addition to...
	What strikes me is...		Alternatively....
	I disagree...because...		
	My partner thinks...		



Vital Verbs

Progression in Tier 2 Vocabulary

This is a list of some of the tier 2 vocabulary that we aim to teach the children at RA Butler. These words may be introduced in isolation but will be revisited through curriculum links wherever possible. In addition to this list, other tier 2 vocabulary may be met presented to the children through their reading, particularly through whole class guided reading. This too will be defined and then reinforced through the school day.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
adapt	achieve	acquire	abandon	automate	accommodate	accumulate
attach	alter	approach	accompany	converse	advocate	acknowledge
challenge	assess	assemble	adapt	derive	complement	conceive
contribute	collapse	assume	assure	dispose	confine	contradict
cooperate	combine	convert	cease	evaluate	differentiate	compensate
demonstrate	complete	edit	distribute	exceed	encounter	denote
describe	create	recover	eliminate	generate	fluctuate	discriminate
estimate	design	require	establish	influence	invoke	emphasise
explain	display	respond	extract	lecture	manipulate	integrate
identify	focus	secure	guarantee	maintain	persist	muster
investigate	identify	select	highlight	obtain	precede	prohibit
participate	label	summarise	insert	prioritise	schedule	pursue
predict	research	transfer	suspend	reside	submit	simulate
respond	reverse	undertake	transform	reveal	supplement	sustain
select	survive	vary	unify	violate	utilise	terminate



R A Butler Oracy Progression and Framework

