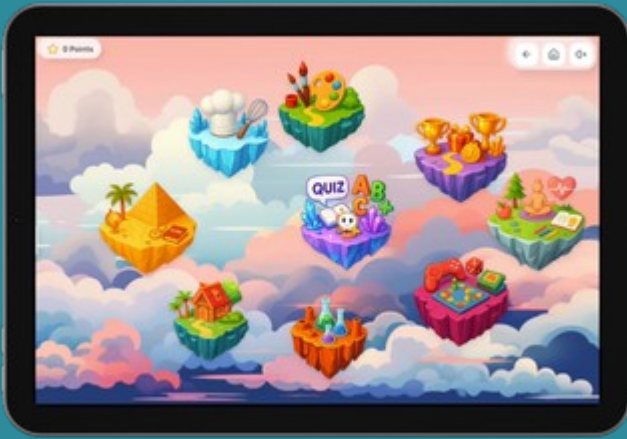


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Facts into Clear Talks - Year 4

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Teacher Quick-start

Purpose and preparation

Five 55-minute lessons for Year 4. Learners plan, rehearse and deliver a 60–90-second factual report with one useful visual. They should already speak in sentences, compare small whole-number counts and express a preference. Prepare the presentation, displays, reference, chosen worksheet level, guided activities, Report Studio cards/check guide, rehearsal record and final assessment/rubric. Provide paper, pencils, cue cards and an optional timer; no online research is needed.

Use the data honestly

Every model task is a Fictional practice class survey. Reading choices: adventure 10, mystery 8, humour 7, nature 5; 30 students, one choice each. Rainy-day clubs: puzzles 9, drawing 7, reading 5, building 3; 24 students, one choice each. These are invented practice data, not real pupil preferences. A largest group is not necessarily more than half. If you collect actual class data instead, use anonymous teacher-managed counts, state the question/group/total and mark the source honestly.

Teach the sequence

Notice a model → select and order facts → explain a fair chart → rehearse and act on feedback → deliver and reflect. Show the model aloud and think through accurate wording. The quiz checks taught knowledge; each child's observed talk provides delivery evidence. Read final reports across small groups or a second short observation slot if needed. Everyone is assessed.

Support and assess fairly

Use sentence starts, larger cue cards, partner rehearsal, pointing to a chart or a communication device, or an adult to record a response where helpful. Agree an accessible teacher-observed equivalent that preserves meaning, language, visual explanation and deliberate communication choices. Do not require eye contact or a raised voice. Record the support and separate understanding from disabilities and delivery differences. Extend through accurate comparisons and a warranted conclusion, not harder vocabulary alone.

Files and use

The Unit Plan contains lesson plans, colour displays/activities/game and low-ink worksheets/assessment/rubric. Matching worksheet answers follow each student page. The presentation and question/answer-feedback quiz are editable PowerPoint files. Use the clean Unit Plan for teaching; PREVIEW is a watermarked viewing copy. Share resources only within the purchasing teacher's class. No physical product is supplied.

Lesson 1 – Notice a Clear Report

Goal, resources and evidence

Students identify accurate findings, a clearly labelled opinion and the source limit in a model report. Use presentation slides 2–7, Report Road Map, Fact/Opinion/Source display and My Report Reference. Listen for one accurate count and the correction of a too-wide claim.

0–5 min: baseline

Display the Fictional practice class survey: adventure 10, mystery 8, humour 7, nature 5. Say, 'What could we tell a visitor about these counts?' Record anonymous examples without grading confidence. Contrast 'Everyone loves adventure' with '10 of 30 students chose adventure'. Ask, 'Do those two sentences say the same thing?'

5–15 min: model aloud

Read this original model while learners listen: 'Today I will report what our practice reading survey shows. Thirty students chose one category. Adventure received ten choices, mystery eight, humour seven and nature five. Adventure was the largest group, although twenty students chose something else. The bar chart helps us compare the four groups. I think a reading corner with several kinds of books would suit this class. That is my recommendation, not another survey result. These numbers describe one fictional class, not every school.'

Think aloud

Point to the five road-map stages: opening, related findings, visual explanation, source/limit and close. Say, 'The numbers support my count statement. "I think" signals my opinion. I cannot turn a model class into evidence about every school.' Explain survey as asking a question, response as an answer and category as a group of answers. Evidence supports a claim; a source tells us where it came from.

Lesson I – Practise and Check

15–30 min: guided distinction

Say three statements: 'Mystery received 8 choices'; 'Mystery is best'; 'No child likes nature'. Partners decide which is a count, opinion or unsupported claim. Return to the table: mystery 8 is checkable, best is a preference, nature 5 contradicts no choices. Use the display to identify the source: one fictional model class of 30. Ask children to tell you how they checked, not simply name a label.

30–45 min: independent response

Learners use the support worksheet or record an accurate finding on paper. Core learners select a count and a comparison orally; extension learners contrast the largest group with the 20 who chose something else. The task is a precise claim, not a complete polished report yet. Confer with learners who say 'everyone', 'none' or 'more than half' without checking.

45–52 min: share and repair

A few learners say their finding. Listeners point to its evidence. Ask, 'Is this what the count shows, or what you think?' Invite a signalled recommendation without marking one preference as the right opinion. Give specific feedback such as 'Name the group before the number' or 'Replace everyone with 10 of the 30'.

52–55 min: exit and next step

Each learner repairs 'All children chose adventure'. Accept '10 of the 30 students chose adventure' or equally precise wording. Note who needs help locating a count versus expressing it. Tomorrow's groupings reflect this evidence, not reading aloud.

Differentiation and expected responses

Support: read the table together, point, cover '___ of 30 chose ___', and let an adult record dictated wording. Core: independent checkable count as correct source. Extend: explain why largest does not mean more than half (half of 30 is 15, not smaller). Preserve a child's normal speaking style and avoid prescribed eye contact.

Lesson 2 – Choose and Order Details

Goal and resources

Students plan an opening, related findings, visual explanation, source limit and close. Use slides 8–11, My Report Reference, Choose and Order Findings (core), support/extension pages and matching answers. Evidence: a logically ordered plan with accurate linked language.

0–5 min: retrieve

Recall the Fictional practice class survey values and correct one too-wide claim. Revisit the distinction between a counted result and a recommendation. Ask, ‘Which facts will help our listeners understand this survey?’

5–15 min: model selection and order

On paper, model notes: purpose/group → adventure largest 10 → nature 5 → difference 5 → how chart compares → fictional class/source limit → summary. Think aloud: ‘I will put related facts next to each other. I will not jump to rainy-day clubs in a reading report.’ Turn the notes into how-spoken sentences. Show that three useful findings can be counts or true comparisons; don’t require every number to be repeated.

Teach linked language

Model ‘Adventure was the largest group, although 20% of students chose something else.’ Explain that although connects contrasting ideas. Model ‘Because the bars are on one scale, we can compare their lengths.’ Explain that because gives a reason. A compound sentence joins an idea to a supporting or contrasting part; the connection must make sense. Do not count an inaccurate sentence as successful grammar.

15–30 min: guided plan

Partners select three accurate findings from the reading table and place them in a sensible order. One explains the order while the other writes values. Ask, ‘What will our audience need to know first?’ and ‘Where will you name the source limit?’ Review a volunteer plan and improve one specific link.

Lesson 2 – Independent Plans

30–45 min: differentiated writing

Support completes four sentence starts with the teacher, then adds an oral closing. Core completes Choose and Order Findings, including an opening and one linked sentence. Extension calculates $10-5=5$ and $8-7=1$, explains why 10 is not more than half of 30, repairs the claim and states a limit. Give at least two minutes to say the plan aloud before writing; writing is a support for the talk.

45–52 min: partner check

Partners check counts against the Fictional practice class survey table. Listener identifies opening, findings, planned visual, source limit and close. Ask, 'Do the connected ideas really contrast or give a reason?' Use the red models to support checking, while accepting other accurate findings, sensible orders and warranted limits.

52–55 min: exit

Each learner says one linked sentence and names the source limit. Collect plans for Lesson 3. Record a concrete next step: for example, 'needs sample in opening' or 'difference corrected in closing missing', rather than 'weak speaker'.

Expected responses and common slips

Adventure 10 is largest; nature 5 is smallest. Adventure has 5 more choices than nature; mystery has 1 more than humour. Largest 10 is not a majority of 20. 'These results describe one fictional class, not every school' is a warranted limit. A recommendation such as 'adding several book categories is acceptable when labelled opinion. Do not choose or omit a count to support a preferred recommendation.

Support and extension

Offer a small set of accurate responses, verbally paired reading or adult-recorded planning. Keep the learner's own choices and meaning. Extend by asking which of two accurate orders is easier for this audience and why. Relevance and clarity are the challenge; excessive jargon is not.

Lesson 3 – A Visual that Explains

Goal and resources

Students create and explain a meaningful labelled visual and short cue-card reminders. Use slides 12–14, Which Visual Helps?, Plan a Useful Chart (core), reference and matching models. Provide plain/grid paper and pencils. Evidence: an accurate chart plus a sentence explaining its purpose.

0–5 min: recall purpose

Ask, 'What should our audience learn from the visual?' Revisit the Fictional practice class survey and one precise comparison. A picture can decorate; a report visual must help explain the findings.

5–15 min: model a fair chart

Show the chart on the activity/reference page. On paper model Reading Choices: four named categories, one count axis from 0 to 10 in equally spaced steps, all bars starting at 0 and counts 10, 8, 7, 5. Point to the same scale for every bar. Say, 'Adventure reaches 10; nature reaches 5. The labels tell us what these lengths mean.' Do not use a truncated baseline or different bar line styles as evidence.

Model the explanation

Say, 'Because the bars share one scale, we can compare their lengths. Adventure received 5 more choices than nature.' Show the source wording: Model class survey: one choice from 30 students. Fictional practice data. Compare this with the book-picture collage; it shows categories but not their counts.

15–30 min: guided activity

Pairs answer Which Visual Helps? Identify Visuals as informative and explain the labels/common scale. A learner points to a bar while the partner says the accurate finding. Use the matching answer as a model, not a required script. Ask, 'What do the pictures alone leave out?'

Lesson 3 – Make and Explain

30–45 min: independent visual and cues

Learners draw one chart on the core chart page or paper. Add title, category names, count scale and count labels; keep the fictional label and sample/source note. Check values before making it decorative. Write cue-card reminders: purpose and group; two or three key findings; visual explanation; source limit; close. Do not paste the whole talk onto the chart.

45–52 min: audience check

A partner checks each bar against 10, 8, 7 and 5. Both check zero start, common spacing and readable labels. The reporter explains the visual without reading every word. Ask, 'Which part helped you compare?' The learner fixes one specific incorrect label or bar before the lesson ends.

52–55 min: exit

Each learner points to a useful visual feature and says how it helps. Retain visual/pin/cue cards for rehearsal. Record students who can compare accurately but need help labelling separately from those whose values are incorrect.

Differentiation

Support: teacher models axis spacing and supplies a spoke label checklist; allow pointing and adult-recorded explanation. Core: independently constructs a correct chart and explains one comparison. Extend: explains why a common zero scale is fair, a second true comparison and resists generalising beyond the sample. Another accurate labelled visual is acceptable if it represents counts fairly and helps the audience.

Teacher check

The worksheet answer uses a 0–10 scale. Some reference charts leave extra space above 10; this remains fair because spacing is uniform and all bars start at zero. The lesson's model scale is 0–10. Colours and book icons are optional; correctness, legibility and explanation are essential.

Lesson 4 – Rehearse with Purpose

Goal and resources

Students make deliberate voice choices and implement one specific feedback change. Use slides 15–18, Voice Choices, Report Studio board/cards/check guide, rehearsal record, plans, visuals and cue cards. Evidence: a before/after change the learner demonstrates, not a tally of repeated practice.

0–5 min: reconnect

Recall the report's purpose and accurate source limit. Ask, 'How could your voice help listeners understand the important count?' Keep numbers labelled Fictional practice class survey.

5–15 min: demonstrate choices

Use the identical line 'Here is what our survey shows.' Change one feature at a time: helpful tone, steady pace, purposeful rising/falling pitch and audible volume. Ask learners which change helped them understand. Model a rushed finding, then a short pause after the count. Say 'Clear does not mean loudest. You do not need to copy my voice.' Avoid comic accents or speech types.

15–30 min: Report Studio

Make teams of three. Assign reporter, listener and visual-checker, then rotate after each card. Use Notice cards 1–3, Order 4–6, Explain 7–9, Improve 10–12. Begin in Notice; complete and agree a check with the guide, move to the next function and continue. Revisit functions until every child has attempted all four, changing reporters each turn. Prompt choice and voice marker; no dice or external deck is required. The group helps each child without speed competition.

PREVIEW

Lesson 4 – Act on Feedback

30–45 min: focused partner rehearsal

Learners use their reading-report plan and visual for a short rehearsal. The listener first names one finding understood, then suggests one precise change to words, order, visual or voice. Model: 'Pause after 30 students so I can follow it'; avoid 'be better' or 'talk louder' without context. The reporter makes the change and repeats the affected section. Partners swap so each learner gets useful feedback.

45–52 min: record the improvement

Complete My Rehearsal Change: understandable finding, suggested change, before, after and audience benefit. Learners may dictate a record or describe the change while an adult writes. Ask one learner to demonstrate both versions. A revised chart label or a clearer opening is a legitimate change when shown; practising unchanged is not evidence of an improvement.

52–55 min: exit

Each learner names and demonstrates one change. Check evidence of source/accuracy if the change alters wording. Store the record with cue cards/visual. Tomorrow they transfer the same process to the rainy-day dataset.

Differentiation and teacher checks

Offer rehearsal with a trusted partner, a quieter group or a sign method communication method. Assess deliberate effective choices without requiring eye contact, a specific accent or a child's usual pitch to change. Extend by asking why the chosen change helps this audience and whether it preserves the facts. Check game answers against the guide: total 30 differences 5 and 1, largest not majority, fictional source. Accept accurate alternative wording, do not reward a copied script over understanding.

Lesson 5 – Report and Reflect

Goal and resources

Each student plans and delivers an individual 60–90-second report with a useful visual, accurate evidence/source limit and an implemented rehearsal change. Use slide 19, Final Report Plan, Observation/Reflection, model/marking page, rubric and rehearsal record. The retrieval quiz is supporting information only.

0–5 min: transfer task

Introduce Fictional practice class survey: Rainy-day Clubs. Twenty-four students chose one club: puzzles 9, drawing 7, reading 5, building 3. These are new invented practice counts. Ask a learner to check $9+7+5+3=24$. Puzzles is largest; it is not more than half, because half of 24 is 12.

5–15 min: independent preparation

Students use the final plan to introduce purpose/group, report two accurate comparisons, explain a fair labelled visual, name source/limit and close. They choose a useful linked sentence and short cue-card prompts. Support with access arrangements without supplying every finding; the teacher may instead use an approved anonymous real class survey, with its usual question group and total stated honestly.

15–25 min: rehearse and change

Give each learner a short rehearsal and one precise audience-focused suggestion. They implement and record the change before assessed delivery. Examples: clearer count wording, reordered related findings, a repaired chart label, a useful pause. Check that revisions preserve the new dataset rather than accidentally repeat reading-book counts.

25–50 min: individual observations

Listen to each child's own report or agreed teacher-observed equivalent. Record actual phrases/actions on the observation page. Mark four rubric judgements: structure; evidence/source/linked language; useful accurate visual explained; deliberate intelligible communication of rehearsal change. Small-group audiences are useful, but the teacher must hear each child. With large class, extend the observation window or schedule a second brief slot; unobserved tasks are not marked complete.

Lesson 5 – Evidence and Next Steps

50–55 min: reflect

Students record one accurate finding, their source limit and the specific change they made after practice. Ask how the change helped listeners. Keep the plan, visual, rehearsal record, observation and rubric together. Use the quiz before/after or in an additional retrieval slot; ten correct answers do not replace delivery evidence.

Expected accuracy

Puzzles 9, drawing 7, reading 5, building 3; total 24. Valid differences include puzzles versus building 6, drawing versus reading 2, puzzles versus drawing 2, puzzles versus reading 4, drawing versus building 4, reading versus building 2. Fifteen students chose something other than puzzles. 'These invented counts describe one model class, not every school' is a warranted source limit. Accept other true comparisons and logical orders.

Use the rubric

Secure: independent connected structure, accurate evidence and limit with purposeful linked language, accurate labelled visual explained, deliberate understandable choices and a demonstrated change. Developing: mostly clear/accurate but one aspect needs a specific cue. Supported: substantial structuring/checking/delivery support still needed. Record criterion evidence individually; do not invent a total or penalise disability-related differences unrelated to effective communication.

Respond to evidence

If counts are wrong, reteach checking the claim against the source. If the visual is decorative or unreadable, repair a label or show how it explains a comparison. If rehearsal did not change anything, return to a precise suggestion and demonstrate before/after. A learner with secure understanding but access issues retains that evidence; record the arrangement fairly. Extend with a new teacher-managed anonymous question and a justified explanation of what its sample can and cannot show.

Final assessment boundary

This information report unit assesses factual explanation. It does not require a persuasive debate or claim that every possible oral text type was taught. The original model is an example, not mandatory wording. Keep individual evidence even when practice occurs with partners.

Report Road Map

Follow these steps to give a clear and organised report.

1

Open

Say what you are reporting.

2

Findings

Choose useful facts and link them together.

3

Visual

Explain how your chart helps.

4

Source

Name the group and what the results cannot tell us.

5

Close

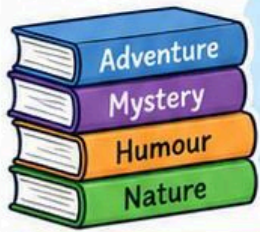
Sum up the findings.

A clear report helps others understand!



Tip: Help your audience follow your ideas.





Fact, Opinion and Source

We can look at data and decide what is a fact, what is an opinion and what the source tells us.

Good books brighten curious minds!

Fictional practice class survey

Students in one class were asked: What is your favourite kind of book?

Kind of book	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30



FACT

'Mystery received 8 choices.'

We can check this count.

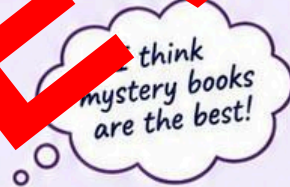


1. Why is this a fact?

OPINION

'Mystery is the best kind of book.'

This tells us what someone thinks.



2. Why is this an opinion?

SOURCE

'One model class of 30 students.
Fictional practice data.'

These counts do not describe every school.



3. What does the source tell us about the data?

**A recommendation can be useful,
but label it as what you think.**

4. Write a short recommendation for one kind of book.

Start with: **In my opinion, ...**



Voice Choices

We can make our message clear and interesting by thinking about how we use our voice.

TONE

Sound helpful and clear.



PACE

Slow down around an important count.

1 ... 2 ...



PITCH

Let your voice rise or fall to show meaning.



VOLUME

Make the words easy to hear.



Shared practice:

'Here is what our survey shows.'



Try one choice.

Ask a listener what helped.

You do not need to shout or copy someone else's voice.

My Report Reference

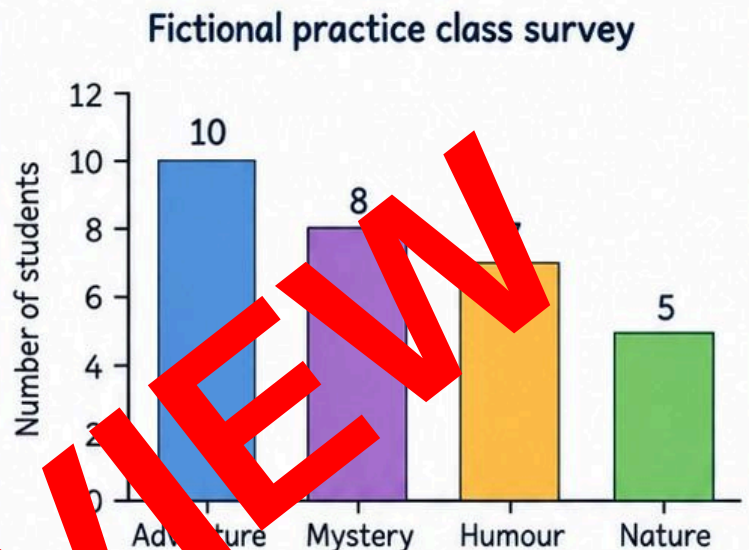
Student reference

Fictional practice class survey

Survey results

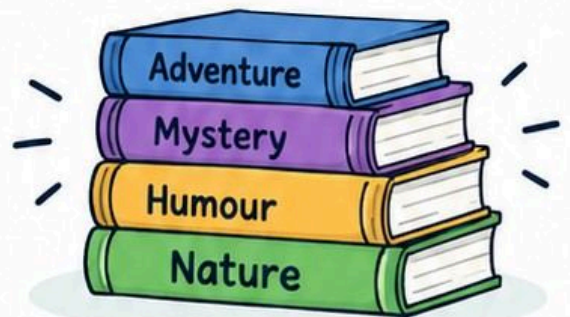
Category	Choices
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30

Bar graph



Key finding

Adventure was the largest group, although 10 students chose something else.



Source

Model class survey:
one choice from
30 students.
Fictional practice data.

Limit

These numbers do not
describe every school.

Cue-card reminders

- Opening
- Key findings
- Visual
- Source limit
- Close

A useful link

Because the bars share one scale, we can compare their lengths.

Name: _____

Build a Clear Report — Support

Fictional practice class survey

Our class of 30 students chose a favourite type of book. Each student made one choice.

Type of book	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5



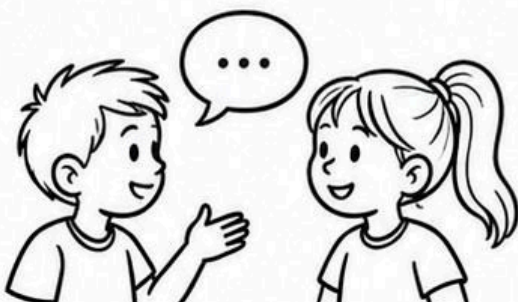
- 1 Circle the largest group.
- 2 Complete the sentences.
Nature received _____ choices.
Total: _____ students.
- 3 Complete the report sentence starts.

Today I will report ... _____

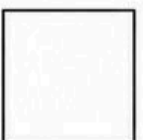
One finding is ... _____

My visual helps us ... _____

These counts describe ... _____



Tell a partner one accurate finding.



Name: **ANSWERS**

Build a Clear Report — Support

Fictional practice class survey

Our class of 30 students chose a favourite type of book. Each student made one choice.

Type of book	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5



① Circle the largest group.

② Complete the sentences.

Nature received **5** choices.

Total: **30** students.

③ Complete the report sentence starts.

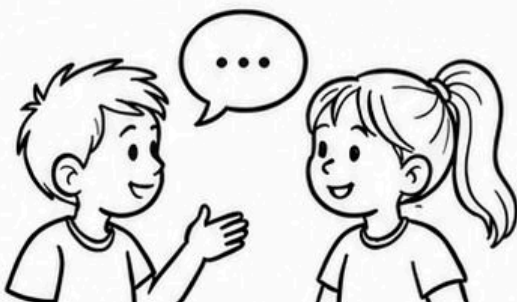
Today I will report ... **our fictional practice reading survey.**

One finding is ... **10 of 30 students chose adventure.**

My visual helps us ... **compare the four counts.**

These counts describe ... **one fictional class, not every school.**

Other accurate findings are acceptable.



Tell a partner one accurate finding.



Name: _____

Choose and Order Findings – Core

Look at the results from a class survey. Then complete the tasks.

Fictional practice class survey	
Favourite reading genre	Number of students
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30



The table shows the results of a fictional practice class survey. The largest number does not mean a majority.

Each student chose one genre.

- ① Choose three findings from the table that are accurate. Put them in an order that helps a listener.

1

2

3

- ② Write an opening that names the purpose and group.

- ③ Link two ideas with although or because.

A count is evidence. A preference is an opinion.

Name: **ANSWERS**

Choose and Order Findings – Core

Look at the results from a class survey. Then complete the tasks.

Fictional practice class survey	
Favourite reading genre	Number of students
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30



The table shows the results of a fictional practice class survey. The largest number does not mean a majority.

Each student chose one genre.

- ① Choose three findings from the table that are accurate. Put them in an order that helps a listener.

1

Adventure was largest with 10 choices.

2

Nature received 5 choices.

3

Adventure received 5 more choices than nature.

- ② Write an opening that names the purpose and group.

I will report our fictional reading survey of 30 students.

- ③ Link two ideas with although or because.

Adventure was largest, although 20 students chose something else.

A count is evidence. A preference is an opinion.

Other accurate findings and logical orders are acceptable.

Plan a Useful Chart — Core

Name: _____

Fictional practice class survey

A class of 30 students were asked which type of book they like best. Each student chose one only.

- Draw a bar chart.
- Add a clear title, category names and count labels.
- Use one equally spaced scale from 0 to 10.
- All bars start at 0.

Type of book	Number of students
Adventure	10
Mystery	8
Humour	7
Nature	5



My visual helps listeners ...

My source and limit are ...



Plan a Useful Chart — Core

Name: **ANSWERS**

Fictional practice class survey

A class of 30 students were asked which type of book they like best. Each student chose one only.

- Draw a bar chart.
- Add a clear title, category names and count labels.
- Use one equally spaced scale from 0 to 10.
- All bars start at 0.

Type of book	Number of students
Adventure	10
Mystery	8
Humour	7
Nature	5



My visual helps listeners ...

compare the four groups on one scale.

My source and limit are ...

one model class of 30 students; fictional practice data, not every school.

Name: _____

Compare and Check – Extension

Fictional practice class survey

A class of 30 students was asked which type of book they like best.

Type of book	Number of students
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30



1. How many more chose adventure than nature?
Show a calculation.

2. How many more chose mystery than humour?
Show a calculation.

3. Is 10 more than half of 30?
Explain.

4. Rewrite: 'Most of all 30 students chose adventure.'

5. Write a sentence linking two accurate ideas with *although*.

6. State one limit of this survey.



Name: **ANSWERS**

Compare and Check – Extension

Fictional practice class survey

A class of 30 students was asked which type of book they like best.

Type of book	Number of students
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30



1. How many more chose adventure than nature?
Show a calculation.

$10 - 5 = 5$ more choices.

2. How many more chose mystery than humour?
Show a calculation.

$8 - 7 = 1$ more choice.

3. Is 10 more than half of 30?
Explain.

No. Half of 30 is 15; 10 is less than 15.

4. Rewrite: 'Most of all 30 students chose adventure.'

Adventure was the largest group with 10 of 30 choices.

5. Write a sentence linking two accurate ideas with *although*.

Adventure was largest, although 20 students chose something else.

6. State one limit of this survey.

It is fictional data from one model class, not every school.

Accept other accurate linked sentences and source limits.

Name: _____



Repair the Claim

Sometimes people make claims that sound convincing but are misleading. Use the survey data to rewrite each claim so the numbers support it.

Look at the data. Think carefully. Write a better claim.

Fictional practice class survey

Adventure	Mystery	Humour	Nature
10	8	7	5

30 students made one choice each.

1

Claim to repair: "All children chose adventure."



2

Claim to repair: "Adventure has more than half."



3

Claim to repair: "Nature got no choices."



4

Claim to repair: "This proves every school should buy adventure only."



What does this one sample actually show?





Repair the Claim

Sometimes people make claims that sound convincing but are misleading. Use the survey data to rewrite each claim so the numbers support it.

Look at the data. Think carefully. Write a better claim.

Fictional practice class survey

Adventure	Mystery	Humour	Nature
10	8	7	5

30 students made one choice each.

1 Claim to repair: "All children chose adventure."

10 of the 30 students chose adventure.



2 Claim to repair: "Adventure has more than half."

Adventure was largest but 10 is not more than half of 30.



3 Claim to repair: "Nature got no choices."

Nature received 5 choices.



4 Claim to repair: "This proves every school should buy adventure only."

This fictional class survey cannot tell us what every school should buy.



What does this one sample actually show?

It shows varied reading preferences in one fictional class.



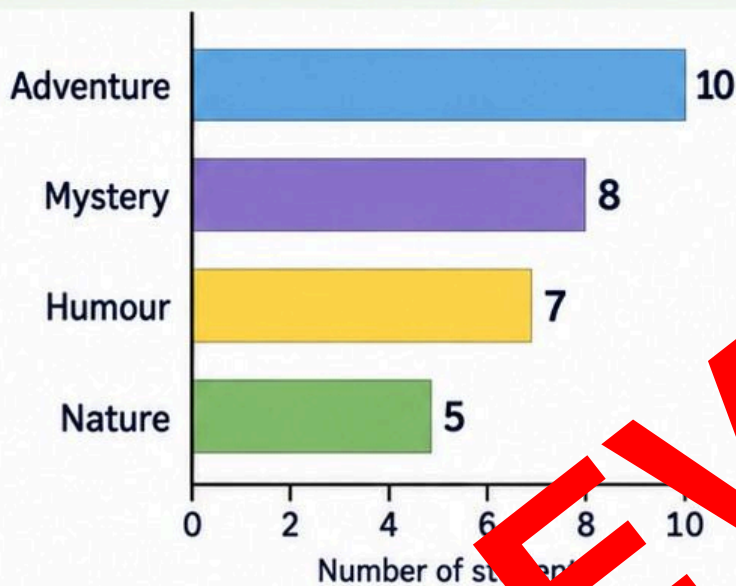
Which Visual Helps?

Name: _____

Fictional practice class survey

Students in a class were asked: "Which type of book do you like best?"
One choice from 30 students.

Visual A: Reading Choices



Visual B: Book pictures



1 Which visual helps you compare the counts? Why?

2 What should you say while showing it?

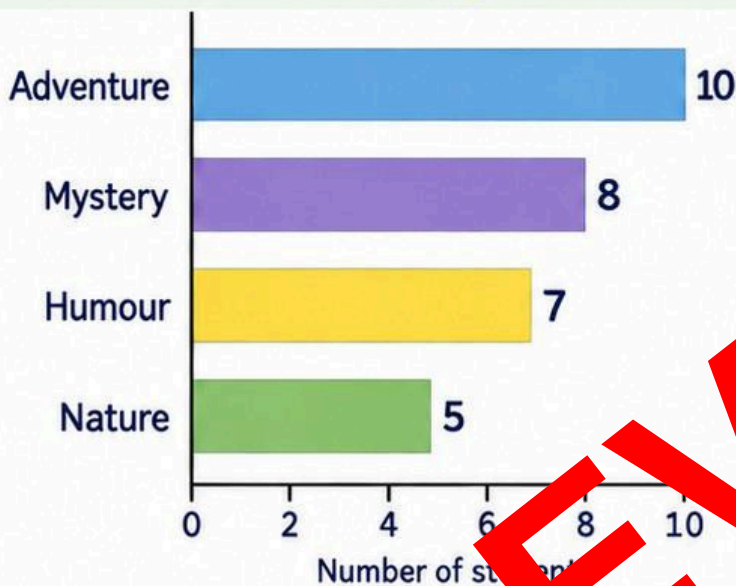
Which Visual Helps?

Name: **ANSWERS**

Fictional practice class survey

Students in a class were asked: "Which type of book do you like best?"
One choice from 30 students.

Visual A: Reading Choices



Visual B: Book pictures



1 Which visual helps you compare the counts? Why?

Visual A, the labelled bars share one scale, so we can compare counts.

2 What should you say while showing it?

Adventure received 10 choices; nature received 5.
Adventure received 5 more choices.

Other accurate explanations of this chart are acceptable.

Source: Model class survey: one choice from 30 students. Fictional practice data.

Report Studio

Work together with data to build your thinking skills!

This fictional model shows favourite book choices.

Let's notice, order, explain and improve!

Fictional practice class survey

Adventure	10
Mystery	8
Humour	7
Nature	5
Total (one choice each)	30



Notice

What do you see in the data?



Order

Put the information in a helpful order.



Explain

Tell what the data means.



Improve

Suggest ways to make the report even better.

Start together!

Well done!
You've completed all four spaces!

How to play

1. Teams of 3: remember checker, number checker checks meaning, visual-checker checks evidence.
2. Take one matching task card from the next three pages.
3. Complete task using the guide to agree the check.
4. Move to the next space and rotate roles.
5. Keep going until each child has completed a Notice, Order, Explain and Improve task.
6. No dice needed.
7. Help each other; speaking fastest does not win.
8. Use a small paper marker or point to your space.

Task cards

There are 12 task cards. Each group matches a space on the board.

Cards 1–3



Notice

Look closely at the data.
Find and describe information.

Cards 4–6



Order

Arrange and compare the information.

Cards 7–9



Explain

Use the data to give reasons and make statements.

Cards 10–12



Improve

Suggest changes or next steps.

Different cards can have similar ideas.
All card tasks can be completed in their matching spaces.

Report Studio – Cards 1–4

Cut out the cards. Read each task. Use the check guide after speaking.

Card 1

NOTICE

Fictional practice class survey

Book type	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5



State the total.
Explain how you checked it.

Adventure 10 Mystery 8 Humour 7 Nature 5
Total 30

Card 2

NOTICE

Fictional practice class survey

Book type	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5



Name the largest group
and its count.

Adventure 10 Mystery 8 Humour 7 Nature 5
Total 30

Card 3

NOTICE

Fictional practice class survey

Book type	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5



Compare adventure and nature.
How many more choices?

Adventure 10 Mystery 8 Humour 7 Nature 5
Total 30

Card 4

ORDER

Fictional practice class survey

Book type	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5



Repair 'Adventure has more than
half.' Put the accurate idea first.

Adventure 10 Mystery 8 Humour 7 Nature 5
Total 30

Use the check guide after speaking.

Report Studio – Cards 5–8

Use the same survey data on each card. Read, think and complete the task.

5

ORDER

Fictional practice
class survey

This table shows the favourite book type of a class of 30 students.

Book type	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30



Which is a count and which is an opinion?

'Mystery got 8 choices.'

- ☐ Count
☐ Opinion

'Mystery is best.'

- ☐ Count
☐ Opinion

Say the count before any opinion.

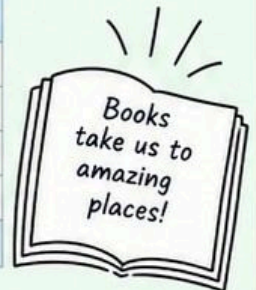
6

ORDER

Fictional practice
class survey

This table shows the favourite book type of a class of 30 students.

Book type	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30



Say who the source describes.

The source describes _____.

Add the sample limit before your closing.

The results are from _____.

7

EXPLAIN

Fictional practice
class survey

This table shows the favourite book type of a class of 30 students.

Book type	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30

A good report has a clear structure.

Put these parts of a report in a sensible order.

- ☐ Close
☐ Opening
☐ Findings

Explain why this is a sensible order.

8

EXPLAIN

Fictional practice
class survey

This table shows the favourite book type of a class of 30 students.

Book type	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30



Join these ideas using *although*.

Adventure was the largest.
Twenty students chose something else.

Report Studio – Cards 9–12

Use these cards to practise talking about survey data.
Cut them out and work with a partner or small group.

9 EXPLAIN

Fictional practice class survey

Favourite reading type	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30



- 1 Explain why chart bars should begin at zero and share one scale.

10 IMPROVE

Fictional practice class survey

Favourite reading type	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30

- 1 Choose a useful cue-card word for each part of your talk.

Opening

Tell what the survey is about.

Adding

Show one important result.

Source limit

Remind listeners this is fictional data.

- 2 Say how you choose each word.

First

According to our class survey

Most

Shows

One result is

Remember

11 IMPROVE

Fictional practice class survey

Favourite reading type	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30

- 1 Say this sentence at a pace your listener can follow.

Adventure received 10 choices.



- 2 Ask your partner what helped them understand.

12 IMPROVE

Fictional practice class survey

Favourite reading type	Number of choices
Adventure	10
Mystery	8
Humour	7
Nature	5
Total	30

- 1 Ask your partner for **one** precise change to your voice, words, order or visual.



Voice

e.g. louder, slower, clearer



Words

e.g. simpler, more precise



Order

e.g. different sequence



Visual

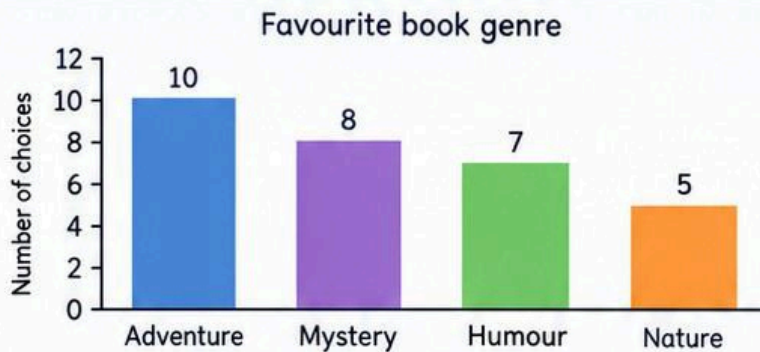
e.g. larger, clearer labels

- 2 Make the change and repeat that section.

Report Studio – Check Guide

Teacher check guide for a class report about a survey

Fictional practice class survey



Total choices = 30
(10 + 8 + 7 + 5)

This is a fictional practice class survey.
It shows one class, not every school.

Use the chart and notes to check a student's report. Tick each step when it is met.



1-3 Notice



Look closely at the data.

1 Total 30: $10 + 8 + 7 + 5$. ☐

2 Adventure 10 is largest. ☐

3 $10 - 5 = 5$ more than nature. ☐

4-6 Order



Check the big picture.

4 Largest 10 not more than half of 30. ☐

5 'choices' is a count; 'best' is an opinion. ☐

6 One fictional model class, not every school. ☐

7-9 Explain



Check how it is communicated.

7 Opening → findings → close, with a visual/source before close. ☐

8 Adventure was largest, although 20 chose something else. ☐

9 One scale from zero allows fair comparison. ☐

10-12 Improve



Check for clear and helpful choices.

10 Short prompts: purpose, key count, fictional class/source limit. ☐

11 Listener can follow the count; steady pace or pause, not shouting. ☐

12 A specific change is made and the section is tried again. ☐



Accept accurate alternative wording.

Support meaningful communication; do not require eye contact or a copied voice.

Name: _____

My Rehearsal Change

Fictional practice class survey



- ① One finding my listener understood —

- ② My listener suggested one change —

Tick what it changes:

☐

words

☐

order

☐

visual

☐

voice

- ③ Before: what I said or did —

- ④ After: what I changed and tried —

- ⑤ How did this help my audience? —

Keep this record for your final report.

☐

Name: _____

My Final Report Plan

You are going to plan a 60–90–second report about a class survey.
Each of 24 students chose one club. Report two accurate comparisons.

Fictional practice class survey: Rainy-day Clubs

Club	Number of students
Puzzles	9
Drawing	7
Reading	5
Building	3
Total	24



A good report
tells what you found,
uses a clear visual
and explains the
source and any
limits.

Plan your report. Write brief notes on each part. You do not need to write the full report.

Opening:	
Findings:	
Visual explanation:	
Source and limit:	
Close:	

Design a visual to include in your report. You can use a bar graph or another suitable display.

Add your own chart title: _____

Count (number of students)



Category names (clubs)

Puzzles is largest, but check before using 'more than half'.

Report Observation and Reflection

Name: _____

Fictional practice class survey



Use your completed Rainy-day Clubs final report plan.
Each of 24 students chose one club.

Opening • findings • useful visual • source and limit • close

Teacher observation

Date: _____

Setting / support: _____

Aspect	Specific evidence (what the student says or does)	Supported	Developing	Secure
Clear opening, ordered findings and close		☐	☐	☐
Accurate evidence, source limit and linked language		☐	☐	☐
Useful accurate visual explained		☐	☐	☐
Clear voice choice and a rehearsal change		☐	☐	☐

Teacher prompt: Record what the student actually says or does. Separate support needs from understanding.

Student reflection

My accurate finding ... _____

My source limit ... _____

One change I made after practice ... _____

Live report or teacher-observed equivalent; quiz alone is not delivery evidence.

Final Report – Model and Marking

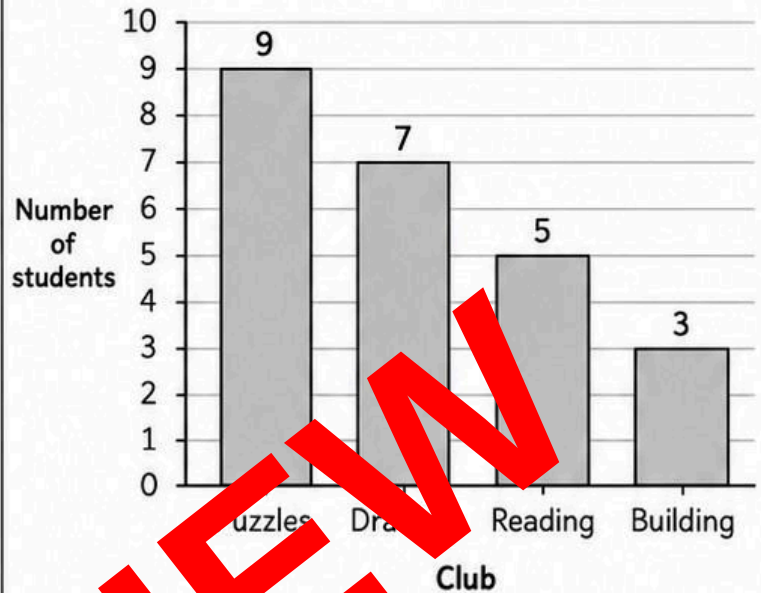
Name: **ANSWERS**

Fictional practice class survey: Rainy-day Clubs

Club	Number of students
Puzzles	9
Drawing	7
Reading	5
Building	3
Total	24

Each student chose one club.
These are the results from a fictional
Year 4 class survey.

Rainy-day Clubs



Model talk (sample student report)



I will report our fictional rainy-day club survey of 24 students. Puzzles received 9 choices, drawing 7, reading 5 and building 3. Puzzles received more choices than building, while drawing received more than reading. My chart uses one scale from zero to help us compare. Puzzles was largest, although 15 students chose another club. These invented counts describe one model class, not every school. Our results show several club preferences.

Marking guidance (use with student work)

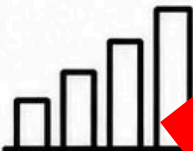
- ☐ Check student's chart counts 9, 7, 5, 3, zero baseline and common scale.
- ☐ Accept other true comparisons: $9 - 7 = 2$; $9 - 5 = 4$; $7 - 3 = 4$; $5 - 3 = 2$.
- ☐ Look for planned opening, findings, visual, source and close.
- ☐ Ask what precise change was made after feedback.
- ☐ Do not infer delivery from this model or score a child before observing.
- ☐ Rubric is on next page.
- ☐ No claim of majority.

Clear Talk Rubric

Student: _____

Date: _____

Use this rubric to assess a student's talk about their class survey findings.

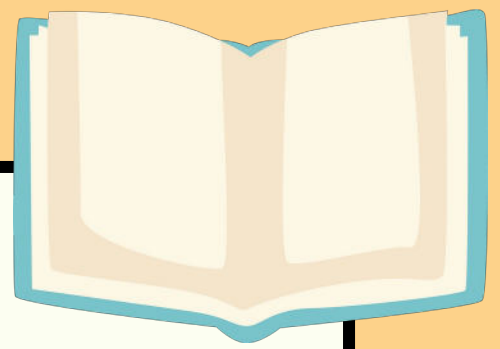
1. Structure  How well the talk is organised.	Supported Substantial help to organise the talk. ☐	Developing Mostly ordered, one part or link needs a cue. ☐	Secure Independent opening, connected findings and close. ☐
Evidence (what did you see or hear?): _____ _____			
2. Evidence and language  How well the talk uses findings and careful language.	Supported Help to check claims and source. ☐	Developing Mostly accurate, one detail or source limit needs a cue. ☐	Secure Accurate findings, source limit and purposeful linked sentence. ☐
Evidence (what did you see or hear?): _____ _____			
3. Visual  How well the talk uses a visual.	Supported Help to make and use a visual. ☐	Developing Mostly accurate, one label or explanation needs a cue. ☐	Secure Accurate labelled visual explained in the talk. ☐
Evidence (what did you see or hear?): _____ _____			
4. Voice and rehearsal  How well the talk is delivered.	Supported Substantial rehearsal and delivery support. ☐	Developing Understandable choices with a specific cue, change partly shown. ☐	Secure Deliberate understandable voice choices and a demonstrated change after feedback. ☐
Evidence (what did you see or hear?): _____ _____			

Judge communication, not eye contact or disability-related voice differences.
 The observed talk is the assessment; the quiz is supporting information.

Facts into Clear Talks Year 4



A clear factual task



Help your listeners understand and summarise.

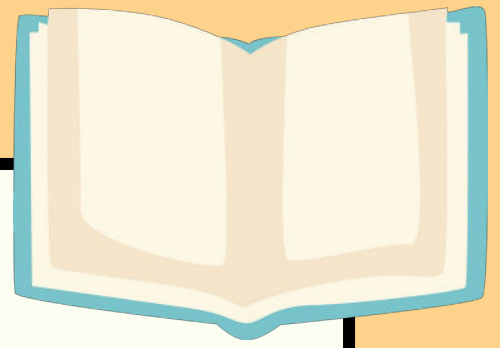
Choose accurate findings.

Explain one useful visual.

Practise and make one clear improvement.



Our practice survey



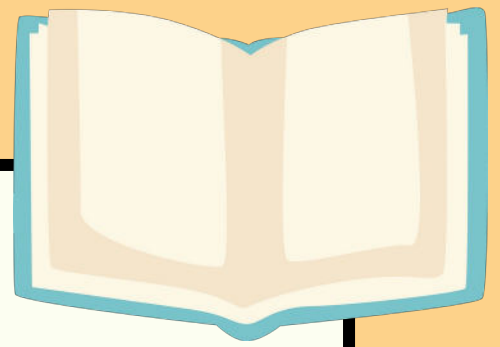
Fictional practice class survey

30 students chose a reading category.

Adventure 10 · Mystery 8 · Honour 7 · Nature 5

A survey asks people a question. A response is their answer.





Listen for the evidence

Fictional practice class survey

Listen to the model talk

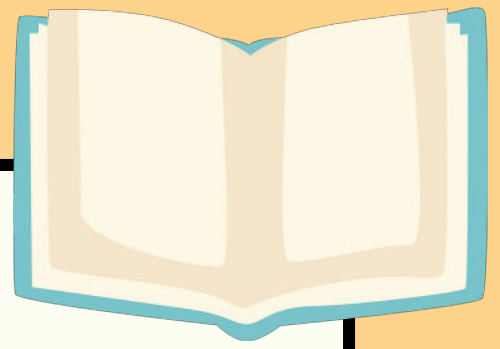
Which words tell you how many students answered?

Which sentence gives a recommendation?

Evidence supports a claim. A source tells us where it came



A report roadmap



Open: say what you are researching.

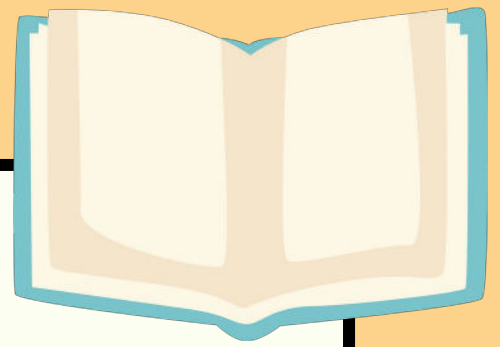
Findings: choose useful facts and link them.

Visual: explain how it helps.

Source: name the group and its limit.

Close: summarise what the findings show.





Make the claim accurate

Fictional practice class survey

Too wide: 'Everyone loves adventure.'

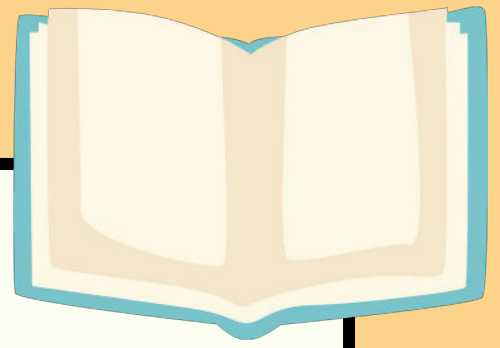
Accurate: '10 of the 30 students chose adventure.'

A category is a group of answers.

What can we say about the other 20 students?



Count or opinion?



Fictional practice class survey

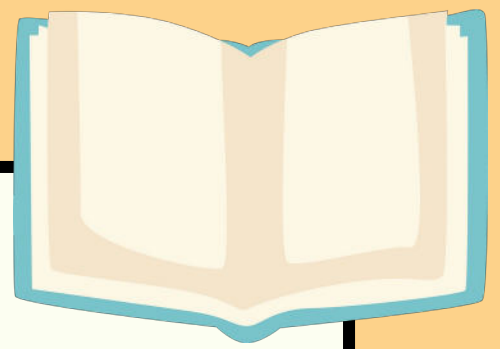
Count: 'Mystery received 8 choices.'

Opinion: 'Mystery is the best kind of book.'

An objective claim can be checked against the counts.

A subjective claim tells us what someone thinks.





Choose useful findings

Fictional practice class survey

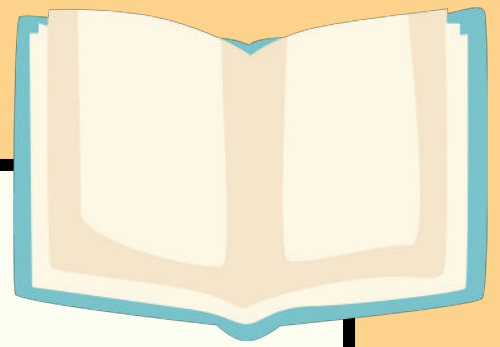
Adventure: 10. Nature: 5.

Adventure received 5 more choices than nature.

Mystery: 8. Humour: 7.

Mystery received more choice than humour.





Put your notes in order

Start with the purpose and the group.

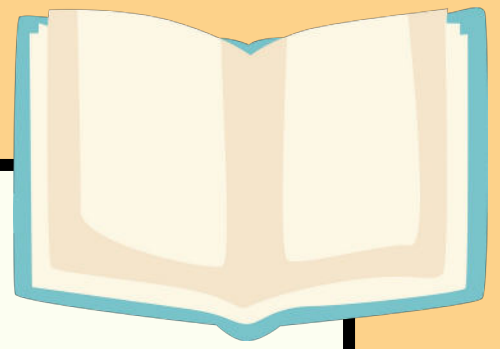
Give related findings together.

Explain your visual, then note the source limit.

Finish with a short summary.

Use a plan to help your audience follow you.





Link two ideas

Fictional practice class survey

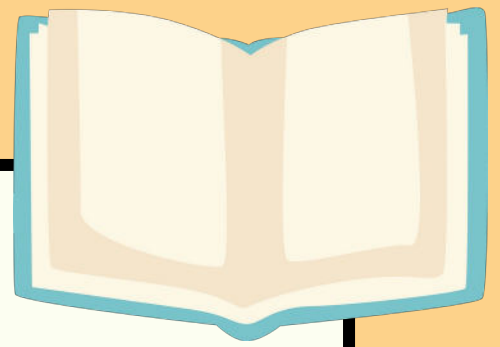
‘Adventure was the most popular group, although 20 students chose something else.’

Although link ideas that contrast.

A complex sentence joins an idea to a supporting or contrasting part.



Stay within the evidence



Fictional practice class survey

Our source is one model class of 30 students.

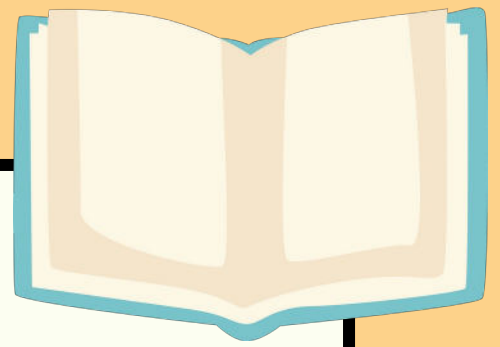
The data are invented for practice.

10 is the largest group: it is not more than half of 30.

These counts do not tell us what every school prefers.



Choose a useful visual



A visual should explain your findings.

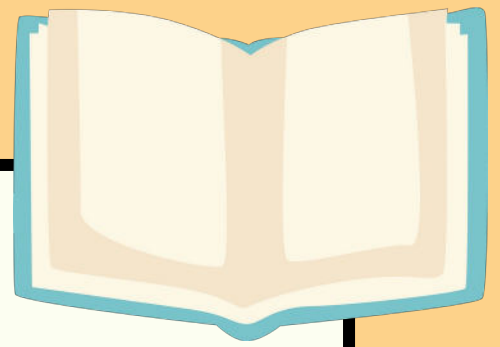
A labelled chart helps us compare counts.

A decorative picture may be nice without showing the counts.

So, what should our audience should notice.



Read a fair chart



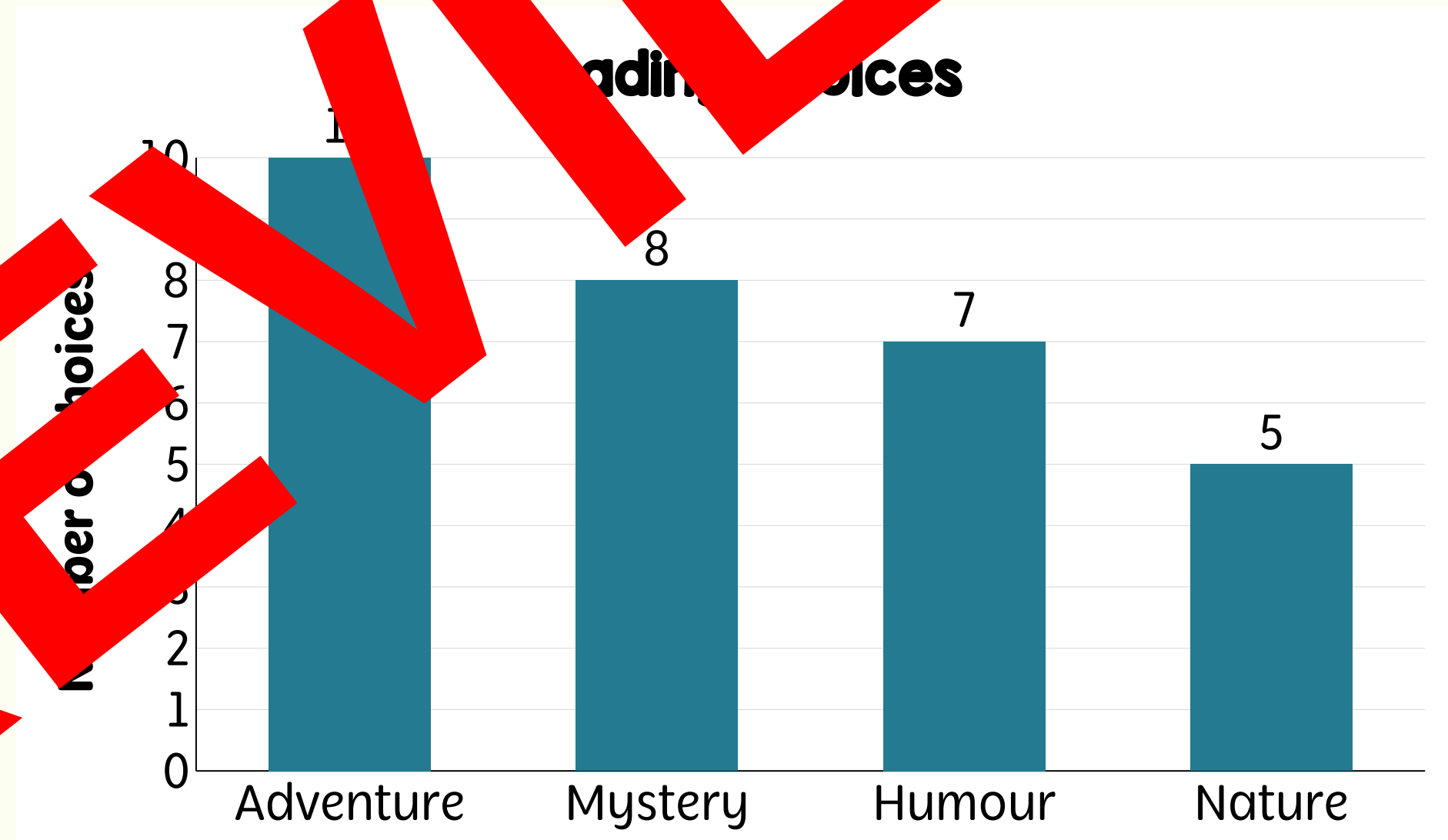
Fictional practice
class survey

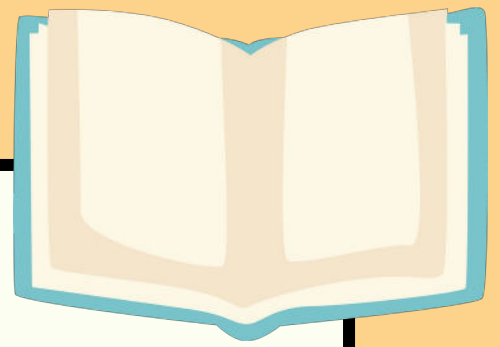
30 students; one
choice each.

One scale from zero

Compare two

categories.





Cue cards are reminders

Write short prompts, not your whole speech.

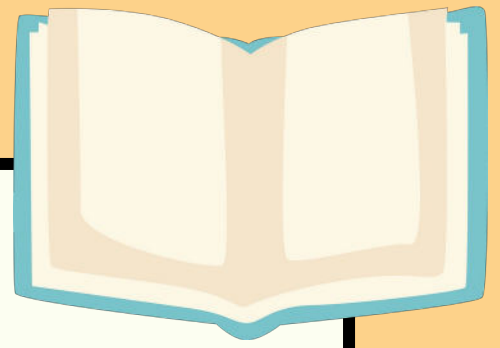
Opening · key content · visual · source limit · close

Pause to explain your visual

Speak to your audience in your own words.



Choose your voice



Tone: let your voice sound helpful and clear.

Pace: slow down around important points.

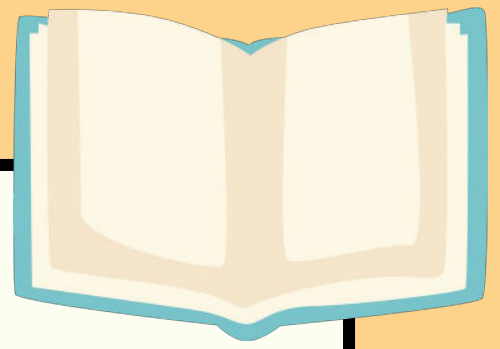
Pitch: let your voice rise or fall to show meaning.

Volume: make your words easy for your audience to hear.

You do not need to shout or copy someone else's voice.



Feedback that helps



Listener: name one finding you understood.

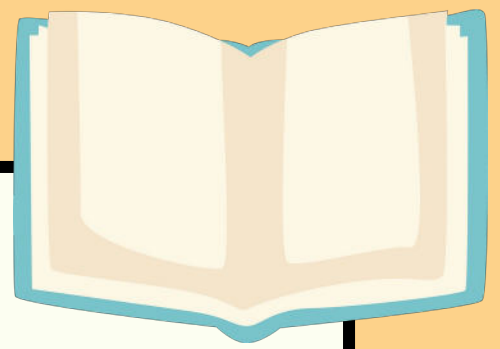
Choose one change order, words, visual or voice.

'Pause after the total so I can follow it.'

Reporter: make the change and try that section again.



Report Studio



Work in a team of 3.

Reporter speaks; listener checks meaning; visual-checker checks the evidence.

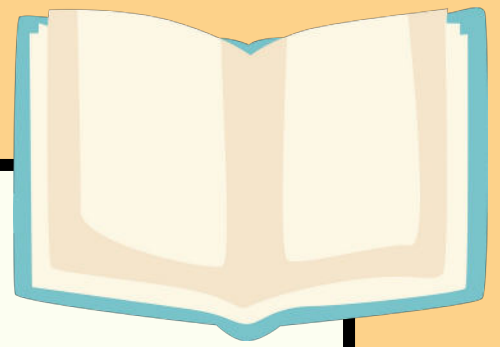
Complete a card check it together, then rotate roles.

Visual Notice → Organise → Explain → Improve.

Finish when everyone has tried all four kinds of task.



Plan and rehearse



Fictional practice class survey

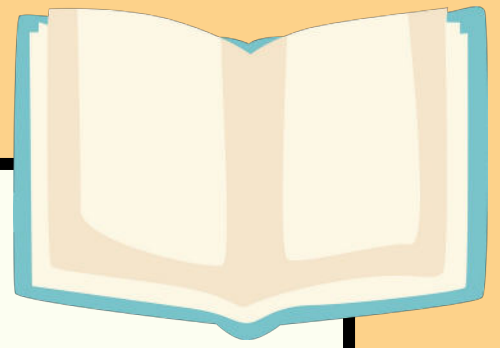
Use your report plan and one useful visual.

Give accurate findings and clear source limit.

Practise a short talk.

Record on camera and make changes after feedback.





Your final report

Fictional practice class survey

24 students chose a rainy day club.

Puzzles 9 · Drawing 7 · Reading 5 · Building 3

Plan a 60–90 second report and explain a useful visual.

Note your source, unit and the rehearsal change you





Well Done!

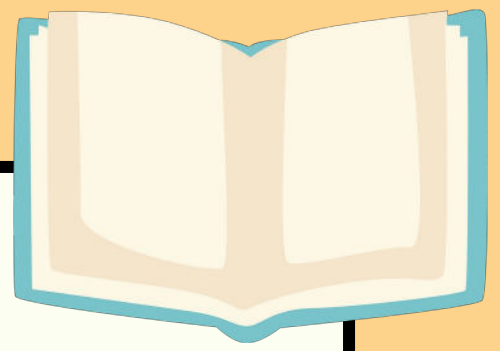


PREFEVIEW

Facts into Clear Talks

Year 4 Quiz



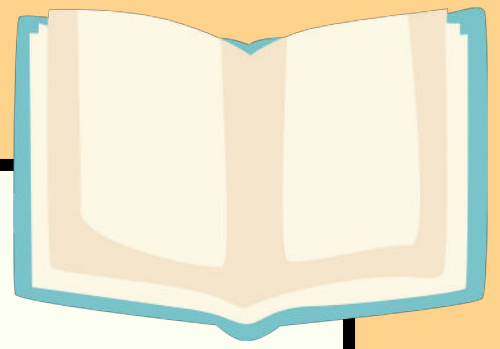


Question 1

- What is the main job of a lecture reporter?
- A. Tell only your favorite ideas
 - B. Help listeners understand accurate information
 - C. Win a race to speak quickly

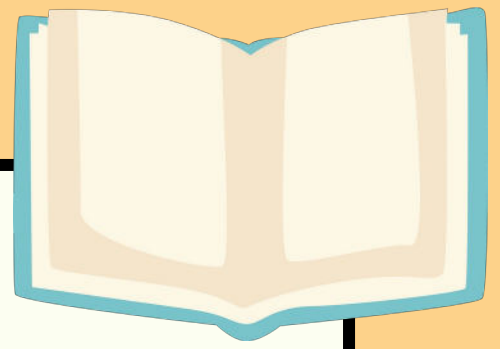


Answer 1



B. A factual report helps in understanding and accurate information.





Question 2

Which sentence gives a countable comparison?

Fictional practice class survey

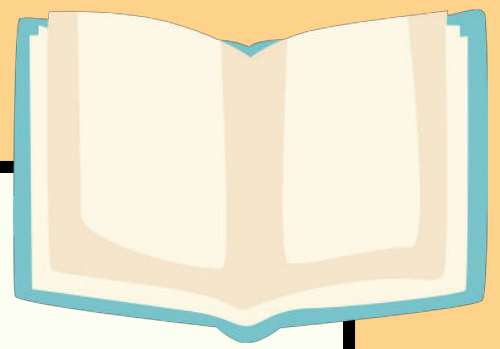
A. Adventure received 10 votes.

B. Adventure is the best kind of book.

C. Everyone should choose adventure.

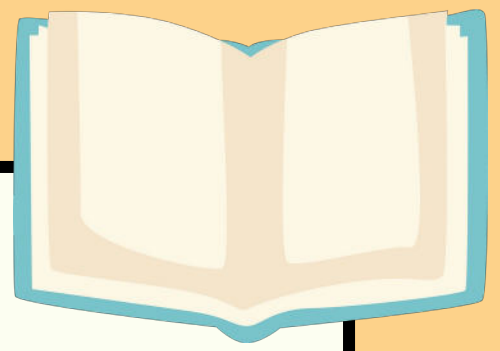


Answer 2



A. We can check 10 again in the survey. The other sentences express opinions.





Question 3

How many students answered?

Fictional practice class survey

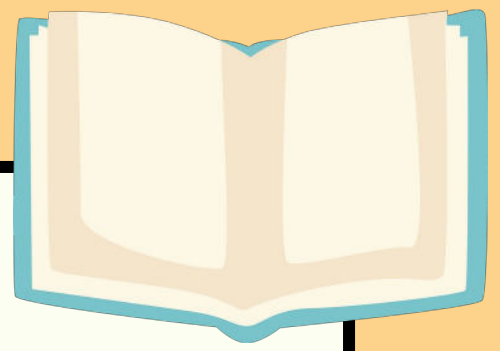
Adventure 10, mystery 8, horror 7, nature 5

A. 20

B. 25

C. 30

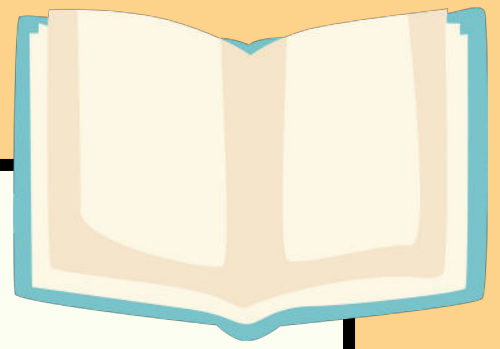




Answer 3

C. $10 + 8 + 7 + 5 = 30$. Each student must make one choice.





Question 4

Adventure received 10 of 3 choices. Which claim is accurate?

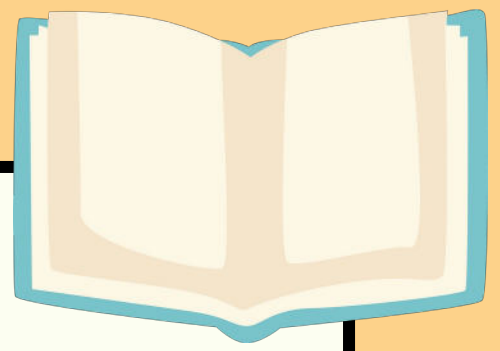
Fictional practice class sur

A. More than chose adventure.

B. Adventure was the largest group.

All chose adventure.



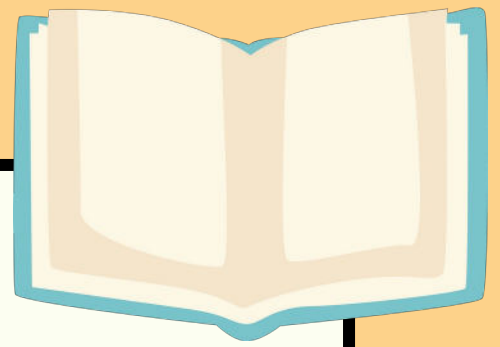


Answer U

B. Adventure was the largest group. Half of 30 is 15, so 10 is not more than half.



Question 5



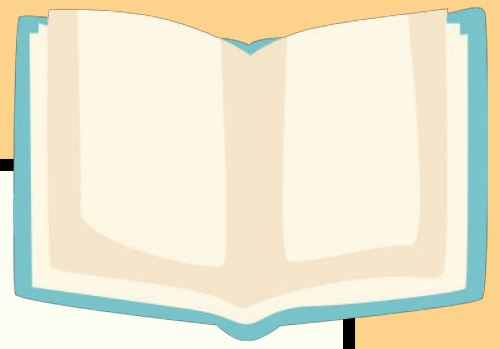
Which order helps your audience follow your report?

A. Opening → findings and explanation → close

B. Close → unrelated facts → opening

C. Findings → explanation → stop

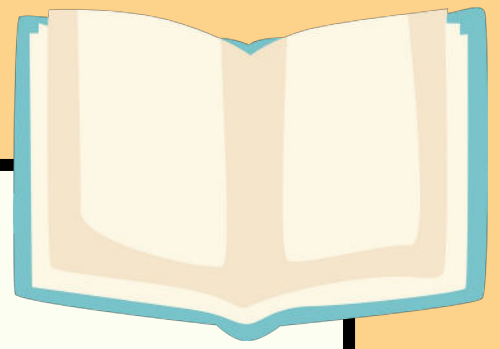




Answer 5

A. Start with the purpose, explain relevant findings, then close with a summary.





Question 6

Why use 'although' in this sentence?

Fictional practice class survey

'Adventure was the largest, although 20 chose other books.'

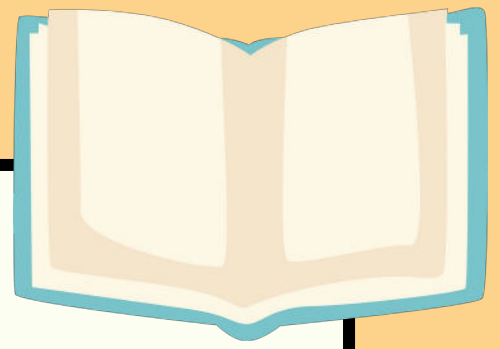
A. To add an unlimited count

B. To claim the survey is real

C. To link contrasting ideas

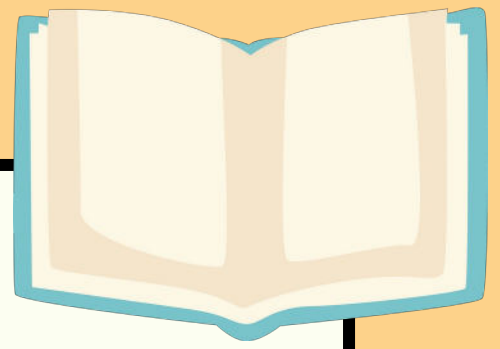


Answer 6



C. Although links contrasting ideas: culture was largest, but many students chose other categories.





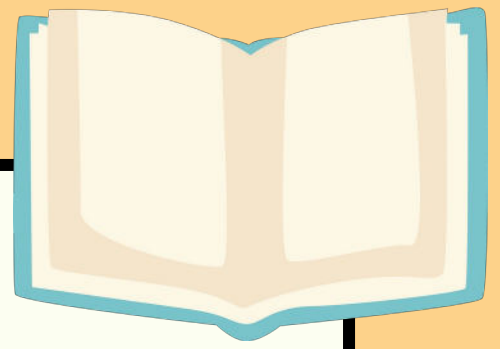
Question 7

Which chart would help us compare the counts fairly?

- A. A chart with unlabelled bars
- B. A labelled chart with bars starting at zero on one scale
- C. Pictures of books in different sizes



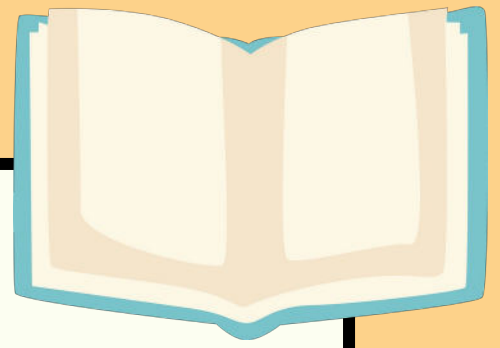
Answer 7



B. Labels tell us what each bar means. One scale from zero
lets us compare the units fairly.



Question 8

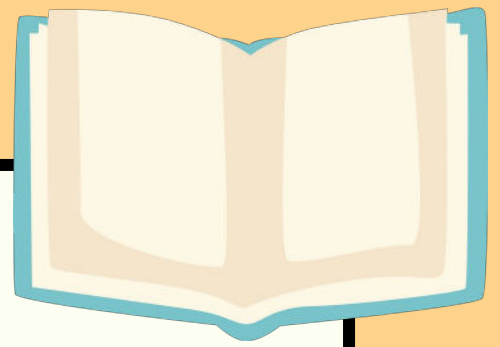


What belongs on a cue card?

- A. Short reminders for your key ideas
- B. Every word of your writing
- C. A full page of unrelated facts

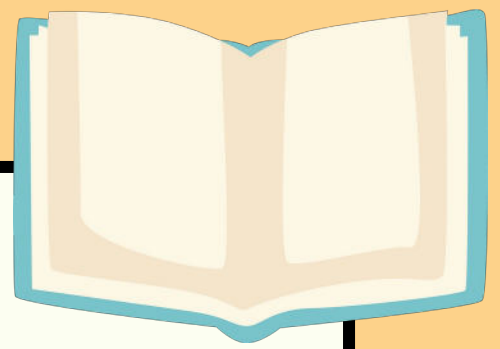


Answer 8



A. Short reminders help you speak in your own words
without reading a full script.



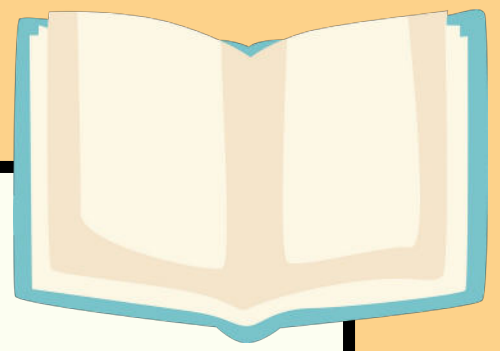


Question 9

A listener cannot follow your rehearsed sentence. What could help?

- A. Say it even faster
- B. Shout the words to talk
- C. Slow down and pause after the count

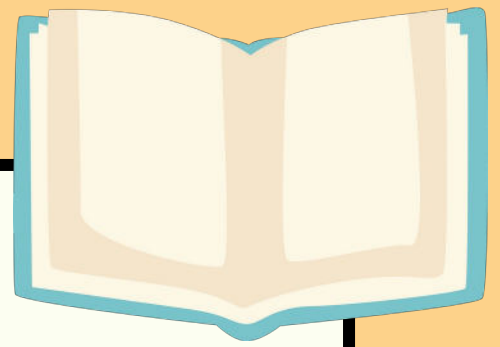




Answer d

C. A steady pace and a useful pause gives listeners time to understand the content.





Question 10

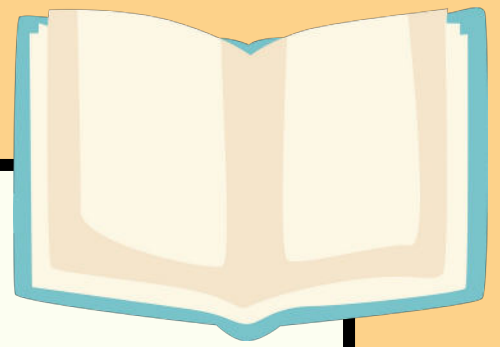
Which closing claim stays with our audience?

Fictional practice class survey

- A. Every school prefers adventure.
- B. These results describe one fictional practice class.
- C. Most children like adventure books.



Answer 10



B. Our source is one fictional practical class. It cannot tell us what every school prefers.





Well Done!



PREVIEW