



# SpeakSteps

My speaking Journey

SMALL STEPS. REAL PROGRESS. YOUR VOICE



UNIT 1

UNIT 2

UNIT 3

UNIT 5

UNIT 4

UNIT 6

Look back and  
see how far  
you've come!

How it works:

1



Work through  
the units.

2



Choose the  
SpeakSteps that  
fit you.

3



Fill in your  
journey after  
each unit - with  
the SpeakStep  
you're especially  
proud of.

4



Look back at the  
end of the year  
and see your  
progress.

Different steps.  
Different situations.  
The same goal:  
A more confident you.

Ready?  
Turn the page!

Name: ..... Class: ..... School year: .....

# SpeakSteps Unit

Let's talk about what we like to do!



1

## Our Speaking Goals

In this unit we will focus on:



2

## My SpeakSteps

What do I want to work on in this unit?

Choose 1-2 SpeakSteps that feel right for you.

There is no right order - choose what you want to work on.

### DARE TO SPEAK

I speak even when I am not completely sure.

☐ My SpeakStep

### TAKE INITIATIVE

I start speaking instead of waiting for someone else.

☐ My SpeakStep

### KEEP IT GOING

I help keep the conversation going.

☐ My SpeakStep

### SAY MORE

I try to express more of what I want to say.

☐ My SpeakStep

### USE LESS SUPPORT

I speak with a little less help than usual.

☐ My SpeakStep

### EXPAND MY SPEAKING SPACE

I speak in a situation that challenges me a little more than usual.

☐ My SpeakStep

### MAKE IT YOURS

What does your SpeakStep mean for you in this unit?

For me, this means I will try to...

What could help me?

☐ something else:

☐ keywords/notes ☐ sentence starters ☐ preparation time ☐ a familiar partner

3

## Let's speak!

Use the speaking activities in class to work on your speaking goals and personal SpeakSteps. Here are some ideas:



### Talk to a partner.

Exchange ideas and answer questions.



### Talk to different classmates.

Ask questions and compare answers.



### Talk in a group.

Share ideas and build on what others say.



### Speak to an audience.

Present or explain something to others.

4

## Look back

Which plant shows how confident you feel speaking English in this unit?



Taking my first step



Trying it out



Finding my way



Moving forward



Ready for my next step

What helped me? (Tick all that apply.)

- ☐ preparation time
- ☐ keywords/notes
- ☐ sentence starters
- ☐ my partner / group
- ☐ asking for help
- ☐ trying again
- ☐ something else: .....



One thing I am proud of:



Next time, I want to...

5

## Add it to your journey!

Which SpeakStep or moment are you especially proud of from this unit? Go back to the first page and add it to your SpeakSteps Journey!





Unit: ..... Class: ..... Date / Period: .....

Our Speaking Goals (this unit)

1 .....  
.....  
.....  
.....

2 .....  
.....  
.....  
.....

Real conversations.

Real progress.

One step at a time.

| #   | Student Name | G1<br>(+ ~ o) | G2<br>(+ ~ o) | Short Observation<br>(e.g. What did I notice) | Feedback<br>(What is already working?) | Feedforward<br>(What could be the next step?) | ★ Shared<br>SpeakStep<br>(optional) | ✓ Focus<br>today |
|-----|--------------|---------------|---------------|-----------------------------------------------|----------------------------------------|-----------------------------------------------|-------------------------------------|------------------|
| 1.  |              |               |               |                                               |                                        |                                               |                                     |                  |
| 2.  |              |               |               |                                               |                                        |                                               |                                     |                  |
| 3.  |              |               |               |                                               |                                        |                                               |                                     |                  |
| 4.  |              |               |               |                                               |                                        |                                               |                                     |                  |
| 5.  |              |               |               |                                               |                                        |                                               |                                     |                  |
| 6.  |              |               |               |                                               |                                        |                                               |                                     |                  |
| 7.  |              |               |               |                                               |                                        |                                               |                                     |                  |
| 8.  |              |               |               |                                               |                                        |                                               |                                     |                  |
| 9.  |              |               |               |                                               |                                        |                                               |                                     |                  |
| 10. |              |               |               |                                               |                                        |                                               |                                     |                  |
| 11. |              |               |               |                                               |                                        |                                               |                                     |                  |
| 12. |              |               |               |                                               |                                        |                                               |                                     |                  |
| 13. |              |               |               |                                               |                                        |                                               |                                     |                  |
| 14. |              |               |               |                                               |                                        |                                               |                                     |                  |
| 15. |              |               |               |                                               |                                        |                                               |                                     |                  |

Observation Key

- + = goal demonstrated
- ~ = developing
- o = not yet observed
- o means not yet observed (not "cannot do")

Feedback - Keep it short!

- Be specific and focus on observable behavior.
- One or two short notes are enough.
- Highlight what is already working.
- Suggest one realistic next step.
- Personal SpeakSteps are optional and are never related.

Small notes.  
Big impact.



Notice  
what works.



Give  
constructive  
feedback.



Support  
the next step.



More  
confident  
speakers.

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| #   | Student Name | G1<br>(+ ~ o) | G2<br>(+ ~ o) | Short Observation<br>(e.g. What did I notice) | Feedback<br>(What is already<br>working?) | Feedforward<br>(What could be<br>the next step?) | ★ Shared<br>SpeakStep<br>(optional) | ✓ Focus<br>today |
|-----|--------------|---------------|---------------|-----------------------------------------------|-------------------------------------------|--------------------------------------------------|-------------------------------------|------------------|
| 16. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 17. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 18. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 19. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 20. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 21. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 22. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 23. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 24. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 25. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 26. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 27. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 28. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 29. |              |               |               |                                               |                                           |                                                  |                                     |                  |
| 30. |              |               |               |                                               |                                           |                                                  |                                     |                  |

### Notes / Next steps

(e.g. follow-up in next lesson, focus students next time...)

.....

.....

.....

.....

.....

.....

### Focus groups (optional)

Activity 1: Students: .....

Activity 2: Students: .....

Activity 3: Students: .....

Activity 4: Students: .....

Activity 5: Students: .....

Activity 6: Students: .....

Every  
Conversation  
counts.

# SpeakSteps

## Implementation Guide for Teachers



### Introduction:

SpeakSteps is a flexible approach to supporting students in English-speaking situations. The basic idea is to break speaking down into manageable steps and give students some choice in what they want to work on personally. These elements form a cycle that can be used across different textbook units.

While the cycle stays the same, the speaking goals and activities can be adapted to the communicative focus of each unit.

### 1. Set Shared Speaking Goals

Before starting a unit, define two shared speaking goals. These goals should align with the unit's communicative focus and the curriculum. Introduce the goals at the beginning of the unit and let students add them to their booklets. Try to choose goals that are:

- communicative
- observable
- realistic within the unit

For example, in the "Free Time" unit: *I can express what I like and give a reason.*

### 2. Let Students Choose Their SpeakSteps

Students choose one or two SpeakSteps that they want to work on during the unit. here is no fixed order! Students choose the SpeakSteps that fit them.

- Dare to Speak: *I speak even when I am not completely sure.*
- Take Initiative: *I start speaking instead of waiting for someone else.*
- Keep It Going: *I help keep the conversation going.*
- Say More: *I try to express more of what I want to say.*
- Use Less Support: *I speak with a little less help than usual.*
- Expand My Speaking Space: *I speak in a situation that challenges me a little more than usual.*

In the "Make It Yours" section, students can customize their SpeakStep and consider what could help them. This could include preparation time, keywords or notes, sentence starters, or a familiar partner.

### 3. Use SpeakSteps During Regular Speaking Activities

Separate SpeakSteps activities are not necessary. Students work on their chosen steps during speaking activities that are already part of the unit. For example, they might:

- talk to a partner
- talk in a group
- talk to different classmates
- speak to an audience

The specific activities will depend on the unit. The important thing is that students have opportunities to work on the shared speaking goals and their own SpeakSteps.

Students can use different kinds of support depending on what they need. For example, some students might use prepared phrases or keywords, while others might need more time to prepare or prefer to start with a familiar partner.

### 4. Look Back

At the end of the unit, students use the "Look Back" section of their booklet to reflect on their speaking progress.

They think about where they currently are on their speaking journey, what helped them, what they are proud of, and what they want to try next.

This reflection is not graded. It is meant to help students recognize their progress and consider their next steps.

# SpeakSteps

## Implementation Guide for Teachers



### 5. Give Formative Feedback

Use the Teacher Observation & Feedback Sheet to take brief notes during speaking activities and provide students with formative feedback.

The feedback should relate to something the student actually did and, if possible, suggest a manageable next step.

Example: "You gave a clear opinion. Next, ask one follow-up question." Feedback does not have to be long. A short comment can show students what worked and what they could try next.

### 6. Choose the Next SpeakStep

Students use their reflections and feedback to decide what to work on next. They might continue with the same SpeakStep, make it slightly more challenging, or choose a different one.

Example:

Previous SpeakStep: I take initiative and start a conversation.

Next SpeakStep: Next time, I will ask a follow-up question to keep the conversation going.

This cycle can then be used again in the next unit.

The SpeakSteps Cycle:

Set shared speaking goals → Choose individual SpeakSteps → Speak → Reflect → Receive formative feedback → Choose the next SpeakStep

### 7. Using the Materials

*My Speaking Journey*

After each unit, students add a SpeakStep or speaking moment they are especially proud of. This allows them to look back on their progress across several units.

*Student Booklet*

The Student Booklet guides students through each unit, from the shared speaking goals and their own SpeakSteps to reflection and their next step.

*Teacher Observation & Feedback Sheet*

Teachers can use the sheet to keep track on the shared speaking goals and individual SpeakSteps and to take brief notes for feedback.

#### Keep in Mind!

- There is no correct order! SpeakSteps are not levels that students must complete one after another.
- SpeakSteps are not graded. Students choose the steps that fit what they currently want to work on.
- Use what is already there. You can integrate SpeakSteps into the textbook unit and the speaking activities you already use. They are not meant to be an additional programme.
- Keep it manageable. A next step does not have to be big. It could mean speaking once, saying a little more, starting a conversation, using less support, or trying a slightly more challenging speaking situation.