

2019 - 2020



**National
Oracy
Pioneers
Forum**



Birmingham

National Oracy Pioneers Journal

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Transforming teaching & learning through talk

Our mission is for all children & young people, regardless of their background, to have access to high quality oracy education enabling them to develop the communication skills and confidence necessary to thrive in the 21st Century.

We believe that an education in oracy should be an entitlement for every child rather than an exceptional opportunity provided to an often privileged few.

Over the past year we have worked with 170 dedicated Oracy Pioneers across five regions of the UK. Each supported to develop a critical understanding of oracy pedagogy and practice, they have committed the year to applying this to their own settings and evaluating the impact on their students.

All participants were tasked with developing an Oracy Sequence of Learning based on the practical application of oracy in their own classrooms. From devising and performing weather reports to deepen students' understanding of weather patterns in KS1, to using the Harkness method to explore Shakespeare's Othello in KS5, each Sequence of Learning demonstrates how the deliberate application of oracy pedagogy and practice can deepen and strengthen subject knowledge across all areas of the curriculum.

For our Programme Participants, we hope it provides a record of achievement for their work and developing expertise in oracy teaching and learning this year.

For teachers and schools, we hope that it provides inspiration in how oracy can be introduced and embedded into a range of classroom settings across all key stages.

A huge congratulations to the 2019-2020 cohort, and we wish you the best as you continue to pioneer oracy teaching and learning across your school.



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Curriculum Objectives:

- Uses talk to organise, sequence and clarify thinking, ideas, feelings, events.
- Introduces a storyline or narrative into their play.
- Is confident to speak to others about own needs, wants, interests and opinions.
- Initiates conversations, attends to and takes account of what others say.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Nicola Marchesi

Impact:

We already use a storytelling approach in EYFS/KS1 in my school so the children have experience of delving deep into a story before embarking on any reading or writing, but some of the children still lack confidence in speaking out in front of a larger group. I was also keen to try and change the groupings from the usual talk partners to trios or larger groups. Some Talk Partners work better than others, so this gave me an opportunity to change the groupings so that the children gained more from the experience and I saw definite progress in their speaking and listening skills as the sessions went on.

Throughout the sessions, children were given an opportunity to share ideas and present their work, but always after an adult had modelled first, so that they were equipped with the 'tools' necessary to try it for themselves.

I worked alongside my partner teachers to carefully plan this series of lessons for our children. We normally plan the different areas separately and teach each other's plans. It was a valuable experience to work together and bounce ideas off each other.

The children loved this story and it certainly appealed to both the boys and the girls. They enjoyed exploring the story in different ways before being asked to embark on creating their own and sharing it with their peers. The highlight was the final sharing of their Superhero stories on the big screen – they felt like real film stars!



“I loved making my vegetable superhero” – Student



“This project has highlighted the role that oracy plays within my classroom. By changing groupings, modelling language carefully, teaching listening skills and thinking creatively, I have empowered the children to become story-tellers in their own right. Their confidence has grown and they have learnt to listen better and to work more cooperatively” – Teacher

Sequence of learning:

Our sessions were based around the story Supertato by Sue Hendra. Before we started the sessions, I read the story to the children, modelling key vocabulary and carefully modelling the 'good' and 'evil' characters with different voices.

Session 1

We started the sessions by 'stepping' the Supertato story as a class. We set the scene, used actions for the different vegetables that had been trapped by the Evil Pea, as well as actions for Supertato himself. The children thought of ways to show the 'audience' how Supertato caught the Evil Pea etc. At the end of the session, we did a 'stepping theatre' where both classes performed to the other. We also spent some time discussing new vocabulary (freezer, conveyor belt, trolley etc).

Session 2

The next session involved the children working in trios using story sticks to re-tell the story. The children were encouraged to use their stepping from the previous session to support them as well as the new vocabulary and story language (“I will get you!”, “You will be mash potato!”, “I will mash you up!”) to add interest to their re-telling. At the end of the session, they joined with another trio to perform to each other.

Session 3

The following session I walked into the classroom with the story sequencing pictures only to trip over and drop them all on the carpet. I enlisted the children to help me put them back in the right order (in groups of 4). There was lots of lovely discussion here as some of the pictures were quite similar. We talked through the order as a class with plenty of encouragement to comment on how they knew it was the right order.

Session 4

During the next session, we talked about superheroes that the children already knew and shared some images on the board. We discussed what different powers they had and what sort of clothes they wore. The children then had to create their own vegetable superheroes. They each drew and labelled their picture and we shared each one during a circle time session.

Session 5

The next session involved the children creating a superhero story with their own vegetable superhero and the Evil Pea as the villain. As a class, we discussed some different ideas together and then they went off to create their own simple story map with something awful that the Evil Pea had done, how their Superhero would save the day and how they would trap the Evil Pea.

Session 6

Finally, the children each got to make their own real vegetable Superhero and, working in a trio, acted out their superhero story. We recorded each one and shared them on the whiteboard in the classroom for the whole class to watch. The children really loved seeing themselves on the 'big screen'!

Curriculum Objectives:

- Ask simple questions and recognise that they can be answered in different ways (Working Scientifically)
- Observe and describe weather associated with the seasons and how day length varies (Science – Seasonal changes)
- Ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language (Working Scientifically)
- Describe seasonal weather changes (Geography – Human and Physical)

Anneka Bellett

Impact:

80% of the class cohort are new to the school, therefore they struggle to work collaboratively with others which makes team work very difficult. The oracy objectives and activities were planned for and enacted across all parts of the curriculum to ensure that they were fully embedded.

By the end of the unit of work I noticed that the children are far more respectful of what the other children are saying. They listen and are starting to build upon what the other person has said. Some of the children are now using hand signals when wanting to join in a conversation. This is a work in progress.

Children confidently spoke on camera and took turns to say their section!

“I can’t believe I did that! I was so nervous but I did it!” – Student

“I am so proud of what these young children have achieved in such a short amount of time! Just think where they will be in a year!” - Teacher

Sequence of learning:

Oracy Outcome: To create an oral weather report.

Purpose: To showcase their new knowledge and understanding.



L.O. To sequence Sequencing activities

Children developed their understanding of order by various sequencing tasks (i.e. making a sandwich, what they do in order to get to school, creating their own daily visual timetable). This enabled them to sequence their weather report



L.O. To developing pace and volume Controller game

Initially modelled by the teacher and then the children took over. Children had to say one of their new vocabulary words and the teacher changed the volume and pace with hand signals.

L.O. To develop an awareness of body language Mirroring game

Children would mirror each other using a sequence of hand and body movements. Rotated partners regularly to see whom best worked together.



L.O. To use specialist vocabulary Would you rather

Children played the Would you rather game (and got quite good at thinking up their own questions) a lot. We started by reading them the book by John Burningham. We then used our own ideas where the children had to start using technical language i.e Would you rather wear a bobble hat in the summer or sunglasses in the winter?



L.O. To take turns waiting for another to finish Role play

Children took part in structured role play activities which were orchestrated to ensure a turn taking opportunity was in place i.e. children role played the Enormous Turnip story in which they played a different character and had to wait until their part of the story to go on.



Curriculum Objectives:

- To listen and respond appropriately to their peers.
- To use relevant strategies to build their vocabulary.
- To give well-structured descriptions.
- To use spoken language to develop understanding through exploring ideas.
- To participate in discussions, and presentations.
- To use their subject knowledge and vocabulary taught, to write a piece of independent writing.

Cara Mcfadyean

Impact:

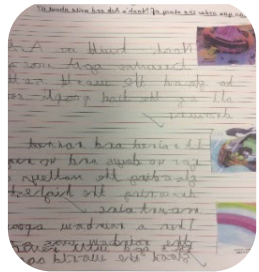
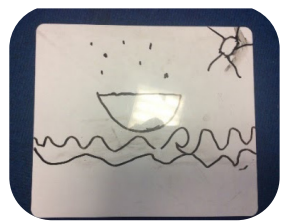
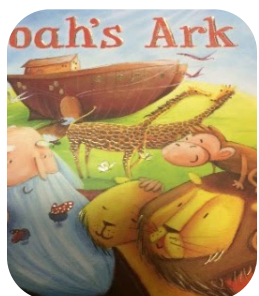
Throughout the project I felt that the children had more opportunities to talk than I would have normally planned for. In Year 1; we use talk partners so the children were familiar with talking to partners and to listening to each other.

This project allowed the children to participate in both exploratory and presentational talk –before this project I would not have given as much preparation for the children to explore, before presenting their work – the impact on this project was that the children were able to practise their talking, giving them more confidence to talk before presenting to their peers.

By the end of the project, I felt more confident as a teacher to plan a sequence of lessons to help the children develop their oracy skills. I also felt the impact on the children was amazing – their confidence had really grown in both talking in partners, in small groups and to the whole class.

At the end of the project – the children produced some lovely independent writing based around the story – using the vocabulary and subject knowledge they had learned.

“I loved being able to show the other class my work – I was scared at first but then it wasn't too scary” – Student



Sequence of learning:

Our class project was based around the story of Noah's Ark.

Session 1

In our first session the teacher read the story of Noah's Ark and the children were given lots of opportunities to talk about the story – looking at the main parts (beginning, middle and end), characters and animals that were on board the ark.

Session 2

In partners, children ordered the pictures from Noah's Ark allowing the children to use exploratory talk; to talk about the story and organise their thoughts and ideas. Children then retold the story using their pictures as prompts.

Session 3

In small groups, children created a story mountain to recreate the story of Noah's Ark. Children then presented their story mountain to a different group.

Session 4

Children worked in partners, with one child to describing a picture for their partner draw. Teacher and Teaching Assistant demonstrated first – showing good and bad ways – demonstrating good vocabulary, what we already know about the story, vocabulary they have learned so far, giving details and using good descriptive language. The pictures were two different pictures of Noah's Ark during the flood.

Session 5

Children had to read phonetically plausible sentences to describe the animals from the story or parts of the story. They matched the pictures to the sentences. They then presented their clues to the class to check they have matched them correctly. Children were encouraged to challenge and ask questions if they think they are wrong.

Session 6

The final part of the journey was for the children to present back to the other Year 1 class the story of Noah's Ark and what they had been doing in the oracy project. The children were encouraged to use the vocabulary and subject knowledge which they had built upon during the previous sessions.

“This project has opened my eyes to the importance of speech and that we need to encourage children to talk and communicate as these are the skills that we need as adults. If we, as teachers provide these skills at an early age; the impact as adults will be phenomenal!” - Teacher

Curriculum Objectives:

The whole idea was based around a recent push in Leigh Primary School to promote healthy eating. I decided to create my own storyboard using 'Healthy Heroes' saving the day against 'Junk food'. The story focusses on the problem of eating too much junk food which can lead to 'Tooth Decay'. I wanted the children to become more confident in discussing and presenting their ideas and to also expand their vocabulary.

English writing focusses:

- Using capital letter and full stops
- Using Adjectives
- Using noun phrases
- Writing a short story

Greg Mansell

Impact:

After each lesson they were evaluated and compared to previous English lessons. It was found that using some of the oracy techniques clearly helped engage children with the lesson. This was done by giving the children time to meet the four strands of the Oracy Framework. In addition, it enhanced all of the children's understanding and it was able to involve more children by not focussing on written work.

The children were given the chance to present in the first and second lesson. The first lesson was used to encourage children by presenting their favourite fruit, vegetable and superhero. There were three areas of focus; voice projection, pace of speech and tonal variation. This prepared the children for the next lesson which help them improve their confidence in talking to an audience.

Although I used lots of engaging hooks, the discussion and games we played inspired through the Oracy Pioneers Programme helped massively towards each lesson.

The writing outcomes at the end of the week had lots of imaginative ideas and there was definitely an increased level of work.

Sequence of learning:**Lesson 1**

To hook the children I used an app to make some of the Healthy Heroes characters' mouths move and talk to the children. They modelled some presenting skills and then the children had the chance to discuss each video in partners. They looked at vocal projection, pace of speech and tonal variation. It got the children excited and ready to practise their presenting. The children had to present their fruit, vegetables and superhero.

Lesson 2

At the start of the lesson the children worked in trios to figure out what was happening in the Healthy Hero story. They then tested each other on the story, two pupils worked together. The third child held the story and helped them if needed. Finally, the children presented the story to the class focusing on voice projections, pace of speech and tonal variation.

Lesson 3

In the following session the children played articulate using cards based around the story. Then in groups of six the children discussed their favourite parts of the story. Finally, in partners they sequenced the story in chronological order.

Lesson 4

During the next session, the children worked in pairs to work out who the new 'evil' character was, was he good or was he bad? The children moved into small groups to discuss what this character might say to the 'Healthy Heroes'. Finally, the children wrote sentences - including noun phrases - using the word bank we made during the lesson.

Lesson 5

In the introduction to this lesson, an atmosphere was set through a breaking news announcement. I then played a video of 'Evil Muffin telling the children that he is trying to take over the whole world. Luckily 'Brainy Banana', one of the 'Healthy Heroes', sent a video telling the children they had to act fast to come up with a plan to capture 'Evil Muffin'. The children then went into teams of three to discuss how they were going to capture 'Evil Muffin' and then were given A3 paper to plan out their plan A and plan B.

Lesson 6

The final session was an opportunity to use all that we had learnt to write a short story, about 'Evil Muffin' trying to take over the world by hypnotizing everyone to eat junk food but luckily the Healthy Heroes came to the rescue.

“I really, really liked this work” – Student



“These lessons flowed extremely well, the enthusiasm and engagement of the children was a clear improvement. Give time for oracy and it will inevitably lead to a higher standard of work” - Teacher

Curriculum Objectives:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Select and use appropriate registers for effective communication
- Compose sentences orally before writing
- Identify features of and compose a non-fiction report

Alice Doubleday

Impact:

I noticed a real impact on the children's ability to retain and share information. The children were enthusiastic about sharing their findings with a larger audience.

Due to the focus on speaking and developing sentences through story telling the end writing outcome had a higher quality than when I had taught similar lessons.

By the end of the sessions children were speaking far more confidently both in the classroom setting and when they presented their information to the whole school.

“I am an expert on penguins” – Student

Sequence of learning:

Our learning was around the book “Lost and Found” by Oliver Jeffers. We became penguin experts and compiled a report to the school giving advice on how to take care of a penguin.

Session 1

Children started out by discussing reasons why our penguin might have run away. Children matched different animals to their habitats and food sources.

Session 2

Children received ‘fed in facts’ about Gentoo and Emperor penguins. By the end of the session the children shared the most interesting fact they had found out with their group.

Session 3

We sorted facts into groups: Gentoo, Emperor or all penguins using picture clues to support.

Session 4

We discussed the most relevant and interesting facts that needed to go into our fact file. The children sat in a circle and attempted to change each other's minds about which facts were the most important. They then used this information to help them plan their fact file.

Session 5

The next session children focussed on writing their fact file. We focussed on thinking, saying and then writing key facts.

Session 6

Children presented the information they had found to a whole school audience through storytelling. Beforehand we turned the volume on their voices up and down to show how they needed to speak loudly and clearly in order to share their knowledge.

“The children had a real grasp of the knowledge. This allowed them to write more fluently!” - Teacher

Curriculum Objectives:**Year 1**

- Say out loud what they are going to write about
- Composing sentences orally before writing it
- Sequencing sentences to form short narratives
- Discuss what they have written with their teacher
- Read out loud their writing clearly enough to be heard by their peers and others

Year 2

- Read aloud what they have written with appropriate intonation to make the meaning clear
- Planning or saying out loud what they are going to write about

Leanne Jones

Impact:

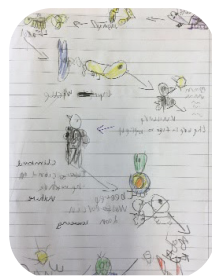
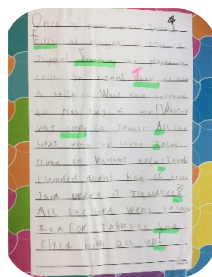
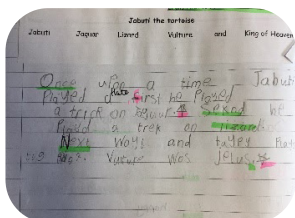
Through the impact project, the children had more opportunities to use exploratory talk to formulate and practice their ideas. They were able to work more collaboratively after reinforcing the rules for discussion and explicit teacher modelling.

The children were also using a wider range of vocabulary to describe their characters. They were given examples during an oracy starter and had time to use exploratory talk to gather their thoughts within a small group.

Their story telling had a huge impact on the quality of their writing. The children know the story incredibly well so could focus on improving the description. The ranking activity gave children good examples to model their writing on and provide discussion as to why, making the exercise relevant to their writing.

“I like being able to talk about my ideas before I write them in my story” – Student

“I like disagreeing with other children because then we hear lots of new ideas” – Student

**Sequence of learning:**

Our class impact project was based around the story Jabuti the Tortoise by Gerald McDermot.

Hook

We started the project by receiving a letter from Jabuti. The story was read aloud with actions and expression. Then we explored the story and the children answered questions to see what they could recall and infer from the text.

Oracy – I asked the children to play ‘If I ruled the world’ but instead ‘If I were Jabuti I would...’.

Session 1**LI: to sequence a simple narrative**

Oracy – We played ‘What’s the word?’ with key characters from the story to help us recall key information.

We used images from the book to help us sequence the story. From there we created a class story map. As a class we used voices and actions to retell the story. I challenged the children to add in actions for full stops and capital letters.

Session 2**LI: To begin to plan my story**

Oracy – Partner Work. I modelled working in a pair with my LSA. I told the children ‘The king of the birds is the most important character’. The children discussed in pairs whether they agreed or disagreed and explained why.

We recapped the group retelling of Jabuti using the class story map, voices and actions. I modelled writing the key vocabulary onto my story map. The children then created their own story map and then told the story to their partner.

Session 3**LI: to use expanded noun phrases**

Oracy – exploratory talk. Children discussed in trios using always, sometimes and never. They were given statements to discuss such as ‘Jabuti is a nasty character’.

I modelled describing different characters from the story using key words from the oracy starter. Children then had to mind map adjectives for different characters working in groups of three. These adjectives were then added to their mind maps.

Session 4 and 5**LI: Write a retell**

Oracy – Ranking. The children were shown a selection of opening sentences to the story. They were asked which one is better and why. The children used their story maps to write a descriptive narrative.

“I am amazed by the quality of dialogue and ambitious vocabulary the children are using. The children are able to listen effectively and respond with meaning. I love that they are talking in class and that this is having a massive impact on their writing” -

Teacher

Curriculum Objectives:

- To understand the features of a discussion text.
- To use the language of debate to discuss points of view.
- Use precise word and language choices appropriate for the text
- To structure writing using an agreed model.

- To use the correct grammar and punctuation, including generalisers, modal verbs to create
- questions.

Sharon Ealing

Impact:

After completing the Oracy Pioneers Day 2, I approached the planning to this unit in a very different way. Rather than planning immediately for written outcomes I focused more heavily on oracy outcomes, but using the language features and grammatical terms which I'd expect the children to use in their writing. I quickly realised that as the children became more familiar with the sentence stems and 'voice' of this particular genre, they were speaking with greater confidence and using key signposts to organise their ideas.

The discussion genre lent itself perfectly to this. I observed children using generalisers and connecting devices outside of the writing lessons. Their listening also improved, recognising that they had to wait their turn. One particular element which was effective was the use of trios, where a LA child worked with two MA children as a silent summariser. Having the opportunity to listen to their ideas first meant that they were able to feedback an idea, which led to improved confidence. Using a variety of groupings allowed the children to work with those that they would otherwise not encounter and led to some very interesting debates. The use of 'Chip in' really helped the more confident speakers to restrain themselves and allow others to speak.

As a result of using this approach the children's written outcomes were of a higher quality. Those children who previously struggled to begin to write, already knew what they wanted to say and the oral rehearsal meant that the overall structure of the writing was improved.



"I learnt that it is ok to disagree with someone else, as long as you are polite." – Student



"Practising what you want to say out-loud makes it easier when you have to write." – Student

Sequence of learning:

Our class impact project was based on the story of Theseus and the Minotaur. The class had been completing a unit on Greek Myths in their reading lessons and were learning about the Greeks in their history work.

Session 1

Began with a talk activity in pairs where children consider their responses to 'Would you rather' questions. Facing one another the children had to use the stem, 'I would rather...because...' After this they took part in a 'back to back' activity describing a scene from the text. Children drew based on the description from their partner. They were then asked if they could identify where the image is from and at which point in the story. They then labelled and shared orally their conclusions.

Session 2

Hand up, stand up, pair up! Displayed around the class were examples of modal verbs. After initial sharing of ideas, children were presented with framing a question that relates to the text - Should Poppy have opened the door into the portal? Teacher then shared image of other well-known stories, children experimented with creating questions based on these eg should Jack have stolen the golden goose? In groups of four-children they selected a question and using 'chip in' chips take it in turns to give opinions.

Session 3

In pairs, children identified the language features of a quality model text, 'Magpie and record'. Then they watched a you tube clip of children's debate. Using the oracy framework/talk guidelines they identified the features being displayed by the speakers. Using sentence stems for feedback.

Link: <https://www.youtube.com/watch?v=iMF2YF3O6jY>

Session 4

In groups of 6 children selected suitable arguments for and against the issue. After coming to a group agreement the teacher walked around the room and identified similarities and differences as well as taking feedback. Children completed a hot seating of character and conscience alley to decide on their opinion. Sentence stems used to help order main arguments and connect ideas this was orally rehearsed in groups.

Session 5

Using talk guidelines and identified oracy skills. Children presented their arguments for or against the case. They gave feedback using both English grammar features and oracy skills displayed. Written outcome were then produced using their notes. The final outcome was to take part in a new debate with a partner class.



"The impact on my practice has been immense. I approach my planning differently, understanding that the children will learn much more when they have had the chance to talk first. I now use sentence stems across the curriculum, and this has become an embedded part of my practice. Using different groupings has also become a routine with the groups I work with, so that they understand, that they are more accountable for their talk" – Teacher

Curriculum Objectives:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Jodie Glover

Impact:

Using this sequence of lessons meant that the children were secure with the knowledge they were using in the presentation. This in turn meant that those who are usually less confident when speaking were much more comfortable and their volume increased.

Children who are part of an intervention class each morning and only join us in the afternoon, were able to access the work at a differentiated level and take part in the persuasive presentation. The rest of the group were really supportive and celebrated their successes.

Some of the academically more able children struggled to work in a mixed ability group as they had such high expectations about how things should be done that they couldn't cope with their high expectations not being met. However, the parents of one such student discussed with me how valuable the experience had been for her daughter on a social level.

The fact that children were given lots of opportunities to talk through their ideas using sentence stems was reflected in the quality of the written work that they produced in lessons.

**Sequence of learning:**

Each session began with a word of the lesson to focus the children's learning

Session 1

I can locate Mexico on a world map and describe some features found in the country.

Group discussion based on a selection of pictures using sentence stems to structure discussion. The city, mountain, desert and coastal landscape of Mexico were explored through photos and video clips and the children discussed and recorded where in Mexico they would most like to visit.

Session 2

I can describe what happens during some traditional Mexican festivals.

Children learnt about the festivals of Navidad (Christmas), Cinco de Mayo (5th May) and Dia de los muertos (Day of the Dead). They used sentence stems to explain which they would rather take part in and how they compared to similar festivals in the UK.

Sessions 3 and 4

I can compare different city and coastal locations in the UK and Mexico.

The children compared Mexico City and London, Acapulco and Skegness and Pico de Orizaba and Ben Nevis. They talked about the advantages and disadvantages of going to the different places.

Sessions 5 and 6

I can work as part of a group to prepare and perform a persuasive speech

The children worked in groups of 4-5 to produce a persuasive presentation about going on holiday to either the UK or Mexico. Everyone in the group had to make a contribution. They then performed their presentations to a Year 3 class and the best was the chosen to be performed to a member of SLT.



“Using talking as a tool for the children's learning has worked brilliantly. It enabled them to talk confidently in their presentations as they had such a secure knowledge of their subject matter” – Teacher

Curriculum Objectives:

- Explore different situations through role play
- After listening, students are able to respond, give views on what the speaker has said and contribute to group discussion, as well as helping everyone take part

- Help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic.
- Orally rehearse for writing

Charlotte Tweedie

Impact:

At the start of the project, and after completing an initial assessment, I realised that there was an inconsistent approach with regards to teaching oracy skills and the pupils ability with regards to their physical, linguistic, cognitive, social and emotional oracy skills.

Through direct teaching of body language and tone, it was effective to see how pupils became more aware of the physical element of oracy. This really enhanced the pupils' presentational skills during the performance of a script and mock trial. During the sequence of learning new vocabulary was introduced to the pupils, following the linguistic element of the framework. This allowed the pupils to make appropriate vocabulary choices and develop rhetorical techniques that they may not have been previously familiar with. Pupils' cognitive abilities were developed as they were able to give reasons to support views and critically examine a range of characters. Throughout the project pupils' emotional and social skills were developed. They were given the opportunity to work with others in a variety of contexts, such as in pairs and through group work, and their ability to listen and respond improved greatly. This was evident through pupil participation.

As a practitioner I have felt that the Oracy Framework focused my teaching with regards to the development and progression of oracy throughout the curriculum. The framework was a supportive tool throughout the school, and was accessible for pupils.



“I really enjoyed working with lots of different people and exploring new skills.” – Student

Sequence of learning:

Our class project was based around two stories 'The Fly and the Fool' and the story of 'Rumpelstiltskin.' The children used their oracy skills to further develop their understanding of how a script is developed and performed.

Session 1

The pupils listened to a script being read, which included the basic story. The pupils then worked in pairs to create a story map, using exploratory talk to discuss the main events and sequence of the story.

Session 2

The pupils began to analyse the characters in the scripts. They worked in groups and used exploratory talk to discuss the characteristics of each character. As a class we discussed adjectives that could be used to describe the different characters, these were then recorded in a mind map.

Session 3

Pupils were given the opportunity to explore the completed script of 'The Fly and a Fool.' They worked in groups to use presentational talk to perform the script. Voice and body language were modelled by the class teacher. Performances were recorded.

Session 4

The previous sessions performances were assessed by the class, and we discussed how we could improve our voice and body language. The class discussed the importance of gesture and posture, along with facial expression and eye contact. Through exploratory group discussion, the pupils began to infer the characters feelings, motives and actions. The pupils were split into groups of 4 and created freeze frames with a focus on gesture, posture and facial expression.

Session 5

We discussed how the different characters may be feeling at 'The Trial.' The pupils took on different roles within the trial, which included the roles of a judge and jury. The classroom was set up to mimic a court room. The pupils had to present their case to the judge and jury. After hearing the evidence, the jury presented their verdict to the judge, following the evidence they had heard.

Following on from the mock trial pupils proceeded to write their own playscripts based on the story of Rumpelstiltskin, who was put on trial.



“It was incredible to see the pupils confidence and ability grow over such a short period of time. The Oracy Framework supported both myself and the pupils. There was also a significant impact on the standard of the pupils written work” – Teacher

Curriculum Objectives:

- Use talk to further understanding and improve knowledge of Brazil
- Has an understanding of what life is like in Brazil
- Can name several physical and man made features of Brazil

- Can begin to understand the importance of the rainforest, its diversity and how some animals and plants have adapted to live there
- Use vocabulary and forms of speech that are increasingly influenced by the knowledge of the topic
- Can understand why Brazil is a desirable place to visit and present their findings to an audience

Christopher Naylor

Impact:

Having taught this topic and similar ones in this school now for several years, I noticed that as a result of having a bigger focus on learning and sharing ideas through discussion the children benefitted in many ways. I noticed the children were much more engaged than normal and enjoyed the topic more than they had in previous years. They also retained a lot of the information they learnt and are still bringing it up occasionally now. The oracy outcome at the end of the topic was given to them with the choice of working alone or in a group, I gave them this choice because often they can find it difficult to work with others. However, with this oracy outcome every single child in my class decided to work as part of a group. This may well be due to the fact that having oracy run throughout the whole topic had encouraged them to work better with others.

My class enjoyed it and learnt so much that we ended up doing a class assembly on Brazil.

Yusuf: Welcome To One Of Your Dream Holiday Ideas! This Is All About Why Brazil Is Perfect For You!
 Mateusz: We Will Be Showing You 6 Different Locations That May Amaze You!
 Imrane: Have you ever seen an idealistic location such as Iguazu Falls?
 Ollie: Or Even Sugarloaf Mountain?
 Yusuf: Lets Learn About Brazil's Carnivals And Landmarks That May Even Surprise You!
 Mateusz: Our First Location Is Rio De Janeiro, Home To Many People, And Even The Christ The Redeemer Statue And Sugarloaf Mountain! Everyone Has A Good Reputation, And The Stunning Scenes May Fascinate You!
 Yusuf: Rio De Janeiro Isn't Just The Most Popular Landmark In Brazil. What About The Incredible Amazon Rainforest. In The Amazon, Lives The Most Deadliest Ant, The Bullet Ant! Not Only That, But There Are Some Beautiful Plants To Discover!
 Ollie: Although The Amazon Rainforest Is Stunning, The Cities Of Brazil Have Something Spectacular To Offer. Most Cities In Brazil Are Well Known For Their Creative Carnivals! They Have Intricate Costumes, Samba Dancers And Marvellous Floats.
 Yusuf: There Are Thousands Of Species That Can Be Found In The Amazon, Such As Scarlet Macaws.
 Mateusz: The Clouded Leopard.
 Imrane: The Poison Dart Frog.
 Ollie: And Of Course, Black Caimans.
 Yusuf: You Can't Find Any Of These In Any Of The Carnival Crazy Cities!
 Mateusz: Speaking Of Carnivals.....
 Imrane: The Carnivals Happen Every Year Exactly 40 Days Before Easter.
 Ollie: Not Only That, But It's The Most Popular Activity In All Of Brazil!

Sequence of learning:**Session 1**

Map work on Brazil - Children were provided with a population density map of Brazil but with all the titles and keys removed. They had to discuss what they thought the map was showing, they were given fed in facts and allowed to discuss again what the map showed. Eventually they discovered that most of the cities in Brazil are on the eastern coast and that the rainforest is on the west.

Session 2

Culture, carnivals and futebol - A lesson on what Brazilian culture is like, children discussed the word culture with some picture prompts on the board, then what British culture is like and then explored what Brazilian culture is like.

Session 3

Physical and human features of Brazil - The children discussed what the terms physical features and human features might mean. They then sorted many Brazilian places/building into these criteria.

Session 4

The Amazon Rainforest - The children looked at the layers of the rainforest and looked at how plants and animals had adapted to live in the rainforest. Many discussion points on 'how do you think this animal/plant has adapted to live there?'

Session 5

Push/pull factors - The children looked at push pull factors for choosing somewhere to live and then looked at just pull factors for wanting to go on holiday to a certain place.

Session 6

Finally the class spent time preparing a holiday advert for Brazil. They were given a holiday advert example to try and imitate and improve on where possible. One lesson was devoted to rehearsing this and one to performing in the hall in front of year 5.

“

“I learnt a lot about Brazil!” – Student

“

“We went from the children not being able to say where Brazil is on a map to them being able to talk in great detail about many of its features and why it might be appealing for some people to visit there” – Teacher

Curriculum Objectives:

- Y5 explain information and ideas, exploring and using ways to be convincing,
- e.g. use of vocabulary, gesture, visual aids/Y6 express issues and ideas clearly, using specialist vocabulary and examples

- Y5 use different sentence structures, including complex sentences showing relationships of time, or cause e.g. before you start ... , if you do this then .../Y6 use varied sentence structures for emphasis and effect

Nichola Bowen

Impact:

At the beginning of the sequence of learning, I noticed that the pupils' confidence to explain the invention wasn't strong as they didn't have the vocabulary to encourage their speech. But due to the variation of tasks that were progressive in developing their oracy skills, the pupils were engaged to persevere with the task.

I would usually set the pupils the task of writing an explanation text but this has encouraged me to see the importance of oracy being a starting point to other areas of development. The more practice they had, particularly after each sequence of learning, the more pupils' talk grew in confidence.

Throughout this sequence of learning and extra oracy sessions, the pupils had opportunities to develop all four strands of the oracy framework. In addition to supporting my own awareness an developing my familiarity with the framework, the pupils were also developing awareness due to the inclusion of the four strands in their Success Criteria.

Physical – Body language – Gesture, posture and eye contact.

Linguistic – Vocabulary and Rhetorical Techniques – Appropriate vocabulary choices and use of humour with a rhetorical question 'Do you suffer from a grumpy teacher?'

Cognitive – Structure – Organisation of talk.

Social and Emotional – Confidence. This was developed through many short burst activities (games/discussion work) prior to this learning.

Taking part in this project and teaching this sequence of learning using the oracy strategies has made me more aware of the impact of oracy on pupils' learning. I look forward to seeing how they continue to progress with the implementation of more strategies and opportunities of talk experiences.

“At the beginning, I questioned the machine as I had no idea what to say. When we were filmed I felt really confident as I had the vocabulary I needed to explain how it worked” – Student

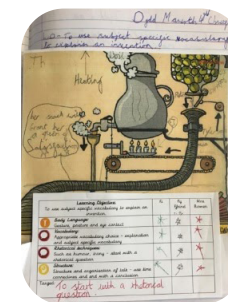
Sequence of learning:

Discussion of concept map – In mixed ability, cooperative learning groups of 4, pupils took part in an exploratory group discussion to help them develop an understanding of a picture of an invention. They were provided with a picture of 'The Teacher Pleaser Machine' with arrows but no words. They split in to pairs to work together for two minutes to try to explain the map of the invention without any scaffolding (vocabulary). They soon realised that they were not able to be completely successful in achieving this task due to lack of guidance in the form of a Success Criteria. They had a go at presenting to the other pair in their group but found this extremely difficult as they didn't have any access to the vocabulary they needed. They were not confident in their presentations with lots of pauses and short presentation times.

Concept map with subject-specific vocabulary – I started to introduce explanation text sentence stems in a word mat and subject specific vocabulary related to the mechanics of the machine. This is when I introduced the Learning Objective and generated a Success Criteria with the class. The pupils all understood what an explanation was from previous work carried out so already felt reassured by this vocabulary. They were given time to create a story map or include prompts on their current concept map picture of the machine to practise explaining the invention. All pairs presented what they had practised as 'Professor Know-it-all's' to the other pair in their group. The introduction of the vocabulary had an immediate impact on the development of their confidence to speak in front of others.

What's the story? – To include more detail to the explanations, I provided the pupils with the actual explanation for 'The Teacher Pleaser Machine' which was cut up and put on to cogs for them to order in their groups of 4. They discussed the extra information they learnt and used it where necessary in addition to their own ideas of how the invention worked on the story maps.

Talk outcome – After practising, each pair presented their explanations of 'The Teacher Pleaser Machine' in front of the rest of the class. They were peer-assessed with stars and wishes by another pair according to the Success Criteria and self-assessed their performance after watching their recording back.



“The project has really helped me to start to embed oracy effectively in to my practice. The pupils are now learning how to effectively talk for different purposes; and through myself and my pupils being aware of the oracy framework, it enables them to develop all of the skills they need to engage in purposeful talk in and out of the classroom” – Teacher

Curriculum Objectives:

- To speak clearly and convey ideas in standard English (Eng)
- To develop confidence and competence in spoken language (Eng)
- To understand and use the conventions of discussion (Eng)
- Discuss ideas to probe and remedy misconceptions (Eng)
- Use evidence to justify their ideas (Sci)
- To consider how science knowledge has developed over time (Sci)
- To recognise the impact of diet, drugs, exercise and life-style on their bodies' function (Sci)

Peter Smith

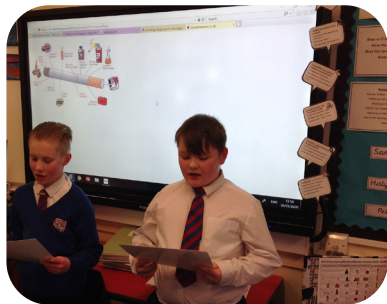
Impact:

Children were positive throughout and enjoyed the task. Disruption was minimal. Sentence stems were used often to support interaction during tasks.

Children included their own anecdotal evidence as part of learning and sharing. There were opportunities for sharing and feedback at each stage of the sequence.

On completion of the work, children had a strong and secure knowledge of the dangers associated with smoking and how to encourage people to stop.

This gave the chance for ALL children to rehearse and perform in a team and to focus on precise language choices with an audience in mind.



Sequence of learning:

As part of Healthy Schools PSHE work we have considered the harmful effects of smoking on the human body

Audience and Purpose

Purpose: to create a **Public Service Announcement** to discourage the public from smoking

Audience: older siblings

Session 1:

Prior knowledge Why do people smoke?–Shared facts about the discovery of tobacco. Considered images of film stars and tobacco industry advertisements. In pairs listed five reasons for people smoking. Sorted into a continuum of most influential with justification. Harkness Discussion in roles in groups of six.

Session 2: Fed-in –facts

In pairs children added labels/pictures to show chemicals from cigarettes and what else they are used for. E.g. ammonia (a toilet cleaner) methane (a sewer gas) How might these effect a person? (tentative language used) Spoken facts using emotions (E.g. revulsion, surprise, nonchalance)

Session 3: Exploratory Talk

A look at how long the body takes to recover from smoking. In pairs children matched timings to consequences and organised in order along a timeline. (E.g. pulse returns to normal - 20 minutes) Reported choices to another pair and explained choices. Compared and discussed what is the same/different. Compromise to reach agreement.

Session 4: How much damage is caused?

“Articulate” key vocabulary to learn. “Complexion, gangrene, asthma, disease, nicotine, congestion.” “What is the message that needs to be shared?” How many deaths per year? What is the financial cost? Researched 5 key facts.

Session 5: PSA.

Viewed a range of Public Service announcements and evaluated. “Who is the audience? What makes it effective?” Considered pace, music, tone of voice, suitable vocabulary, use of facts/data and persuasive language (rhetorical questions, emotional language, repetition etc) Planned own PSA in groups of four. Assigned roles and prepared a script. What is the intended effect on the reader? Use PSA planning sheet. Rehearsal time was based on provided deadlines.

Session 6: Performance and recording.

Used PSA feedback sheet and provided feedback to all groups. Evaluated own PSA effectiveness. Shared recordings in Key Stage 2 assembly and took comments from audience. “What else could we use this technique for?”

“This work helped me to realise why it is important to think about the words we use when we try to persuade someone to stop doing something” – Student

“We learned to listen carefully to other people’s ideas and to build on them.” – Student

“Children’s confidence when speaking publicly has developed strongly. They have begun to acquire some of the tools they need to use when presenting and exploring ideas. This gives them skills which will benefit them throughout their lives” – Teacher

Curriculum Objectives:

- To use their senses to aid description of a picture.
- Debate the setting (what kind of setting it is).
- Use words or phrases provided to support your answer and explanation.
- Identify literary techniques (figurative language)
- Write a descriptive paragraph.

Jabeen Moghal

Impact:

The children were eager to take part, they were drawn into the image that I had selected. By using verbal sentence starters the children were able to agree or disagree with the opinions they heard from their peers. Children were superb at taking turns and learnt from one another. They were also very confident at expressing what they thought. Additionally, they used ambitious vocabulary to describe the picture as well as using similes and personification.

By the end of the activity that was continued over a period of time, children were very keen to take part in more oracy-related activities. I strongly believe that the activity enabled the children to write creatively and with confidence.

“The activity makes us think and share our opinions as to why we agree/disagree on something in particular. For those of us that are shy, the teacher provided us with sentence starters. I feel more confident and clearer when speaking.” – Student

Sequence of learning:**Session 1**

The children were given an image (shown below). To begin with, the children were not provided with any words/phrases. I asked them to imagine that they were in the setting and to use their 5 senses to aid their thinking. The children took turns describing what they could see, smell, taste, touch and hear. Children either agreed or disagreed with their peers in terms of how they perceived the setting.

Session 2

During this session, children were provided with words and phrases. They had to verbally discuss if each phrase could be used to describe the image and explain their reasoning behind it. Children confidently used a process of elimination and completed the activity as a group. Children then had 15 minutes to add their own descriptive phrases to the picture. They were provided with a copy and asked to write a descriptive paragraph independently at home.

Session 3

Children came in with their writing pieces and read aloud their work to the rest of the group. They were given two wishes and a star on what they did really well and how they could improve. The children thoroughly enjoyed sharing their short stories (descriptions) and were very confident doing so. They varied and manipulated the tone in their voices to hook in all listeners.



“Oracy is a refreshing way of getting ideas down together. Children learn the crucial importance of taking turns. It definitely supports children with their writing as they have the opportunity to process different ideas. I look forward to using oracy in other subjects and implementing it in school.” – Teacher

Curriculum Objectives:

- Students will be able to identify both professional and personal benefits of going to university, they'll know at least two benefits each.
- Students will have gained valuable experience of using exploratory and presentational talk.
- Students will be familiar with the idea of discussion roles, particularly the role of a summariser, builder and challenger.
- Students will also gain an understanding of the cost, learning and extra-curricular activities/ free time associated with university study.
- Students will appreciate that people like them go to university and it is something they can do too if they want to.

Emma Johnson & Hannah Rolley

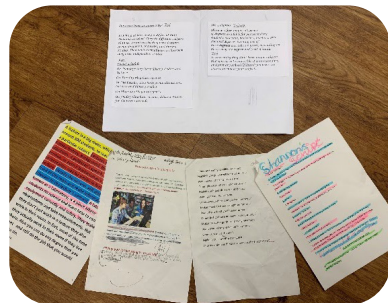
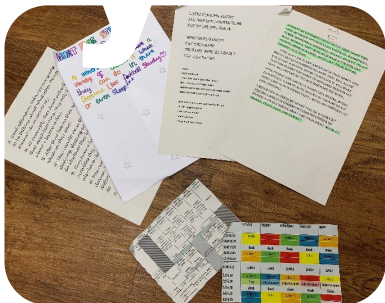
Impact:

Following our first session, we were concerned that some of the students did not seem to have engaged well. Many struggled to listen to others, contribute effectively to small group discussions and to recognise the role of body language in communication. In the 1-20 game, for example, they could not get close to reaching 20 together. We noticed a marked gender difference as the group had a number of loud boys and quiet girls. I was surprised to find that they could recall quite a lot in our second session and some students had absorbed a great deal of detail. This continued to build over the course of the sessions. By the fourth session, some of the students had started to pick up elements of presentational talk and had accrued a good level of subject knowledge, some had even found information outside of our resources.

In our final session, most of the students presented a substantial amount of information about university life and demonstrated improved confidence and awareness of their body language and voice during presentational talk. A number showed comprehensive subject knowledge and presentational skills, including a group of quiet girls who struggled to be heard at all in our fourth session.



“I have learnt that it will all be okay!” – Student

**Sequence of learning:****Session 1: A whole day at Trinity College**

We introduced the students to the idea of discussion rules and roles in the morning. This included playing the 1-20 game and a match-up game where they were asked to join up discussion roles with their definitions and sentence stems. In the afternoon we used fed-in facts and props to spark exploratory talk on the questions; what is a university and why do people go there? We encouraged them to implement the rules and roles they had learnt in the morning.

Session 2: 40 minute session at St Francis Primary School

We began with a reminder of the discussion rules and roles we introduced in our last session. We then showed the students pictures of the fed-in facts and props from the last session and they discussed in groups to help them recall what they had already learnt about university. We explained that the students were going to be split into groups of three and formally present on one of the following topics related to university; benefits, cost, learning and extra-curricular activities/ free time. These presentations could be as creative as they wanted but needed to persuade the audience that university was a good thing. We finished with a quiz to further assess what stage their learning was at.

Session 3: 40 minute session at St Francis Primary School

We revisited the role of the summariser and built on what the students already knew about university by giving them story maps and asking them to discuss what these showed about their group's topic. At the end of the session, they each had to write a paragraph summarising their story map.

Session 4: 40 minute session at St Francis Primary School

We revisited the roles of the challenger and the builder before asking each group to present using the story maps and resulting paragraph from our last session. This was designed to help them structure their upcoming, more formal presentation. They presented to a small audience and the teacher in the audience either built on their information or asked them a challenging question to develop their discussions.

Session 5: 1 hour session at St Francis Primary School

Following our last session, the students wrote and rehearsed their persuasive presentations in the classroom with their teacher. In this session, we took two groups of students out of class at a time to hear their presentations. We heard a range of presentations that took forms including PowerPoints, speeches, raps and even a pre-recorded video.



“The students really impressed me in their final presentations with their creativity, subject knowledge and their increased confidence in speaking and presenting” – Teacher

Curriculum Objectives:

- Ask and respond to theological questions.
- Understand and develop theological language (vocabulary)
- Consider varying faith perspectives on a key issue/ concept.
- Recognise sacred texts as a source of evidence and authority.
- Identify the underlying structure of a text.
- Present an argument (report) for or against the case for Jesus being the Messiah.

Daniel Martin

Impact:

Prior to building oracy techniques into this unit of work, the class as a whole were confident individuals but often struggled to present this level of confidence in how they articulated (volume, pace, bodily posture). Typically, for some children, working in groups meant they had the opportunity to shy away from getting involved but many of the oracy techniques allowed every child to take on a role where either speaking and/or listening was involved.

As the lessons progressed, children began to display more confidence and were given ample opportunities to speak and listen.

By the end of the unit, every child needed to write a report/script for a live guided tour. This was a brilliant talk outcome as it also allowed for a written outcome. It meant children had to constantly be mindful of audience and purpose and they needed to practice their oration regularly.

“Doing the live guided tour was frightening but it was a lot of fun and made me feel more comfortable about speaking in assemblies or in front of the whole class!” – Student

“My biggest concern with many of the children prior to this unit was the lack of clarity in speech and poor non-verbal communication but providing these oracy techniques over a series of lessons allowed the opportunity to develop the speaking, listening and general communication of the children” – Teacher

Sequence of learning:

Oracy Outcome: Live Guided Tour for Sightseeing tourists at a religious site (The Pool of Bethesda)
Purpose: To share and provide information about a lesser known biblical site.

What is the Messiah?

Back to Back – Children were given 4 theological words that they would need to understand in order to successfully complete this unit of work. For each word, they needed to tell their partner whether they had heard the word before or not and then try to articulate the definition or contextualise it in a sentence. They would then swap and the second child would do the same adding to what was already said or arguing against it. Focus was on clear articulation and asking questions for clarification from partner as well as turn-taking and careful listening. Children then recorded this in their RE books on a 'heard-before' word grid. The fifth word they were given was the word Messiah, which then led on to the fed-in-facts.

Fed-in-facts – Children worked in groups of 5 and were given five facts on what the Messiah is, these increased in their academic level of reading. Every child had the opportunity to read one of the facts and then prompt the discussion around it. Discussion – What is the Messiah?

Finding evidence

Listen to the story – Children listened to a short fictionalised version of the events that took place at 'The Transfiguration of Christ' from the perspective of a child who was nearby watching and listening. This was a great hook for children to understand and remember the main events that took place. Children then went on to read the biblical account before beginning to craft their own text maps/story maps. This helped the children to gain a better understanding of the underlying structure of the text and what actually happened that might provide evidence that Jesus is the Messiah. Discussion: what evidence was found?

Finding Evidence (2)

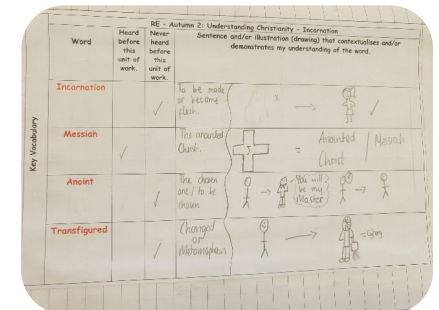
Story map – In groups of 3, children recapped and recited story maps from previous lesson using discussion guidelines. Discussion: Children articulated to the other children in their group why they had chosen the images they did to represent certain aspects of the story. Drama/Role Play: Children worked in groups of 6 to re-enact the events of 'The Transfiguration'. Practical Activity: Children then went on to find and record further evidence of Messianic prophecies in the sacred text.

Build a case

Example live guided tour: Children listened to a short clip of a curator giving a live guided tour in a museum. Discussion: What makes an effective tour for sightseeing tourists? Children given time to research events at Bethesda (recalling previous lesson), and plan the content of the live guided tour. Discussed how to interact and engage the audience, e.g. asking questions, providing interesting facts and maintaining eye contact and positive non-verbal communication etc.

Feedback and Evaluation

Children carried out their live guided tours to children in Year 3 and Year 4. Both year groups then carried out an evaluation of Year 6's tour. Sentence stems were provided and Year 3 and 4 were able to have discussions back in class. Discussion: Year 6 were also able to assess their own curation skills, focusing on pace, volume, NV communication, etc.



Curriculum Objectives:

- To understand the impact of deforestation on tribes, wildlife and global warming
- To be able to identify persuasive features in speeches
- To know how emotive language impacts the listener
- To be able to write a persuasive speech considering the listener
- To know how to perform a persuasive speech

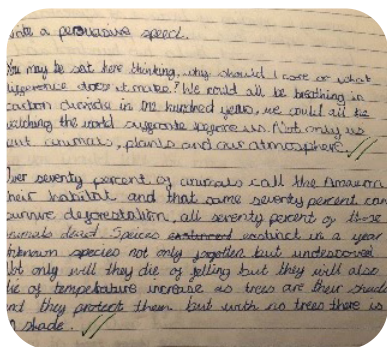
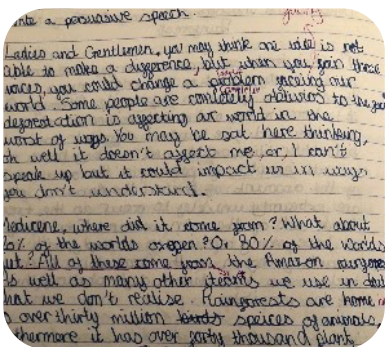
Christina Patterson

Impact:

As a year group, my children struggled with group interactions and accepting/building on the opinions of others. Creating more of an oracy focus in the classroom and modelling effective ways of talking, the children had a clear structure to discussion and were able to communicate productively to reach an end goal. Children who often wouldn't engage in tasks were able to use the scaffolding put in place to interact with their peers and share their opinions with confidence.

A key discussion that heavily impacted the use of talk in the classroom was based around how to give proof of listening and how to interact in a discussion with respect – the listening ladder really broke this down for the children. Children now turn their bodies to look at who is talking; they know to give eye contact and to nod to show they have heard and appreciate what the other is saying. The children have now really begun to listen to each other and engage in discussions meaningfully.

“I liked getting to talk with my friends and everyone got lots more confident when we could present our speech in smaller groups.”
– Student



Sequence of learning:

Session 1:

Children were given fed-in facts including statistics, pictures and short snippets of information on the impact of deforestation (without being told the information was linked to this issue). They discussed why these things may have been happening. After sharing information on deforestation the children then took a picture of a scene of deforestation and labelled it with key vocabulary – they presented it to their opposite partner groups. Children read a key text on the topic and summarised their findings.

Session 2:

The class had discussions in groups around the impact of deforestation on wildlife, tribes and the environment using the previous sessions summarised notes. Children discussed the key question 'What is the impact of deforestation?' They used the Harkness tracker to track the engagement of children.

Session 3:

Children watched Greta Thunberg's speech and discussed what made it persuasive, why people are taking her seriously and any features she uses in her speech. We read through a WAGOLL speech on why we should save the rainforest, focusing on using the aspects of the oracy framework to analyse what made it effective.

Session 4:

Children planned their persuasive speech using key questions to structure. They then considered their opening and closing statements from an oracy perspective and how they would make an impact on their listener.

Session 5:

Children wrote their speeches on why we need to save the rainforest.

Session 6:

Children had time to rehearse the performance of their speeches after recapping on points from the Oracy Framework. They presented their persuasive speeches to small groups of children, who gave feedback on their performances, focusing on the impact on the listener.

“Gaining new ideas on how to involve all children in meaningful talk in the classroom has been highly beneficial. The programme has made me carefully consider how and when I use talk in my lessons to embed and deepen learning.” – Teacher

Curriculum Objectives:

- What makes a good conversation?
- What makes a bad conversation?
- How to use the 4 Strands of the Oracy Framework to develop your conversational skills

Rachel Lynch

Impact:

Having access to the talk stems really supports those pupils using them.

Younger pupils are more confident and willing to participate.

Showing models of good / bad conversations really engaged the pupils and encouraged debate around what was a good / bad discussion.



“I like talking about the issues like ‘Robots should replace teachers’ – Student



“The pupils got really competitive when they realised that Primary School pupils were using oracy in a more expert way than them!” – Teacher

Sequence of learning:

Studied an example of good conversation.

- Discussed how we wanted conversations in our group to go and agreed discussion guidelines.
- Practised discussing various ‘controversial’ topics using our talk stems in a variety of structures – whole class, trios, pairs, parallel and ‘speed dating’.
- Modelled some conversations and gave feedback using our peer critique structure.
- This will lead on to our unit about the Suffragettes and Protest Poetry, but it has only just begun this half term.

Talk Trios: Having a go!

4 mins

‘Teachers should be replaced by robots’

‘Boys and girls should be separated in school’

‘Dark chocolate is better than milk chocolate’

A to B:

- ‘In my opinion...’
- ‘I believe that...’
- ‘The thing I found most interesting was...’

B to C:

- ‘I agree that...because’
- ‘I disagree with... because’
- ‘I feel it is crucial...’

C to A:

- ‘It seems clear that...’
- ‘Have you considered...?’
- ‘Is it always true that...?’

A to B:

- ‘I still think...’
- ‘The fact is...’
- ‘I can see why...’

Pick **one** of the statements and discuss your ideas.

You should:

- Talk in full sentences
- Clarify each other’s ideas
- Use the sentence starters
- **Key words: undervalued, segregation**

Curriculum Objectives:

- To improve locational knowledge of the UK.
- To compare a region of Asia with the UK
- To justify decisions

Sam Jordan

Impact:

After many years of being incredibly frustrated with pupils presenting poor tours of the UK, it was a huge relief to discover that there is a way to enable students to create something worth presenting.

The oracy sequence of learning provided me with new tools to support the pupils. Firstly, by taking my planning back to basics and considering the purpose of the talk, it enabled me to create resources and opportunities that gave the students a solid grounding in what they had decided.

Through a series of small decision making activities supported by sentence stems and pupil roles, the students fully immersed themselves. Pupils that are often quiet and reserved were engaging fully in discussion and the more confident pupils were equipped with the knowledge that listening is as important, if not more, than speaking.

The vast majority of pupils displayed a common passion to create a high-quality final presentation – something that they were proud to be a part of.

Sequence of learning:

Setting the scene: pupils discussed in pairs where they thought the pictures of a country were from. Sentence stems guided pupils in making statements that were supported with evidence. Thailand was introduced through teacher talk and then pupils completed Venn diagrams to compare the UK and Thailand before presenting their ideas to another group. The tour task was then introduced to the group – design a tour of the UK for a group of Thai students.

Decision making: in trios pupils were given sets of cards for various natural and human locations throughout the UK. Using simply the pictures, the pupils discussed and chose which locations the students should visit. Pupils were then given a map that allowed them to identify where they had chosen. The group then discussed possible 'swaps' they would like to make but a consensus had to be agreed before they could. Pupils then arranged the cards in the order that the tour would take. Throughout, sentence stems and reflection on the oracy guided pupils through the tasks.

ICT task: complete a Trip Advisor research sheet. Pupils selected three of the 15 destinations that they would like to know more about. Some great discussion here and compromises made! Independently pupils completed the research sheet to enable them to discover more about a specific location.

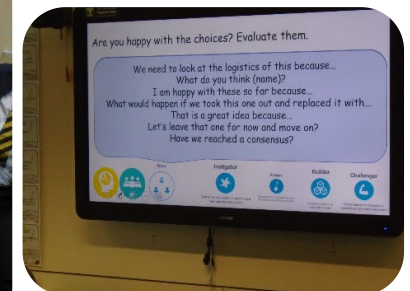
Development of presentational talk: as a class we looked at what presentational talk looked like and how it differed from exploratory talk. Using their Trip Advisor sheet pupils were given sentence stems to practise what they might say to each other before they picked up a pen and then began to write what they would say. Using macro and micro listeners the pupils practised sharing what they had so far to their group and feedback allowed them to make changes were required. In the second half of the lesson we moved to a large space where the pupils stood in traverse lines and practised what they had prepared to several others.

Final practise: several run throughs as a group before groups were paired up to present to each other and feedback given.

The real thing: students presented their tours to camera so they can be sent to Thailand for selection!

“I enjoyed working with my group to create a presentation that we were all proud of and could help each other with as we made it” – Student

“Stripping back my original planning and embedding oracy into it has deepened my understanding of the importance oracy provides in allowing all student to have a voice and feel that their contributions are worthwhile.” – Teacher



Curriculum Objectives:

- To identify key character traits through language.
- To examine the reasons for the tragedy within the story.
- To explore who was integral in the demise of the two key characters.

Amy Crowe

Impact:

As the sessions went on, most students developed confidence to express themselves in different ways. They ultimately also felt more confident to provide a written answer for the overarching question at the end too because of verbalising their findings in so many ways first. By looking at this sequence of learning from so many different angles, it enabled all learners to engage and progress, finding their own way of having a deeper understanding.

The greatest impact I have seen though is from the children who were the reluctant speakers and those who rarely contributed to class discussion. Prior to this sequence, these children struggled with their written work as well as speaking publicly, however within the assessment piece of this sequence, those children made the greatest progress.

“I really enjoyed being able to feel like I was good at English because we have studied the book in practical ways rather than just writing. I think I have made lots of progress because of using talking strategies” – Student

“The greatest reward from this sequence of learning has been seeing the growing confidence of the children who have previously found English difficult – they have really come out of their shells and I’m excited to see the progress they will make the rest of the year!” – Teacher

Sequence of learning:**Session one:**

Students were asked to discuss what they thought a tragedy was and the events that would make something a tragedy. They were asked to think of places/times where they had seen a tragedy happen and what they felt made it so tragic. Students were instantly engaged due to them being able to use prior knowledge of world disasters that they had studied during Geography lessons the previous term. Then the idea of Romeo and Juliet was added into the conversation to explore whether this would be a good representation of a tragedy (some prior knowledge of the story). A pictorial representation of the play was given to the students for them to order place in the order in which they think it happened – whilst they had some knowledge of the story, it wasn't enough to accurately complete this task. Students were then asked whose fault was it that Romeo and Juliet died. A silent debate was then completed, writing ideas onto flipchart paper.

Session two:

The key points from the silent debate were revisited and explored further through the strategy of ‘agree, build, challenge’. Students then participated in a ‘Whoosh’ version of Romeo and Juliet to explore other characters and scenes that hadn't been considered as part of their silent debate.

Session three:

Students were then re-asked the question: Whose fault was it that Romeo and Juliet died? Students were then asked to pick the 4 most pivotal/chain-reaction moments of the play and create a freeze frame of this moment. Students then created a sculpture gallery – half the class were ‘tourists’ with 4 ‘tour guides’ who guided them around the ‘sculptures’ explaining what was happening in each.

Session four:

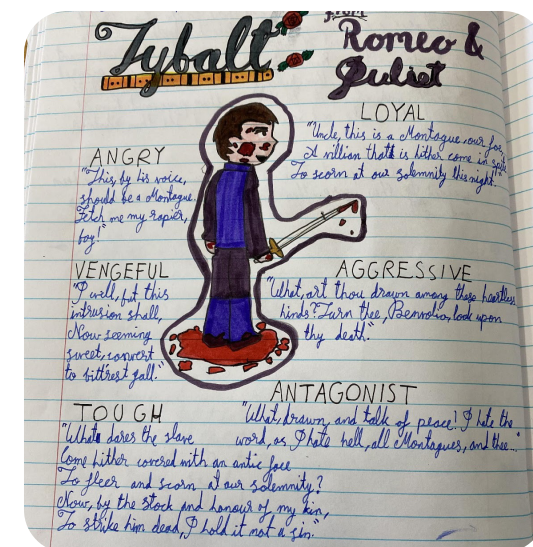
At the beginning of this session, students were given a set of character images who they thought were the key protagonists – Each group (of 4/5) were assigned one character. They were to build a case against this character ready for a court case, using evidence and quotes from the text. Each person within the groups were given a talking role.

Session five:

Court Room – Using the evidence from the script and their research into their character, students were to present a case against their character, explaining why they are to blame for Romeo & Juliet's death. Talk detectives used.

Session six:

Based on the case made against each character, students were to then use this in the support of writing an analysis of the part that character played within the story of Romeo and Juliet.



Curriculum Objectives:

- Students identify and apply thought to an issue they believe is important to them (consolidate previous unit)
- Begin to explore the techniques used in poetry (next unit of study)

- To feel confident/ empowered in their own voice- exploring the writers' context and impact.
- To consider the impact of vocabulary choices, core messages in spoken word and the way in which it can be delivered powerfully.

Carlie Squire

Impact:

As the lessons progressed, I could see the confidence and engagement of ALL students rise. I found more of the students who were not as effective workers in groups, due to drive or confidence, were able to make thoughtful contributions as a result of the chance to think independently before offering their ideas. This reflects the impact of the structures provided. Consequently, all students were able to come to front of the class and deliver their pieces- something I don't think all of them would have done previously.

What is more, through the blended use of modelling, delivery and feedback students came to really understand the expectations on their own talk as well as becoming more astute listeners. This enhanced both their writing of their poetry as well as their ability to confidently deliver their own examples throughout the process. They also were able to explore the components of oracy upon both the listening to and reflection of others and in their reflections of themselves. As a result of how well this process went, I aim to enter their poems into a national competition and set up a spoken word poetry competition in school.

“At first I really didn't like speaking in front of a group of people but I started to feel much more comfortable because I knew that everyone was listening to me and I had a chance to think about it first. I am really proud of myself for standing up in front of the whole class!” – Student

“The oracy programme has given me the confidence to use oracy in almost every lesson. Students have really benefitted from this as I now understand how to make oracy meaningful and have enjoyed seeing the confidence and enthusiasm grow as a result.” – Teacher

Sequence of learning:

Context: Students had recently completed a unit of work which explored a range of issues from the current world e.g. social media, politics and democracy and refugees. In this unit I trialled a range of different oracy techniques such as socratic discussion, group discussion, group work leading to a speech (in the context of the House of Commons) and much more. However, I found that it was the same students offering to speak and although talking roles were given they did not prove to have such a big impact. This sequence of learning came after this unit whereby students chose their own issue that felt was important to them.

Session 1: Modelling and antithesis battle

In the first session I opened the lesson with an example of a spoken word artist delivering a TED Talk. I asked students to identify what was being said (content) and how it was being said (delivery). After watching the video twice the class shared what they identified and through questioning we began to discuss the reasons behind the content and the impact of the delivery. This led me to explore what spoken word poetry was and how it is often used to give voice to key issues in different ways. We explored the key components of spoken word poetry through the modelled piece as well as giving them key terms and ideas they might include. One of these components was the use of antithesis. I modelled this and asked students to come up with a list of adjectives that could be used in a battle. As a result students were split into teams and students came up to the front to battle with another students, earning their team points. This allowed them to think quickly and consider the selection of vocabulary, after this exercise we discussed the impact of word choices and how using this technique could be used in poetry for effect.

Session 2: Consensus circle

In the following lesson students were split into groups and I lead them through a series of tasks and questions, each time they wrote individually on a post-it note their own ideas/thoughts/ feelings. After they had individually completed the task they came together to discuss their ideas and had to come to a consensus, selecting 2 ideas to put inside their 'consensus circle.' Each of these tasks lead the students to explore and plan for the components of their own spoken word poems such as theme, message, vocabulary etc. From this, students wrote a spoken word poem in their groups and began to rehearse the delivery.

Session 3: Groups delivery and feedback

Students practised their delivery of their poem before joining another group to deliver their poem to each other and receive feedback. I structured the feedback using the 4 strands of the Oracy Framework, providing them questions to guide them in giving effective feedback to the other group and reflecting upon their own performance.

Session 4: Modelling and individual writing

Watched another example of spoken word poetry (youth competition winner) students more successfully identified content and delivery this time considering the physical, linguistic, cognitive and emotional/social. Students then wrote their own poems individually and rehearsed for homework.

Session 5: Sharing and feedback- micro/macro listeners

Students were split into trios (they were able to choose their own trios with those they felt most comfortable with at this stage) and given the roles of speaker, macro listener and micro listener. I explained what these roles meant and left a range of questions for the listeners to use. Each took a turn in these roles, getting the opportunity to deliver their poems, gain feedback and give feedback. They discussed the impact of this task.

Session 6: Sharing- individual and feedback

Students individually delivered their own spoken word poems to the class. A student from their trio completed the feedback page considering the four components of oracy and returned these to their peers so they could reflect on progress made. Students discussed how they felt delivering their poems the impact listening to others had on them.

Curriculum Objectives:

- To use talk to consolidate knowledge of plot, character, theme, quotations.
- To work collaboratively and share ideas, plan and produce an assessment answer.
- To communicate thoughts and ideas to rest of the group and class.

David Fox

Impact:

Pupils were enthusiastic about the tasks – there was a great element of fun and enjoyment with the starter activity.

Pupils were motivated to work collaboratively.

Talking about their work allowed pupils to share their prior knowledge, recall past lessons, information, and events as well as making them feeling more confident about the work they have produced.

The podcast element focussed each group's work – discussing what was relevant/not relevant, and important/not important.



“Working in groups and talking was great fun and a great way to revise A Christmas Carol. A fun lesson.” – **Student**



“I was really motivated following the last Voice 21 session and was enthusiastic to try out some of the ideas learned in this lesson. I knew that if I was enthusiastic, the pupils would be too! I was keen that the lesson would be fun and engaging leading to some great results and revision material – as well as consolidating their learning.” – **Teacher**

Sequence of learning:**Session 1**

Starter – in pairs ‘back to back’ describing a picture key to A Christmas Carol without saying what it is – Person A describes, Person B draws - then discussing its significance to the text, and how well Person A communicated.

Paired work – Each pair was given a section of A Christmas Carol in comic book form. Pairs were asked to summarise the plot of their scene, then explain to another pair.

Groups were then given key words and phrases to use to summarise the plot, characters etc

Groups also given key words/phrases to use when feeding back to others.

Session 2

Group work - Using prior knowledge of text, characters, themes, quotations, pupils filled in missing speech balloons with what the characters are saying.

Session 3

Group task - each group to create a 2 minute podcast on their section of A Christmas Carol. All group members must contribute to the podcast which will be recorded for revision purposes. Each group must include:

- Summary of plot and key events
- Summary of key characters and their characteristics – and significance to the story
- Quotes
- Language analysis
- Context,
- Effect on reader
- Authorial Intent

Session 4

Groups to perform back/record their podcast contributions.

Other groups to feedback using key words and phrases.

Curriculum Objectives:

- To explore multiple and alternative interpretations of Emilia
- To formulate an argument that tentatively explores a given view
- To confidently structure an argument that includes judicious evidence from the play

Samantha Roberts

Impact:

The more oracy strategies I trialled and included in my lessons, the more confident my students became in articulating their response to a given view.

Previously, whole class discussions solely relied upon using ‘hands up’ and expecting/hoping that the same students would share their ideas. This meant that students’ practice exam responses became heavily structured and largely the same because they were relying on me to ‘spoon-feed’ them their plan or didn’t feel confident to explore their own opinions.

Gradually, I moved away from a traditional teacher at the front and students sitting in rows format, and started to experiment with more of the oracy strategies for improving exploratory talk in the classroom. I started small – using sentence starters to scaffold discussions in pairs, or arranging the chairs into a fishbowl shape – and then gradually increased the size of the groups and removed the scaffolding until the whole class were sat in a circle with only a stimulus question, statement or object on the board and asked to discuss their ideas for 10 minutes or more!

I feel like the students’ new-found confidence in holding and maintaining their own discussions without the involvement of a teacher has been invaluable in not only improving their writing skills within an exam context but also in helping to prepare them for the seminar-style environment of Higher Education.



“Before introducing some of the oracy strategies into my classroom, I found that discussions were often short, heavily mediated by the teacher and largely relied upon the same students’ contributions. Now I can see that students feel confident to share their ideas with others, and it’s lovely to watch them tentatively explore issues and concepts without fear of judgement!” – Teacher

Sequence of learning:**Part 1**

Back to Back – The classroom was arranged into two rows of chairs and students were asked to sit back to back with their chosen partner (labelling themselves either A or B). First of all, the ‘As’ had to carefully study an image of a handkerchief (the one Emilia stole from Desdemona) before explaining the image to their partner without referring to the words handkerchief or strawberries, or any of the play’s characters. The ‘Bs’ were then asked to draw a picture based on instructions given by their partner. Students were encouraged to focus on the handkerchief’s figurative meaning rather than literally explaining its colour, shape, size etc.

Part 2

Short Discussion – After revealing their pictures to the rest of the class, students were shown a short clip (the scene where Emilia presents Iago with the stolen handkerchief) from the Oliver Parker version of Othello (1995). Students were asked to use the clip as stimulus for a short, un-structured discussion. The only guidelines were that they must move the chairs to sit in a circle and have a response to the following question after 5 minutes: What does this object represent to us?

Part 3

Formulating Questions in Trios – The class were given the following view: ‘Ultimately it is hard to see Emilia as anything other than a tragic victim of male power and malice’ and asked to make a list of questions in response to it – these ranged from ‘What makes a victim?’ to ‘Could Emilia ever be seen as malicious?’. I then used fed-in facts to deepen their exploration of the given view and encourage them to question the meaning of each word. After 10 minutes, each trio had to write their favourite question on a piece of A3 paper and pin it to one of the boards around the classroom. Students were then asked to vote for the question that they would like to discuss further – the Year 12s chose: Has Emilia fallen victim to unrequited love rather than male power?

Part 4

Harkness Discussion – The whole class then moved back into a circle with their chosen question in the middle and were asked to discuss their response to it. Students were told that they must:

Share an initial response

Expand or contradict the view of another student

Ask a relevant question that extends or builds on the discussion

One student (suffering from anxiety) was given the role of ‘Talk Detective’ and had to observe, track and record key points from the discussion. Starter sentences were projected onto the board to help scaffold students’ contributions, particularly when challenging or developing the ideas of others. I acted as observer and did not take part in the discussion.

Part 5

Going Back to the Start – The whole class was then asked to revisit the initial question: What does this object represent to Emilia? I recorded their final ideas on the board.

Outcome = students independently plan and write a practice exam response.



“I found it easier to share my understanding with other students and get alternative opinions. It felt easier to speak the ideas aloud rather than write them down and I didn’t feel worried about sharing my misunderstandings.” – Student

