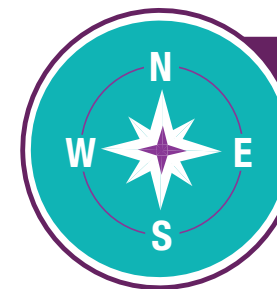


2019 - 2020



**National
Oracy
Pioneers
Forum**



Bristol National Oracy Pioneers Journal

National Oracy Pioneers Journal

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.

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:

- To gain a better understanding of how books work.
- To work well as part of a group.
- To remain focussed even when we are not talking.

Stu Kent

Impact:

Our Nursery children love books and stories. Even more than this they love interaction. Our children enjoy listening to stories being read to them and like to join in with repeated refrains and predictable moments. Our Nursery children talk well (even if it is with a limited vocabulary) The key in this unit of work was to improve our listening skills - in particular, being able to listen to information provided by our peers and not just the adult.

Planning time for oracy has made all the adults in the room (including myself) focus very intently on the words being used and the listening/turn-taking skills of the children. Through dedicated oracy work I have been able to work with children on a 1:1 and small group basis which has given me time to both assess children's current language skills and make plans for future development/ intervention.

“I like to listen, but I really like to talk. Listening is like two and talking is like a million” – student

“Did you see his (child) face when I pulled the teddy bear out of the (feely) bag? He was so happy I thought he was going to burst! He shouted. I've never heard him shout before!” - teacher

**Sequence of learning:****Lesson 1**

Objective: Listening and Attention (CLL) Listens to stories with increasing attention and recall. (30-50 months)

Oracy focus: Cognitive – self regulation – maintaining focus on a task

- Listening to a familiar story – Cinderella by Nick Sharratt.
- Talk about the story with your teacher. What can you tell me about the story?

Lesson 2

Objective: Listening and Attention (CLL) Listens to others one to one or in small groups, when conversation interests them. (30-50 months)

Oracy focus: Linguistic – Appropriate vocabulary choice

- Listening to a familiar story – Cinderella by Nick Sharratt.
- Can you tell your friend about something that happened in the story? Which part did you like the best? Tell us why.

Lesson 3

Objective: Understanding (CLL) Understands use of objects (e.g. “What do we use to cut things?”) (30-50 months)

Oracy focus: Linguistic – Appropriate vocabulary choice

- Selection of items from a feely bag.
- What is the name of each item? What does it look like? What is it used for? Do you have one of these at home? Where do you keep it?

Lesson 4

Objective: Understanding (CLL) Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. (30-50 months)

Oracy focus: Cognitive – Reasoning – giving reasons to support views

- (1:1 activity) Items from the feely bag last session. New set of items that link with the previous ones. Can children match the pairs of items together and say why they are a pair?

Lesson 5

Objective: Speaking (CLL) Can retell a simple past event in correct order (e.g. went down slide, hurt finger). (30-50 months)

Oracy focus: Social & Emotional – listening actively and responding appropriately

- Pairs of items from previous 2 sessions. Can you tell a friend about the pairs of items that we have made? Can you remember why they are a pair? Does your friend agree with you? What does your friend think?

Lesson 6

Objective: Speaking (CLL) Beginning to use more complex sentences to link thoughts (e.g. using and, because). (30-50 months)

Oracy focus: Physical – clarity of pronunciation

- Sharing the story of Red Rockets and Rainbow Jelly – Nick Sharratt
- What colours have we seen in the book? Which pictures did you like the best? If you could have your picture on one of the pages with Nick and Sue, which page would you choose? Can you tell us why you would choose that page using the word ‘because...?’

Curriculum Objectives:

EYFS :Making Relationships; Self-confidence and Self-Awareness; Understanding; Reading, Writing

- Attempt to write short sentences in meaningful contexts (Literacy Writing)
- Begins to read simple words and sentences (Literacy Reading)
- Confident to speak in a familiar group and will talk about their ideas (PSED Self-confidence and self-awareness)
- Initiates conversations, attends to and takes account of what others say (PSED Making Relationships)
- Listens to and responds to ideas expressed by others in conversation or discussion (Communication and Language; Understanding)

EYFS Communication and Language Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Liz Howlin

Impact:

Speaking is an Early Learning Goal within the Early Years Curriculum and I feel that there has always been a tension between providing planned, teacher directed speaking activities, which often seem to stifle and close down conversation, and observing and facilitating child initiated speech which can be, at times, unchallenging.

Embedding the Speaking objectives within another subject (in this case, Literacy) made it easier to teach to the children – they were less self-conscious about the speaking because their perception was that the story and the writing were the focus of the learning.

There were some initial difficulties – children needed practice to actively listen to what a peer was saying; their usual modus operandi being to simply provide the silence for their friend to speak, and wait for their turn to say something that was often unrelated or repetitive. Introducing the sentence stem “I agree because “ meant that they had to pay attention to the previous speaker.

The children on whom the impact was probably the greatest were the quieter, less confident children as using scripts and protocols gave them a framework to work with and make them feel secure. In addition, children who were already articulate were given new tools to express themselves, began using them almost immediately and by doing so provided excellent role models for the rest of the class. One of the less confident children, who often wants to contribute to class discussions but whose nerves frequently fail him, was able to stand in front of the class and explain how to make biscuits.

Another impact has been on my teaching style. I have begun to use discussion tools learnt in the training in maths sessions when a child works out an answer, encouraging children to agree or disagree and explain why. Using the framework has also been a powerful tool in embedding the Characteristic of Effective Learning: Creative and Critical Thinking (which aims to enable children to have their own ideas and make links in their learning) across the curriculum as a natural part of everyday teaching and learning.

“I enjoyed it when we did the voices for the Tiger Who Came to Tea” – Student

Sequence of learning:

Our Impact Project was based on The Tiger Who Came to Tea and culminated in a tea party to which the children’s parents were invited. At the Tea Party children were encouraged to read or retell the story and to recount how they had approached and completed the work that their parents had come to see.

Session 1: The children listened to the story of The Tiger Who Came to Tea, acted out sections of the story using tonal variation and voice projection appropriate to the characters they were playing, discussed how they would feel if a Tiger came to their house, and wrote shopping lists in case one did.

Session 2 : Children were taught the ‘thumbs in’ protocol for discussions and the sentence stems “I agree with x because ...” and “I don’t agree with x because” The children then worked in groups of 8 to discuss a set of pictures which they used to sequence the story. They presented their sequence to the rest of the class. Some children acted out the story in our role play with teapots and tiger masks.

Session 3: Children sequenced a jumbled set of pictures from the story, telling the story. We focused on the moment the tiger first arrives in the story and investigated the text “there was a big furry stripy tiger”. We explored the three adjectives, considered what other wild animals might come to tea and compiled a list of adjectives that could be used for those animals.

Session 4: We worked in pairs to describe an animal for our partner to draw and considered how specific our language should be to produce a good picture. We considered whether adjectives were helpful to us in this endeavour. We wrote alternative beginnings for the story with different animals using appropriate adjectives for them.

Session 5: We began by reading instructions for making biscuits for our tea party and then made the biscuits! Whilst they were cooking we sequenced pictures of our biscuit making and then practised explaining how to make biscuits in groups ready to explain to our parents what we did.

Session 6: We had our tea party, showed our parents our writing, and told them how to make biscuits for a tea party.

“Doing the impact project has reminded me of the power of talk and has made me passionate about reaffirming talk as: a valuable and important vehicle for learning; a valid outcome in itself (in an educational world obsessed with evidencing learning with concrete outcomes such as writing); and most importantly as the way in which humans develop their capacity to think” – Teacher

Curriculum Objectives:

- To use simple sentences to communicate new words
- To use talk to connect ideas, explain what is happening and anticipate what might happen next.
- To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Kerry Baker & Helena Woods

Impact:

I believe that oracy is embedded in our Pre-School planning as there is such a huge focus on developing children's Communication and Language skills across the Early Years curriculum. The Oracy focus gave us an opportunity to ensure that all children were included in the learning activities. The 'Who am I' activity required the children to listen carefully and match the character's voice with a picture.

This was a good activity for some of our shy children as they did not have to perform in front of a large audience. Talk partners and group work sessions felt much more relaxed and the children enjoyed engaging in the topic without the pressure to always be right. It also meant that we could focus on the importance of valuing others ideas and using other children's ideas to extend our own. We would like to continue to explore talk partners and support the children to develop their conversational skills as we did not always feel that the children were responding with an appropriate answer.



"I like looking in the story box. The slime was funny" – Student



"I like being the troll. My voice is grumpy" – Student



"I am good at talking to my friends" – Student



"Oracy is at the heart of our Early Years Curriculum. It is so important to provide the children with opportunities to develop their conversational skills and support them to listen to and value their peers' ideas. The oracy focus provided all children to have an equal opportunity and it was wonderful to see some of our quieter children engaging actively." - Teacher

Sequence of learning:**Lesson 1:**

Objective: What could our story be about?

Oracy focus: Linguistic- vocabulary development. Listening skills.

Children make predictions about the title of the story by exploring and handling a range of familiar and unfamiliar objects. The box contained objects such as a goat, a bridge, freshly cut grass (to smell and touch), green slime, a troll head, some pebbles and a bottle of water.

Lesson 2:

Objective: How can we use our voices and actions to act out the story?

Oracy focus: Physical- using our voice to present

We explored the text, reading it and acting out the patterned language. We used our voices to portray different characters and our bodies to develop an understanding of action words ie Trip trapping over the bridge.

Lesson 3:

Objective: Can I remember the sequence of events in the story?

Oracy focus: Exploratory talk:

The children moved into small groups and each were given a set of pictures. They then used these pictures to sequence the story, whilst being encouraged to use time words to describe the stages ie first, next, then.

Lesson 4:

Objective: How can we use instruments to make our story come to life?

Oracy focus: Vocabulary development and presentational talk.

Children explored a range of musical instruments. They shared their ideas with their partners about whether the instruments made loud, quiet, soft sounds and what they represented from the story. The children took it in turns to play the instruments at the appropriate parts of the text.

Performance to other children in the group.

Lesson 5:

Objective: How did the troll make the goats feel?

Oracy focus: The children sat with their partner and discussed why they thought the troll was unkind to the goats. They then used this as an opportunity to express their feelings about times when someone has been unkind to them. They used an object in small groups-

The speaker would hold the object and this would allow them the opportunity to talk. The children without an object knew that it was their turn to listen.

Activity description: The children then wrote a letter from the troll to the goats to apologise. They explored mark making whilst listening to music. The children had an open discussion about their thoughts, feelings and ideas about the story.

Lesson 4:

Objective: Who am I?

Oracy focus: Talk partners- (developing strategy! they do find it difficult to stay with their partner). They then had to act out the voice of a character from the story and their partner had to listen and identify which character they were from a small pile of photographs in front of them.

Children perform in front of a larger audience.



Curriculum Objectives:

- Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Clare Broad

Impact:

My initial Oracy outcome had been to tell the story of Rainbow Fish from the little, blue fish's point of view. This however changed as the sequence was completed as I felt I needed to adapt to what I was learning about the Oracy needs of the children I was working with. As this was group work, rather than whole class sessions, I worked with children who had been identified as needing extra support with speaking and listening. I also found that to develop the skills I was focusing on then repetition was important. It wasn't enough to sequence the pictures and retell the story in our own words once. This activity needed to be repeated to develop the detail they included orally and also to allow them to develop an understanding of the characters, to then be able to identify what was the same and what was different.

The sequence has clearly shown me that there are many opportunities for Oracy outcomes and that these need to be carefully planned, based on the specific area of learning and/or the need of the children. The scaffolding I used included providing word lists that the children had developed themselves orally, providing simple sentence stems and repeating (then rephrasing) the children's answers as a model. These structures were vital as the children were very confident to share statements and orally retell the story but found asking questions much more challenging. I became very aware of the language I used, choosing specific sentence stems to provide them with, and these they continued to use back in their classroom. My modelling of asking questions became a key focus for this group to understand the difference between a statement and a question. Again, repetition was key here as each time we completed the task, they developed the questions they asked more independently.

Due to the age of the children I had thought carefully about the aspects of the Oracy Framework I wanted to develop with them. The very basic turn taking and looking at the person who was speaking was developed well with the use of the thumbs-in protocol. The children took to this quickly and used it both in the sessions and back in their class. The groups were made up of six children at a time and I was aware of giving them opportunities for different types of talk. Paired talk was assisted by the phrase 'Turn and talk to your partner' as this demonstrated the physical strand well through the instruction given. Exploratory talk was key but then there was the expectation to use presentational talk to the larger group and then the teacher.

What has really struck me is how important it is to realise that this is the beginning of our journey to develop Oracy skills within our classrooms and that the impact seen here will only be amplified by the development of the use of the Framework within everyday practice

“I liked talking about the fishes- Rainbow Fish and little blue fish” – Student

Sequence of learning:

I am a non-class based teacher so these sessions were planned around the main writing teaching that the class teachers were delivering. The writing sequence of learning was based on how Rainbow Fish felt at different points in the story, how his feelings changed throughout the story, preparing questions to ask Rainbow Fish and then hot seating Rainbow Fish about his actions and feelings. The writing outcome was to write descriptive sentences about Rainbow Fish, the little, blue fish and the octopus.

The format for the sessions was complimentary to the main writing lessons - I had 5 group sessions (approximately 15-20 minutes long).

Week One: pre-teaching children to enhance understanding of story and their own skills to be able to use in their classroom.

Session One: The children had heard the story once before we completed the session. I provided multiple copies of the book and asked the children to retell the story using their own words to the pictures. I concentrated on: What detail did they know already? Were there any key words from the story that they used? Which part of the story did they know the best? I noted key words and phrases on a whiteboard for next time. The Oracy focus was on turn taking (social and emotional strand) and their use of vocabulary related to the story (linguistic strand). The thumbs-in protocol was introduced and used.

Session Two: We looked at specific sections of the story and recapped what the pictures were showing us. We then formed a question to ask Rainbow Fish. This involved the children sharing ideas, using question words (for example what and why) and was heavily modelled by myself as the adult. We used 'My Turn, Your Turn' to rehearse the questions before asking Rainbow Fish. I then used a mask to model the answer as Rainbow Fish. Once the answer had been given, I asked the children to explain to me what Rainbow Fish had said. We then repeated for another section of the story. This session was preparation for them to take part in the main session within their class. All further sessions had an Oracy focus built on turn taking using the thumbs-in protocol and using the relevant vocabulary. We then developed their skills to ask questions (cognitive strand) - this however was heavily modelled.

Session Three: I provided the children with key pictures from the story for them to sequence and then retell the story within a larger group session. I then asked the children to discuss in pairs questions they would like to ask Rainbow Fish again. This was a repetitive activity as in the previous session the children had found forming questions difficult however the focus moved to paired talk rather than teacher led talk. By this point they had also had input from their class teacher on asking questions. The Oracy focus was on story sequencing and the structure of telling the story (cognitive strand). We also developed how to ask a question.

Week Two - development of Oracy skills - each session began with a warm up of ordering the story pictures and asking questions.

Session Four: What is the same? What is different? I provided a picture of the little, blue fish and Rainbow Fish. I asked the children to think about what the similarities were between them. We shared these as a group with a simple sentence stem ('They are the same because...'). I then asked them to think about what was different between the fish. I anticipated that they would concentrate on the physical differences, which we discussed first, and then asked them to develop how they were different as characters. A simple sentence stem was used ('They are different because...'). The Oracy focus was on listening to others and turn taking (social and emotional strand).

Session Five: I provided a picture of just the little, blue fish and asked the children to discuss what we knew about him (recapping yesterday). We then looked back at the sequencing of pictures we had completed in previous sessions and I asked the children to use the pictures to tell me about what was happening to the little, blue fish (not Rainbow Fish). We used exploratory talk to share ideas and then I encouraged the children to use presentational talk to tell the group something we knew about the little, blue fish. To finish the sequence we discussed, and then the children shared their opinion on, which fish they liked best and why. The children then orally shared this with the class teachers within their teacher group sessions. The Oracy focus was based on following the sequence but as the little, blue fish (cognitive strand). I had intended for them to retell the story as the little, blue fish but the sequence led us to orally prepare for the sentence writing they would complete.

“This sequence really demonstrated to me how knowing the children's individual, as well as collective, Oracy needs is vital to help teach and develop their specific skills. There were many potential Oracy outcomes but precise planning (and adapting) was needed after diagnosing the exact need of the group” – Teacher

Curriculum Objectives:

- To contribute to conversations, and respond to others, taking turns when prompted.
- To take part in activities with others and talk about what they are doing.
- To talk about things they have made or done, explaining the process.
- To include some details and some relevant vocabulary to extend on their ideas

Fiona Williams

Impact:

Children were initially hesitant to use descriptive vocabulary, and needed this modelled by an adult in the first activity. However, doing this as a class project in both Year One classes over 3 days was a great way to maintain momentum and keep building on learning.

The use of an app to their record their investigations was an engaging, low threat method to assess and evidence their skills. Children were keen to use the Shadow Puppet app, and by importing into the Seesaw app I was able to generate a QR code for display work and portfolios.

By giving time for the children to develop and embed vocabulary and opportunities to explore and build on talk and explanation, the children were comfortable and keen to share their ideas with the class. They loved being able to ‘video call’ the Little Pig (in spite of living in their world of high tech, fast moving imagery they are still captivated by a bit of fancy dress!) and this was a simple but effective conclusion to their topic.

We can now reflect on the presentation skills they have learnt during this project and further develop in future terms.



“I loved trying to blow down my house. It didn’t break and I think the Little Pigs should think about Lego as a building material.” – Student

**Sequence of learning:****Lesson 1:**

While watching a short animation of the Three Little Pigs, children are encouraged join in with the repetitive phrases spoken by the characters.

In pairs (with adult support) children play a back-to-back guessing game. One selects a building material (straw, brick, stick) and describes in 3 words. Partner is then given the opportunity to guess which material they think has been described.

Lesson 2:

In small groups (with adult support) children match adjective cards to the material they best describe (eg, ‘heavy’, ‘rough’ on the brick)

With an adult to help scribe, children then complete a ‘Placemat Activity’ to write descriptive vocabulary onto a poster detailing each material (brick, stick, straw, glass, polystyrene)

Lesson 3:

Explain children are now going to ‘Material Engineers’- testing materials and working out which will be the best for constructing a house.

Discuss how they would like to test the materials (eg. Can you cut it? Is it bendy? How would you join it?)

In small teams, children perform tests on the materials.

Children (with adult support) create an information video using the ‘Shadow Puppet’ app on an iPad. The app allows children to ‘voice over’ photographs and videos and can be accessed via a QR code once posted on the SeeSaw sharing app*.

Lesson 4:

Watch a short ‘Imagine That’ video- “I want to be an architect”.

Put a collection of photographs of different houses on the board. Children ‘Think, Pair, Share’ what common features a house needs to have.

Discuss what materials are available in the setting that could be used if they were building a house in class.

In pairs/small groups, create a design for a strong house. As ‘Architects’, they need to decide on features for their house, draw up a design and label its features.

Groups can show and explain their designs to the rest of the class at the end of this session. (Explain to children that when presenting they need to use their clear voices and make sure they are loud enough for everyone to hear them.)

Lesson 5:

In their pairs/small groups, children build their strong houses.

Test if the house has fulfilled its brief by blowing with a hairdryer for 30 seconds. (Predict what they think will happen beforehand.)

Children ‘Video Call’ one of the 3 Little Pigs (a willing adult dressed up!) and explain their construction, their predictions, their test results and give advice on how to build a house strong enough to protect them from the Wolf in future!



“The children completed this project ‘off-timetable’ and really benefitted from the complete immersion into their investigation” - Teacher

Curriculum Objectives:

- Can I create a clear set of instructions?

Jen Rendall, Ali Cullurne and Claire Del Mont

Impact:

Talk in pairs/ trios enabled all children the opportunity to talk and to share an idea/ contribute. The children are becoming more confident in offering opinions and justifying. They now need opportunities to develop skills to build on what others say eg. More opportunities to practice use of sentence stems at different stages of the oracy sequence.

Giving the children the chance to rehearse instructions in pairs impacted the confidence and independence at the writing stage.

**Sequence of learning:****Session 1:**

Objective: Can I discuss what a pomander is and make one?

Oracy focus: Paired /trio/ group discussion to answer a question and come to a conclusion

Activity description: ORACY Hook - Give students picture of a Tudor pomander in pairs – ask them to discuss what it is and what it might have been used for.

Feed in clues. Give written word/ picture clues throughout discussion such as such as “Tudor” and “Smell” “no baths” etc students work talk in trios (A speaker, making observations, B listener and ask a question to build on A, C not-talker, to summarise and feedback) to make inferences about the object from clues. Students to change roles after each clue.

Session 2 :

Objective: Can I order and rehearse giving clear instructions?

Oracy focus: Paired / group talk to rehearse captions based on a picture.

Group presentation of instructions to another group

Activity description:

ORACY – Paired work - Students will work with a partner to caption one picture giving as much detail as we can so that the instructions can be followed properly.

ORACY checking– Students will look at instruction pictures in the correct order and will work in groups to rehearse presenting those instructions to another group. Students will be given a selection of key words to use.

Students to orally evaluate effectiveness of the other pair’s instructions.

Session 3:

Objective: Can I plan how to make my own pomander?

Oracy focus: Consolidating work from yesterday and adapting our ideas to a different context

Activity description: ORACY – consolidating and changing. Students will work in the same ORACY groups as yesterday to rehearse their new instructions with their new ingredients. They will agree on the ingredients they want to use and after rehearsal, will then present them to another group (same group as yesterday)

As yesterday students to orally evaluate effectiveness of the other pair’s instructions. Did they build on their skills from yesterday to improve clarity?

Session 4:

Objective: Can I write my own instructions to make a pomander

Oracy focus: Presentation

ORACY – Evaluation

Students will read someone else’s instructions and evaluate their work using sentence stems

I really liked...I think you used.....really well. Next time you could... You need to improve...

Whole class discussion – Did all our talk, help us with our writing?



“Children are becoming more confident and articulate in expressing their opinions and feel valued in doing so” – Teacher

Curriculum Objectives:

- Can I label the oceans of the world?

Impact:

As the facts were fed to the children, they communicated well with one another to identify the key words to help them sort the facts under the correct ocean. The children discussed their choices with the children on their table well and this contributed well to the plenary and class discussion at the end of the lesson.

“I enjoyed talking about the facts before using them in my work”
– Student



“Feeding facts to the children was an engaging way to get the children talking about the topic” - Teacher

Georgi Bouston & Rachel Martin

Sequence of learning:**Lesson 1:**

Objective: Can I label the oceans of the world?

Oracy focus: Fed in facts

Activity description: At their tables children have to sort the correct facts under the correct ocean (facts taken from the PPT so children are familiar). Once the children have matched the facts correctly they will then have the copy these into their books under the different ocean subheadings.

Lesson 2:

Objective: Can I answer questions about our blue planet?

Oracy focus: Talking trios

Activity description: Working independently children have differentiated pieces of text with questions to answer. Talking trios with children that have answered different questions to discuss what they have learnt during the lesson.

Lesson 3:

Objective: Can I write about plastic pollution?

Oracy focus: Discussion cards

Activity description: Children to work independently to explain each statement. To further children's knowledge and understanding of plastic pollution debating cards will be used throughout the lesson.

Lesson 4:

Objective: Can I create a sea creature using plastic?

Oracy focus: Traverse discussion/similarities and differences

Activity description: Before starting the task children will be shown a variety of examples to discuss in the traverse task, focussing on similarities and differences as well as their opinions. Children to work independently to create their sea creature. Children are given the opportunity to think about the pieces of plastic that they are going to use as they will be writing a design review for this piece of work in the following lesson.

Lesson 5:

Objective: Can I create a design review?

Oracy focus: Talking trios

Activity description: In their books children stick a picture of their creature in the top right hand of their page. Following the questions on the example review on the IWB children write the subheadings and answer the following questions:

What have I made? The skills I have used...

Evaluation: Do I like the way it looks? Why? How could it be improved? Did you face any problems?

Children to feedback their answers in talking trios.

Lesson 5:

Objective: Can I write a biography?

Oracy focus: Final outcome/presentation

Activity description: Using information sheets on their table's children work independently finding the key information about DA. Once enough information has been found (underlined with pencil crayon) they can start writing the information under the correct subheadings in the Topic books.

Physical: Once finished their piece of writing children are giving the opportunity to present their biography to each other in small groups focussing on clear speaking, sentence structure and coherency.

Curriculum Objectives:

- Can I understand how to use a compass?
- Can I recognise the features of a map?
- Can I use a map to give instructions?

Anita Marsh and Laura Beasley

Impact:

Excellent discussion and reasoning. Everyone engaged and focused on activity. When we looked at an O.S map after this activity the children were pointing out the symbol learnt and describing the features on a map demonstrating a good understanding of symbols. By working with a talk partner, children were able to articulate, justify and expand on their ideas, taking ownership of their learning.

I demonstrated how a compass worked at the start of the lesson then taught lesson 3. At the end of lesson 3, I gave children a compass and told them to find north. Children supported each other reminding children who were struggling, how to use the compass giving clear instructions and advice. Good peer activity, also assessed who listens to instructions! This also meant that children had an opportunity to share and deepen knowledge with their peers.

Noise- Planned activities to run alongside back to back so that children could hear instructions clearly then evaluate activity. Most children commented that they had to improve their instructions and be more precise and accurate with their vocabulary choice in order for their partner to follow route successfully. This activity allowed the children to listen meaningfully to their partner and be reflective of what was said.

Children are using thumbs in well for turn taking and organising small group discussions.

Children starting to justify their thoughts and ideas independently without being prompted. Thumbs in is now being used on a daily basis, often a chosen method by the children, to organise their small group discussions ensuring every child participates and has their thoughts heard by others

“I think oracy is talking and learning at the same time. It helps us to listen and understand everyone's opinion” – Student

“Thumbs in helps with turn taking. I feel like we have control of the conversation and we are not interrupted when we are speaking” – Student

Sequence of learning:**Session 1:**

Objective: Can I identify and describe map symbols?

Oracy focus: In pairs, children will be given pictures of map symbols, their name and a description. Children to discuss what they think they are and explain their reasons using sentence stems.

Activity description: Have a class discussion about maps and what they are used for. Children to match symbols to their name and description. Share findings as a class. Does anyone have the same answers? Does anyone have different thoughts?

Session 2 :

Objective: Can I use a compass?

Oracy focus: ‘Talk trios’ to be used for children to explain what a compass is.

Activity description: Class discussion about what a compass is and how it works. Give children a set of instructions to follow in pairs. One child reads the instructions, the other child uses a compass to follow the directions. (Outside)

Session 3:

Objective: Can I describe a route on a map?

Oracy focus: Children to work in pairs sat back to back. A is to be given a picture of a map with a route drawn on it and B will have a blank map. A to describe the route to B for them to draw it onto their map.

Activity description: Show class a map. Using ‘talk trios’, children to take it in turns to describe the route shown on the map. Children to then work in partners to take it in turns to describe and draw a route on a map.

Session 4:

Objective: Can I design my own map symbols?

Oracy focus: Use ‘Thumbs in’ for children to discuss their ideas for map symbols. Explaining what they will look like and why they think they will need them.

Activity description: Explain to the children that they will be creating a map of the playground. Children to think of symbols that they might need and then design them.

Children to present the symbols they have created to their group/class.

Session 5:

Objective: Can I evaluate my map?

Oracy focus: Focusing on use of sentence stems, class discussion to explain what the children like about their map and how they would improve it, justifying their reasons.

Activity description: Children to present and evaluate their map (LA using sentence starts). Justify their reasons for why they like it and what they would do to improve it.

“Oracy has helped pupils to justify their thoughts and ideas and have the confidence to speak. It has made children independently assess the language they use and be more articulate” – Teacher

“Oracy has helped deepen the children's knowledge and encouraged them to take ownership of their learning” – Teacher

Curriculum Objectives:

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Seren Freestone

Impact:

This year 2 class is made up of a group of children with a diverse range of abilities. There is also a marked difference in the experiences and vocabulary of the children. In reception, children start with very low language experiences with a vast majority beginning school well below age expectations for vocabulary. Before I began this project I assessed all the children's ability to work in a group and listen to each other. 2 groups all spoke at the same time. 1 group broke off into pairs and talked only to their partner. 2 groups took it in turn to speak, but didn't respond to other children's points – they just stated their own opinion and moved on. Only a few children could tell me what the other children had said.

Throughout this project, the children were engaged in all sessions. Children of a range of abilities and experiences worked well together, and vocabulary was used effectively throughout. All children reported that they had enjoyed the project, and all children felt they had made progress and learnt about habitats.

The most successful element of the project so far has been the 'trios' and expecting children to listen and summarise other's point of view. Once the children understood what was expected, they listened well to each other. All children, including ones with speech and language difficulties and EAL were able to join in. The vast majority of children were confident to feedback and were able to summarise what others had said. Vocabulary was well used and children used new words which had been introduced confidently. This has also been evident when children are working in other lessons, they have used the terms 'I agree'... 'I disagree' and have justified their opinions using because.

The next area for development is the children being able to present their ideas in a more formal manner. I intend to provide opportunities for the children to work in groups more frequently, rehearsing and presenting their ideas. Further teaching of how to summarise information and put into their own words will also need to be considered.

“It was amazing! It was fun! We learnt about habitats and how to talk to each other.” – Student

Sequence of learning:**What types of habitat are there?**

Play 'Guess Where' (Guess who) - Children to have a selection of different habitats. In pairs, one child select a habitat, the other ask questions to guess which the habitat is. After each pair has played once, give children question stems to enable them to ask more precise questions.

Which animals live in which habitat?

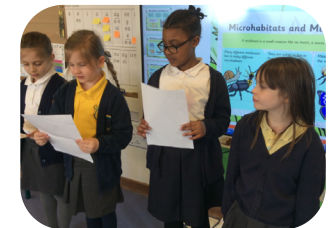
In groups of 2 or 3, children to pick an animal and a habitat from a selection given. Child A to state if they think the animal belongs in the habitat, by giving a reason. Child B to agree/disagree and add a different reason. If in a 3 child C to do the same. After initial discussions, scaffold the talk – child A to state if the animal lives in the habitat, child B to agree/disagree and add detail about the food available, child C to agree/disagree adding detail about the specific 'home' of the animal.

Identify and name a variety of plants and animals in their habitats.

In small groups (3-5) children to be given the task of presenting their habitat to the rest of the class. Give children initial picture for them to describe. Fed in facts – add plants/animals and key facts of each habitat. Group to rehearse then present their habitat using key vocabulary and facts given to them.

Food chains

Concept map – in pairs children to have an image of a food chain. Discuss what the image shows. Give children key vocabulary (familiar from year 1) Ask them to label food chain and describe in their pairs. Give children a choice of cards to pick to create their own food chains. Describe the food chain to a partner using correct scientific vocabulary – partner to draw the food chain.



“I had not anticipated how motivated and enthused all the children would be. I am looking forward to exploring these techniques more and embedding them within my day to day teaching.” – Teacher

Curriculum Objectives:

- To understand that there are different habitats which provide for the basic needs of the animals and plants that live in them
- To identify and classify a variety of plants and animals in different habitats

- To describe how animals obtain their food from plants and other animals using the idea of a simple food chain

Yvonne Goodler

Impact:

The children responded positively to each session with growing enthusiasm and engagement as the sessions progressed. They were keen to use their new skills and enjoyed trying out different roles within groups. Year 2 children responded better to and were more successful with activities in which they had clear, assigned roles than with ones in which there was more of a freely flowing discussion; in these cases they tended to 'do' rather than 'talk' and some children naturally took over the task. When roles were clear and defined, even more reluctant and introverted children were happy to have a go and share their ideas.

In general, Year 2 children love to talk, both to each other and to adults. However, their talk became more focused and purposeful through the different activities. The children's ability to listen and respond to others improved overall. When they knew that they would be responsible for responding using a sentence stem, they made more of an effort to listen and to think about what others had said. Likewise, their ability to share their ideas using secure content knowledge improved a great deal. In particular, their ability to use subject-specific vocabulary improved significantly.

Throughout, the children were both keen and able to reflect on each of the activities. They had a clear understanding of what they and their classmates had done to either enhance or inhibit each experience. They showed a true appreciation for how the words they chose, how they delivered them and how they listened and responded to others could help them to learn and understand more. At the end of the sequence of learning they were able to explain their favourite activities and tell what they had enjoyed or how they had been helped by them.

“I loved presenting because everyone listened to me!” – Student

“It has been delightful to hear every child's voice and to see their self-confidence soar as they recognised that others valued that voice. Planned oracy outcomes have allowed children who struggle with printed text to access subject content in a deeper and more meaningful way. I have been thrilled with the level of engagement in lessons” – Teacher

Sequence of learning:

Session 1: The children explored the features of different large habitats through a paired 'back to back' drawing activity in which one person described a habitat using a picture that was provided and with a focus on positional language while the other drew what was described and then guessed which habitat was being described. The children then changed roles.

Session 2 : The second session built on the children's developing understanding of different habitats through a 'fed in facts' activity. Working in groups of 4, the children were given a set of pictures showing different habitats and a second set of cards with statements describing the features of a particular habitat. The statements were written so that they could, initially, be descriptions of more than one habitat. Children used the 'thumbs in' protocol, pre-agreed rules for discussion and sentence stems to match each habitat picture to its description.

Session 3: In Guided Reading, the children read a text about classifying animals according to what they eat. They learnt the terms carnivore, herbivore, omnivore, predator and prey. They then worked in threes to sort pictures of animals they had drawn into groups using the 'silent summariser' strategy. Child A shared their picture and stated whether they believed their animal to be a carnivore, herbivore or omnivore. Child B used sentence stems to agree or disagree with the first child's determination and discussion between them continued until they had reached agreement. Child C reported back on the consensus which was reached. Roles rotated so that each child had an opportunity to try all three.

Session 4: In the next session, children once again read about classifying animals, this time according to their bodies and how they had their young. The focus was on learning new vocabulary: mammals, reptiles, birds, insects, amphibians and fish. They then worked in pairs to play a 'Guess Who' style game. Children were given a board showing several animals of different types. They each chose one and took it in turns to ask each other questions to eliminate some animals from the board, playing until they had narrowed it down to one animal. Questions had to include the newly learnt vocabulary.

Session 5: After doing some work on food chains, the children created concept maps showing a simple food chain. They worked in groups of 4 and were given a set of word, symbol and picture cards which had to be rearranged into a logical and accurate concept map. They used the 'thumbs in' protocol if they wanted to offer an idea to the group and sentence stems to respond to one another. Through discussion each group created a concept map illustrating and explaining a food chain. When finished, they were asked to present their map to the teacher and to explain their reasoning.

Session 6: This session focused on learning how to present effectively to a group. In English, the children had been working on writing setting descriptions with a focus on a particular habitat. They were told that they would use their writing to deliver a 'David Attenborough' style expert talk on their habitat. The class took part in a lesson on presentation skills. The children then played 2 games which allowed them to develop their delivery skills. The first was an 'I have, who has' game related to habitats. Children were given cards with questions and answers on them. They had to share the information on their card loudly, slowly and clearly so that everyone could hear it and respond appropriately. They worked on standing up straight with feet apart and looking at the group when they spoke. The second game was 'Two truths and a lie' in which children stood in front of the class to share two true facts about themselves and one lie. They were challenged again to stand up straight with feet apart and to speak slowly, clearly and loudly. They also practised speaking expressively and with confidence in order to seem believable to their audience. Following on from this, children were assigned a partner for the presentation and had time to practise delivering their talk.

Session 7: In pairs, the children proudly presented their expert talks on their habitats to the rest of the class.

Curriculum Objectives:

- To confidently identify and label the parts and functions of a plant using scientific vocabulary.

Impact:

The use of the fed in facts enabled all learners to access vocabulary with opportunities to discuss each function practically. The following lesson proved that they were able to retain good knowledge and understanding of the necessary vocab. Working in the talking trios enabled the children to each contribute in a valuable way supporting each other and further deepening scientific knowledge, and therefore children felt valued and enthused by the learning.



“It was so much fun matching the labels with an actual plant and talking together helped us get it right” – Student

Claire Smout & Kelly Davies

Sequence of learning:**Lesson 1:**

Objective: Can I name different parts of a plant?

Oracy focus: Discuss different parts of a plant using word mat and fed in facts to explore and familiarise new vocabulary.

Activity description: Label parts of a plant and identify functions.

Lesson 2:

Objective: Can I plan an investigation and make predictions?

Oracy focus: Discussion – talk trios. What do we want to find out? What do we predict might happen? Pupil plenaries.

Activity description: Children to decide which investigation they want to do and work in respective groups.

Lesson 3:

Objective: Can I explain my results using scientific language?

Oracy focus: Physical: As a group – What makes a good TV advert? Discuss use of voice, tone etc. Eye contact, confidence.

Activity description: Children to work in groups to rehearse their TV show. Present findings to the class in the form of a TV programme 'The Good Plant Growing Guide.'

Lesson 4:

Objective: Can I understand how water is transported in a plant?

Oracy focus: Using sentence stems, discuss functions of a stem within groups and assign each person a task e.g. roots, water, leaves etc.

Activity description: In group's children to create a human model to represent the functions of a stem and present to the rest of the class.

Lesson 5:

Objective: Can I identify the different parts of a flower?

Oracy focus: Talking partners – discuss parts of a flower whilst being introduced to fed in facts.

Activity description: Children to dissect flower and use fed facts to label.

Lesson 6:

Objective: Can I understand the process of seed dispersal?

Oracy focus: Talking partners to discuss the different stages of seed dispersal. Children to then collaborate with another pair.

Activity description: Physical: Children to work as a group and act out a method of seed dispersal to the class.

“A hands-on activity and talking as a group allowed for a richer discussion and enhanced confidence when using scientific vocabulary.” – Teacher

Curriculum Objectives:

- We wanted the children to learn the history of the school by exploring different resources that have been collected over the years.

Impact:

- Children are able to listen carefully to the other children in the class.
- Children are able to respond to other ideas and suggest ideas.
- Children want to listen to what other children are saying.
- As the teacher it was nice to hear what the children were thinking and challenge ideas in an effective manner.
- Children were using language that they had learnt from previous lessons.
- Children encouraged others to expand what they had said to clarify their meaning.
- Children have developed greater confidence in speaking.

“It makes you listen really carefully and think about what you say to be clear. When we talk about things using thumbs in it makes you listen to what other people have to say” – Student



“I have enjoyed learning through talking and listening. It is great to listen to what my friends want to say, and it also means that my ideas get heard” – Student

“Oracy has helped give every child a voice and develop confidence in sharing ideas and building clarity and purpose in what they want to say” –Teacher

Debs Russell & Ellen Rowney**Sequence of learning:****Lesson 1:**

Objective: Find out about the school's log book.

Oracy focus: Questioning – Ask the book questions to find out about what we're studying and why it is important eg How old are you? Are you a story book?

Activity description: Introduce the local history study of our school. Show the children the school log book from when the school was opened in 1909. Show the children inside the book. Locate on a timeline the date of the first entry tying this into generations of their family and marking on the positions of the two World Wars.

Lesson 2:

Objective: Think about how things were different in school in the past considering photographic evidence.

Oracy focus: Using back to back description and questioning promoting listening.

Activity description: Children in pairs sit back to back. One child has a photo showing a scene from the past. Children draw a sketch of what the other person is telling them asking them questions about what they see. Then show the photo and discuss what it's of. What is happening in the photo? What is similar to school now? What is different? Can they recognise areas of the school?

(Photos of: an old PE lesson, an old classroom, the computer room with Acorn computers, the building of the new staffroom, community room etc, young children napping on camp beds (war time?), school productions from the past)

Lesson 3:

Objective: What was school like in 1960s?

Oracy focus: Thumbs in discussion, questioning of an ex pupil.

Activity description: Read the letter of memories from an ex pupil. Use thumbs in discussion to explore similarities and differences. Would they prefer it then or now?

Invite in ex pupil from 1970s (Mrs R's neighbour) ask questions about the school in those days.

Lesson 4:

Objective: Find out about factors affecting school attendance in the past.

Oracy focus: Use fed in facts to build knowledge

Activity description: Look at entries from the school log book. What were the problems affecting attendance in the early days of the school? Introduce facts explaining the meaning of words they may not know: measles, mumps, diphtheria, scarlet fever, whooping cough, hop picking, air raids, snowfall. Also show teacher's absence – visiting son home from the front, falling off bicycle.

Lesson 5:

Objective: Find out other information about the history of the school.

Oracy focus: Discuss in pairs which they think is the most important or interesting to them information to include in their presentation and how are they going to present it on their presentation board.

Homework – Did any of their parents/neighbours go to the school? Can they share any extra information with them?

Activity description: Gather extra information for presentations such as old school uniform (we have an old school tie), reports, programs for sports days, projects etc signs around school such as girls/boys signs over doorways, old school sign at the front of school, wooden board of those lost in the Great War.

Lesson 6:

Objective: Present information about the history of the school to parents invited in for an History of Somers Park Exhibition

Oracy focus: Presenting their findings to parents. Discussing their work using their presentation board and their findings. Answer questions sharing evidence.

Activity description: Parents come to exhibition. Children share and present work.

“The children have enjoyed our oracy learning. They are beginning to understand the importance of talk and how it can help them to learn” – Teacher

Curriculum Objectives:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Tom Watts

Impact:

At the beginning, the class struggled with precision in their language, unable to accurately convey a concept, idea or argument. Whilst we'd done lots of work on vocabulary before, those words we'd 'learnt' weren't being applied as much as I would've liked. Giving the children an opportunity to explain concepts with a bank of words to use, where they didn't have to write an answer, meant they were more comfortable using the scientific language.

Gradually introducing the facts needed for debate helped create depth to the children's arguments over the consumption of insects. It also provided some lovely opportunities to explore changing our minds (contrasting conjunctions) and the implication that it was perfectly ok to change your point of view. Using a captivating subject like eating insects meant the children were engaged from the outset and gave me the opportunity to introduce learning about nutrition from a different direction. Not relying on writing for evidencing learning meant that the pace of knowledge acquisition could be much more rapid and gave the class more opportunity to expand their subject expertise.

Having a clear outcome in the assembly meant that the children were motivated to improve the physical aspect of their oracy. Having success criteria for both the content and delivery gave the lesson focus and purpose where before the children might have just been 'learning lines.'

Overall, my class have become more confident in expressing themselves and are more proficient at using new language in their speech and writing.

Sequence of learning:**Lesson 1:**

Used back to back drawing to introduce the biceps and triceps. We looked at positional language and children had a bank of phrases to help them describe what they saw. Each child in a pair had either the bicep or the tricep to attempt to draw. Once they could see the drawings, the children then had discussions around what differences they noticed with the two muscles. We then labelled diagrams of the arm.

Lesson 2:

We researched technical language to do with muscles and bones and wrote down definitions. We made models of the arm using lolly sticks and elastic bands for the muscles. Children then rehearsed an oral explanation of how the muscles in the arm worked and took turns explaining what they'd learnt in groups.

Lesson 3:

Began lesson by asking 'should humans eat insects?' to which the resounding answer was 'no!' Children then had a discussion in groups of 4 where I used fed-in-facts to introduce the arguments for eating insects. We then had class discussion about whether we had changed our minds over eating insects. We finished by mind-mapping the arguments for and against eating insects.

Lesson 4:

We began preparations for a class debate on whether or not we should eat insects. We split the class in half and then formed small groups to discuss our points for and against. We practised sentence starters for agreeing and disagreeing with someone and these were left on the board for the children to use. We then worked in groups of four (two for and two against) to debate the pros and cons of eating insects.

Lesson 5:

We started preparing an informational speech on eating insects and how doing so is beneficial for our health and the planet. We looked at a model text and agreed a success criteria for our speech. We then worked in groups to draft a text.

Lesson 6:

We spent the lesson preparing our speeches to give during the class assembly. Working in groups, we concentrated on our delivery of the speech and looked at what makes a good delivery. We gave positive and constructive feedback as a class then in smaller groups.



"I loved persuading people to eat insects" – Student



"Teaching oracy is vital to the holistic development of my pupils. The benefits to their confidence, language and writing can never be underestimated." – Teacher

Curriculum Objectives:

- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.
- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- recognise that sounds get fainter as the distance from the sound source increases

Holly Potter and Laura Passey

Impact:

We noticed that the children were starting to use scientific vocabulary correctly to support their ideas and to back up their points (in the sound Q and A). They enjoy talking trios and having the third person (summariser) share at the end allowed their explanations to develop further.

The children are already familiar with story mapping and allowing them to use it to enhance their science learning was beneficial.

Sequence of learning:**Lesson 1:**

Objective: Pitch is the same as amplitude.

Oracy focus: Talking trios

Activity description: Children to have statement in front of them they need to use talking trios to explain their understanding of the statement whether they agree or disagree with previously taught vocabulary.

Lesson 2:

Objective: How does sound travel?

Oracy focus: Using story map to present and describe ideas to small group

Activity description: Create story map on how sound travels. Debate: present to small group who then agree, disagree and supportively challenge any missed steps.

Lesson 3:

Objective: True or False?

Oracy focus: Discussion – recap learning.

Activity description: Series of true or false statements based on Sound unit, children discuss as small groups their thinking using sentence stems.

Lesson 4:

Objective: Sound Q & A

Oracy focus: Discussion – what do we know so far?

Activity description: Children have 12 different questions around Sound they need to speak to a different person each time to support them answering it.

Lesson 5:

Objective: What is similar? What is different? Vibration and Amplitude

Oracy focus: Talking Trios

Activity description: Children discuss what is similar and what is different about the vocabulary vibration and amplitude.

“I really liked the way we showed our learning using a story map to show how sound travels to our ear, it was different and fun” – Student



“I believe that the talking trios really helped the children to summarise the knowledge they had acquired for how sound travels- we will be using again” –Teacher

Curriculum Objectives:

- The aim of the first session was for the children to understand that sound travels in waves and that it requires particles to vibrate and travel through (sound cannot travel through a vacuum).

Impact:

In using the back to back pictures, the children not only became far more in tune with what sound waves looked like, but it immediately engaged them in the topic as a whole. The fed in facts worked even better and I witnessed really in depth discussions about why a particular fact fitted either the sound or light picture. We discussed the activity afterwards and the children fed back that it really made them think about how they were describing their pictures and why it was important to be specific.

The activity did take longer than planned, perhaps because it was totally new and took some organisation with a whole class, but far more than usual were able to then verbally explain how sound travels by the end of the lesson. It also made them more able to complete their written work independently.



“I liked how the pictures challenged me to think but weren’t so difficult. I couldn’t do them. I’ll remember what sound looks like because I had to explain it so much” – Student

Sequence of learning:**Lesson 1:**

Objective: Can I understand how sound travels?

Oracy focus: 1) Back to back pictures with fed in facts: children have pictures in envelope of source, vibrations and sound waves produced by different instruments (violin and drum) with fed in facts to then identify.

2) In pairs, children have picture maps of the different ways sound travels, which they explain to each other as a story map. (end of lesson to demonstrate secure understanding)

Lesson 2:

Objective: Can I explore changing pitch?

Oracy focus: Talk trios, explaining how pitch is changed for different instruments.

Activity description: In pairs, children research the different ways of altering pitch for a range of instruments, using the correct scientific terminology.

Lesson 3:

Objective: Can I describe the relationship between distance and sound volume?

Oracy focus: Traversing talk: children to discuss and make predictions on what will happen to the sound in various scenarios

Lesson 4:

Objective: Can I investigate which material is best for soundproofing?

Oracy focus: Thumbs in protocol discussion of the best materials for soundproofing, using existing knowledge and a suggested range of materials.

Activity description: Children carry out scientific investigation into which material is best for soundproofing.

Lesson 5:

Objective: Can I present my recycled instrument plan to my peers?

Oracy focus: Presentation: Children present the plans for the instrument they have chosen to create explaining the various stages of production, their reasons behind their choice and what sound they predict will be made.



“The Oracy focus led to a far greater depth of discussion around the LO and allowed the children to come at the topic from a different angle, making connections for themselves rather than just being told.” – Teacher

Curriculum Objectives:

- Learn about Britain's settlement by Anglo-Saxons and Scots.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Construct a profile of a significant leader using a range of historical sources.
- A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.

Nicola Demski**Impact:**

Without the use of the impact project I would have approached this sequence of learning in a very different way. The children would have had written outcomes and worked independently. The use of the Impact Project has meant that the children have worked in a more collaborative way and I believe they have been able to build better relationships as a result. Moreover, once revisiting the topic one week later the children were able to recall detailed facts. Because of the collaborative nature of the learning I believe the children didn't feel threatened. This led to all children being able to make valued contributions.

To start with, the children were unaware they were using body language, tone and intonation and varying their vocabulary when talking. After studying and observing others talking, it was clear to see the children felt empowered by having the knowledge and the expectation of refining those skills. I believe it was this that gave all the children confidence to speak.



“Doing this task gave me time to think and I was able to have support from my group. It would be a good thing to talk and present more often so we can become more confident.”

– Student

Sequence of learning:

Our class impact project was based around the important historical figure, Venerable St. Bede.

Lesson 1:

We started the project with the children looking closely at an image of St Bede. In groups of four, the children studied the image, with one member of the group summarising the conversation and feeding back to the rest of the class.

Lesson 2:

The next session involved the children working in trios. They were given information about St Bede which was fed in. One child was asked to read the information aloud, one to summarise it back and one to write down the summary.

Lesson 3:

The following session the children worked in the same to create a cartoon style timeline of St Bede's life and achievements based on the notes of the summarisers from the previous session.

Lesson 4:

The children were told their task – to give an oral news report on the life and death of St Bede. As a class we watched episodes of 'newsround' and made observations about the tonal variation, clarity of pronunciation, voice projection, gesture & posture, facial expression & eye contact and appropriate vocabulary level.

Lesson 5:

Finally, the children were asked to work in groups of three to create a news report. They were asked to perform a news bulletin detailing the death of St Bede and give information about his life and achievements and detail why he would be remembered for years to come.

Lesson 6:

We then spent the next session giving peer feedback and advice using the Oracy Framework as a guide.



“I have been really pleased with the way the children have responded to the project. They have all found a voice and now want to share their learning and ideas within a low threat, high challenge learning environment” –Teacher

Curriculum Objectives:

- Can I explain how we know that the Earth, Sun and Moon are spherical bodies?
- Can I use discussion to find out how the Earth has seasons?
- Can I order the planets of the solar system and describe their features?
- Can I describe the phases of the moon?

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky

Impact:

The children were engaged in the activities and relished the opportunity to interact with their peers in a way that allowed them to generate their own explanations. It was clear that the children thrived on being given the opportunity to take responsibility for their own learning, with the guidance of the oracy framework and encouragement from the teacher.

The written work produced following the oracy sessions, showed a clear thought progression as children of all abilities were able to meet the objectives and differentiation was by outcome. This meant that children felt included and able to express their ideas in a more eloquent way. In particular, the speed dating activity using the traverse oracy technique was received well by the children and allowed the key knowledge to be embedded.



“I really enjoyed the speed dating as I've never done it before and I enjoyed interviewing people. I tried to use as many of the question starters on the board as I could. My favourite planet is Saturn because it has rings!” – Student

Sequence of learning:

Zoe McCracken & Sophie Shaw

Lesson 1:

Objective: Can I explain how we know that the Earth, Sun and Moon are spherical bodies?

Oracy focus: To work in talk trios (A and B to explain, C to summarise) and use pictures and diagrams to establish what people believed about the shape of the Earth, Sun and Moon (are they spherical or flat?) and decide which one is the most convincing argument.

Activity description: Class discussion about the evidence followed by a presentation of their argument in the form of a persuasive letter to convince the reader of their opinion.

Lesson 2:

Objective: Can I use discussion to find out how the Earth has seasons?

Oracy focus: Watch a short animation about how the Earth orbits the sun and rotates on its axis. Then, using this and a selection of diagrams and simple captions of information, children work in small groups using thumbs in protocol to discuss how seasons work and come up with a clear explanation of what happens.

Activity description: Groups to discuss findings and present these to the class using the arrangement of their diagrams to help them. Rest of the class to evaluate their presentation based on a scientific video.

Lesson 3:

Objective: Can I order the planets of the solar system and describe their features?

Oracy focus: Give children a fact card about the planets and their position in the solar system. In groups of 8, the children allocate themselves to be a planet and using discussion in two opposite lines conduct a 'speed dating' activity in order to interview different planets to find out their features. Clear questioning must be used throughout to gain relevant, accurate and enough information. They will move down the line as a traverse and interview different children (planets)

Activity description: Using their notes and discussion, children create a poster to represent the order of the planets and their key features.

Lesson 4:

Objective: Can I describe the phases of the moon?

Oracy focus: Children to be in mixed ability discussion groups of 4 or 5. Each group has a chart sheet with the phases of the moon shown as diagrams. Using fed-in facts and labels, they must cut the Jaffa cakes carefully to show the different stages of the Moon based on these facts and discuss what this shows.

Activity description: Children draw and write about each phase in their books. They need to include the names of the phases and when in the cycle each phase appears.



“These activities have been a great addition to our science topic as they have given the children more freedom in their learning and we have seen certain children come out of their shell and approach science, which some find tricky, with more enthusiasm.” – Teacher

Curriculum Objectives:

- to be aware of my own culture and to understand that cultural differences sometimes cause conflict
- to understand what racism is and to be aware of my attitude towards people of different races

- to understand different bullying behaviours and how to stop it

Ioshi Jones

Impact:

The children were very engaged in the activities and all children participated. The sentence stems, back to back and fed in fact activities were particularly successful and helped develop the children's language.

The children struggled more with the role cards and I felt that I needed to introduce the roles at a slower pace ie a couple at a time so that the children were more able to use them effectively. It was very useful to use the summariser moving groups as it provided a quicker way for groups to feedback. The series of lessons fed well into the film task as the children were confident in the content that they needed to include.



"I sometimes struggle to get all my ideas written into my work. In oracy, I am able to share my ideas and get ideas from others."
– Student



"The oracy programme has changed the way I teach. Before the programme I thought I 'did oracy' because I used talking partners. The course has shown me that oracy is far more than that and key to successful learning." –Teacher

Sequence of learning:

Our class impact project was based on the Jigsaw PSHE scheme of work

Lesson 1:

Children were asked to sit back to back to describe words about what defines a person culture. They then drew their own culture wheels using these words. In table groups they discussed similarities and differences. They then looked at pictures of other children from the UK of different cultures. They used talking roles to discuss their perceptions of the culture of the different children and what aspects of different cultures sometimes can cause conflict. The summariser then went to another group and fed back their ideas. The children were then set the homework research task of researching a world culture and to create a oral presentation suitable for a year 3 class (we will be doing a culture fair later in the term)

Lesson 2:

We used fed in facts to discuss the terms 'race' and 'ethnicity'. Children were asked to discuss their thoughts on the definition of race and its relevance today (I showed the children a photo of my twins who have different skin colours but are the same race as a stimulus). Using discussion roles children were asked to define racism. I gave them fed in examples of possible racism incidents. From the discussions we generated a class definition of racism.

Lesson 3:

The children were given a letter written to an agony aunt with a possible scenario of bullying. They were asked to stand on either sides of the room if they did or did not think it was bullying. Using the sentence stems they then had to persuade someone with an opposing view their reasons for their decision. We generated a class definition of bullying. In fours with 2 children using listening ladders, the children discussed which of the types of bullying they felt were the most hurtful. The groups were then asked to discuss the advice the agony aunt should give and the summariser presented it to another group. Children then adopted clarifier and prober roles to develop summarisers ideas. Children explored indirect and direct bullying scenarios by getting into two lines and debating their decisions.

Lesson 4:

Children were set the following task:
Your group will be making anti bullying short 2 minute film.
Your audience is KS2 children. Information you must get across:
What does bullying look like?
The effects of bullying on the victim
How to stop bullying
Your videos must be powerful and thought provoking.
We watched a number of antibullying films to generate ideas of structure and language.

Lesson 5:

Children recorded their videos and the rest of the class gave feedback using the Talk Detective evaluation sheet.

Curriculum Objectives:

- Use talk to organise, sequence and clarify thinking, ideas, feelings, events.
- To deepen understanding of the history learning – disciplinary and substantive knowledge.
- To increase flare, sophistication and control in persuasive writing.

- To be able to write effectively in character for a specific audience.
- Perform speech effectively to an audience of peers and adults – learning the key techniques of effective public talk to an audience.

Mark Stenton

Impact:

- All children were able to perform to the class and an audience of parents.
- The language was appropriate to the task, including subject specific vocabulary.
- The children were able to present ideas in a structured manner, building and explaining with reference to the key historical events.
- There was a significant improvement in the quality of written outcomes.
- All took huge pride in their work. The fact they were in character depersonalised the presentation and enabled all to participate.



“I have really enjoyed Year 5. My favourite topic was The Plague. I loved learning about how it spread and what they did about it, especially the letters we wrote.” – Student

Sequence of learning:**Lesson 1:**

1 – We watched a speech by a characterisation of Pestilence.

2 – We studied the Black Death in the 14th C. Children mapped its progression, read first-hand accounts, summarised the causes.

Lesson 2:

1 – We read a journal from the time. In character, with a range of historical sources to draw from, we wrote plague witness diaries and read them to the class.

2 – We grew bacteria and learned about how it spreads. Children described their outcomes from growing bacteria on veggie-gel, in a petri dish, over a week.

Lesson 3:

1 – We read about the feudal system. We discussed how the peasants would feel.

2 – We read about the peasants' revolt and established the reasons through discussion. We practised reading aloud the actual 14th C speech from Wat Tyler.

Lesson 4:

1 – We listened to speeches by Greta Thunberg, Martin Luther King and Winston Churchill. We created a toolkit for persuasive speech writing and performance. We practised rhetorical questions, repetition, sentence variation, emotive language and 'rule of three'.

2 – We wrote, edited, published, practised, critiqued and finally performed our speeches to parents as leaders of the Peasants' Revolt.



“The history inspired work in Year 5 writing books this term is very strong.” – Teacher



Curriculum Objectives:

- Give extended description of the physical features of different places around the world.
- Describe how some places are similar and others are different in relation to their human features.
- Use OS maps to answer questions
- Recognise key symbols used on Ordnance Survey maps.
- Confidently explain scale and use maps with a range of scales
- Choose the best way to collect information needed and decide the most appropriate units of measure
- Make careful measurements and use the data
- Use maps, aerial photos, plans and web resources to describe what a locality might be like.

Sarah Milton

Impact:

From the first session, it was clear to see that this way of teaching made the learning accessible to all children. As the sessions developed, children were becoming more confident with describing their learning using high-level subject specific vocabulary.

The level of engagement and discussion for all was extremely high. Children wanted to share their ideas and felt confident to do so as the first session gave children the vocabulary to be able to do this.

The discussion roles allowed children to focus on different elements of discussing as groups. I also noticed it allowed children who can dominate discussions to develop their listening skills by being given a summariser role. The sentence-stems also gave children who are less confident during discussions to feel like they are able to contribute further.

By the end of the unit, all children were confident with presenting their video. All children were also confident with using high-level subject specific vocabulary. The unit of work had allowed children to develop their understanding and use of tone of voice as well as using the appropriate register.



“The facts made me feel more confident with the vocabulary and now I am confident when speaking to other people about it because I know how to explain it” – Student



“Children were not confident to share learning at the start of the unit and they also struggled to explain their thinking as they were not confident with using subject specific vocabulary. It has been amazing to see children’s confidence with using vocabulary grow and therefore they are now more willing to share their learning with different audiences.” –Teacher

Sequence of learning:**Lesson 1:**

Back to back and fed in facts.

Children were given contrasting images of the Great Wall of China to complete a back to back drawing task. Children then compared the images sharing what was difficult about the task. The pairs then teamed up to make groups of 4 and children were given geographical vocabulary to place on the pictures. Children were then fed in facts about the vocabulary to match with the original vocabulary. Children then completed a similarities and differences activity using the vocabulary given.

Lesson 2:

What’s the story? And fed in facts.

Children were given an Ordnance Survey map of the local area with all place names taken off. Children were asked to discuss, what is the story of this map? Children were then fed in facts about various Ordnance Survey map symbols. Children then used this knowledge to create an Ordnance Survey map of the Great Wall of China.

Lesson 3:

Discussion Roles

Children were given a range of maps showing the Great Wall of China on different scale maps. Using discussion roles, children were asked to explain which map they think is the best and why. Children were then taught how to use scales on maps to calculate distances. Children calculated the distances of the Great Wall of China and went back to discussion roles to decide which map they thought was the best and why.

Lesson 4:

Discussion Roles

Children were presented with a range of geographical data about the Great Wall of China including rainfall data, distance data, amount of visitors etc. Children were asked to create a ladder of which data was the most effective and why. The teacher then modelled how to interpret all of the data so then the children were able to go back and decide their ‘top 3’.

Lesson 5:

Agree/Disagree

Children were presented with a range of geographical opinions about the Great Wall of China. Children needed to interpret the opinion and create a counter argument for the opinion.

Lesson 6:

Outcome

Children created a tour video for the Great Wall of China persuading people to visit. They had to ensure the geography of the Great Wall of China was explained as well as using data for evidence. Children needed to ensure that their tone of voice was persuasive and encouraging yet not forceful.

Curriculum Objectives:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Michelle Everett, Alex Clements and Abby Marshall

Impact:

Building on new knowledge in pairs by describing a sequence worked really well, with the children supporting their partner as necessary. The children are now used to using 'Thumbs In' as a discussion technique and were comfortable in exchanging their ideas although they still find it challenging not to talk over each other and need reminders to remain on task.

The Fed in Facts task was particularly effective with the children's ability to describe a process far exceeding a traditional method of imparting new knowledge, evidenced both by their retention of new knowledge and by the level of detail that they were able to rehearse.



"Having the facts bit by bit helped rather than having it all at once. It was easier to remember because we said it out loud together and helped each other." – Student



"The children are learning the value of exploring ideas and rehearsing new knowledge orally. The new techniques have refreshed the way I approach sharing and extending thinking in class" – Teacher

Sequence of learning:

Lesson 1: Objective: How are mould and cast fossils formed and what can they tell us about the past?

Oracy focus: Give children in pairs pictures of how mould and cast fossils are formed in sequence for them to take it in turns to explain what is happening in each picture.

Activity description: Discussion as a whole class, watch video then use each picture to explain how a mould and cast fossil is

Lesson 2: Objective: How have animals evolved over time?

Oracy focus: Using 'Thumbs In' give children pictures of animals to discuss which modern day animal they think they have evolved into. Working in pairs, children are given the first and last stage of the evolution of a whale. They must work together to create models of the six stages out of playdoh. They then present and explain their work to another group each taking it in turns to talk through a stage.

Activity description: Watch video which shows the six stages of how a whale has evolved and compare to their own.

Lesson 3: Objective: Why have animals evolved over time and how have they adapted?

Oracy focus: Give children, in pairs, a picture of a camel. Discuss how they think the camel has evolved and adapted to its environment. Feed in facts as children are discussing to make a labelled diagram for the camel to show how it has evolved and adapted to its environment.

Activity description: In pairs research the polar bear, artic fox or penguin to understand how it has evolved and adapted to its environment.

Lesson 4: Objective: How do plants adapt to their environment?

Oracy focus: 'Talk Trios' (A and B to explain, C to summarise) to explain how they think a cactus has adapted to its environment in the desert.

Activity description: Whole class discussion and then watch video to see if they were correct within their thinking and then independently label a cactus to show how it has adapted.

Lesson 5: Objective: How do animals and plants adapt to their environment?

Activity description: Children to choose their own environment to create their own plant and animal which could live there thinking about how that animal and plant has adapted and why.

Oracy focus: Children present their animal and plant that they have created to each other in small groups explaining how it has adapted to that environment.

Lesson 6: Objective: What characteristics do we inherit and why?

Oracy focus: Give children a picture of a teacher's parents (a range of different ones) that they know and use 'Traverse' for them to explain to different people down the line whose parents they think they are and why.

Activity description: Discussion as whole class to draw out the characteristics that we inherit and those that are environmental. Independently complete Mr Men and Little Miss activity to show understanding of inherited characteristics. adapted to that environment.

Curriculum Objectives:

- Can I explain how we see colour?
- Can I share knowledge of the human body?
- Can I explain how the circulatory system works?

Nic Christopher & Cathy Spence

Impact:

- Story mapping effective for explanation but considerable teacher input needed first.
- Back to back drawing of how we see colour worked well and the conversations and scientific vocabulary was of a high level. (Not all children were comfortable with their proximity to others and one child had an autistic meltdown as a result which slightly hampered the other children's enjoyment/learning).
- Talking trios works well and the listening skills are definitely improving as a result. All children were given a chance to share knowledge and enjoyed the chance to both share and to listen and report back.



“Talking trios are really helping even our quietest friends to have their say. I'm a chatterbox so it is helping me to stop and listen too!”– Student



“An increased focus on oracy in our science lessons is not only helping the children to learn more efficiently and effectively but we believe their understanding and ability to use higher level scientific vocabulary is improving too” –Teacher

Sequence of learning:

Subject and topic: Science – final lesson of Light/Start of unit on Animals including humans

Lesson 1:

Objective: Can I explain how we see colour? (lesson 2)

Oracy focus: Recall of learning/scientific vocabulary

Activity description: Back to back drawing of diagram explaining how we see colour as learned in previous lesson. Focus on scientific vocabulary.

Lesson 2:

Objective: Introduction to Animals including humans

Oracy focus: Sharing current knowledge of human body/benchmarking/asking questions

Activity description: Talking trios to discuss what we know and what we would like to find out.

Lesson 3:

Objective: Can I understand the circulatory system?

Oracy focus: Explanation of learning to partner

Activity description: Story mapping, sequencing, flow chart of system

Lesson 4:

Objective: What is blood?

Oracy focus: Sharing knowledge and use of scientific vocabulary

Activity description: Fed in facts. Diagrams of different blood cells to be annotated following in feeding in of facts

Lesson 5:

Objective: Can I explain what blood is?

Oracy focus: Instruction giving, sequencing, clarity and precision in instruction.

Activity description: Practical activity to make blood. Children assume different roles in trios – the instructor, the engineer, the observer and recorder

Curriculum Objectives:

- recognise that living things have changed over time
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- Explain how it happened clearly using appropriate language

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Susie Phillips

Impact:

The children became more willing to join in with discussions and listen to each other. It has really focused them on the language and this in turn helped them to understand the scientific reasons for the change in the peppered moth. I also found that more of the children were using full sentences to describe what was happening due to the use of the sentence starters.

One child in particular has become very adept at using this and the language of discussion across the school day. Another child, who is generally reluctant to join in class and group activities and writing became involved in the presentation and took on the responsibility for a section of the explanation and wrote down her ideas to support herself. Children, who were not initially keen to take part in a presentation got really involved and there was a real buzz around the classroom.



“Talking through the story map helped me to understand what had happened.” – Student

**Sequence of learning:****Lesson 1:**

In pairs back to back the one child describes the habitat of a peppered moth. The other child draws it. Children to describe what they can see. Children then match vocabulary and explanations to each image. Compare the images and discuss their similarities and differences. Feed in facts about the habitats and the effects of pollution on the on them. Children to label the habitats and describe their similarities and differences using sentence starters

Lesson 2:

In threes match up adaptive traits language they have looked at previously. Using images from “Moth” by Isabel Thomas and pictures of the salt and pepper moth and the charcoal moth children discuss which moth would suit each environment and why using the silent summariser. What are the threats to the moths? Who will get eaten? How will they survive? Who will live longer and why?

In threes order images of the story of the peppered moth using sequencing and causal adverbials. Use clarifying, probing and building questions using sentence starters. Perform to another trio.

Lesson 3:

In trios and then sixes children to share what they think makes a clear explanation video using talk detective sheet in order to create a success criteria. Look at language, structure and tone. Children use this to create their own plan of their video using PowerPoint slide show to record to. The children are to create a video for other children to explain how the peppered moth has changed. Begin to plan their voice overs.

Lesson 4:

Using given images the children create and practise their educational videos. Record using microphones or I-pads.

Lesson 5:

Present their videos explaining the adaption of the peppered moth. Groups to evaluate the videos using talk detective sheet.



“The use of sentence starters has really encouraged the children to use appropriate language to build on others points of views and disagree. They have become more confident at conversing with each other using full sentences and suitable vocabulary. The activities made the lessons more memorable and so they retained specific language and facts.” – Teacher

Curriculum Objectives:

- I wanted students to gain confidence when speaking in front of a group of people; to use verbal expression that shows understanding of a poetry text
- Students were also learning how to express themselves and entertain others

- The task was to memorise 2 poems (1 pre 1914; 1 post 1914) and then recite to a panel of judges and other entrants.
- Additionally, our school has a “Character Education” programme where students can earn badges (D of E; debate, diversity, culture...oracy) after performing particular tasks.

Maureen Jackson**Impact:**

Initially, many students were anxious when they discovered what would be required—ultimately standing and speaking in front of a group of people. One tutor (of year 7) had insisted that her class participate so that they could receive their oracy badge. We decided to modify the task for them: they would not be competing and would perform their poems in front of the tutor group, tutor and the Head. This also meant that we could target coaching more precisely, by breaking into smaller groups and separate rooms—at one point I had 46 students.

As students began to relax and practise, they came asking for help with the meanings of poems and often attended lunch time practise sessions. Many of the year 7s are also in my English class and, as a whole, the group has become much more communicative and interested in asking questions. The Key Stage 4 students (year 10) have asked if they can choose their GCSE poems for competing next year.

“ I didn’t think it would be so fun. I really liked watching and helping others. Everyone is so good!” – Student

Sequence of learning:

I entered the school in the Poetry By Heart competition in order to help raise the profile of oracy and contribute to a whole school priority focus on oracy—RSC target focus. Lessons were in 20 minute sessions where students were removed from the school’s reading programme at the end of the day. All students in the school were invited to participate. Final group size was about 30—6 who formally entered the competition and approx. 24 year 7s who wanted to earn their oracy badge.

Lesson one & two:

Initial sessions were given over to practical concerns: an explanation of the competition, the requirements, where to locate poems from which students could choose, choosing and printing poems.

Lesson three & four:

Students were divided into pairs

Initially they just read their poems to one another. Then dictionaries were employed to help with meaning and pronunciation. Students continued to read their poems to one another practising correct pronunciation, line stoppage etc.

My involvement was peripheral—checking pronunciation, if students were unsure, was the most common correction

Lesson five & six:

We then moved into modelling. We watched several winning recitation entries and talked about oral presentations they were familiar with (assemblies, teachers in classrooms).

We watched instructional videos on strategies for memorisation.

Paired and whole class discussion on what some of the success criteria were.(think/pair/share)

We then looked through the oracy strands and made links to what we had seen to the strands.

Lesson seven & eight:

Students were now taking turns standing in their pairs (sometimes 4s) reciting from memory, resisting urge to look at poems. Other students were prompting on missed words or lines.

It was at this stage other teachers became involved—circulating and giving more specific feedback on line/word meaning, potential emphasis for meaning, correcting posture

Lesson nine:

These were the filmed performances with a small panel of judges (3) and the other contestants.

This time individual students recited their poems. We did a dry run with teachers and students giving feedback on pacing, posture, emphasis, tone of voice, enunciation etc.

“We’ve battled with reluctant speakers for so long and this project had a very high stakes oracy outcome. Their keenness surprised me. I learned as much as they did.” – Teacher

Curriculum Objectives:

- To understand different beliefs about the origin of the universe
- To identify similarities and differences between different beliefs
- To describe different tribal myths
- To explain the scientific theory of the Big Bang
- To evaluate whether science and religion can work together

Steph Goodridge

Impact:

As the tasks developed, students became more confident in their Oracy and would engage far more in the lessons. I also found that it provided more variety to my lessons. Students were able to develop the physical features of Oracy quite quickly.

Initially I found it quite challenging moving from an Oracy task to a written task, as students were keen to continue talking. However, the more we did this, the more normal this became for the students and Oracy became less of a novelty – they could see that this was a consistent element of the lesson and that there were high expectations for their speaking as well as their writing.



“It helped me remember what happens in the Big Bang Theory” – Student

Sequence of learning:**Lesson 1: introduction to Tribal creation myths**

Students were put into groups of three and were given two different creation stories to look at: the Sanema creation story and the Chinese creation story. Students then had to summarise the key points of the story. Students then used this to answer written questions about the similarities and differences between their stories

Oracy activity: Talk Trios. Students had to summarise their story verbally. The third student brought them together by repeating each one.

Lesson 2: The Christian creation story

In this lesson, students had to understand the Christian creation story. Students were put into groups and they each read a section from the Genesis account. This was then used to create a flow chart understanding the process and order of the creation story.

Oracy activity: reading texts aloud in groups. Students had to read aloud, focusing on the physical features of their Oracy. Students had to listen and take turns.

Lesson 3: Science: The Big Bang Theory

Students needed to understand the process of the Big Bang Theory. Students were given a diagram with notes which I talked through. I used images representing the stages linked to the work of Oliver Caviglioli (Dual coding). I then removed the notes and got students to work in pairs to recall the process using fed in facts.

Oracy activity: Concept maps and fed in facts. Students used their Oracy skills to explain the process and were then able to develop this using tier 3 vocabulary through fed in facts.

Lesson 4: Science vs Religion

In this lesson, students were given a ‘big question’, whether someone could believe religion and science. Students had to recall their knowledge of different origins and then had to give an opinion.

Oracy activity: Discussion using think, pair, share. I asked students to use this activity, but I also scaffolded the discussion with sentence stems to use in discussing with each other. We also reviewed the key rules for group discussion.

Lesson 5: Liberal Christian Views

Students needed to understand how some scientific theories could be linked to God, in a Liberal Christian’s view. Students were given two arguments about the origin of the universe, the Teleological argument and the Cosmological argument. They had to identify the key points and how it linked both science and religion together.

Oracy activity: Sage and Scribe. students had to explain the key points of the arguments whilst the other student made notes and read them back at the end to check that they were correct. At the end, they compared their arguments using key questions and sentence stems.

Lesson 6: Group presentation preparation

Oracy activity: presenting: How did the universe begin? We reviewed the physical attributes needed for the presentation and watched videos to review good practice. Students were then put in groups. They divided their presentation into sections to cover the different areas.

Lesson 7: Group presentation & feedback

Oracy activity: presentation and discussion/feedback. Students presented to another group. Students gave feedback based on the Oracy skills and the content using sentence stems.



“It’s great to see students being more aware of the way that they are talking and interacting with each other” – Teacher

Curriculum Objectives:

- I know how Hindus show faith at home and/or when they are together.
- I can describe/explain how Diwali is celebrated.
- I understand what it might be like to be a Hindu living in Britain today.
-

Laura Owens

Impact:

The children were working towards a meaningful outcome – there were high levels of motivation and clear goal. The fact that this was not a written outcome was a motivation for our pupils, as writing puts them off.

By the time it came to the presentational elements of the sequence, the children had a secure knowledge base of which to draw. They enjoyed being the experts.

The pupils retained more facts than they would have done with more paper-based activities.

More reasoning took place, explaining and justifying their ideas.



“I like it when we all have a turn. When it's my turn everybody listens to me” – **Student**



“One of the big turning points with my class was when they realised that it was ok to disagree politely with their peers. This paved the way for much more challenging discussions. The pupils now feel valued because everyone listens to and respects their viewpoints, even if they have a different opinion..” – **Teacher**

Sequence of learning:**Lesson 1:**

The children described different Hindu symbols for their partners to draw. The prompted them to look very closely at the symbols, and start to wonder about what they represent.

Lesson 2:

Matching descriptions to images of Hindu symbols – in 3s

The children were now curious about the meaning of the symbols, and this activity allowed them to establish what each one represents.

Lesson 3:

Fed-in facts – puja tray – in 3s

The children identified what each item was and why it is needed in Hindu worship.

They had only experienced fed-in facts once before. As this was a relatively new way of working, we prompted them to refer to the ground rules and sentence stems frequently to keep them focused and move the discussion along.

Lesson 4:

Sequencing story of Rama and Sita – in 3s

Whilst doing this, the children were able to make links between the story and the symbolism behind the diva lamps used in worship.

Again, we prompted them to refer to the ground rules and stem sentences.

Lesson 5:

Creating own Hindu shrine, inviting staff members to see, explaining to them

This drew together the work on the puja tray, the story of Rama and Sita, and the significance of light in Hindu worship. By this stage, the children were moving towards more presentational talk, and were confident when explaining their work to the staff members who came to the classroom.

Lesson 6:

Placing features of Diwali celebrations in order, most important- least important

The children had lots of knowledge to draw on by this stage, and were able to justify their views.

Lesson 7:

Hotseating – as British Hindus, recording for assessment

The children were ready for the more presentational style of talk by this stage in the sequence. They loved looking back at their videos and seeing everything they had achieved.

Curriculum Objectives:

- To understand key events of the play relevant for Caliban essay
- To develop own opinions of Caliban (and of Prospero)
- To use relevant quotations as evidence for points made
- To understand the term “colonisation” and its relevance to The Tempest
- To analyse Caliban’s language

Jo Oxenham

Impact:

There is a real culture of many boys being unwilling to work with girls and vice versa. So, I knew I’d need to give careful thought to groupings. The jointly composed talk guidelines really helped and we referred back to them quite often!

I needed to refer students to the vocabulary and sentence supports quite frequently, or they forgot to use them. They particularly enjoyed the idea of linking colonisation to the play and they developed firm opinions on the issue and characters.

I felt that the activities were accessible to all students and yet they simultaneously offered sufficient challenge to all. The structure of the tasks developed student confidence in exploratory talk. Indeed, the confidence of the weakest students to make considered oral contributions to demonstrate their knowledge was commented upon in learning walk feedback.



“I liked the Caliban mini trial most. It was easier because of the sentence starts we had.” – Student

Sequence of learning:

Students had already studied characters, themes and extracts from a range of Shakespeare’s plays. They were introduced to The Tempest via a series of clips and extracts featuring Caliban and Prospero. The oracy tasks were introduced by the class creating our own Talking and Listening Guidelines

Lesson 1:

In trios, students discussed “Who’s the aggressor?” in an image of Caliban and Prospero. They were given the following supporting vocabulary on a card: threat, oppression, exploit, control, subordinate, body language, facial expression, protective. What’s the story? Students then told the early part of the story by ordering images and explaining what was happening in their own words. Again, they were encouraged to use the vocabulary. During feedback, any discrepancies were discussed. Students were then given a quotation to match to each image; they were able to change their chosen orders. Their feedback and changes were discussed.

Lesson 2:

Fed in facts about European colonisation were discussed by trios. They fed back to the whole class. They were encouraged to make links to The Tempest. Which emotion? with quotations said by Prospero and Caliban to each other. Students were then encouraged to make references to colonisation to explain characters’ motivations/emotions. We discussed the difference made by thinking about the characters through the lens of colonisation.

Lesson 3:

Pairs sorted quotations said by Caliban into least offensive to the worst. They were encouraged to justify choices. Students sorted language from a word cloud of Caliban’s “Be not afeard” speech into semantic fields e.g. about “sleep” or “sounds” They re-arranged the words to create their own poems. We listened to Caliban’s actual speech/poem. The pairs compared this language to Caliban’s earlier language.

Lesson 4:

Caliban mini trial: trios prepared an argument that Caliban was either more victim or villain. They were given talk frames and connective words to support them. They used quotations as evidence. Groups reaching opposing conclusions challenged one another’s arguments.



“I have definitely seen students’ confidence to learn through talk increase across these lessons.” – Teacher

Curriculum Objectives:

- To learn different types of travel writing through talk
- To learn form, language, audience and purpose through talk
- To know persuasive techniques using talk as a vehicle
- To apply persuasive techniques in a group presentation

Luke James

Impact:

In our SEN setting a lot of time can be used up with pupils writing things down when, in fact, they do not need to have these things written down. Having a sequence of learning that put talk at the fore, meant pressure was off writing, and allowed pupils to engage in the topic without the distraction of having to write, spell and make mistakes that they could see.

Through using talk as a vehicle of learning, we gained more time to cover more ground and so over the sequence were able to go into more detail that we would otherwise. The pupils were pretty well-rehearsed by the start of the unit in 'learning to talk' and this was my first effort to get them 'learning through talk' in a planned and effective way. I feel that by doing it in this way no learning was lost of content and, in fact, learning outcomes were potentially better.

It is quite strange going several lessons without any work or documentation in books, however, the learning outcomes were strong and serve as enough evidence that the SOW was successful.

Sequence of learning:**Lesson 1:**

Pupils discussed what different types of travel writing might exist and came up with a final list of their thoughts – explain who might use each type and what the purpose of it might be

Lesson 2:

Pupils were given 3 different types of travel writing and a large A3 sheet with empty boxes for form, language, audience and purpose. Pupils needed to figure out what information went in each box – I fed-in the information over two lessons. At the end of the two lessons pupils should have been able to say what the form, language, audience and purpose was of each of the three texts.

Lesson 3:

This ran very much like session two, however, the focus was for pupils to learn several different persuasive techniques i.e. alliteration, rhetorical questions etc. Pupils worked together to figure out which persuasive techniques matched which definitions and then find examples of each in a given text. Before making decision, as in session 2, there must be at least 2 stages of dialogue i.e. I think this belongs here because... followed by, I agree/disagree with you because...

Lesson 4:

In session four pupils were given a set of 5 pictures representing an exotic island. In groups they had to discuss and decide on their own persuasive examples to match the pictures.

Lesson 5/6:

In the same groups that they were in for session 4, pupils created their own holiday resort – they had complete control of what type of resort it was and what features that it had. As part of these sessions, they also had to devise their own persuasive examples of text for the features that they had created.

Lesson 7:

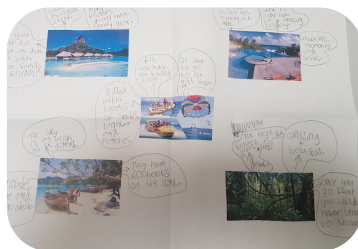
Staying in their groups, pupils were asked to create a 1 minute radio advert which they would present live or recorded to the group. This advert had to include all of the persuasive techniques that the group had covered.

Lesson 8:

This was the celebration lesson in which all groups presented their adverts and were questioned on their holiday resorts in a formal Q and A session.



“Better than writing for a whole lesson” – Student



“It felt odd not having any paper ‘evidence’ for two lessons – but the final outcomes were brilliant.” – Teacher

Curriculum Objectives:

- Agency
- Critical thinking and reading -Wales' Past. Present and Future.
- Balancing opposing views: Independence v Union?
- Creative solutions to Wales's future
- Intra and interpersonal analysis and reflection: is there such a thing as Welsh identity? What is the relationship between identity and language,; Cultural Identity

Julian Dessent

Impact:

- Agency: from the perspective of the teachers involved the students' agency has improved enormously. The school where further work on Welsh Identity was engaged in had seen an huge increase in confidence and independence as a result of the project based work and collaboration; however, the targeted V21 work at the school further developed the students ability in using discussion as a way to explore thinking and ideas collaboratively: dialogically. The teacher at the school felt this took the students ability to work together fruitfully to a higher level than the project work alone.
- The use of sentence stems to promote critical thinking, discussion and evaluation of real texts required scaffolding but soon became a matter of course.
- Balancing opposing views: this was approached but further V21 strategies required to avoid shutting down of argument.
- The use of projects, collaboration and discussion helped create some provocative and impressive work.
- The analysis and complexity of the discussions emerging from poetry analysis on identity are astounding.

“The project involves a very freeform system allowing its participants to do whatever work they want. I really enjoy the non-linear work structure that allows us to visualise all our ideas. It involves a LOT of research and brainstorming. Because of all this research I've really developed my skills and mastered the art of brainstorming. Going forward, I would like to do more stop-motion films and poems. It has been a fun two months and I'm looking forward to the next two months of ENDLESS RESEARCH. Lots of fun!” – Student

“A fantastic day that really helped build confidence and provided a challenging, authentic audience” – Teacher

Sequence of learning:

Teachers from some secondary in Carms visited School 21 and then created in collaboration with Swansea Uni a project for KS3 pupils to consider 'What Will Wales Be?' for them. Texts by Plaid Cymru leader Adam Price and others were used in 4 schools as a background to an event where @90 students in years 8 and 9 from the 4 different schools met at Yr Egin Carmarthen and shared and developed their ideas. Adam Price and the Labour politician Lady Eluned Morgan also addressed the students with their vision for Wales before discussing with the students their ideas and work thus far.

Session 1. To initiate collaboration and discussion the V21 oracy guides were shared with the students and explained. The first task involved the students pairing across schools to discuss what future Welsh flag might include to embrace their vision. Sentence starters to promote the use of reasons as central meant justifying choices was key. Pupils then moved to fours to further discuss and justify their choices. Groups sketched a flag including symbols and colours they felt best embraced their vision. Finally, reps from each group came to the front and explained their choices-I interrogated each rep to attempt to model the questioning required and the group became more involved. Ideally, before the event all students should have had experience of V21 strategies-they were shared with schools but I am the only one thus far being trained so not used much beforehand. It was encouraging how quickly though the students worked dialogically.

Session 2: One school was further ahead with the project and had brought an amazing array of interactive art installations, films, displays and animations to share with the other schools who were still developing their ideas. This gave these students a chance to hone their presentation skills and further learn to justify their ideas. This was a good practice for the formal explanation of ideas to Adam Price and Eluned Morgan in the afternoon. Therefore, this school talked through their ideas with groups from other schools. Indeed, some students proceeded to teach others animation and film techniques. The groups still developing their work proceeded to discuss what to produce to express their vision for Wales.

Session 3: To develop the work from the event I went to the school furthest ahead. I used the poem Welsh Landscape by RS Thomas to initiate a discussion on Welsh Identity. We read through the poem together considering which particular word/ phrase/ suggested the poems themes, and also what it says about identity. Justification using reasons was emphasised and supported by sentence stems. The students responses and articulation was astounding-these are selected students though but the quality of response at A level standard.

Session 4: I then explained discussion roles in more detail. Firstly we used a trio with instigator, clarifier/ challenger and I emphasised the role of summariser in attempting to 'build' or synthesise the views expressed. The summariser shared these with the group at the end. Each trio's task was to arrive at an explanation of what the poem says about Wales and the Welsh, and arrive at a personal response to this. The sophistication of analysis was again astounding considering how little teacher elucidation had taken place-none really!

Session 5: We then looked at the different kinds of talk (disputation etc.) and the summariser gave their opinion of whether the discussion enabled exploration of ideas.

Finally, we considered Adam Price's 'nationalist' view of Wales/ identity. We looked at some quotes from an essay. For this students separated into larger groups and started with one of the discussion roles each before changing. However, most were so adept and engaged they quickly shifted to a seamless movement between roles with only the summariser remaining constant. This discussions were difficult and a risk of entrenched positions-disputation or agreement-emerged due to thoughts and feelings around the Welsh language. A good place to close for now!

Curriculum Objectives:

- Explore characterisation in “Othello”
- Identify key quotations
- Practise exploring, explaining and analysing quotations
- Key objective: Perform a section of the play, matching actions and tone to meaning

Iwan Thomas

Impact:

Before the series of lessons, students had not fully engaged with the play. This was a low ability group with considerable SEN needs. Reading of sections of the play had felt flat and understanding was limited. Students had an expectation that I would translate for them as the play progressed. This meant returning to find evidence to use in essays was painful - their understanding was so fragmented that they couldn't engage with the play as a whole or easily identify what was relevant or not.

After the series of lessons, students could speak confidently about the play and characterisation, including explaining how Shakespeare achieved the impacts he did. When collecting evidence, the relevance of the quotations was immediately apparent - they had engaged with the feelings behind the words.

Sequence of learning:**Starter discussion - what motivates people to do “evil” things?**

This was designed to open up the broad theme of the extract, and allow students to put themselves in others' shoes, as well as highlighting the theme of “motivation” which would come into play in the reading section. It began as a “nest” before progressing to pair, to encourage all to contribute, and support the less confident members of the class.

Discussion- recap play so far

This was a quick whole class “chain” – the first person said something from the start of the play and then the next had to add to it, in chronological order. This allowed students to remember the plot as a whole and place today's work in context of the whole.

Group discussion – in anticipation of vocab difficulties, I provided print outs of individual unfamiliar words from the extract. In threes they had to explore possible meanings – with one person as a summariser ready to feed back to the class. As this progressed I added in sentences (translations based on the play) in which the words have been used. Summarisers fed back, and all could build on or challenge the findings and guesses.

Explore the printed section – I provided printouts of an abridged version of a key scene. In small groups students had to decode the broad meaning of the text, utilising translations and guides, aiming for an agreed upon summary of each major section. This ensured they had a solid background understanding of the piece. Whole class feedback including challenging and building upon ideas.

In groups discuss motivations and emotions – for their particular section of the scene students had to agree on the emotion behind the words and provide evidence for that from the text.

Agree on success criteria – circle – people step into the centre and offer ideas about what the minimum and extension expectations were. This began to make the students accept the “public” nature of the end product, but in a safer way as it was only throwing around ideas. I recorded all. We then held a discussion with a “conch”, and sentence prompts (“I agree that..” “However, I think I'd amend...” etc) and came up with our success criteria.

Begin practising. Each group assigned roles within their section and began to try out reading their piece aloud. I circulated and encouraged them to provide feedback against our criteria – such as were they matching tone to meaning? Could they amend their stance or movement to further accentuate meaning?

Finally, perform, with feedback against criteria – Each group came out and performed. After each section all students – those who had performed or those who had not – could offer a positive and a thing to improve for each person, based on the criteria we had agreed and using the previous sentence stems.

Overall, the aim was not just to improve presentational talk features (mostly physical) but also to use discussion to explore possible interpretations of the text, hitting Cognitive, Soc and Emo, and to some degree Linguistic.

