

**2019 - 2020**



**London** 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.



# Contents

1. Supertato	EYFS
2. Non-fiction writing: Penguins	Reception
3. Children's Rights	Year 2
4. Is Queen Victoria a hero?	Year 2
5. Spider & the Fly	Year 3
6. Tremors	Year 3
7. The books of Roald Dahl	Year 3
8. Shadows & reflections	Year 3
9. How do forces and magnets work?	Year 3
10. Incredible inventions	Year 4
11. Internet safety	Year 5
12. Exploring empathy through monologue	Year 5
13. Writing an influential speech about a relevant, real life topic	Year 6
14. Exploring characterisations in an extract from 'Sky Hawk'	Year 6
15. Internet safety	Primary phase
16. Rivers	Secondary phase
17. Lady Macbeth as a villain	Year 7
18. Algebra: Key terminologies, definitions and simplifying expressions	Year 7
19. Mi casa - My house	Year 7
20. Talking assemblies	Year 7
21. Developing netball skills and knowledge	Year 7
22. How has London changed over time?	Year 8
23. Paper 2 skills: Writer's perspective - TV magazine show interviews & radio article reviews	Year 10
24. British Film: This is England	Year 12

**Curriculum Objectives:**

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

Nicola Marchesi

**Impact:**

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

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

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

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

“I loved making my vegetable superhero” – Student

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

**Sequence of learning:**

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

**Session 1**

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

**Session 2**

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

**Session 3**

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

**Session 4**

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

**Session 5**

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

**Session 6**

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

**Curriculum Objectives:**

- 49-54 months - Is able to retell simple stories.
- 55-60 months - Uses talk correctly to organise, sequence and clarify thinking, ideas, feelings and events.

- 55-60 months - Maintains attention and concentration when listening to others.
- 55-60 months - Is able to demonstrate understanding in their conversations with others by responding appropriately.
- 61-66 months - Expresses themselves effectively, showing awareness of listener's needs.

Louise Cameron

**Impact:**

Speaking, Listening and Attention are key areas of the early years curriculum. However these areas are infrequently taught explicitly within an early years classroom. Generally, the early learning goals are observed during child-directed learning and modelled through play with an adult. Teaching it explicitly has been an eye opener and very enjoyable for everyone.

The children have loved the activities and has seen them as play rather than learning. I couldn't have guessed the children who have shone through the final activity. We managed to record observations of them which we might not have before. Many children are much more aware of what makes a good listener and a clear speaker. We still have some way to go - encouraging children to not just share information about themselves but about others too would be our next steps.

“I can say my favourite animal out loud” – Student

“We've moved from the majority of children not being able to speak clearly or look at their listeners, to presenting clearly to another class, and they are only 4!!” - Teacher

**Sequence of learning:**

	Skills	Teaching ideas
1 Tuesday 4/2	Body language Voice projection Facial expression Eye contact	Give the <b>chn</b> the phrase 'It's going to snow today', how do they feel? In this session we will teach children how to present information to their talk partner and then the whole class.
2 Tuesday 4/2	Active listening Vocabulary choice	Popcorn: wintery animals around the world. In this session will teach children to actively listen to each other so they do not repeat the same animal.
3 Tuesday 4/2	Active listening Vocabulary choice	Describe a polar animal barrier game. Children to choose an animal from a sheet and describe it to their partner, can they identify it? Clear descriptive speaking will be required and active listening.
4 Wednesday 5/2	Vocabulary choice	Compare images of Arctic and Antarctic animals and discuss. Children to listen to facts about the Arctic and Antarctic. In pairs then small groups, children to share what they have learnt.
5 Monday 10/2	Structure and organisation	What's the story: children to relay facts about animals from a story board. Children to work in small groups practising the new information they have learnt about their chosen animals.
6 Tuesday 11/2 practice. Wednesday 12/2 presentation	Body language Voice projection Facial expression Eye contact	Presentation of chosen animal to nursery. Children to present their chosen animal to nursery with the sentence stem: I like ..... because.... .



**Curriculum Objectives:**

- Recognise the impact of historical figures such as Dr Barnardo and the United Nations convention on the rights of a child (UNCRC) on children's rights from 1800's to present day
- Investigate the work of Barnardo's charity nationally
- Discuss and compare volunteering in different job roles (both within our school and local communities) and explore its impact
- Generate and ask questions for inquiry confidently and appropriately
- Investigate the impact of Barnardo's charity within our local community through interviewing volunteers at our local shop

- Persuade others to support our local Barnardo's shop by generating awareness for volunteering within our local community
- Support our school community by volunteering our time within

Eirini Parsons

**Impact:**

Working collaboratively is something my class have always been confident in as this is one of our school values and Character Skills which we have embedded through the school; it underpins the way in which we teach our curriculum. The children were already familiar with working with different peers through our Kagan seating structure, and are able to Agree, Build and Challenge each other's points, particularly in reading sessions.

I went into the programme wanting to further embed Agree, Build and Challenge in other lessons such as History, and give the children more opportunities for different types of talk within the classroom. Our termly outcomes vary between written and presentational projects, however it was important for me to develop Year 2's confidence in speaking to audiences for different purposes as well as give them the ability to transfer these skills to other aspects of their lives, developing their conversational skills as well as their Character Skills of Relationships, Leadership and Wonder.

By the end of this unit, my class were confidently able to interview different volunteers within our local and school community. The children then used these responses to write their own persuasive letters to encourage others to support too through volunteering and volunteered their own break and lunch times to support different roles in school. They showed a greater awareness of all aspects of talk including body language, eye contact and active listening. They were all able to support each other whilst working collaboratively to ensure that everyone had equal opportunities to participate, lead and be active speakers and listeners within the conversations. This allowed all of them to recognise the importance and validity of their contributions; I noticed that children who were usually known to be quieter or take a more passive role, were actively engaging as a result of the encouragement of others in their group, but also because of the confidence they developed over the course of this unit.

“My favourite part was interviewing the volunteers in our local Barnardo's shop. I practised asking the questions in our group before we went so I wasn't nervous at all!” – Student

“It has been lovely to see the children's confidence grow as they built on their speaking and listening through opportunities for both exploratory and presentational talk. The children were also able to develop their Character Skills of collaboration and leadership as a result.” - Teacher

**Sequence of learning:**

**Who was Dr Barnardo and what was his impact on children's rights?**

Fed-in-Facts: Children were fed-in-facts in the form of words, Widgey key words and symbols for different articles of the United Nations convention on the rights of a child (UNCRC) in their Kagan Fours. They were then able to use these to make inferences in their groups and build an understanding of who Dr Barnardo was, children's rights in Victorian times and children's rights in the present day. During their discussions, they were actively encouraged to Agree, Build and Challenge each other's points using a given speaking frames.

**Empathise with specific cases and characters through role-play**

What's the story? and ABC Trio Activity: Children were presented with different images of case studies of Victorian children, some of which were in Barnardo's care. They then worked with their shoulder partners to elicit the story of each case and then role-played scenarios in role. The roles of speaker and micro and macro listener were then explained to them, and they took turns interviewing and responding in role. This helped them empathise with the different cases but also develop their understanding of interviewing which they would be later applying within this unit for their outcome.

**How does Barnardo's charity impact our community?**

Fed-in-Facts and Concept Map: Children held a fed-in-facts discussion in their Kagan groups on the work of Barnardo's charity, which encouraged them to discuss the purpose of volunteering and different voluntary roles within both our school and our local community, as well as their impact. They then built on this knowledge by doing their own research on iPads to see how our local community has been supported by Barnardo's charity, and then collated their research into a concept map. They built on their presentational skills by summarising their key points to another group.

**Generate questions for inquiry**

Generating Questions and Interviewing in pairs: The children were asked to discuss different voluntary roles within the school community and Barnardo's then generate questions to ask the volunteers when interviewing them about their role. They then practised interviewing each other in role in preparation for their visit to speak to the volunteers. They were provided with different speaking frames to encourage everyone in their group to participate in conversation as well as when giving feedback to each other about how they could develop their speaking for the 'real interviews'.

**What is the role of a volunteer within our local community? How can we support?**

Interview 'In Conversation With' and ABC Trio Activity: We visited our local Barnardo's charity shop so the children could interview the volunteers to gain a better understanding of their role and ways in which we could support our local shop. The children also interviewed volunteers within our school community such as members of the Junior Leadership Team, librarians and Character Skill ambassadors in order to compare different volunteering roles and their impact. The children took turns to lead the interview and to be macro and micro listeners through the ABC trio activity. They were then able to give feedback to each other on their presentational skills based on their body language, active listening and speaking when interviewing. Following these interviews, the children wrote persuasive letters to encourage others in our local community to support Barnardo's through fundraising, volunteering or donating. They were also inspired to support our school community by volunteering their own time at breaks and lunches to help people in different roles in school including teachers, premises staff, SLT as well as the different pupil leadership roles available. 'real interviews'.

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**Curriculum Objectives:**

- To be able to articulate their thoughts orally and in writing.
- To identify similarities and differences between ways of life in different periods.
- To use a wide vocabulary of everyday historical terms.
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Rae Lee

**Impact:**

The children were able to articulate their thoughts with a sentence stem coherently before writing.

The children demonstrated a developed use of language pertinent to the subject matter.

The children were able to reduce the cognitive overload of writing at length by drawing on their sound knowledge of the artefact, including spelling of the vocabulary and being able to frame their ideas.



“When are we doing that oracy thing again?” – Student



“I have enjoyed working with the children to develop the sentence stems. The sequence of learning enabled children to know more and remember more.” - Teacher

**Sequence of learning:**

Context: the children have been learning about the Victorians under the title ‘Heroes and Heroines’. They have made bunting in DT as part of preparation for a Diamond Jubilee party to ‘celebrate’ the monarch’s 60 years on the throne. They have also dressed up as a Victorian child and had a day of activities in a Victorian Classroom.

Five 20-minute sessions with a mixture of children from Year 2 with differentiated oracy abilities, including some children on the Pupil Premium register. All sentence stems have a Makaton sign linked to the key words [see/called/best/think].

**Session 1:** ‘Back to Back’ – the children were asked to work in pairs to describe an artefact linked to the Victorian enquiry work. The artefacts included: a Victoria Cross; a photo of a public flushing toilet; a sewing machine; a car. They used the sentence stem ‘I can see...’ to support their descriptions.

**Session 2:** ‘Fed in Facts’ – the children were then given key vocabulary to support their description of the artefacts and pictures as they shared them side by side in a small group. They used the sentence stem ‘It is called...’ to help them.

**Session 3:** ‘Simply the Best’ – the children were asked to rank 3 of the artefacts on a grid to demonstrate which artefact they thought was the best and why. They did this in pairs and then shared their thoughts with the whole group. The sentence stem ‘This/The XXX is the best because...’ was used.

**Session 4:** ‘Traverse’ – the children stood in a line and then moved along to talk to a different child about an artefact they thought made Queen Victoria a hero. They used the sentence stem ‘I think that...’.

**Session 5:** ‘Writing activity’ – the children individually created a fact sheet about Queen Victoria being a hero for another child in school using the sentence stems [‘It is called...’, ‘I think XXX is the best Victorian artefact because...’ & ‘I think that Queen Victoria was a hero because...’]. They were encouraged to write at length.



**Curriculum Objectives:**

- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives
- consider and evaluate different viewpoints
- discuss words and phrases that capture the reader's interest and imagination

- identify main ideas drawn from more than one paragraph and summarise these
- read aloud/perform their own writing/PSA, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Sabrina Wright

**Impact:**

The project has had a positive impact on both the pupils and my teaching. The lessons were very much child-led and child-focused, allowing me the time to observe and evaluate their interactions at a level I had not been able to before. I was then able to use this information to plan activities and provide feedback that specifically met their needs. The children now have a greater awareness of what effective oracy looks like and how to achieve this focusing on the oracy strands.

Initially, the children struggled to find the vocabulary to be able to describe precisely in the first two tasks. Once the vocabulary had been provided, the children's confidence and attention to detail significantly increased.

During the project the children were given many opportunities to feedback to each other and reflect on their success in the tasks. The ABC feedback model was particularly effective in enabling the feedback to be precise and ensure all children were on task and engaged throughout the presentations.

It was wonderful to see children that might otherwise have shied away or have had difficulty joining in with class discussions beginning to speak up without adult intervention



"It was much easier to describe what was happening with the vocabulary." – Student



"The project has enabled me to have a deeper understanding of the varying oracy next steps and needs of groups and individuals." – Teacher

**Sequence of learning:**

Completed:

1. We started the sequence with children completing a back to back drawing activity of a spider and a fly focusing on the description of the anatomy and vocabulary. Children evaluated their drawings against the images provided and gave feedback.
2. Storyboard of 'How a spider catches a fly' shared. Children retold the process. Key vocabulary was then given to children to re-tell. Children then presented to another group. The ABC model was used for children to reflect and feed back on how they think they got on with the task and discussion.
2. Meaning-laden read of poem by CT. Children then retold the story from each character's point of view using a story map. Vocabulary was given to children and they then retold a selected part of the poem's story.
3. Discussion guidelines that had been previously shared were reviewed. The following statement was shared with children: "The spider is not a villain. He needed to eat and the fly was merely a part of the food chain." The children were asked what they thought and were allowed thinking time to consider their own point of view. Children then shared their ideas with a talk partner and plotted themselves onto an invisible line according to how strongly they agreed or disagreed with the statement. CT fed in facts while children discussed their views. Talk stems were provided to scaffold discussions and encourage children to justify their thinking. The Harkness model was used to capture how the children were managing with the task. Children then placed themselves back on the invisible line to see if they had changed their minds about the statement.

Not completed:

4. In small groups, the children will create a persuasive speech in role as the spider, trying to convince another insect to enter the parlour. Children will present to each other in role. Children will be asked to move closer to the spider if they feel they are being convinced by the spider.
5. Children will then plan and write a persuasive speech in role as the spider trying to convince another insect to enter the parlour. Planning and writing focus will be on well-structured and descriptive narrative with words and phrases that will capture the reader's interest.

**Curriculum Objectives:**

## Pre-learning:

- Children will have studied a small area of the UK, studying the human and physical characteristics.
- Name and locate the world's seven continents and five oceans
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features

## Most:

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

## Some:

- Will be able to explain how the Earth's landscapes have changed over time and make predictions about the future of the Earth's landscape

Harriet Crawley

**Impact:**

Children, especially those with SEN or those with behavioural difficulties, were able to explore ideas through talk and demonstrate their learning in ways which enabled them to show a greater level of understanding.

Children weren't so caught up on how they were going to write their ideas down, how much writing they were going to produce or how to spell key words. Instead they used the discussion sentence starters to talk about what they knew. Children's conversations often sparked a chain reaction or domino effect of other related learning among the members of the class.



"I end up discovering more by listening more to others in my class" – Student

**Sequence of learning:****LI: To understand the structure of the Earth.**

Use back-to-back approach to get children to draw a diagram of the Earth's structure. Once diagrams have been drawn, join with another pair and use the fed-in-facts approach to discuss key features of the Earth's structure. This consists of red and black information (black are just key words, red are more detailed explanations to challenge and stretch understanding).

**LI: To understand the structure of a volcano.**

Developing understanding of the language associated with the structure of a volcano. Children are presented with key words and definitions. Children need to match the word and definition together and then place on a diagram of a volcano. Children feed back to other groups on areas of the volcano they believe they have labelled correctly.

**LI: To know how a volcano is formed.**

Children are given a selection of resources (icing, paper plates, crackers, water) and in groups, model each of the different types of interactions at plate boundaries. They demonstrate their understanding, using the resources, to the rest of the class using key vocabulary.

**LI: To understand the location of volcanoes on the Earth.**

Children are presented with a map of the ring of fire. Get children to predict what they think this map might be showing and then using their knowledge of plate tectonics, explain what could be happening. Build upon vocabulary used in previous lessons to explain why volcanoes appear more commonly in some parts of the world, including under water, than in other parts.

**LI: To understand the dangers of living near a volcano**

Children discover the benefits and disadvantages of living near a volcano, then present to the class a speech (imagining they are a mayor of a volcanic town) persuading them to live in their city. Use effective speech sentence starters to support formulation of ideas and persuasive tone.

**LI: To understand the key events in the eruption of Mount Vesuvius.**

Children watch a video of the eruption of Mt Vesuvius. Children are then presented with a story map of the key events leading up to the eruption of Mt Vesuvius. Children order them in groups. Each group feeds back on their story of events, with other groups giving feedback on presentation skills.

**LI: To know how we can protect ourselves from volcanoes.**

Discover how people protect themselves from volcanoes using online research. Children then have to create a Diamond 9 of different ways people protect themselves, explaining each method's position in the diamond.



"I've found that giving children the opportunity to learn through talk means they can achieve things which they may not have been able to previously. Exploratory talk is essential if we are expecting children to learn new things." – Teacher

**Curriculum Objectives:**

- 1. To deepen understanding of the lexis and linguistic structures used by Roald Dahl.
- 2. To understand how an author creates interesting characters.
- 3. To discuss themes raised in the work of Roald Dahl.

- 4. To present a short piece about Roald Dahl's attitude to love (or that of the characters in his novels) in a school performance about Valentine's Day.

Ann Fitzpatrick

**Impact:**

I had also previously practised this approach when teaching 'The Iron Man' by Ted Hughes. I noticed that, with the focus on discussion and talking ideas through more than once, children of all abilities are developing a deeper understanding of literature. They are also enjoying reading lessons more because an oracy approach is more interactive and inclusive. In addition, the children are transferring their newly acquired vocabulary to other contexts, including describing the playground behaviour of other children!

The performance of the two children chosen to deliver the lines as presentational speech really caught the humour of Roald Dahl.



"I don't want the reading lesson to end!" – Student



"A focus on oracy has made lessons more interactive and enjoyable. In addition, children of all abilities and backgrounds are given the opportunity to participate and contribute and have been doing so enthusiastically and intelligently".  
– Teacher

**Sequence of learning:****Lesson 1 - Presentation of the new vocabulary.**

The vocabulary was presented visually through pictures on slides and, then, in sentences at three levels e.g.

Matilda's dad was an ignorant man.

Matilda's father was a truly rude and ignorant person.

Matilda's father was an ignorant, insensitive father who neglected Matilda, his very intelligent daughter.

Children read the sentences aloud, with prosody, focusing on any adverbs and adjectives. Children volunteered their own sentences for the class.

Children said a sentence for their partner.

Understanding was checked with a still frame of newly acquired vocabulary: show me 'ignorant.' This was used as an opportunity to teach, for example, the idiom, 'Ignorance is bliss'. Children wrote sentences in their exercise books.

Discussion in pairs: agree or disagree? Mr. Wormwood is a good father. Discussed first as a class to ensure that children had ideas (e.g., He has provided his family with a nice home which even has a separate dining room! He is not teaching his children to be honourable, law-abiding citizens).

**Lesson 2 - Presentation and oral practice of the new vocabulary in context.**

Read with prosody a paragraph containing the new vocabulary. Children read a paragraph together as a class, taking different roles. They then read a different paragraph in pairs. They used rhythm, emotion, pitch, emphasis and timing to interpret the meaning of the text and motives of the characters. A couple of children were given the opportunity to read their paragraph for the class. There was informal assessment against oracy framework criteria, e.g., self assurance, liveliness and flair.

Discussion in pairs: agree or disagree? Mr. Wormwood is shameless. Children expressed opinions such as 'Well I agree because he boasts shamelessly about his cheating.' An additional discussion point presented was: Matilda is boastful and ignorant. Of course, children disagreed and made reference to her love of reading which meant that she was acquiring knowledge so could not possibly be ignorant. Continued reading the story.

**Lesson 3 - Act it out**

The new vocabulary was presented in a role-play script. The children love these. At the end of the lesson, one pupil said, "Oh no, the reading lesson is over". They acted out parts and practised the vocabulary at the same time. I chose one or two to perform for the class and assessed them informally against oracy framework criteria, including voice, body language, self-assurance, liveliness, flair and self-assurance. Children then wrote their own short role-play.

Discussion point: agree or disagree? Roald Dahl's use of language is more grammatical in 'Matilda' than it is in the 'BFG'. Children made reference to the use of 'I is.....' by the BFG. We considered whether or not the BFG's use of language could be considered 'ignorant'. Continued reading the story.

**Lesson 4 - Discussion**

Children were presented with statements for discussion which included reference to the work of other writers whose work they had studied. These discussion statements will be added to and modified as the children progress through the novel. For discussions, children worked in groups of 4 with a group leader who guided them through the discussion points, picked at random from an envelope. The following discussion points were used: Mr. Wormwood provides well for his family. Watching television is better than reading books. Matilda is different to other members of her family. Roald Dahl's use of language is more informal than that of Ted Hughes. Reading is important. Roald Dahl creates interesting characters. The illustrations by Quentin Blake add to the interest of the story. Matilda is an ignorant girl. Being rich is important. Mr. Wormwood is a good father. The children were able to use many discussion stems for agreeing, disagreeing, challenging and remaining neutral.

**Lesson - 5 : presentation in a performance**

Year 3 performed a Valentine day concert. Two pupils presented clearly, sincerely and most entertainingly on views of love presented in works by Roald Dahl.

Roald Dahl says, "You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely." "Don't gobblefunk around with words." "It doesn't matter who you are or what you look like, so long as somebody loves you." phrases that will capture the reader's interest.

**Curriculum Objectives:**

- To identify how shadows are formed and adapted
- To recognise that without light there is darkness
- To explore how reflections are created and altered
- To recognise that light bounces from a surface to create a reflection

Alice Lilley

**Impact:**

A third of the cohort has SEND, so it was a fantastic opportunity for all children to work collaboratively and share their ideas verbally. They were given a safe space to discuss what they saw on the concept maps and were able to explore this before being given any expectation of using scientific vocabulary.

The lessons were very child-led and the children enjoyed working in their teams. The learning went at a good pace, there was no pressure to complete the presentation at the end of a lesson or a few which is what has happened previously and this has led to half-hearted presentations where the children didn't feel confident. However, this was not the case with this sequence of lessons, the children were all eager to take part and felt confident when presenting their ideas because they had had lots of time to explore and prepare.



"It was lots of fun working with a team and sharing our learning with other classes. I felt confident to speak about it!"

– Student

**Sequence of learning:**

Outcome: children to present their learning about shadows and reflections  
Purpose: to share learning using key scientific vocabulary

**Session 1:**

Children were introduced to two concept maps, one about reflections and one about shadows. They worked in their kagan teams to begin to verbally describe what they could see was happening. They were given key questions to support their thinking and discussion along with sentence openers such as "I can see..."

**Session 2:**

The children were given the same concept maps but this time were also given key vocabulary to support this such as "bounce", "reflect", "travel". The children further rehearsed their presentation about either shadows or reflections, now using this key vocabulary to describe the concept maps.

**Session 3:**

The children had more opportunities to practise and then present their ideas to children in the class who had a different concept map. The children gave peer feedback, then reflected on the possible improvements and adapted their presentations based on the peer feedback.

**Session 4:**

The children had an opportunity to present their learning to other classes around the school to share their learning.

**Session 5:**

The children had an opportunity to reflect on what they now knew about light, shadows and reflections. They were then given a 'what if' question: "What if there were no shadows?"



"It was a great opportunity for all children to engage with the learning and it was fantastic to see their confidence increase." – Teacher

**Curriculum Objectives:**

- Ask relevant questions and use scientific enquiries to answer these questions
- Explore and observe forces and magnets at work
- Use correct and accurate science vocabulary when presenting their findings
- Report on findings through an oral presentation for a Science Fair

Helen Knox

**Impact:**

I noticed that although we had discussed the vocabulary in a science lesson, children weren't confident or accurate in their use of it. The Articulate game highlighted this and definitely improved vocabulary understanding for all the children.

We spent quite some time exploring how to speak to a group, and what makes this successful. Most of the children were amazed at the TED Talk presentations and admitted that they had not really thought about how to make a talk so good, or the list of skills needed.

The class did an excellent job of supporting and giving accurate feedback to their peers during the nursery rhyme activity, and the final talks. This was primarily helped by the checklist which focussed on specific skills which the children could then use to positively encourage each other.

The children knew from the start of the topic, that they would be presenting at the Science Fair, which really encouraged their learning and helped them consider how important it was to know, understand and remember the ideas learned. Planning their talks showed how well they had grasped the science content, and surprisingly how well they could structure their talk so it was coherent and maintained the topic they chose to talk about.

“I'd never talked to an audience before. It was sort of hard to do in front of people but I'm glad I did it. I was proud that I could look at people while I talked.” – Student

“I was genuinely surprised at how the children developed their oracy skills in a relatively short space of time, and how effective the sequence of lessons was, in contributing to this.”  
– Teacher

**Sequence of learning:**

Oracy Outcome – a science fair talk about Magnets and Forces

**What words do we know about forces and magnets?**

Articulate – Each pair of children had a vocabulary board and set of counters. One child described the word or concept until their partner could guess it. They then covered it with a counter, swapped and repeated the exercise. The children also took this game home to play.

**Speaking with pace and projections**

Nursery Rhyme fun - In groups of six, the children each chose one of the printed sheets of nursery rhymes and presented it to the group in the worst way possible. These included presentations that were too loud, too quiet, too fast, where the pitch went up and down, where they were looking at their feet. The children then discussed the following questions:

What makes it difficult to listen to?

What works, sounds good, makes it clear to hear?

They created a check list of ideas on what makes for good presentation. The children had time to present their nursery rhyme again, thinking about the check list they had created. The other children gave feedback on the skills they observed.

**Observing excellent young speakers**

We combined the ideas from each group's checklist to make one set of skills for the class. The list included eye contact, confidence, volume and pace. We then watched 3 young people doing TED Talks and used the checklist to assess their presentations. This proved very powerful as the class realised how many skills are involved in public speaking, and the impact of them on the listener.

**Plan your presentation**

Children had a formatted, boxed up sheet to plan their talk. This included their introduction, 3 bullet points of facts to present (including correct vocabulary), a drawing of their modelling or demonstration of the ideas, resources list and conclusion.

**The Science Fair**

Children presented their talk to a group of 6 children. The others had a Talk Detective page with the class set of skills, and a column for each speaker. After the presenter finished, children ticked 2 top skills, and chose one skill to suggest developing and marked this with a star.

**Curriculum Objectives:**

- Place artefacts, events and historical figures on a timeline.
- Understand how key events and individuals in design and technology have helped shape the world.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Participate in discussions, presentations, performances, role play, improvisations and debates.

Claire Wilson

**Impact:**

I wanted to allow time for the children to develop exploratory talk as well as presentational talk and this scheme of work allowed me to do so.

Allowing children the time to develop their knowledge of each invention was vital as the more knowledgeable they became, the more confident they became in speaking, and some children in my class who may often be reluctant to contribute suddenly had something they really wanted to share with others.

With each whole class discussion, I was able to take more of an observing role and the children were able to challenge/clarify/build upon each other's responses. Sentence stems were already displayed in the classroom and the children confidently used these to structure their talk.

The children's knowledge of The Oracy Framework developed as they were asked to give feedback to their peers. Feedback needed to be directed by one of the four strands.

Having a clear purpose and context for the final talk outcome was important, and during the final award ceremony it was clear to see that each speaker had clearly thought about the language that they would use and an awareness of their audience. The children loved the final ceremony and all its pomp and circumstance! It was a lovely end to this scheme of work but the opening to a new topic that they were now fully immersed in.



"I didn't think I'd ever be able to speak in front of that many people!" – Student

**Sequence of learning:**

This scheme of work was an introduction to a History/DT theme of work entitled Incredible Inventions.

**What is the most Incredible Invention of all time?**

This question was posed on a display in the classroom for all children to contribute to with post-it notes. Once a few ideas had been suggested, we had a whole class discussion where children could justify their choices and debate with others as to why they believed a particular invention deserved this accolade.

**Harkness Discussion**

In groups of 6, each child was given a different artefact. Image or text about a particular invention. They had 10 minutes to read their information and become familiar with it. The importance of each child contributing in the discussion was stressed so every invention could be fairly represented. At the end of the Harkness discussion, the whole class met again and had a similar discussion as to before. They were asked the two following questions: Had their opinion changed? Did they now have facts that supported their opinion?

**The Hot Air Balloon debate**

Five inventions were selected as the most worthy contenders for the Most Incredible Invention Award. Children, in groups of 4, were provided with an image of a hot air balloon with these 5 inventions in. The scenario of a quickly descending hot air balloon was given and therefore one invention had to be removed in order to gain altitude. What would they get rid of and why? After 2 minutes, one child from the group had to feed back to the whole class; which invention had been removed and what were the reasons for doing so? This was repeated, with a different speaker each time, until there was one remaining invention for each group.

**The debate**

Three inventions were remaining after the Hot Air Balloon activity. Further information about these inventions was provided and a debate ensued with three groups of children offering arguments as to why their invention was the most incredible. Children were allowed to be fluid during this debate and move between inventions based upon what they heard and the strength in the argument for each individual invention. All children understood that by the end of this debate they would no longer be able to change their minds so they should ask questions, seek clarification and feel confident in their choice.

**The Most Incredible Invention Award Ceremony 2020.**

We watched examples of motivational speeches and award nominations and award acceptance speeches so children understood the tone of speech required for this event. Children had 20 minutes, in pairs, to prepare a nomination speech for their chosen invention. They needed to have a hook that engaged the listener, give examples of how this invention impacted upon our everyday lives and persuade the audience that this invention was the worthy winner. All children had the opportunity to deliver their nomination speech to the class and receive feedback from their peers. After more rehearsal time, the final ceremony took place and each nomination speech was delivered to the whole year group – an audience of almost 90 children – before the winner was voted for and announced.

By the way, the winner of the Most Incredible Invention Award was..... the vaccine!



"The progress that all children made was clear to see and hear. Everyone had a voice and most importantly, they wanted it to be heard." – Teacher

**Curriculum Objectives:**

## ICT

- Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## PSHE

- How to consider the effect of their online actions on others

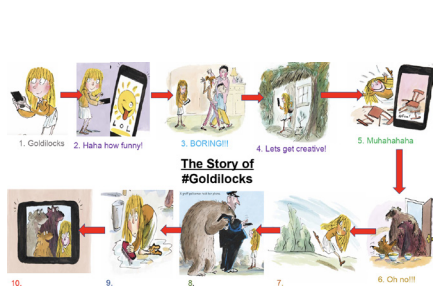
Richard Sangotade

**Impact:**

Implementing the oracy strategies within my classroom has been fantastic. It has allowed the children in my class to improve their oracy skills and express themselves more fluently. It has had a huge impact and it has really helped support the progression of speaking within my class. It has helped me, as a teacher, to become more confident and make my classroom a dialogic classroom. I have been able to implement training throughout the whole school with my deputy head teacher to help support teachers through the transition of changing their classrooms into more of a dialogic setting. The opportunities for children to talk, not just throughout these series of lessons, but throughout the whole curriculum have really improved within my class. Giving children opportunities for exploratory talk and building on vocabulary has really had an impact on children's understanding and progress.

The use of the sentence stems (which are displayed in every classroom with actions) has enabled the children in my classroom to build on, clarify, summarise and challenge ideas within the classroom discussions.

“I really enjoy using the sentence stems for build on, summarise, clarify and challenge as it has helped me become a more confident speaker.” – Student

**Sequence of learning:**

Our whole school had training on implementing a series of lessons which were based around internet safety week. These were based around various stories that were appropriate for each year group and the outcome for all was set as a podcast as we had recently had a new podcast studio built.

**Session 1 (PSHE session)**

Circle time to discuss online safety using Oracy sentence stems. My class had discussion points around their PSHE objectives. Children were then put into partners and were given a picture from part of the story. Children had to describe the picture to their partner and they needed to draw what their partner described.

**Session 2 ( Fed in Facts)**

Children are introduced to the story of Goldilocks (internet safety version) through fed in facts. Children were given key images and phrases from the story to infer what was happening within the story. Fed in facts allowed the children to discuss and build the story themselves through pictures and phrases.

**Session 3 (Concept Maps)**

Concept map shared with the children showing key points of story. They discussed and tried to retell the story. Key vocabulary from last session was given to the children and they try to retell the story again including key vocabulary.

**Session 4 (Planning Podcast)**

An example of a good podcast was shared with the children as a model and children had the opportunity to come up with their own planning grid for what to include in their podcast. The teacher refined this with the children, who then worked in groups to plan their podcast.

**Session 5 ( Recording Podcast)**

Children had a chance to 'perform' their podcast, which was then critiqued by the rest of the children - sharing positives and offering suggestions for improvement. The children then edited their podcast and recorded this in the podcast studio.

“Our Oracy training has changed my approach to talk in my classroom. It has been fantastic seeing our children develop vital communication skills that they will need throughout their future.” – Teacher

**Curriculum Objectives:**

- To gain a greater understanding and appreciation of a text Where the River Runs Gold by asking and responding to questions.
- To identify and confidently use language appropriate to the text.
- To understand the concept of empathy and how to utilise it as a powerful tool for speaking and writing.
- To apply enquiry skills to a text by investigating and analysing a character of choice.
- To research, plan, write and record an 'in character' monologue.

Katherine Anderson

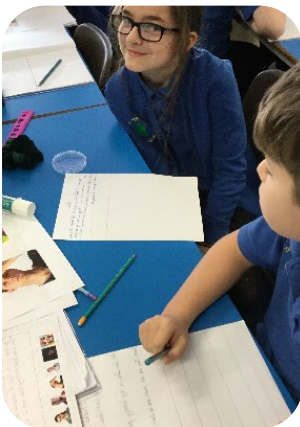
**Impact:**

From the very beginning of my work on oracy this year, the children have responded to and engaged with the challenge. Vocabulary is a key focus for us as a school this year and the programme has allowed me to implement a range of successful techniques in a relatively short space of time. The children were very excited by the sequence of learning when it was introduced to them and showed great understanding and determination when showcasing their developing oracy skills.

I encouraged the children to use their independent research skills as much as possible throughout this sequence of learning so that they were able to apply their oracy language in peer to peer interactions. The impact of this was high quality, child-led learning and greater confidence when it came to performing and recording their final pieces of work. The emphasis was placed on a verbal final piece, rather than writing, which I felt enabled all attainment levels to engage with it more fully.



"I loved this project – it really helped me to understand the book and the characters" – Student

**Sequence of learning:**

The aim of the learning sequence was for small groups to research, plan and create a monologue from the perspective of one of the main characters in Where the River Runs Gold. In addition to the work outlined below, the children kept a daily written journal saying exactly what their group had achieved that day.

**Lesson 1**

We began the sequence with a focus on empathy and recognition of different emotions. The children took part in a range of speaking and listening and drama activities where they were asked to portray and understand emotions and feelings. These included a back-to-back exercise where the children took turns to describe and then draw different simple pictures based on our text.

**Lesson 2**

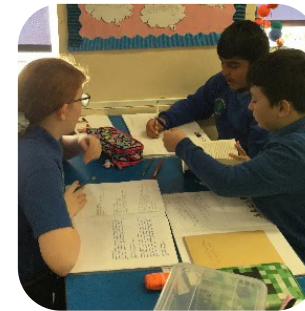
The children worked in pairs to story map the scene their monologue would be based on. They were encouraged to include information relevant to their character's mood so that this could be incorporated into the tone of their monologue. Additional information cards were fed in halfway through the activity to encourage deeper thinking and questioning.

**Lessons 3 and 4**

Mixed ability groups worked together to use the information gathered by everyone to plan and create their monologues. Peer to peer discussion and negotiation skills were key to the success of each group.

**Lessons 5 and 6**

The final two lessons were child led. Each group used an iPad to record, review and edit their monologue, after which they generated QR codes to stick in their books.



"A fantastic experience! The children were independent, engaged in their learning and had the confidence to speak clearly." – Teacher



**Curriculum Objectives:**

- The importance of the different strands and skills of the Oracy Framework
- How to develop their presentational skills
- To develop their confidence to speak in front of an audience
- To analyse different speeches from inspirational leaders from the past and to reflect on the key features they have used to ensure they have an effect on their audience.
- Self-assess their Oracy skills at the beginning and end of the project to show progression
- Reflect on their development continuously
- Conduct their own research about the facts and statistics that need to be used within their speech

Lucy Jackson

**Impact:**

Through the Impact Project the children were provided with opportunities to challenge and build on one another's viewpoints, alongside using the discussion guidelines to reflect on their progression. They were particularly interested in the first initial session where they were introduced to the Oracy Framework and provided with the opportunity to self-assess their ability to perform a speech. Throughout the learning journey, we regularly spent time reflecting on their self-assessment and discussed how our oracy skills were developing in a variety of ways – particularly having an awareness of audience.

Throughout the sequence of learning, the children were provided with a range of opportunities to explore and present through talk. This resulted in the final outcome of the children presenting an informative speech to an audience about a relevant, real life topic (one suggested to them was associated with climate change as the children had learnt about Greta Thunberg previously).

In conclusion, the children's learning progressed immensely and I feel extremely proud of their achievements. They were resilient and respected one another's viewpoints, despite the fact that they struggled with this during session 1. As a teacher, I encouraged them to reflect on the discussion guidelines weekly and this supported their discussions as they were able to bear in mind which particular rule they were focusing on.

The children also enjoyed exploring oracy strategies throughout their learning and have asked for more of these activities to be incorporated in other lessons throughout the curriculum.

“I loved agreeing, challenging and building on what my peers were discussing. Something I would like to work on now would be developing my understanding of how to invite others into my discussion and being prepared to change my mind sometimes” – Student

**Sequence of learning:**

**Session 1**

To develop an awareness of a presentational outcome. The children were introduced to the Oracy Framework, self-assessed their confidence within each area and then listened to a range of speeches as a hook. To expose the children to influential leaders. The children used the Oracy Framework and made detailed notes about each leader's skills.

**Session 2**

To identify specific features of an effective speech. The children were given a range of speeches to discuss in their pairs and groups. They used a range of Oracy Strategies (the ABC model) to identify key features and the impact these have on the listener.

**Session 3**

To conduct research about a specific topic of interest: consider how viewpoints change. The children used laptops to conduct their own research and then participated in class discussions. They focused on considering how their viewpoint changed as this was a part of the discussion guidelines which most of them found challenging.

**Session 4**

To plan a persuasive/inspirational speech. The children planned their own inspirational speeches and reflected on the features that had been identified previously. They then shared their plans with their peers and were provided with time to reflect critically.

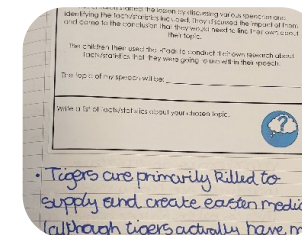
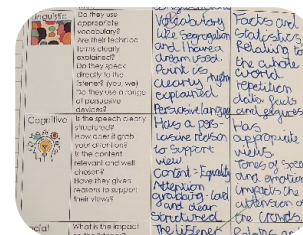
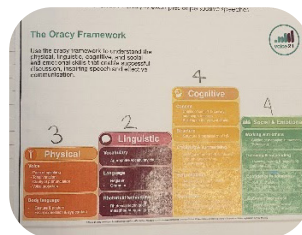
**Session 5**

To persuade an audience (writing).

**Session 6**

To perform a speech and reflect on my learning.

The children presented their speeches to an audience.



“Just having the Oracy Framework to focus on has really benefitted the children as they have been able hone in on what they should be doing.” – Teacher

**Curriculum Objectives:**

- To internalise a new text
- To be able to read aloud fluently and expressively
- To understand how characterisation is developed in writing
- To identify literary techniques, including era-appropriate language and adapt these for creative writing.
- To apply understanding of characterization in a piece of writing (internal monologue).

Tracy O'Shea

**Impact:**

The children are invested in the principles underpinning oracy and love to participate in oracy activities; engagement is always high and the quality of discussion has developed over time. We have found that the time for reflection after a discussion is essential to move the children forward in their journey. As the children are now aware that either they will reflect, or that feedback will be given from another party, their focus on the four strands of the oracy framework, and therefore the depth of discussion has developed.

There is obviously a place for whole class discussion, but I have found that the smaller groups are more enabling to the children, giving them more opportunity to contribute and thereby raising their self-esteem in the process, as they realise that what they say is valued. These smaller groups also mean that the level of cognitive challenge is higher for all children and I feel that all children are being challenged to fulfil their potential.

Children's performance skills and fluency in presentational speech are markedly improved; it's wonderful to see even the most awkward of children becoming more confident over time.

Reflecting on the emphasis we are placing on the fluency of reading aloud, one teacher said, "The children were completely engaged and loved exploring how to bring the text to life. They gained a good understanding of the text and were able to make valuable contributions as to which words to emphasise, where to pause etc. using metacognition to explain their choices."

"I liked working in smaller groups and was able to speak more often. The talk detectives sheet meant that I concentrated really hard on taking part well. In big groups it's easy not to speak." – Student

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

Children text mapped their new focus text with the purpose of internalising it. During mapping, they had numerous opportunities to speak the text, repeating and refining, using the map as a visual tool to aid memory. Periodically, the teacher modelled reading the text back using the map as a visual aid; this was then repeated by the children. Children with less proficiency in English and/or specific SEND, were provided with a pre-prepared copy of the text which had been translated into imagery using the online tool 'widgit'. This reduced cognitive load for these children and maximised the time they spent learning to say the text fluently. Actions also helped aid memory or to remind us of which words or phrases we wanted to emphasise. If you can't say it, you can't write it.

**Lesson 2**

As a whole class, the children practised retelling the text from their own personal maps, internalising the text further so that it would eventually come part of their long-term memory. The main part of the lesson focused on echo reading, modelled by the teacher and copied by the children. In this session the teacher modelled fluent reading whilst children marked their texts to show which parts should be read in certain ways This was carried out in small chunks of text giving many opportunities for repeated re-readings and performance. The lesson ended with groups of children performing different paragraphs. The others fed back on the linguistic and physical strands of the oracy framework.

**Lesson 3**

Children worked in pairs to retell, focusing on listening skills in order to prompt or advise. The time spent on echo reading the day before meant that the children were now very expressive in both reading and performing the text. Discussion task: Children worked in circles of 6 to discuss what they know, what they think, what they want to know. Groups were carefully selected to ensure a good mix of personality and ability and talking roles were assigned. Groups were reminded of their class discussion guidelines and agreed that their protocol if they wanted to speak was 'thumbs in'. At the end of the session, the summarizer in each group presented their findings to the class. At this point, other groups were allowed to add to their own grids (in a different colour pen) if they heard something valid they hadn't thought of; this really required children to focus on their listening skills. Each group then reflected on the quality of their discussion, using the class discussion guidelines as a reference point, and came to a shared agreement that the focus of their next discussion should be waiting to be invited to speak. Each group's discussion was further evaluated using the 'talk detectives' evaluation sheet.

**Lesson 4**

Children worked in groups to 'book talk' the text, having been given text specific statements to discuss. Their oracy focus was based on the self-identified area to work on from the previous day's discussion. Discussion based sentence stems (agree, build, challenge) were provided as a scaffold. The protocol for this activity was a chaired discussion, whereby the chair chose who spoke, and ensured everybody was given the opportunity; he would also bring the discussion back on track if there were any derailers. Previously this kind of discussion had taken place as a whole class. However, we found that by having smaller groups, more children were being cognitively challenged leading to a greater depth of discussion. Although children were given the option of passing, all children contributed. As the group size was significantly smaller, the number of contributions from each person was also higher. Again, the groups were assessed using the 'talk detectives' sheet.

**Lesson 5**

Children had previously studied a text where different characters were given different 'voices'. Each character retold the same event, but from their own perspective. The characterisation was further developed by the way each individual spoke which gave clues to their background, etc. Having been reminded of this, children were now asked to consider the kind of voice the characters in our new text might have. The teacher 'fed in' information about the individual characters which influenced the choices children made. For their writing task: the children wrote an internal monologue of the inner voice of two of the characters. These were performed at the end of the session and the others fed back on the linguistic and physical strands of the oracy framework.

"The small group work really helped produce much more detailed and well thought out answers; children were receptive to others' thoughts and opinions. They built on each other's points really well. The children really feel so much more confident about being involved in a discussion" –

Teacher

**Curriculum Objectives:**

KS1 - ICT Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.PSHE

- Year 1- The rules and principles for keeping safe online.
- Year 2- Understand that people sometimes behave differently online, including pretending to be someone they are not.

KS2 –

- ICT Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.

PSHE

- Year 3 - Understand that the same principles apply to online relationships as face to face relationships.
- Year 4 - Understand that the internet can also be a negative place where online abuse can happen.
- Year 5 – Understand how to consider the effect of their online actions on others.
- Year 6 – Understand how information and data is shared and used online.

**Mel Bowman**

**Impact:**

The opportunities for children to talk, not just throughout this series of lessons but throughout the whole curriculum, have really improved. Teachers are now more confident to enable talk and support a more dialogic classroom. Giving children opportunities for exploratory talk and building on vocabulary has really had an impact on children's understanding and progress.

The use of the sentence stems (which are displayed in every classroom with actions) have enabled the children to confidently challenge and build on each other's ideas, creating more purposeful talk in the classroom. Children have grown in confidence and a wider range of children now vocalise their thoughts and ideas.

The outcomes from this unit of work clearly demonstrate the impact that building Oracy into all lessons has on outcomes.

“We use actions in our class to show our teacher if we want to build, challenge, clarify or summarise during discussions.”

– Student

**Sequence of learning:**

Our whole school had training on implementing a series of lessons which were based around internet safety week. These were based around various stories that were appropriate for each year group and the outcome for all was set as a podcast as we had recently had a new podcast studio built.

**Session 1**

Circle time to discuss online safety using oracy sentence stems. Each year group to have discussion points around their PSHE objectives.

**Session 2**

Children are introduced to characters in their online safety story. They are given some images of key vocabulary – they try to describe the images to their partner and their partner has to predict what is going to be in their story. Fed in facts allow the children to discuss and build the story themselves through pictures and phrases.

**Session 3**

A concept map is shared with the children, showing key points of the story. They discuss and try to retell the story. Key vocabulary from last session is given to the children and they try to retell the story again, including key vocabulary.

**Session 4**

An example of a good podcast is shared with the children as a model and children have the opportunity to come up with their own planning grid for what to include in their podcast. The teacher refines this with the children, who then work in groups to plan their podcast.

**Session 5**

Children have a chance to 'perform' their podcast, which is then critiqued by the rest of the children - sharing positives and offering suggestions for improvement. The children then edit their podcast and record this in the podcast studio.

“Our oracy training has changed my approach to talk in my classroom. It has been fantastic seeing our children develop vital communication skills that they will need throughout their future.” – Teacher

**Curriculum Objectives:**

- How to use talk to problem solve.
- To feel confident to suggest ideas, even when they are unsure if they are correct.
- Apply key terms to new information.

- Explain the formation of different fluvial landforms (meander, oxbow lake, levee, waterfall) both in verbal and written form.

Isabel Ryan

**Impact:**

Drastically improved student engagement in the tasks. Students were more enthusiastic in the lessons and more willing to share ideas, particularly the boys, whom I often have difficulty convincing to begin a task.

The students were keen to help each other work things out and very proud when they worked out something that others couldn't quite see. In the end of term assessment, the accurate use of key terms rose. Students who would perhaps be more likely to leave the questions about fluvial formations out had tried and achieved more marks than they had done in the past.



“Miss, have you got another one of those diagram puzzles for us? I love solving them!” – Student



“It's a pleasure to see students talking so enthusiastically about fluvial landforms which at times can be a bit dry. The fact that all students are working from the same starting point and that lots of prior knowledge isn't required is a great way to get students of all abilities accessing and enjoying the lesson” – Teacher

**Sequence of learning:****Session One**

Students are taught about the three main fluvial processes (erosion, deposition and transportation). Students are also introduced to cross and long river profiles.

**Session Two**

Students are provided with a series of small diagrams that show the formation of a levee. They are initially given no information about the material and are asked to discuss what they think is happening. Depending on the progress of each group, some students are given some key terms to help direct their thinking. Students then feed back to the class what they think is happening. The students are introduced to the idea of a levee and are then tasked with including all of the key terms on the board to explain how it is formed. Students discuss in groups and come up with a paragraph. Each group then shares their paragraph with the class and they discuss the different ideas with the aim to reach a general consensus. The teacher then verbally explains how a levee is formed, referring to the initial diagrams. The students are then tasked with writing a paragraph about the formation of a levee using all of the key terms from the board.

**Session Three**

Students are provided with a series of small diagrams that show the formation of a waterfall. They are initially given no information about the material and are asked to discuss what they think is happening. Depending on the progress of each group, some students are given some key terms to help direct their thinking. Students then feed back to the class what they think is happening. The students are introduced to the idea of a waterfall and are then tasked with including all of the key terms on the board to explain how it is formed. Students discuss in groups and come up with a paragraph. Each group then shares their paragraph with the class and they discuss the different ideas with the aim to reach a general consensus. The teacher then verbally explains how a waterfall is formed, referring to the initial diagrams. The students are then tasked with writing a paragraph about the formation of a waterfall using all of the key terms from the board. The structure of the writing is supported by the diagrams which show how the changes happen over time.

**Session Four**

Students are provided with a series of small diagrams that show the formation of a meander and then oxbow lake. They are initially given no information about the material and are asked to discuss what they think is happening. Depending on the progress of each group, some students are given some key terms to help direct their thinking. Students then feed back to the class what they think is happening. The students are introduced to the idea of a meander and oxbow lake and are then tasked with including all of the key terms on the board to explain how it is formed. Students discuss in groups and come up with a paragraph. Each group then shares their paragraph with the class and they discuss the different ideas with the aim to reach a general consensus. The teacher then verbally explains how a waterfall is formed, referring to the initial diagrams. The students are then tasked with writing a paragraph about the formation of a meander and oxbow lake using all of the key terms from the board. The structure of the writing is supported by the diagrams which show how the changes happen over time.

**Curriculum Objectives:**

- Understand the motivations of the Lady Macbeth
- Use talk to discuss and develop ideas and opinions about Lady Macbeth's character
- Create persuasive arguments evaluating the villainy of Lady Macbeth
- Develop presentational skills to create effective speeches

Sammana Noonan-Smith

**Impact:**

Throughout the unit, it was increasingly apparent how much students enjoyed talking to each other and sharing their ideas, but also how their confidence increased. The use of exploratory talk helped them to fully understand the deeper motivations of Lady Macbeth's character, which then led to opportunities to develop more sophisticated evaluative skills.

To begin with, students struggled to discuss effectively in the first lesson. It was useful for them to be able to reflect on how to improve this, and with further scaffolds they were able to make effective presentations together.

By also focusing on the different strands of oracy, students were able to use talk for a wide range of purposes. They were able to distinguish between dramatic performances, discussions and presentations, which led to some very impressive and polished speeches.

Overall, I feel that this was a useful unit which developed a number of different sophisticated skills in an enjoyable and purposeful way for the students.



“I found speaking about my ideas intimidating at first but started to really enjoy it by the end” – Student



“Focusing on oracy this unit has helped to highlight how talk can enable understanding of a range of different ideas and skills. Using different oracy based activities meant my students could develop their understanding of the content, while challenging themselves and each other. It worked as excellent way to scaffold more sophisticated skills such as evaluation, which all students were able to do effectively by the end of the unit” – Teacher

**Sequence of learning:****Lesson One:**

The story of Macbeth was introduced using story maps. Students worked in groups to try and work out the main plot points. As they were discussing, key words were fed in that then had to use as part of their presentation of the story. They then presented the stories to each other. We reflected on group discussions, about what worked well and could have been improved to formulate discussion guidelines to scaffold future discussions.

**Lesson Two:**

We began with the 'If I Ruled the World' activity, which led to a discussion about how far students would go to achieve their dreams, using the guidelines from the previous lesson. This idea was then applied to Lady Macbeth. We read and annotated the soliloquy in Act 1 Scene 5 to check understanding. Students then worked in groups using talking roles to discuss 'How does Shakespeare present LM as ambitious?', using fed in facts about context to develop ideas.

**Lesson Three:**

Students started by discussing persuasive techniques they had previously used. This was then applied to the next extract from Act 1 Scene 5. We used Which Emotion? to explore the tone of voice used in the scene and understand how LM used language to manipulate Macbeth. This was modelled as one line with the whole class and then students read through the rest of the scene in pairs to guess their partner's emotions. We then linked this back to the idea of effective persuasive techniques.

**Lesson Four:**

Students took part in a class discussion on the following questions: 'Do you speak the same way with everyone? How do you change your tone and language?' The ideas from this were applied to Act 1 Scene 6, where LM's two-faced nature is shown with Duncan, and her persuasion of Macbeth in the next scene. Students then worked on writing a short monologue to showcase her true feelings and emotions. These were presented in pairs and peer assessed using the Talk Detectives sheet.

**Lesson Five:**

We began with a discussion about the effective skills needed to be a lawyer, using an online clip to help students identify these. Students were then split into groups and used talking roles again to discuss the question 'How far is Lady Macbeth a villain'. Each group was then assigned to be either the prosecution or defence. Each group worked together to create speeches about whether LM was guilty or not guilty of being a villain.

**Lesson Six:**

This lesson was called 'Lady Macbeth on trial'. We had three trials in which students presented their speeches. The class used talk detectives sheets to highlight good examples of speech and also voted on which were most persuasive, in order to decide if LM should be convicted.

**Curriculum Objectives:**

- Use talk to recall and clarify ideas from prior knowledge
- Use mathematical terminologies and strengthen subject knowledge
- Build the confidence to speak to others

- Listen to their peers and takes account of what others say
- Be able to talk in front of an audience
- Work collaboratively with each other

Doosheela Woodun

**Impact:**

The lessons started off with a lot of guidance in the beginning as the tasks were different after every session. Students were made aware of the importance of using the different strands of the Oracy Framework. They had the opportunity to explore different types of groupings such as a paired task and sitting in a circle. This has helped the students to know how to talk to their partner, how to listen and respond appropriately by making eye contact and using the right tone of voice.

Going over the framework has facilitated the Harkness Discussion as the students knew the strands and what we were looking for in their discussion. The students were engaged in the range of activities and towards the end they were confidently talking to each other about maths which would have been very unlikely of them as they believe maths is hard and they cannot access it. Hopefully these types of activities will break the fear barrier for some students.

“This activity was fun! Can we do more of these in the next lesson?” – Student

“The Oracy Programme has given me an opportunity to try different types of activities where talk and discussion is embedded. The students might forget why we do algebra but they will be confident in their communication skills which will help them move forward in life.” – Teacher

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

The task was explained and scaffolded suggestions on how the groupings should work were provided. The pop corn strategy was used as a starter, inviting students to stand up and talk if they had a keyword. The task was to recall as many words from the Algebra topic as possible. I wrote all the keywords on the board using mind maps. They were really good as they came with a lot of the terminology they could remember from primary school.

They were introduced to the Oracy Framework and we looked at the four strands together. The focus was on the social and emotional strand and giving proof of listening guidelines. The next task was to come up with some examples of the keywords. Students were able to work with others and take turns appropriately. Students were able to give an array of examples but they were unable to classify them under the correct terminologies.

**Lesson 2:**

The Oracy Framework was revisited and we looked at the physical and the cognitive strands. Once the lesson was taught, students worked on a matching activity (involving a mixture of keywords, definitions and examples) in pairs on their tables. They had to work on their body language and voice projection. They were supposed to talk about the task, giving reasons to support each other's views and ideas. Towards the end of the activity students came to an agreement with each other before the correct answers were revealed.

**Lesson 3:**

We looked at the discussion guidelines. Each student was given one statement and they had to explain whether the statements were TRUE or FALSE. giving a valid reason. For this task I used the circle grouping; a group of 10 students faced each other in a circle and one student at a time stepped into the circle to speak to the whole group. The student read the statement to the group and then explained it. After the explanation, the group made a decision about whether the statement was true or false.

**Lesson 4:**

We looked at how to simplify, expand and factorise expressions. Students practised some questions and were confidently participating in the class. Some students, who initially struggled with the definitions, did well in the end with a bit of prompting.

**Lesson 5:**

I introduced the Harkness Discussion to the class and explained how it works. This lesson sums up what students have learnt so far in simplifying expressions as well as the use of the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable discussion through speech and effective communication. Students were confident speaking in smaller groups. Once they built their confidence through speaking they were able to talk in larger groups

**Curriculum Objectives:**

- Give basic descriptions of their house using key verbs such as ‘I have/I don’t have/ there is/ there isn’t/ I would like to have’
- Use prepositions to describe where things are in the bedroom
- Use new vocabulary with confidence
- Use key verbs when describing a photo in Spanish

Letisha Patel

**Impact:**

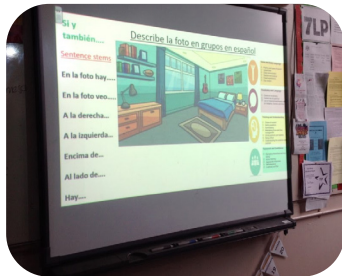
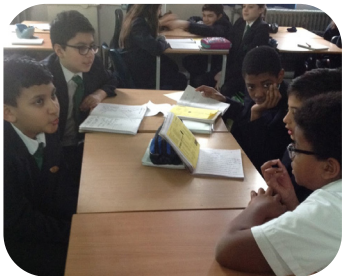
What really stood out for me at the end of this scheme of learning was that all students were able to access it and present confidently in front of their groups. With the help of sentence stems and key vocabulary boxes, all students were able to speak about their house in Spanish. It was amazing to see those students who would normally shy away from such activities to be so heavily involved and really wanting to show of their speaking skills in another language! I really noticed an impact on their listening skills as they realised the importance of having to listen to one another.

The oracy strand in which I noticed students were really trying hard with was the physical strand. As students presented, they were aware of their body language, gestures and how they maintained eye contact with the rest of their group.



“That was so scary to give a presentation in another language in front of my group! But I did it and it was amazing!!”

– Student

**Sequence of learning:****Lesson 1: ¿dónde vives?- Where do you live?**

Students were given vocab cards on different types of houses and locations of houses and were asked to match the Spanish with the English. Once matched up, students worked in pairs and were faced back to back to test each other on the vocabulary. One translated into Spanish and one translated into English. At the end, each pair had to ask one another ‘dónde vives’ and, using the vocabulary from the card sorting, students had to come up with a detailed answer in Spanish.

**Lesson 2: Las habitaciones- Rooms in the house + bedroom items**

Students worked in pairs and used a ping pong translation activity to translate the key vocabulary. Then students worked in quadruples and took on roles, and had to organise the vocabulary into correct categories- whether they were masculine/feminine/ singular or plural. Discussion listening guidelines were also introduced, and at first, students were finding the concept of listening to one another quite hard as they were talking over one another’s ideas, thus finding turn taking difficult. I stopped the activity and restarted with clear expectations of what was expected.

**Lesson 3- Las preposiciones- Prepositions with bedroom items**

‘Yes and’ activity: in groups of 4, students were given a picture to describe with key sentences and vocabulary in Spanish. Students took on roles A, B, C, D and took it in turns to add an idea to what the person before them had said. Discussion guidelines were also enforced to ensure everyone listened to one another and participated. Students then worked in pairs and were given 2 different pictures. They had to describe the picture to their partner for them to draw. For this, students needed to be clear about the prepositions of items in the bedroom and realised they needed to use good listening skills in order to make their drawings as detailed as possible.

**Lesson 4- Using a concept map to consolidate new vocabulary to build on talk and build towards presentational skills**

A concept map was introduced in this lesson. I drew some pictures of the vocabulary they had seen in the previous lessons and, in trios, students had to explain in Spanish, using full sentences, what was happening on the map. Discussion guidelines were also further explored to ensure everyone listened and participated. I also gave fed in facts and students had to try and include the vocabulary and phrases in their conversations. If students wanted to add their ideas to the fed in fact, they had to use the thumbs in rule.

**Lesson 5- Presentations of your house**

Students worked in quadruples and each person in the group gave a presentation on their house. Students took on different roles whilst giving their presentation. The roles included: the presenter, the macro listener (listening for how speaker is feeling, focusing on the presenter’s voice, body language and facial expressions), the micro listener (focusing on points raised and facts and details shared by the presenter and focusing on the start and end of presentation), and the summariser (translating back to the group into English.)



“It has been incredible to see how students’ confidence and talk has grown throughout this journey. The project has highlighted the importance of talk and how it should be embedded into every lesson to enable students to become better learners and listeners” – Teacher

**Curriculum Objectives:**

- Pupils to be made explicitly aware of our new Code of Conduct
- Pupils to understand why it is important to have a code of conduct
- Pupils to understand how our code of conduct affects them directly.

Laura Tackley

**Impact:**

Assemblies are often places where pupils are passive and almost lectured.

With our new code of conduct it was important for the pupils to feel they had some sort of autonomy and practical impact. By giving the pupils an opportunity to talk about the code of conduct it enabled them to explore why schools have rules. The sentence stems ensured that pupils' talk was focused throughout the activity.



“I look forward to assembly now as I feel Involved but not too involved as I don't have to stand at the front of assembly to give my opinion.” – Student

**Sequence of learning:****Assembly 1: Keep safe and keep others safe.**

Students use the sentence starters below to discuss how to stay safe at school.

Ensuring that everyone is secure enables us to...  
 Everyone being responsible is crucial so that...this would mean we all...  
 Something we can all do to ensure we all feel safe at school is...  
 Another thing we should all try and do is...  
 I really appreciate it when people...this helps me feel safe and secure at school because...  
 I agree with this the point that...

**Assembly 2: Be part of a school that allows people to learn.**

Pupils watch a clip of Malala Yousefzai speaking about education and learn some facts relating to poverty and education. They then get into talk trios and use the sentence stems below to begin their discussions about learning.

I am able to learn when...  
 When people disrupt my learning I feel.....  
 Learning is important to me because...

**Assembly 3: Help others whenever you can.**

Students use the sentence starters below to discuss how to help others.

Three particularly good examples of helping others in our community are...These are important because...  
 I agree with your point because...  
 Also, another point I'd like to add is...

**Assembly 4: Bring credit to Park High School in our community.**

Students talk to a partner about something they have done this term which could make the Park High Community proud of them. They use the sentence starters below to support their discussions.

This term I... This made [name] proud of me because...  
 When I..... I made my family/teachers proud because I overcame...  
 In representing the school by....

**Assembly 5 Make those you care about proud of you.**

Students use the sentence starters below to discuss how to make people they care about proud of them.

A behaviour I can change, which will help make people I care about proud of me is...  
 By .....I can be make everyone proud of me because...  
 Making people I care about proud of me is important as....



**Curriculum Objectives:**

- Identify the main three rules within a netball adapted game
- Use accurate descriptions of the different techniques
- Work collaboratively with their team to help identify areas for improvement
- Use new vocabulary correctly
- Recognise the importance of rules and how different techniques enable game play to be better.

Gaby Collen

**Impact:**

Throughout this unit it has been lovely to see how positive talk can impact their ability to communicate their ideas effectively with their team mates. It has given those more able students the ability to analyse their performance more as well as help those less able students develop their own understanding.

The use of roles throughout lessons gave students the opportunity to share their knowledge with each other which again developed their confidence. When it came to evaluating their team's performance they became a lot more aware of not shouting at each other and actively listening to each other. This also allowed for class discussions to work more effectively.



“I feel a lot more confident being able to give descriptions of the rules and positions in a netball game” – Student



“I like being able to analyse my own performance and reflect on what I needed to improve on” – Student



“The amount of positive talk that took place in these lessons was fantastic, I found being able to get students to describe to each other very interesting as at the beginning of the unit, key words were not being used. However by the end students were able to make reference to the key words and understood what it was asking of them.” – Teacher

**Sequence of learning:****Lesson 1: Baseline assessment**

In pairs, students had to name as many rules as they could remember from last year. Students had to describe what the rule meant or give an example of breaking one of the rules. The class were split into 4 teams (which they would stay in) and played adapted games. The games were played without positions, but the three main rules (no moving with the ball, stay 1m away from the player who has the ball, and only hold the ball for a maximum of 3 seconds) were applied.

**Lesson 2: Pivoting and Passing**

The class were introduced to landing in groups of 3 and took on different roles: a worker, a coach and a feeder. The coach had to tell the worker if they had correctly landed and if they hadn't then what they needed to do to do it correctly next time. Each student took it in turns so everyone acted as the coach and gave feedback to another person. Again, adapted games were played and reflection at the end focused on the success of them landing correctly.

**Lesson 3: Positions**

We went through the positions from a team of netball and as a class discussed what each team member's role was. Students then went into mini games and explored different positions. However, they had to describe the role of their position to the next person in their team; if they were not sure then they asked for teacher assistance.

**Lesson 4: Shooting**

Each team had a semi-circle and a hoop. Students used the shooting card (with key words and technique pointers on) and split into groups of 3 to practise shooting. They rotated who coached, who collected the ball and who practised. They then went into adapted games with the focus on shooting. Extra points were added for students who demonstrated those technique points from the card.

**Lesson 5: Reflection on pivoting and passing**

In their teams, students were asked to analyse and evaluate their passing and pivoting in a game situation. After each game as a team they discussed what their EBI would be for the next game, just focusing on their passing and pivoting. Some groups were able to analyse their group's decision making as well.

**Lesson 6: Reflect on positions and assessment**

In their teams, students were asked to analyse and evaluate their knowledge of positions in a game situation as well as describe what each position was allowed to do and where they could go. After each game as a team they discussed what their EBI would be for the next game, for example focusing on whether they were using their team's strengths and weaknesses effectively.

**Curriculum Objectives:**

- Identify key features of London's history.
- Ask and respond to historical questions.
- Work collaboratively to present a 'time traveller's guide to historic London'.
- Use different historical sources to generate their ideas.
- Use new vocabulary confidently.
- Recognise the rich history London has.

Harriet Salkeld

**Impact:**

Through this, it has been great to see how the confidence has grown in students' ability to communicate their ideas. It has also made lessons accessible to all students. The task has also shown the importance of reflection and using this to build upon ideas for future lessons. The use of roles and sentence stems provides a clear structure for what students need to complete and this also improved their written work.

Discussions became more complex as we progressed through the scheme and although their listening skills could be developed further, there has also been an improvement in this area too.

“This has really developed my confidence in sharing my ideas and working with others. I feel my historical knowledge has also improved?” – Student

“The Oracy Pioneers Programme has developed my teaching - I am more confident in using oracy based tasks. Overall, it has been a positive experience. It has been amazing to see the development of my students and has reinforced how important it is for students to develop their communication skills” – Teacher

**Sequence of learning:****Lesson 1: Why should we care about London's history?**

Students were given a series of timeline cards to sequence in the correct order. Key vocabulary was provided to structure their sentences and sequence ideas. They then had to categorise the cards into political, social and economic history and justify their choices.. Discussion roles and listening guidelines were introduced.

**Lesson 2: How did the Romans live in London?**

Students had to decide which vocabulary was the most useful to describe aspects of London's Roman history, and to compare it with their own life in London today.

**Lesson 3: What can objects tell us about Anglo-Saxon London?**

The lesson started with a 'back to back' activity, in which students were in pairs and had to describe an object for their partner to draw. Inferences were then made from different images of objects from the Anglo-Saxon period and this was then used to structure a paragraph on life in Anglo-Saxon London.

**Lesson 4: What was life like in Medieval London?**

We looked at different evidence from medieval London, to formulate a discussion on the title question. Students were reintroduced to the discussion roles from lesson 1 and reflected on how well they had listened and worked together.

**Lesson 5: Was Tudor London a dangerous place to be?**

We had a discussion about what they already knew about Tudor London and what they would still need to know to decide how dangerous it would be. After examining the text and source material, students then reflected on the discussion from the start to see how far their knowledge had improved.

**Lesson 6: How did the Great Fire of London change London's landscape?**

Students examined different sources which explored the impact of the Great Fire. They first developed their own inferences, before they then were 'fed in' inferences about the sources to match up.

**Lesson 7: How did the Industrial Revolution impact London?**

The overall outcome of the scheme was discussed again, and students decided which role they would play in their presentation. They were given key changes to London as a result of the Industrial Revolution and had to rank their significance. Sentence stems were used for students to justify their reasoning.

**Lesson 8: How did the 'Votes for Women' campaign affect London 1906-14?**

This lesson examined the changing political landscape of London and how women were fighting for their rights. We spent some time this lesson discussing what makes a good presentation and used video stimulus to help with this.

**Lesson 9: What was the impact of the Second World War on London?**

After examining the impact of the War, students were asked to in their groups explain the impact using a 'word bullseye' to rate the students on their use of vocabulary. Students then had time to work on their presentations.

**Lesson 10: What have we included in our time-traveller's guide to historic London?**

Students presented their guides to London. They were assessed on four oracy criteria as well as their historical content. Peer assessment sheets were used.

**Curriculum Objectives:**

- To demonstrate understanding of writers' perspectives.
- To identify and use language devices to persuade.
- To consider authenticity in non-fiction writing.
- To use exploratory talk to plan collaboratively.
- To select appropriate content to convey.
- To speak with confidence and appropriate tone and vocabulary in presentational talk.

Louise Eustace

**Impact:**

Students enjoyed the lessons and there was a good energy in the room – having a purpose meant there was more enthusiasm to analyse the text than usual. They worked collaboratively and engaged in authentic discussion about the ways in which the writer created meaning. They were proud of the pieces they produced and this made it a memorable event that they referred back to subsequent lessons.

It also inspired me to be braver in the KS4 classroom – they handled the different lesson style so well and you could really see value in addressing the exam skills in a more engaging and genuine way; it offered them time to really think about the topics and how and why meaning was encoded in the text. We often feel such a time pressure to prepare students for exams that we stop being creative with how they learn, but these tasks facilitated really valuable conversations about how writers communicate with their audiences



“Making the news show was really fun. I was the presenter interviewing a doctor – it helped me understand the issues more.”

– Student



“I was very impressed with the work that students produced – they enjoyed being creative and developed a much more mature understanding of the writer's perspective than when they just read a text independently. You could see the impact of their exploratory discussions together” – Teacher

**Sequence of learning:**

The oracy project was part of a sequence of learning preparing Y10 students for the AQA Language Paper 2 in the lead up to their mock exams. Before learning about the exam paper explicitly, students engaged in a three-week sequence of learning that looked at writers' attitudes and perspectives, as well as the features of non-fiction texts and persuasive writing.

**Session 1:**

Students were given a range of articles about healthcare, each presenting a different focus on the issue. These included calls for increased funding in the NHS, concerns about privatisation; and pay discrepancy between healthcare workers and celebrities. In groups, students had to first read and understand their assigned article, then compile their own breakfast show reports on the issue that they had read about. For the group reading, roles were assigned: two readers, a scribe, a questioner and a listener (scribe and listener then offered reflection afterwards). This activity helped students to read in detail and focus on the crucial exam skill of digesting the original text thoroughly before responding.

**Session 2:**

As a class we watched examples of 'magazine show' news items featuring a 'special guest' and students discussed the features they observed, taking particular note of phrases and vocabulary used to introduce guests and during interviews. They made a note of these on Post-It notes to use when planning their own.

**Session 3, 4 & 5:**

Students then put together and performed their own news items, offering verbal feedback to one another after the performance.

**Session 6 & 7:**

A new set of articles were introduced, this time focused on crime in London today and in Victorian times. Following the same format as before, students worked through the articles comparing the differences of perspectives.

**Session 8 - 12:**

They then listened to radio 'newspaper reviews' in which the presenter reports on the papers of the day, and mimicking this style, students prepared their own audio reviews in which they compared the two articles. We shared these as a class and reflected on the learning experience together as well as the content of what they had presented.

The quality of analysis demonstrated in this task was excellent and students displayed real understanding with the writer's process and methods used to convey their attitudes and perspectives. They also spoke confidently about key features of non-fiction writing such as the use of expert opinion and quest for credibility.



**Curriculum Objectives:**

- To explore different British socio-groups and the significance of historical and political context upon the desire to be part of a collective identity
- To articulate the impact of Margaret Thatcher and the Falklands War on 1980s Britain

- To use talk to organise, sequence and clarify thinking and ideas surrounding masculinity and to what extent this is a) a social construct, and b) harmful to society

Emma Harrington

**Impact:**

The biggest impact of this process for me has been seeing how I can step back as a teacher and let my students take control of their own learning. A careful bit of planning means I can facilitate lessons and let them take ownership of their own learning.

Implementing these tasks and activities meant that pace was effective in all lessons, off-topic conversations during group work ceased and, most importantly, students used the suggested sentence starters and question stems to formulate their own responses. I saw them build in confidence using these in exploratory to presentational situations and then, within their written work.

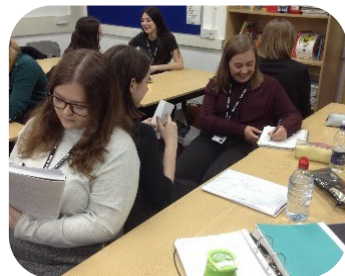
This oracy focus has been incredibly useful as part of me 'I Do, We Do, You Do' model and has brought up the baseline level of achievement which benefits all students.



“These new activities challenge me – I can't rely on other people's ideas, but the sentence starters and individual roles make me feel confident in my own ability” – Student



“This new oracy focus in my lessons has propelled students' confidence in their taking ownership for their learning and giving them the tools to make connections from articulating their ideas, to getting them down on paper” – Teacher

**Sequence of learning:****Lesson One:**

Back-to-back: Students were given one image of a skinhead and one of a goth. They had a list of banned words. The focus was on easily recognisable iconography that socio-groups use to be easily recognised as part of a collective identity  
Feed-in prompts: Pairs were doubled into groups of 4 and had a series of discussion questions on the board (Where do these socio-groups come from? Why do people buy into these identities? What cultural factors may encourage uptake to a particular social group?). Sentence starters were modelled on the board. Feed-in prompts were distributed throughout the discussion

**Lesson Two:**

Think Pair Share: The importance of historical and political context. Class began by Think, Pair, Share – significance of context in the music video 'Ghost Town' (The Specials, 1981) – using music video and lyrics as prompts for discussion.  
Trio: For the share part of the task, students had keywords (Thatcher, deindustrialisation, unemployment, marginalisation) and clarifying, building and probing prompts.  
Concept maps/images: This was a trio task. Students had a sheet with a series of images about Thatcher and the Falklands War. They had to decode, build, challenge and probe (exploratory) and then present (presentational) to another group.  
Deconstruction of opening credits.

**Lesson Three:**

Second and third viewing of opening credits. They deconstructed these.  
Circle: How is this context significant to our understanding of This is England? Sentence starters were modelled on the board.  
Production history – British independent films  
Think Pair Share: Class deconstruction of 'Lonely beach' scene. Share section moves from exploratory within groups to presentational to feed back to the class on their individual area of analysis. The areas for analysis included: camerawork, editing, sound, mise-en-scene and performance.

**Lesson Four:**

Traverse: A combination of quickfire revision and probing questions formed the basis of the lesson. Questions included: What does 'representation' mean? What areas are represented in This is England? What does masculinity mean? Is masculinity fixed by gender or is it a social construct?  
Trio: Groups were given 4 images from key scenes within the film. They held discussions about how masculinity is represented in the scenes and whether it is perceived as a positive or negative thing.  
Trio: Trio discussion exploring to what extent masculinity is a social construct and whether the notion of masculinity is harmful to our society. There were clarifying, building, and probing prompts on the board.

**Lesson Five:**

Think Pair Share: This began with a quickfire recap on what Narrative theory is and what the difference is between structuralism and formalism. Pairs then discussed the following questions: What is Todorov's theory of equilibrium? What is Levi-Strauss' theory of binary opposites? Scaffolds included fed in sentence starters and key terminology on the board for pairs to adapt and improve their summaries. Pairs presented to another group. Students then fed back to the class to clarify, extend and correct their understanding.  
Students individually wrote down how these theories link to This is England, using modelled sentence starters and terminology on board and as practised in pairs verbally.

**Lesson Six:**

Harkness: Students in groups were allocated (differentiated) articles on This is England with the question 'How far does a critical ideological perspective influence our understanding of This is England?'. Harkness trackers had a shorter article and still contributed. Modelled sentence starters supported students to build, probe and challenge.  
This was followed by an independent task for the group to write a summary of their group's points in preparation for timed essay on the same question in class the following week.



