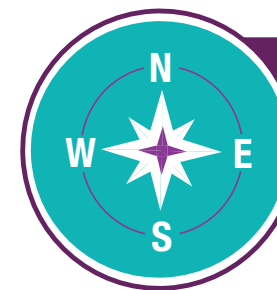


2019 - 2020



**National
Oracy
Pioneers
Forum**



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.



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Curriculum Objectives:

- Through talk the children will be able to analyse, compare, sequence and clarify thinking.
- Build vocabulary (utility words) and meaning through 'My Turn' / 'Your Turn' talk based on the class text. Followed by independent application of the new vocabulary.
- Apply new vocabulary (utility words) influenced by the class text during everyday speaking, reading and writing.
- Self confident speakers who are able to share their ideas and opinions with those in their group, across groups and with the whole class.
- Reciprocal speakers and listeners who are able to value what others say.
- To become familiar and confident to use new talk strategies across throughout the sequence of learning.

Jane Baines

Impact:

The Voice 21 Project has had a great impact on the children's ability to engage with one another through planned and purposeful talk sessions that build on previous learning. It has given the children a greater opportunity to talk and make decisions together with minimal talk from the teacher. The teacher is there as a facilitator to talk and learning, providing information, knowledge and clarification of misconceptions where necessary, to guide the children's thinking, talking and ultimately their learning. This strategy encourages independent learning through tasks which lend themselves to problem solving and kinaesthetic activities.

Most of the children worked well in their groups of three, which were kept the same throughout the sessions for continuity, unless changes were required. This enabled the children to build on previous talk from prior learning.

The project encouraged the children to share their ideas and opinions in a safe environment, primarily in small groups and then to a greater audience (the class). Previously reluctant speakers grew in confidence and began to share their ideas, present to the class and project their voice with tonation.

Overall, the children's language (sentence structures) including vocabulary and meaning developed noticeably over a short period of time, including EAL and SEN children. There was a noticeable difference in collaboration and turn taking (listening to each other's ideas) and then building on those ideas to come to a final conclusion.

During the course of each session the children were engaged on each task and seemed to really enjoy the learning journey. The end product (children's writing – to retell the story) was evidence that the Voice 21 strategies truly supported the children's application of skills and knowledge for future learning.

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

Initially the children were provided with sequencing pictures from the story of 'The Frog Prince'. They were grouped in threes and asked to analyse, compare, discuss and sequence the pictures without any prompts. Next, the whole class were asked to come back together as a class, with the class teacher, where they were given some verbal and visual clues. After that the children were asked to talk about any changes they would like to make based on the clues. This was repeated once more. Then each group compared and discussed their story sequence with another group of three and made any changes. Finally, the children came back as a class, with the teacher to agree a final sequence.

Lesson 2

During the next session, the class started with two 'Today's New Vocabulary' which are always utility words that are taken from the class text. This strategy uses 'My Turn' / 'Your Turn' talk and explains the meaning of the words, how they can be used in a sentence and then in the context of the class text using mimes. After that, the class text/story was read to the class using excessive tonation, expression and the mimes from the MT/YT talk. Next the class discussed and agreed upon mimes/actions to help retell the story. Finally the class retold the story using the mimes/actions, with clear expression and intonation through MY/YT reading. (Copying the teacher's actions and tonation.)

Lesson 3

The following session started with MT/YT new vocabulary task. Then the children worked in groups of 3 and used their story sequence/map (without the story) to retell the story using the actions/mimes from the previous session. The children were provided with a word bank of topic words and utility words that were represented with a picture for support. Finally each group presented their retelling of the story to the whole class.

Lesson 4

The next session started with MT/YT new vocabulary task. After that, the children worked in threes and were given pictures of nouns from the class text/story, which they were asked to match with a noun word on a strip of paper. Then they were given a set of adjectives that they had to link with the nouns and discuss if their choices made sense e.g. 'wet well'. Then the children came back together as a class to check the meanings of all the adjectives before going back into their groups to make any changes to their work.

Lesson 5

The following session started with MT/YT new vocabulary task. It then involved the children sorting the adjectives from the nouns which were on strips of paper and then forming sentences that made sense based on the previous session and the context of the story, using the coordinating conjunction 'and'. The children worked in threes spotting the tricky words, digraphs and trigraphs in order to decode the words. Once they had read the clues, they matched them to a character. The children worked in groups of three, where one of the three was given the job to spot any 'marvellous mistake' where the adjectives did not match the noun. Each group shared their sentence strips with another group and made comparisons.

Lesson 6

Finally, the children retold the story of 'The Frog Prince' using the new vocabulary inc. synonyms (from MT/YT task from each session), actions/mimes, expression and tonation before recording the story in their books. The children used the story sequence/map, topic words/utility word maps, their noun and adjective sentence strips to support their writing.

Curriculum Objectives:

- To learn about respecting the needs of ourselves and others
- To learn about groups and communities that they belong to
- To learn about how to keep money safe
- To learn about looking after the local environment
- To learn about where money comes from and what it is used for

Phoebe Parker

Impact:

What I really noticed throughout the oracy activities was that all children were engaged, including my more reluctant learners or those that are easily distracted on the carpet. I liked that children were learning through talk rather than sitting on the carpet listening to the teacher. All children found it enjoyable and fun, particularly the presentational style activities where they got to practise their drama skills and even the shy children grew in confidence.

The activities really helped with the children's independent work, especially the concept map as they had already discussed what was happening in detail, so they had to just write what they had discussed but about themselves. I noticed that as the sessions went on, there was less arguing and fewer disagreements and children started to naturally turn take, use the sentence stems provided without having to be reminded, and follow the discussion guidelines.

During one task, I asked an EAL student her opinion and she replied in a perfect sentence which she may have come up with herself or copied from another child, either way she was so clear and confident when saying it you could tell she had had learnt something and was proud to share it.

“I enjoy talking in groups because I get to give my opinions and listen to what other people say. It has taught me to agree and disagree politely because everyone has a right to an opinion and it's our responsibility to respect it.” – Student

“After just a few lessons, it is clear that the oracy is going to have a huge impact on children's learning. It is great to give children the time to discuss and formulate their own ideas and empower them to be in charge of their learning. I'm really looking forward to introducing oracy into more areas of the curriculum!” - Teacher

Sequence of learning:**Session 1**

During session one we introduced children to the discussion guidelines. The children came up with ideas on how to have a good class discussion. I also introduced sentence stems and the discussion roles 'builder' and 'clarifier'. We then sat in a circle and had a class discussion about respecting the needs of ourselves and others. This was used to assess the children's oracy skills.

Session 2

The next session involved children working in threes to verbally create a story based on what's happening in a concept map. This was about a child's day and the different groups and communities they might be a part of. Children will have been pre-taught what communities and groups are and know this is the focus of their lesson. After, children need to repeat their story but include the roles and responsibilities of other people in the communities/groups such as the teacher. Lastly, they need to repeat the story thinking about their own roles and responsibilities in each group. Their independent task involved creating their own map of their day and the groups and communities they are apart of. There were also constant think-pair-share questions throughout the teacher talk.

Session 3

During this session, children had to work in threes to sort pictures into whether they thought they were helping the environment or not helping and discuss why. Sentence stems were put on the board to help with their discussions. Children also discussed different questions about the environment in their threes. The children then created a poster based on what they had learnt about helping the environment.

Session 4 & 5

In these sessions, children worked in groups to write a news report talking about the issues of the environment and what people can do to help. They had to include an interview as well. These were rehearsed and shared with the other Year 2 class.

Session 6

This session children learnt about where money came from and involved a lot of discussion. We started discussing what money was, what it looks like (coins, notes, cheque, card) and why people needed it. Then we talked about how people got money which followed with idea tennis and in threes children said jobs which earned money. After we discussed what money can be used for and how people might feel if they didn't have any money.

We then did some role play and children role played different scenarios such as doing a job to earn pocket money, saving their money for something special, going to the shop to buy something special, giving money to a charity... etc. These were practised and performed to the class. In books children wrote about their dream jobs and what they would save their money for.

Curriculum Objectives:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non European country.
- Name and locate the world's seven continents and five oceans.

Tracey Veitch

Impact:

I am really excited by introducing Oracy techniques into more of my lessons and am looking forward to seeing the bigger impact we will be able to have across the school.

The way all children benefited from the Oracy activities was wonderful to see in terms of mixed ability groupings all using them to build their confidence in speaking. Seeing those children who were previously always reluctant to contribute to group work, using the sentence stems I could provide them with to help them find a voice was great.

Starting to use these kinds of activities in Maths and Literacy will be a new and reliable way to assess their knowledge and understanding and highlight gaps I need to cover.

I am hoping Oracy will have a huge impact on the learning and confidence of all of the children in our school.



“Some of us in our group having a special role helped us work together with less arguing and crying.” – Student

Sequence of learning:**Lesson 1 - I know where Kenya is in the world.**

After learning about the continents and oceans earlier in the academic year, the beginning of the session was an opportunity to revisit. Once we had reminded ourselves, we then focussed on the continent of Africa and the Indian Ocean followed by Kenya itself. In a change from just teaching facts, we tried the Oracy Fed In Facts technique alongside a map of Kenya which the children used side by side to explore for themselves, leading their own learning.

Lesson 2- I know what life is like for people living in Kenya.

With no input from myself, I introduced some key words to the children such as Capital City, Main Cities, Wildlife, Currency, Population, Housing, as well as the related facts such as Nairobi, Mombassa, Kenyan Shilling, the Big 5 etc. Their task was to do an Oracy based ‘how would you sort them?’ activity. Within their groups of 5, I introduced 2 roles – ‘Challenger’ and ‘Builder’ as well as 2 simple sentence starters to more able members of each group to see if this could improve their group working skills and abilities to work collaboratively.

Lesson 3 - I can compare the UK with Kenya, describing the differences and similarities.

The class was split into 10 sets of talking trios. I gave them the key words from the previous session which they had on the carpet in front of them. Two of the children took it in turns to select a key word and had to tell the others about it linked to Kenya. The third group member wrote the answers given on a whiteboard. They then had to put the key words back in their circle and this time, they repeated the activity but linked to the UK. After working in their group and having lots of opportunities to talk and discuss, the children could feedback to the rest of the class in preparation for the follow up work in their books which they were all very well prepared for to complete to a high standard.

Lesson 4 - Would you rather live in the UK or Kenya? Why?

I split the class in 2 groups with a mix of abilities in each. Then, in groups of 3, the children had to use the Hot Seats and present to the rest of the group what they thought and their reasons why. To challenge some of the more able children I gave them the role of ‘Challenger’ and they had the sentence stems to support them with challenging the opinions of the rest of the group. The children were given preparation time beforehand and the TA and I modelled how we wanted the Hot Seat to work.



“Giving children roles with supporting sentence stems has allowed them all to begin to structure and support their answers, thus improving the quality of group work. Group work now feels more controlled and focussed with even the quieter children feeling more confident to make contributions. I can now look forward to this type of activity in my classroom and I’m excited to see how we can develop its use across the whole curriculum.” - Teacher

Curriculum Objectives:

- What was life like in Britain during the Stone Age?
- How has Britain changed from the time of the Stone Age?
- To ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Participate in presentations/performances and gain and maintain the interest of the listener

Lorraine Matsell

Impact:

The children in Year 4 were already used to a dialogic approach to teaching and learning however, specific Oracy skills had not previously been explicitly taught. While the children were confident in giving opinions and ideas and saying whether they agree or disagree with their peers, they were not confident in other areas of Oracy and found it difficult to challenge each others' ideas and to build upon them.

It struck me that over the course of the teaching sequence, the content of the lessons seemed to be more accessible to all learners and that the learning that took place felt more child-led than it had previously and children were really given the opportunity to direct their own learning.



“It was so much fun to present our learning to the class in this way – I hope we get to learn like this again!” – Student

Sequence of learning:

The focus of our Impact project was based around the 'Horrible Histories' TV series and children worked towards planning and performing their own episodes of Horrible Histories based on their learning about the Stone Age.

Session 1

We started the project with a 'Back to Back' activity where children had to describe a picture of a Stone Age dwelling for their partner to draw.

Session 2

The next session focused on building children's knowledge of the Stone Age further by posing the question 'Would you have liked to have lived in the Stone Age?' Children took part in a 'Fed-in Facts' activity in small groups which built upon their knowledge of what life was like during the Stone Age so that they could come to a group decision.

Session 3

In this session the children were introduced to the idea that they would be planning and performing their own episode of Horrible Histories based on the Stone Age. They were given the opportunity to watch an episode of the show and then discussed in small groups and as a class, what the success criteria would be for their own episodes. They were encouraged to think about the purpose of their performance (to inform and to entertain) and which specific oracy skills they would need to focus upon to be successful. They used the Oracy framework to support them with this.

Session 4

The next session was spent planning and rehearsing their episodes. Again the children had access to the Oracy framework to support them.

Session 5

In the final session of the sequence the children performed their episodes to each other. Each group was asked to provide feedback to another group on their performance using a What Went Well and Even Better If framework to support their feedback process.



“The Impact project has been a really useful experience in terms of understanding children's Oracy skills better and being able to plan for and teach specific Oracy skills.” – Teacher

Curriculum Objectives:

- To take notes and summarise the main facts from a news report.
- To identify the features of a newspaper article.
- Understand the series of events leading up to and the consequences of the Grenfell Tower fire.
- To use talk to organise information and clarify understanding.

- To use discussion as a planning tool to write a news paper article about the events leading up to and the consequences of the Grenfell Tower fire.
- To present information as a news report (videoed)
- To understand that individuals have different recounts and beliefs about historical events

Katie Woodcock

Impact:

Throughout this sequence of lessons, I noticed that all the tasks students completed (making notes, partner rallying facts, writing news paper articles in pairs) fed into them being more confident in their delivery of the news reports. They were so knowledgeable about the events and I believe this information stuck in their memory because of the opportunities they were given for discussion/talk within the sequence.

Working in pairs throughout this sequence of learning meant that the children had to take turns, share ideas, decide on what they would include and work strategically. This was difficult for a few children in my class and not only did it demonstrate to me that this was an issue but the children also realised as well. Those who struggled to work together were supported by myself to make decisions and work together without conflict. I hope that as we complete more activities like this, the barriers to children work well together will reduce.

“I enjoyed presenting my work to the class! We have always done lots of talking in class but this talk has a reason at the end!” – Student

**Sequence of learning:**

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

Session 1

To be journalists.

Topic lesson. To take notes and summarise the main facts from watching a news report to understand the series of events leading up to and the consequences of the Grenfell Tower fire.

Session 2

Guided reading lesson. To work in quads to identify the common features between different newspaper articles which had been cut out of newspapers. To answer comprehension questions about these common features.

Sessions 3

Topic lesson. To use talk to organise information and clarify understanding - working in talk partners (partner rally to start) to consolidate information and to compile together in a timeline of events.

Sessions 4

Topic lesson. To identify why and how news reports use eye witness quotes and 'expert' quotes to aid information delivery. To choose from a bank of quotes to use. Drama activity as 'experts' giving their views on the event.

Sessions 5

To be news writers.

Topic lesson. To write a news paper article in partners using information collected from news report and talk discussion. To include the quotes from eyewitnesses/experts.

Sessions 6

Topic lesson. To practise and present information as a news report. To be recorded in the immersion room with music and backdrop. Each pair to watch back their video and review themselves afterwards.

“Using Oracy in my classroom has given all of my children the opportunity to share their ideas with more confidence. The change I have seen in my shy / mostly non verbal children is outstanding!” – Teacher

Curriculum Objectives:

- To listen and respond appropriately to their peers
- To participate in discussions, role play, improvisations and debates
- consider and evaluate different viewpoints
- To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- In writing pupils consider how authors have developed characters and settings in what they have listened to or seen performed

Jen Tupper

Impact:

The build up throughout the sessions had a positive impact on the children's confidence in their own understanding and ability to communicate with each other. Prior to this sequence the children struggled to listen to each other but with the introduction of strategies and the valuing of everyone's contributions this has become much less of an issue with the group responding to each other and often providing good feedback. Having the opportunity to talk and be listening to without others interrupting had a big impact on some of the quieter members of the class.

The session where the children had some information and then fed in facts was interesting as they gained throughout and were able to create some work that they were really proud of and wanted to present to each other. This was then a good scaffold for the following session where they used the model to create their own demi Gods. It was noticed how much more confident they were in sharing, presenting and performing their work after this session than in previous work.

“ These picture boards are good, they help when we are telling the story.” – Student

“ I like having the chance to talk and be listened to as I usually stay quiet in a group.” – Student

““I have been really pleased to see how much the children developed in their willingness to listen to each other and value each others contributions.” – Teacher

Sequence of learning:

Children to create a demi-God character profile and new Greek Myth story which they then perform in freeze frame. The project came towards the end of a sequence of work in History learning about Ancient Greece and in English working on Percy Jackson and the Lightning thief. Over a period running up to this sequence of sessions the children carried out work based around the Percy Jackson and The Lightning Thief Book.

Session 1:

Describing a character – Greek God. Children were given a Greek God and asked to describe the God to their partner and the partner had to decide which Greek god was being described based on the description of physical features and character. This was an adapted Back to Back task as they did not have to draw the character but were required to listen and guess the character based on what was said.

Oracy Skills: Linguistic – vocabulary and language

Cognitive – content and structure.

Session 2:

The children were to create fact files based around their knowledge of Greek Gods. Initial facts collated and then expanded with Fed in Facts work. Group fact file created before individual ones were written.

Oracy Skills: Social and emotional – working with others, listening and responding. Linguistic – vocabulary.

Session 3:

Based on their knowledge of Percy Jackson and Greek Gods from session 2 the children had to create a demi God, write a fact file as in session 2 and present their demi God to their Group. These were presented to their groups one at a time each listening and giving feedback.

Oracy Skills: Physical – Voice Linguistic – vocabulary Social and emotional – listening and responding.

Session 4:

Greek Myth understanding – Group watched and listened to different Greek myths (some had been studied in more depth in previous lessons a list of key elements was started as a group. A new Myth was introduced – Theseus and the Minotaur- through a concept cartoon and the children were asked to identify the key elements of the myth from the cartoon. In groups they decided What's in the Story? Proving each point with evidence from myths covered.

Oracy Skills: Social and emotional – working with others, listening and responding

Session 5:

Creating a Greek Myth (PSA) – using knowledge of Greek myth, God and demi Gods from previous sessions children to work in groups to create a new Greek myth and produce a freeze frame performance of scenes from the Myth with a narrator telling story. These were then presented to the rest of the class.

Groups were asked to consider what they needed to include as content, the vocab and content of the narrators story, what the listener needs to gain from the story and the body language of the characters.

Oracy skills: Social and emotional – working with others, listening and responding Physical – body language

Cognitive – content, self regulation and structure. Linguistic – vocabulary and language

Curriculum Objectives:

- To be able to communicate effectively
- To decide if Anne Boleyn's execution was fair
- Use sources to validate their reasons

Abbie Mason

Impact:

Children had more knowledge and were able to add to answers in a way which was respectful and meaningful. Children had acquired the necessary facts and knowledge to build upon their answers and form validated arguments.

Children also understood the importance of talk and social queues and how this impacted their learning.



“The sentence starters were helpful and helped me to add to my answers and others' answers” – Student

Sequence of learning:

Oracy Outcome: To be able to formulate a debate deciding if Anne Boleyn was in love with Henry and if her execution was fair

Children first discussed who Anne Boleyn was. Using fed in facts they then added to their knowledge by discussing facts about Anne Boleyn and what she was like.

This was used to create a collection of ideas on the board – facts about historical figures in one colour and opinions of people in another.

Next children engaged in a discussion on what they believe about Anne Boleyn and Henry's relationship. The children role-played in groups as Anne Boleyn, Henry, Thomas Cromwell before hot seating as these figures.

There was then time for children to discuss again as a table – Did Anne love Henry? The children used a story map showing a timeline events of what happened. They shared their interpretation of the timeline with the class, giving roles to each group to feedback.

Finally the children debated whether they believed Anne Boleyn was in love with Henry. Then built on their responses to decide if her execution was fair.

Curriculum Objectives:

- Recognise, describe and continue number sequences.
- Find and use pattern and term-to-term rules.
- Use the term-to-term rule to work out terms in a sequence.
- Recognise an arithmetic sequence.
- Describe sequences arising in reality

Ben Bastin

Impact:

Stepping Stones School makes provision for children who have acquired processing delays due to: acute or chronic medical conditions, hemiplegia or mild cerebral palsy; those whose mental and/or emotional health is at risk due to direct or indirect trauma; and those whose mild autism creates learning needs. As such we are always trying to consider the cognitive load of a lesson, the anxiety that can be connected to certain subjects and indeed particular topics.

We've had many difficulties introducing algebra during KS3. The introduction of letters adds to students cognitive load, and presents problems for working memory as they try to hold variables in their head whilst solving questions. It also for many holds memories of failure which often piques anxiety and further loads an already taxed system for our learners.

We've found that by introducing patterns, and having students discuss them before anything else allows students to develop their conceptual knowledge before we start to give them the mathematical language to describe what they are seeing accurately.

This is then used as a launch point for letters(variables) appearing elsewhere in maths. It's been such an enlightening process that has challenged many fundamentals across the school. Student "A" has historically struggled in maths, and can take a considerable amount of time when asked to complete a set of questions. Student "B" has progressed well in maths and found the computational nature of the work relatively easy to complete. Through trialling Oracy in Maths across KS3 these

“It was exciting to use what we had learnt in class to create a group project where everyone could get involved.” – Student

“The Oracy programme has consolidated my view on the importance of talk. By equipping students with the tools to engage in meaningful talk we are teaching students that every voice matters and they have the power to use it” – Teacher

Sequence of learning:

Oracy Outcome: To use appropriate language to describe mathematical patterns. For students to use oracy to discover the nth term.

Session 1: Describe this pattern

With a partner discuss the patterns. What words come out, growing, steps, birds etc. Join your pair with another group and compare ideas. select a spokesperson from each group to share the ideas, compare language between groups. Class then sets about drawing the next pattern in the sequence.

Session 2: How many squares are in pattern 10? How do you know? What about pattern 55?

Using previous patterns, present their ideas about 10th patterns in sequence. Small groups share ideas and present to the class what their 10th (and 55th) version would be and how they came to that conclusion.

Session 3: Fed in facts. Nth, Term,

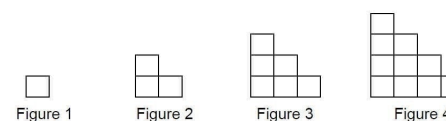
Subject specific language is added late in the sequence. We did this in session 2 and found it was too soon. The connections were yet to be made and working memory was compromised. Term, term to term, rule, n, nth which students attempt to add to their previous sessions.

Session 4: Taking it further

Students draw their own patterns which they then describe using the correct language. In small groups they describe their pattern to each other whilst the other students try to draw the pattern being described. Peer support of whether their term to term rule, or nth term rule is accurate.

Session 5: Nth term in the real world. Cross curricular moon phase, leap years, Olympics, savings, pay increase.

Students choose some real world examples of patterns and sequences which they then explore with their group. Students then create a short presentation of their sequence in the real world, it's nth term rule and if it's useful to be able to quickly work out the nth for these sequences.



Curriculum Objectives:

- To understand local and international issues that affect our global community
- To explore the UN Global Sustainable Development Goals and their importance
- To be able to evaluate the UN Global Sustainable Development Goals
- To be able to use talk to organise, sequence and clarify thinking, ideas and feel-
- To build on the ideas of others
- To effectively participate in a formal debate

Katie Alden

Impact:

Previously I thought I was allowing lots of opportunities for talk in my classroom but through attending this Oracy Pioneers Programme and embedding the resources I have realised that the opportunities for talk were not thoroughly planned. Through giving careful consideration to the planning and sequencing of oracy the quality of the talk has dramatically increased. All students were able to contribute as they were well prepared and ambitious expectations were established. No longer were the same voices dominating – all students had a voice that was being listened to.

As the resources were being carefully prepared prior to the lesson there was less need for teacher talk and I was acting as a the facilitator in the classroom. Students were independently starting to make meaning and were able to learn together as a group. The confidence of the groups has dramatically increased and although the sentence stems still make the talk a little stilted at least everyone is now actively engaged and I am hopeful this will improve with more time and practice.

“It was exciting to use what we had learnt in class to create a group project where everyone could get involved.” – Student

“The Oracy programme has consolidated my view on the importance of talk. By equipping students with the tools to engage in meaningful talk we are teaching students that every voice matters and they have the power to use it” – Teacher

**Sequence of learning:****Session 1: What would you like the world to be like in 2030?**

Talk it out activity (starter)– Scaffolded discussion around the question ‘What would you like the world to be like in 2030?’. Students were allocated roles to play (A,B,C and D) and sentence stems were provided to help structure the discussion.

Whole class discussion -- After engaging in a task about social inequality we then moved on to looking at our grounding text which was an article about the need for the Global Sustainable Development Goals. Students were sat in a circle and the Thumbs In talk protocol was introduced. Students read and discussed the text using prompt.

Learning roles - After reading the text collectively students were put into groups and given learning roles (scribe, artist, leader and summariser). They then had to design what their perfect world would look like in 2030. After preparing a visual representation this was presented to the class.

Sessions 2 and 3: What are the key issues the world is currently facing?

Talk it out activity (starter) – What are the biggest problems faced by people around the world today? Group discussion on table with sentence stems. Were these issues addressed when the ideal world was created?

Fed in facts – In groups of three students were given a number of resources to help them understand and explore the different Global Sustainable Development Goals. Discussion guidelines were established and they were tasked to identify what the problem was and how the problem could be fixed. Each group was given a different goal to focus on.

Presenting – After learning about the different goals students had to present their learning to the class to teach them about the different Global Goals.

Session 4: Which of the Global Sustainable Development Goals is most important?

Talk it out activity (starter) – How would you group the goals? Group discussion on table with sentence stems.

Ranking activity – In groups students were tasked to rank the goals in order of importance from most to least important. Discussion roles including instigator, clarifier, prober, challenger, builder and summariser were giving to students along with sentence stems to aid discussion.

Continuum Line – Statements were posed regarding the Global Goals and students had to stand along a continuum line showing how much they agreed or disagreed with the statement. They were required to justify their position and challenge each other to try and encourage others to move positions.

Session 5: What does a successful debate look like? How do I prepare for a debate?

Talk it out activity (starter) – What is a debate? Why are debates important?

Curriculum Objectives:

This sequence of lesson comes at the end of an Introduction to Shakespeare Unit where pupils have studied Much Ado About Nothing as their key text. For their final KAT (Key Assessment Task) for this unit, pupils had to write a speech on how relevant studying Shakespeare is in today's classroom. We used the sequence of oracy lessons to help them articulate their ideas and thoughts to aid them in writing their speech and ended in them presenting their argument to the class.

- To understand and identify key persuasive techniques
- To be able to use persuasive techniques successfully in their writing
- To be able to articulate and develop interesting and detailed lines of argument
- To be able to talk in small and larger groups with confidence
- To be able to conduct themselves sensibly within oracy tasks

Joanne Potter

Impact:

Students were surprised and excited by the opportunity for small /larger group work, as it is often an activity that is few and far between. As a result of this, some pupils needed their enthusiasm channelled in the right direction to ensure they were completing the tasks properly and it took some of them some time to learn how to actually listen to each other.

Quite a few students have always been very shy, so found these tasks difficult to complete at first. However the more we did, the more they built up confidence to talk about their ideas to each other and eventually feel they could share them with the rest of the class.

This sequence of lessons had to fit in at a certain point in the SOW, so the class have not yet finished the tasks, but it will be interesting to see how their confidence continues to build and how they tackle much more sophisticated ideas presented to them in the Harkness discussion!

“I have enjoyed being able to work in groups more often than we normally do and listening to other people's opinions, has helped me feel more confident in what I think.” – Student

“It has been interesting to see those who are usually reluctant to voice their opinions, having to grapple with and navigate their way through these oracy tasks. I am starting to see them gain some confidence in a group setting” – Teacher

Sequence of learning:**Part 1:**

Pupils introduced to what it means to persuade and reminded of a variety of methods used by writers. Some of these have already been looked at this year, but some were new key terms. These methods were not just persuasive techniques, but also descriptive writing ones as well.

Students were put into pairs to play the game 'Articulate' where they had to describe the method without saying what it was and their partner had to guess the correct answer.

Students were then put into groups of 3. They had two headings – Persuasive/descriptive - and had to decide/justify which purpose each of the methods (written on cards) were suitable for.

Part 2:

Initial ideas. Pupils given the question: How relevant is the study of Shakespeare in today's classroom?

Students were then shown clips on why Shakespeare is/isn't relevant to help them formulate initial ideas. Put into groups of 3 to discuss their thoughts – x 2 to discuss, x 1 to listen and then summarise the main points of each argument.

In the same groups, students given statements about how relevant Shakespeare is in today's classroom. Students were asked to rank them in order – most – least relevant and to justify their decisions.

Part 3: Not yet completed

Harkness discussion – groups of 6 - x2 discussing, x 2 tracking conversation/contributions. Groups given a range of articles – some in favour of Shakespeare being taught in the classroom, some against to help aid them in their discussions. Sentence stems provided to help scaffold responses.

Part 4: Not yet completed

Students shown an example speech from the Jack Petchey 'Speak Out' Challenge. Students to discuss – what makes a successful speech?

Students analyse speech using grid to help them pinpoint effective persuasive techniques being used and effective oracy techniques.

Part 5: Not yet completed

Students to plan and write speech in timed conditions (KAT) using appropriate/effective techniques and interesting line of argument.

Part 6: Not yet completed

Students to consolidate their speech onto cue cards and given time to practice.

Speech performances - Students responsible for feedback for one other person in the class using the Talk Detectives grid. Once feedback from their partner is received, students must set targets for themselves for future presentation tasks

Curriculum Objectives:

- To be able to explain how ‘needs’ and ‘wants’ are different.
- To be able to differentiate between examples of ‘needs’ and ‘wants’.
- To be able to describe how money is important as a means of exchange/tool of facilitation in everyday life.
- To be able to name benefits and potential downsides of having too much money.

Angeliki Karampasi

Impact:

I was pleased to see how engaging in a wide variety of oracy tasks helped establishing key vocabulary for our unit. The frequent discussions (pairs/groups) were a good opportunity for students to share their perspective on money significance. Discussion roles along with corresponding stems were particularly helpful for weaker students as they used these as a safety net. There were instances where instructions had to be repeated and simplified for students, as some struggled to progress from their exploratory to presentational talk.

Moreover, there was a progression in the complexity of the discussions that took place within certain groups. In the beginning, confident students were dominating the conversations, but as the tasks were progressing and students had been exposed to critical vocabulary terms and arguments, more students were able to make contributions.

Finally, I realised the importance of giving exemplar verbal answers in order for students to understand how specific oracy strands can be improved (eg tonal variations).



“Today was fun! I enjoyed talking with my friends and doing the presentations in pairs.” – Student



“Students felt more confident when working in pairs/groups and it was an enjoyable experience for them. I am pleased to say that the oracy approach has massively helped in establishing key vocabulary terms for our unit” – Teacher

Sequence of learning:**Session 1**

Mind maps: Students work in pairs and agree on basic terminology on the unit. They then annotate a ‘money’ mind map on words/phrases that associate most with money. Pairs are asked to present their mind map and give brief explanations for their annotations. We then all create a word bank by choosing 1 key-word from the presentation of each pair.

Session 2

‘Needs vs Wants’ table: The task starts by establishing 2 definitions for the terms ‘needs’ and ‘wants’ through a class discussion. Then based on the agreed definitions, students work in groups of 4 so as to add examples of ‘needs’ and ‘wants’ on their table under the corresponding column. Each one of them has to give an example of a ‘need’ and a ‘want’ so they can all take turns and contribute to the task completion.

Session 3

Fill in the gaps: Students now work in tables (groups of 4 – 6) and explore the importance of seeing money as a tool of exchange rather than something that should control people’s motives and behaviour. They work together to fill in the gaps of a passage that lists arguments on viewing money as a means of exchange and facilitation. Based on the passage, they then start a discussion where they have to give their perspective on the arguments and say whether they agree or not with the viewpoint suggesting that money is just a tool. Discussion roles are distributed and students make preferred choices on which role they take on.

Session 4

Making a list of arguments: Can having too much money have downsides apart from benefits? Each table has to agree on 2 benefits and 2 downsides after a discussion. Rules of tables’ discussion established before conversation begins: turn-taking, active listening, maintaining eye-contact with speaker, sentence stems available to be used. Fed in words/phrases and visual aids were used to facilitate discussions for students.

Session 5

Money sayings: Students work in pairs after choosing 2 money sayings of examples presented on the board. The objective is to agree on the key message behind each saying. After the end of the discussion, each student has to complete an oracy strands’ evaluation, by highlighting the statements they have managed to apply during their conversation.

Session 6

Debate challenge: Students have to present their own opinion on the statement ‘Money can buy happiness’ by using a specific number of words as a challenge. After writing up their paragraph, they are asked to practice reading it before delivering it to the rest of the class. While reading it, they have to persuade the others that their opinion is correct, so an exemplar delivery of speech is given by the teacher with emphasis on the tone and the gestures (physical and facial) that convey persuasion towards an audience.

Curriculum Objectives:

- Collaborate on creating a case study on an area at risk of coastal erosion utilising existing knowledge and applying geographical understanding
- Utilise key terminology and language to critically engage with speaking and listening tasks and build confidence in applying this within the classroom

- Develop physical, linguistic, cognitive and social & emotional approaches to gathering and presenting information in line with the oracy framework
- Encourage articulation, justification and expansion of ideas to lead up to the development of KS4 exam skills for extended writing practice

Fatemah Abidi**Impact:**

Utilising a range of tasks allowed the classroom to shift from a teacher-led to a student-led learning environment. Over time students felt more confident with incorporating difficult key terms, with the correct grammar and appropriate vocabulary, within their talk. Interestingly, there was a significant increase in audience awareness, as students began to self-regulate their dialogue as opportunities to share and develop ideas increased in complexity.

The activities were chosen specifically to enhance student knowledge and understanding of coastal geography, whilst consolidating existing learning. The opportunity to lead discussions with purpose allowed students to formulate their own links between both human and physical geographical elements. This has been crucial in establishing the synoptic links and thinking required within the subject, particularly as students progress to the next key stage.

Providing targets, scaffolding and clear roles allowed for lower ability students to be supported in their contributions whilst encouraging higher ability students to stretch and challenge themselves further.



“It was exciting to use what we had learnt in class to create a group project where everyone could get involved.” – **Student**



“Incorporating these tasks within a sequence of learning allowed for creativity to flourish within my classroom, whilst showcasing effective talk and listening techniques” – **Teacher**

Sequence of learning:**Session 1: Focus – Linguistic and Cognitive**

Students were given a flip learning activity following an introduction into coastal erosion within the Coasts unit. The flip learning activity involved students conducting independent research on coastal erosion causes, impacts and management techniques. Students began by working in groups of three (Silent Summariser) to share their research and consolidate ideas. This was followed by a back-to-back activity using key vocabulary from the Coasts unit. This drew out more complex vocabulary from the more able students, while less confident students were encouraged out of their comfort zone. The preceding unit had incorporated discussion guidelines created by the students themselves in order to share ownership in constructing guidelines for effective talk within my classroom. Despite this, some reminders were required for turn-taking and balancing contributions to ensure students were building upon each others ideas to strengthen their subject knowledge.

Session 2: Focus – Cognitive and Social & Emotional

Students were presented content on the different stakeholders affected at Holderness, their case study. Facts were fed in to allow views to be built up over time whilst examining ideas critically. Students were encouraged to discuss the case study in groups of 6 after being allocated Discussion Roles. These were allocated by myself in order to differentiate according to ability within this mixed ability classroom. This task allowed students to clarify and summarise their information through questioning, in order to build an effective case study by working with others.

Session 3: Focus - Social & Emotional and Linguistic

Students watched a video news report produced by the Humanities Department as a modelled outcome of this sequence of learning. Students were encouraged to use their Discussion Roles and Discussion Guidelines to begin producing a ‘live news report’. This performance involved working together to allocate roles including reporter, scientist/researcher, tourist, local resident, environmentalist or farmer and producing a structured script incorporating appropriate knowledge, language, humour, creative direction and body language. Students also created an adapted talk detectives outline to assist in peer assessment of the final live news report.

Session 4: Focus - Physical, Linguistic, Cognitive and Social & Emotional

The adapted talk detectives sheet was utilised to peer assess each group’s live news report. The student-constructed peer assessment criteria for success included observing the use of language, content, structure, group work and audience awareness.

Curriculum Objectives:

- To evaluate crimes which should/shouldn't be forgiven
- To form arguments for and against allowing ex-radicals back into the UK
- To consider the positive and negative impact of allowing ex-radicals into the UK

- To justify whether some laws within the UK and around the world are fair or not

Faiza Pazeern

Impact:

Engagement and enjoyment - The activities were engaging. Students enjoyed their learning experience.

Progress - Students who struggle to write such as our EAL students were able to show their potential through speaking rather than writing alone.

Assessment – This enables us to assess our students through different ways and not just through a written assessment.

Confidence – Some students felt shy during discussions and presentations when working with their peers, but their confidence grew over time.

Listening Skills – Students were respectful and listened during the Oral Assessment/Presentation.

“Can we do more assessments where we present?” – Student

“The Oracy programme has allowed me to build in ‘talk for learning’ and ‘talk through learning’ into my classroom practice. This has enabled highly engaging and interactive lessons which students and teachers have thoroughly enjoyed. It has also allowed me to create assessments which are not discouraging” – Teacher

Sequence of learning:

Session 1 – Fed in Facts - Who Was Malcolm X? Fed in Facts to explore Malcolm X's past

Session 2 – Debate: “Is Malcolm X an inspirational person?” Using the example of Malcolm X, is he inspiring? Group debate using Academic language cards to support fluency when speaking.

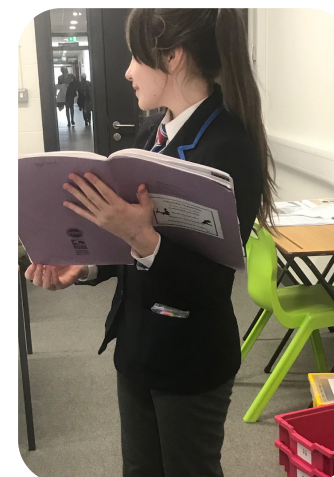
Session 3 - Discussion Roles – Summariser, Clarifier, Predictor and Questioner – Group task - read each scenario, identify what the crime was. Explain how the victim was effected. Decide on whether you would forgive the criminal or not. One person from the group feeds back to the rest of the class.

Session 4 - What skills are needed for a presentation? Watch a video of a model presentation on YouTube. Students to analyse WWW and EBIS.

Session 5 - Oral Assessment/Presentation - Provide one argument FOR this statement and one argument AGAINST this statement. “SOMEONE WITH A BAD PAST WILL NEVER CHANGE”

Session 6 - Feedback on Oracy – Teacher provides feedback by providing student with a checklist – student reflection on WWW and EBIS. Student writes down what they would change about their presentation.

Year 8	
Name: _____	
Topic: _____	
Term: _____	
Level: _____	
L 3	<ul style="list-style-type: none"> • This argument is very strong • You have made at 3-4 different points • You have provided arguments FOR • You have provided arguments AGAINST • All reasons have been explained (justified) • The reasons all make sense (are logical) • There is an excellent understanding of the topic being demonstrated • There are clear and strong links made to religion • There are links made to real life examples and current affairs (Citizenship) • You have made reference to a holy book/source of authority
L 2	<ul style="list-style-type: none"> • This argument is strong • You have made at least 2-3 different points • You have provided arguments FOR • You have provided arguments AGAINST • Most reasons have been explained • The reasons mostly make sense • There are some links made to religion • There is a good understanding of the topic being demonstrated • You have tried to use real life examples, current affairs (Citizenship) • Some evidence has been used such as a holy book/source of authority
L 1	<ul style="list-style-type: none"> • Different points of view have been discussed • There is some knowledge of the religion • There is some relevant evidence such as real life examples, current affairs • Points of view with reasons either supporting or going against have been made



Curriculum Objectives:

Oracy:

- Adapt talk to different situations with growing confidence
- Engage interest of listener
- Play an active part in discussion and use evidence to support their views
- Evaluate their own and others' performance

Reading:

- Read and discuss a wide range of texts
- Give personal responses to non-literary texts
- Summarise a range of information from different sources

Writing:

- Adapt style and register to different forms
- Present information for various purposes
- Organise ideas

Ben Barraclough

Impact:

I'd trialled a few of the strategies with the group since starting the course, but this was the first time I'd put together a sequence of lessons that moved consciously from exploratory to presentational talk. I used a topic that was in the SoL anyway and adapted it using a range of strategies from the course.

Engagement was up; off-task talking was down. All the students were involved and contributing throughout. They were enjoying themselves! The range of oracy skills they developed and demonstrated across the lessons enabled me to award higher levels for the project than I would otherwise have done for this unit of work.



"I like talking about the text a chunk at a time; it helps me understand better and think about what is coming next" – Student



"The class are totally engaged with what we're doing and talking about the subject in a way they wouldn't have been had we used the usual strategies" – Teacher

Sequence of learning:**Lesson 1**

Session Purpose: to understand, reason and discuss- to generate understanding of the Great Storm '87

Framework skills focus: social and emotional (working with others, listening and responding), cognitive (summarising, maintaining focus on task)

Oracy strategies used: drop-in the content; discussion roles; talk detectives

Lesson 2

Session Purpose: Gather and share info; familiarise themselves with meteorological terminology and reasons for the storm and damage

Framework skills focus: social and emotional (turn-taking, managing interactions); cognitive (time management); linguistic (appropriate vocab. choice)

Oracy strategies used: drop-in the content (differentiated texts); time allowance; speaking frames; sequence the images

Lesson 3

Session Purpose: organise and structure ideas; to develop and structure a podcast about the storm, interviewing those involved

Framework skills focus: social and emotional (confidence in speaking, audience awareness); cognitive (self-regulation, structure); linguistic (vocab choice, language, rhetorical techniques); physical (voice).

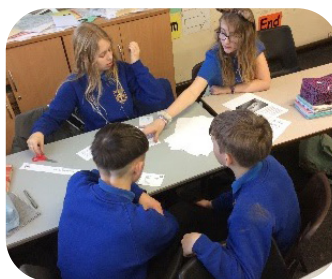
Oracy strategies used: discussion roles; speaking frames

Lesson 4

Session Purpose: present podcast- groups read and record their pieces

Framework skills focus: social and emotional (confidence in speaking, audience awareness); cognitive (self-regulation, structure); linguistic (vocab choice, language, rhetorical techniques); physical (voice).

Oracy strategies used: present (blind audience); self evaluation



Curriculum Objectives:

- To understand poetry as a performance art
- To use talk as a means of developing both personal and group responses to a range of poems on a range of topics
- To build up confidence with the practice of putting poems together

- To build up a sense of comfort and familiarity with the forms of poems by engaging with multiple different forms
- To use imitation as a means of building up a repertoire of styles for forming poetry

Tahmid Rahman

Impact:

As a scheme that was taught across the whole of Year 8, the 'Forming Poetry' sequence brought recognition to a number of different styles of poetry, as understood through the language of form. For many of the students, this was the first time they'd been shown some spoken word and for others, it was the first time they'd even considered poetry to be a performance art.

When watching some of the YouTube videos from the poets on the scheme, a number of students were reacting immediately in a manner that has been uncommon in former schemes on poetry. The students were able to interpret meaning through the hand gestures, facial expressions, intonation and other performative elements of the poems, which opened up explicit conversations about how the physical elements of speech compliment the social and emotional meanings behind them.

The scheme largely functioned as an entry point for the students to a larger framework about oracy. Not only were they explicitly learning about what makes a skilled speaker, but they were also engaging in discussions and group work that encouraged a conscientiousness about the processes behind both forming and responding to poetry.

They genuinely enjoyed being opened up to different sides of poetry, including some that are written by people who come from working class London backgrounds such as some of those the students are from. It was a pleasure to hear them talking positively about poems, especially when there's usually such a distaste for them.



"I actually liked that poem, you know. That's hard." – Student



"It's great to see them working towards a creative piece. There was a genuine sense of community in the classroom and it just kept developing as we kept going." – Teacher

Sequence of learning:

Oracy Outcome: To record a performed whole class poem.

Purpose: To engage with different forms of poetry and develop styles through imitation

Session one:

Being Me

Write about being you – First they built up a resource bank of words and then wrote in prose about themselves. Throughout the lesson, they shared ideas and different ways of looking at who they are. They understood that there's not just one way to portray any single thing. After writing in prose, they added in line breaks to see how they would plan to do that if it were a poem. In sharing them, they performed their writing as poetry.

Childhood

What types of poems do you like? – Start with a range of different images of things that could be poems (e.g. song lyrics, religious texts etc.) and discuss what you believe to be a poem. Then hand out a poem or a snippet from a poem and ask them what they think it's about. Then add another poem and see if they can find any connections. Share back ideas about childhood and then drip feed in two more poems. What are they trying to say about childhood? After the discussion, they write about the poem that they think captures childhood best.

Understanding Form

What is form and how should we go about imitating it? – Over a series of four lessons, the students are introduced to a range of different poems and forms. They start to copy rhyme schemes and poem structures in order to match techniques to purpose. They also look at specific elements of performance such as stress and intonation by tracking what they see in some videos and they build up criteria for performance.

Poetic Ideologies

What attitudes do some poets have to writing poetry? – Over another series of four lessons, the students look at modernism, imagism, Burroughs' cut-up technique, black-out poetry, haikus and approaches to figurative language in order to understand how different poets conceptualise poems and what attitudes they have to how poems should be written. They write some of their own poetry and discuss how much they agree with the ideas and ideologies explored.

Class Poem

Although they would have already begun to talk about the class poem, at this stage, the students commit to writing the poem. The final piece consists of two lines written by each student which are to be recorded and if the class are comfortable with it, the final piece can be put up on SoundCloud. We practice performance over a number of lessons and redraft a number of short pieces of writing about the local area. The scheme culminates with a performance lesson in which the final piece is recorded and other poems from throughout the scheme are also performed.

Feedback and Evaluation

As the scheme has been taught by teachers across the English department, we have fed back on an overview of the scheme with ideas about what has worked and what has been difficult across lessons. We've also had a debrief on the scheme during a department meeting in which suggestions were made for how to develop the scheme for next year.

Curriculum Objectives:

- To introduce key vocabulary through discussion of words: synonyms, morphemes, etymology.
- To practise using the key words in a variety of contexts.
- Use talk to organise their thinking: to order and clarify their ideas before writing an extended piece on the play.

- To be able to reach a shared conclusion about a character and a text through group discussion and discussion roles.
- To create a presentational outcome based on a real life scenario in order to deepen their understanding of the playwright's intentions.

Anna Vickerage

Impact:

- Every student took part in speaking and listening, with no exceptions.
- Every student was able to use the key words confidently in whole class and group discussion. These key words were then used in their written assessments.
- Students grew in confidence with the discussion roles. Many found it easier to agree, build and challenge rather than probe and clarify. The probe and clarify roles began to be used by the end of the unit, especially after being modelled by myself in whole class discussion and questioning.
- Students who had the potential to disrupt, really engaged with the oracy tasks and settled to the written task with a more positive outlook.

Sequence of learning:**Teaching key word vocabulary/ discussion and recitation**

Students were introduced to four or five key words, central to the discussion and understanding of the play (hierarchy, capitalism, socialism, mouthpiece, playwright). Each word was discussed as a class, modelled on the board in a new vocabulary area and spoken aloud.

Using Summary Bullseye

A summary bullseye game was used to consolidate vocabulary that had already been taught. Identified 10 words with varying levels of difficulty and organised them into a bullseye with the more complex words on the inside of the bullseye. The students used the bullseye to score points for using the language during a discussion of a key question on the text.

Whole class discussion then group work using Discussion Roles

Students had been previously introduced to the discussion roles and used them firstly in a whole class discussion 'Who was to blame for Eva Smith's Death?' Class was reminded of discussion guidelines (listening/ respecting/ building/ etc) Following this they were placed in smaller groups with the discussion roles on a piece of paper for reference. They were asked to order character cards from least responsible to most responsible. The groups were reminded to use the key word vocabulary as much as possible. The groups were asked to reach a shared conclusion. A group member was nominated as presenter and asked to feedback to the class.

Presentational Outcome

We created a police interview scenario in the classroom with each of the five characters interviewed in turn plus the playwright. Students were asked to come up with questions for each of the characters and the playwright, played by the teacher. In preparation for the interview, the class watched part of a police interview and discussed the tone of the interviewer, the body language and the vocabulary using the Oracy strands. At the end of the interviews, the class took a vote and the most guilty person was revealed. The class then began work on their written assessment, considering the individual responsibility of the characters in the play.

