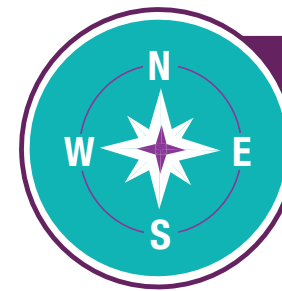


2019 - 2020



**National
Oracy
Pioneers
Forum**



Manchester **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 demonstrates how the deliberate application of oracy pedagogy and practice can deepen and strengthen subject knowledge across all areas of the curriculum.

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

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

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



Contents

- | | |
|---|----------|
| 1. Dragons – performance poetry | EYFS/KS1 |
| 2. What is weather? | Year 1 |
| 3. How can we keep safe near the road? | Year 2 |
| 4. How to use milk to make cheese | Year 3 |
| 5. Understanding light | Year 3 |
| 6. What are solids, liquids and gases? | Year 4 |
| 7. Impact of Romans on Britain: Persuasive writing | Year 4 |
| 8. Hansel and Gretel | Year 4 |
| 9. Earth and Space – Geocentric Vs Heliocentric | Year 5 |
| 10. World War 2: The Blitz | Year 6 |
| 11. Subvert the typography of a famous brand | Year 7 |
| 12. Exploring the characterisation of Prospero & Caliban & their relationship | Year 8 |
| 13. 2015 Cumbrian Floods | Year 9 |
| 14. Writing to argue | Year 9 |

Curriculum Objectives:

- Listens to others in 1:1 or small groups
- Extends vocabulary – discuss word meanings
- Listens to and discuss a range of poetry
- Joins in with repeated phrases/refrains
- Learns to appreciate rhymes and poems – reciting some by heart.
- Begins to use more complex sentences
- Speaks audibly and fluently
- Participates in presentations, performances.

Jayne Worrall

Impact:

The children in this class are a mix of EYFS/KS1 children with a range of additional needs. Almost all of the children have delayed language skills and are supported by Speech & Language Therapy programmes. On the whole their expressive and receptive language skills are akin to children at Nursery/Reception level. Vocabulary is delayed and utterances tend to be at the 2 or 3 word level.

The impact of our Whole School work on improving speaking, listening and oracy skills has seen the children's language skills begin to develop – in that they are tending to speak in more extended sentences and to use more exploratory vocabulary. We have noticed them using phrases like 'I agree...or I disagree with.....' when we are discussing work in different subjects, such as maths.

This sequence of work enabled all the children to use both exploratory and presentational talk. It also gave the children further opportunities to work in pairs and small groups. It provided opportunities for all the children to access learning activities with reduced anxiety – they began not to worry that they might get something wrong! We were very impressed with the way the children worked together in pairs to describe dragons and with the detail they used in their descriptions. The various opportunities to rehearse and use sentences also enabled the children to be more confident when it came to writing descriptions – which was pleasing, as they generally find writing an onerous task.

The final sentences, using similes, that the children used for their poems blew us away and we enjoyed performing the poem to a variety of audiences. It was lovely to see them using such fantastic language and sentence structures, with confidence and smiling as they performed their poem.

“I liked talking about dragons with my friends” – student

“I was so impressed by the high level of talk used by the children; by their engagement in the learning activities and especially by their natural use of new vocabulary by the end of the sequence of learning. I will ensure I include lots of further opportunities to learn through talk and to listen and talk to each other, in my plans, from now on.” – teacher

Sequence of learning:

The outcome was to be a 'performance poem' inspired by the book 'Tell Me a Dragon' by Jackie Morris, using Talk4writing to scaffold our performance.

Session 1: Hook: Cognitive -Clarifying/summarising - We put down a trail of footprints in the classroom, leading to the sand tray... The children discovered an egg, partially buried and something green and scaly... This led to some exploratory talk about the egg and the green, scaly thing What could it be? How did it get there? How can we look after it? What do the things we've found look /feel/ smell like? We provided magnifying glasses, paintbrushes and notepads to allow the children to explore the egg some more...

Session 2:Introduction Linguistic/cognitive - A couple of days later the children discovered that the egg had hatched... They came in to find it broken open in the sand tray! This led to great excitement, especially when we discovered a rainbow coloured dragon hiding behind the laptop! Later that day we read a variety of dragon poems; including the book 'Tell me a dragon' and began collecting words/phrases that we liked from the poems.

Session 3: Linguistic -Vocabulary – We taught the children vocabulary we wanted them to use in their talk – some gathered from the poems we had read. We used dragon images to teach words such as 'sapphire. Emerald...talons...spine...' Then we matched words to individual images to create a vocabulary mat for the children to refer to.

Session 4: Consolidation –Social & emotional – Staff modelled giving clues to describe a dragon (children had to listen and guess which dragon, from a choice of 3 images, we were describing) The children then worked in pairs to give clues to describe a dragon, whilst their friend listened and guessed which dragon they were describing. The children were encouraged to use the new vocabulary – emerald (not green) for example – in their descriptions.

Session 5: Similes. Linguistic/cognitive - We introduced the concept of similes through re-reading some of the phrases in 'Tell me a dragon' and noticed how they use 'like...' or 'as...as....' We displayed some images which could inspire the children to create their own similes to help describe their dragon e.g. the sun (fire as hot as the sun) a needle (talons as sharp as a needle) a ruby (eyes, red like a ruby). The children practiced using similes to describe their dragons, using the images where appropriate, in a small group, supported by an adult.

Session 6 and beyond : Oracy performance. Physical –voice/body language/Social & emotional - Staff modelled writing a poem describing a dragon inspired by 'Tell me a dragon'. My dragon is adragon. Its body is as big as a Etc. Staff scribed the children's language as they described their dragons using similes and appropriate vocabulary. We then created a class poem with each child choosing their favourite line from their poem – which we recorded using images to create a 'poetry map' We rehearsed the poem – adding actions for key vocabulary. We performed the poem for different audiences, including peers, adults and our Head Boy & Girl.



Curriculum Objectives:

- Gather and record data for answering questions
- Ask simple questions
- Observe and talk about the changes in the weather
- Build up confidence in speaking to a familiar audience
- Use strategies to build up their vocabulary
- Use spoken language to develop ideas through imagining and exploring
- Participate in discussions and performances

Aimee Robinson**Impact:**

Children had many opportunities where they could express and talk through their ideas, giving reasons for this. They had many opportunities to work with lots of different children, which they may have not done if this sequence of learning did not take place.

Allocating specific roles to children had a great impact. This gave children confidence and allowed any usual passive learners to contribute.

Allowing the children to explore and imagine the types of weathers had a huge impact. Children added sound to this and actions with their bodies. Children retained over ten types of weather using actions.

Putting their learning in context (Weather Presenter) was very useful as this gave the children a purpose to complete tasks. The children really enjoyed green screening their presentations and watching them back.

All children were engaged in the activities, children especially enjoyed 'which emotion', again which was full of challenging vocabulary.

"I can feel the snow. An observation is something you watch with your eyes and then record the changes" – Student

"The children really surprised me during the activities. Children picked up and applied 'back to back' quickly and effectively. It was great to see them all working as a team, children listened carefully and responded well to each other" – Teacher

Sequence of learning:

Purpose – gather and share information

Audience – peers

Context - weather presenter

Session 1 - Now Press Play – seasons.

Children will listen to the NPP headphones which takes children through a virtual experience of the different seasons. The final season mentioned is winter. Therefore the learning focus will be: What is the weather like in winter?

Session 2 – Split class into two parts and then swap activity.

Back to back activity. Children will have a photograph of the weather/thermometer. Assign children roles which will be the 'Describer' and the 'Illustrator'. Children will play 'Which emotion?' with the statement 'The weather in winter is the best. There will be a range of emotions which link to the weather i.e. fog- confused voice.

Session 3 - Fed in Facts – children will be matching up a range of new vocabulary linked with weather and language in which a weather presenter would use i.e. 'atmosphere' and 'observation', with the definition. This will be organised in mixed ability groups of 5. Picture cards to support if needed. Groups to feedback and discuss at the end of the session.

Session 4 - Children will work in pairs and think of ways to act out the weather ie fog, and hail. Groups will watch other pairs and decide on a common action. From this and the vocabulary from the previous session children, children will use a mind map to talk through new learning.

Session 5 - 'If I ruled the world' - linking back to the previous statement 'The weather in winter is the best'. Children to either give a supporting statement or disagree with the statement using learnt vocabulary.

Session 6 - Presentational task – children are going to become weather presenters. Show children video clips of weather presenters, presenting a cold day as a model example. In pairs, children are to create their own clips based on the weather today. Children to discuss their forecast in pairs and then it will be videoed and green screened. Share presentations with children after, check with children it is okay first. Sentence starters such as 'Morning...', 'Later...' and 'Afternoon...' will be displayed and children will be encouraged to use. Children are then to feed back and evaluate their peers' weather reports.



Curriculum Objectives:

- To understand rules for and ways of keeping physically safe
- To recognise that we share a responsibility for keeping ourselves and others safe
- To describe how to keep themselves safe in relation to unsafe things
- To name some unsafe situations

Matthew Harding**Impact:**

During the sequence of lessons, pupils had many opportunities to engage in purposeful talk, both exploratory and presentational. Through organising the pupils into mixed ability groupings, and planning child-focussed/ child-led tasks, the adults were able to really listen and observe pupil interactions. Pupil engagement was high and there was a buzz in the classroom during all the oracy focussed tasks.

In the sessions, pupils had many more opportunities for talk than they may have done otherwise. This was a big realisation for me, planning lessons with an oracy focus does not need to be difficult and can be very worthwhile.

Some children found it challenging to work with their partners and needed support with how to interact during discussion tasks. Some more able pupils would disregard their partner's suggestions or overrule. Reinforcement of our class discussion guidelines and teacher modelling with pupils helped to develop this. Using 'proof of listening' when feeding back to the class also helped.

At the beginning of the sequence, the majority of pupils had difficulty articulating the description of the image during the back to back task. They required further modelling of the use of accurate and specific language. Rather than describing "a yellow blob" a pupil was then able to describe it as "a round yellow ball about the size of a 1p coin" in the middle of the picture.

It was useful for pupils to practise and develop their presentational talk at several times during the sequence and before their final presentation. It helped some quieter and less confident pupils get past the idea of standing in front of a group and talking clearly for an extended duration. Modelling helped pupils to understand the effect that their body language can have on their presentations. Standing still and using their voices for effect was clearly to be worked on! When the time came to make their final PSA presentations, all pupils were able to join in and the more-able speakers really showcased their physical and linguistic skills.

During the sequence, pupils were certainly engaged and enjoyed learning about the subject with each other. Pupils were very supportive of each other towards understanding the learning and encouraged each other to develop reasoning, use key vocabulary and to comment positively on others' responses.

Sequence of learning:**Lesson 1:**

Back to Back- Children sit back to back with a partner. Partner 1 studies the road safety picture and then describes the scene in the picture to partner 2. Reveal the picture and partner 2 either agrees, builds on or challenges their explanation. Display large road safety scene showing safe and unsafe practice. Pupils take turns to explain each aspect from the image. Use exploratory talk to develop understanding from the image. Pupils to sort given examples into safe and unsafe in pairs, reasoning their choices. Pupils then present their sorting to another pair to build confidence. Can each pair 'build on' the explanations given?

Lesson 2:

Concept map- How to cross a road safely. Pairs of pupils have a selection of images showing the steps necessary to cross a road safely. In pairs, pupils discuss each element and sequence into order. Once they are happy with the order, pupils take it in turns to describe each point along the map. Pupils then present their concept map to another pair to further build confidence and apply vocabulary using given key word bank. Pupils reflect afterwards- do they 'agree, build on or challenge' each other? Feedback to class.

Lesson 3:

Fed in facts- Provide pupils with additional written fact strips to match the image sequences from lesson 2. Introduce and discuss specific vocabulary included. Pupils use supporting facts to develop their subject knowledge and explanations and adjust the order of their sequence as appropriate.

Lesson 4:

Pupils to work in trios to prepare and present a public service announcement to inform the opposite Year 2 class how to cross the road safely. As a class, discuss each aspect of the PSA plan. Include a hook, an example, the problem, the impact and the call to action. Teacher to model an example. Discuss oracy techniques for presentational talk. Pupils are given time in their trios to plan their PSA. Pupils plan and present to their own class to build confidence. Peers to give feedback.

Lesson 5:

Pupils present their PSAs to audience in Thistle class in trios. Reflection time and peer feedback then given, supported using sentence stems. Pupils then reflect on their personal oracy skills used and how they have developed over the sessions.



"First I was worried about speaking to Thistle class but I felt more confident in my trio. I am proud of my team and how we taught them the message to be safe" – Student



"Pupils and adults have both realised the importance of purposeful talk across the curriculum. It has highlighted how pupils pick up oracy skills from each other and how they can become the teachers themselves. Giving pupils the opportunity to speak, and equipping them with the skills they need to succeed, is vital for success in the classroom and also in life." - Teacher

Curriculum Objectives:

- How milk is farmed.
- How milk is turned into cheese (liquid to a solid)
- How specific vocabulary is used to explain this process.

- Use talk to embed Tier 3 vocabulary and aid pupils descriptions/explanation.
- Use talk to enable children to explain the process of changing milk (liquid) to cheese (a solid).

Caryn Ryan

Impact:

During initial assessment of my children's oracy skills using The Oracy Framework, I found their physical and social and emotional skills were strongest. Our school has had a big focus on these areas over the past 3 years and it was clear that this was impacting my children. Their weaker areas were their linguistic and cognitive skills. Through this sequence, I wanted to improve the level of vocabulary children were using (linguistic) and improve their quality of content and clarification (cognitive).

The use of oracy strategies engaged all of my pupils and the use of peer support gave more reluctant pupils the motivation to have a go. As a result, pupils were extremely proud of their end piece and their vocabulary had improved dramatically. Pupils took greater care in their work, so skills such as handwriting improved through this sequence too.

This was not the first time I had tried to teach Tier 3 vocabulary to my class. Our school has had a big focus on this through topic e.g. historical and geographical vocabulary. However, the careful planning and use of oracy strategies clearly worked because children found it much easier to remember key, scientific vocabulary and use it accurately in their work. It didn't feel like a battle to get students to use scientific language. It was much more inclusive and engaging for the children.

The content of their final piece was significantly better than other writing that had been produced when Tier 3 vocabulary had been introduced. It was great to see my initial aim for this project pay off. The children's linguistic skills definitely improved as they were using more sophisticated vocabulary and had a shared understanding of its meaning.

Sequence of learning:**Session 1**

Children worked in pairs to read and discuss possible meanings of new Tier 3 vocabulary e.g. 'domesticated', 'nutrients', 'whey.' They were then given images that linked to the vocabulary and discussed which images linked. We subsequently used a dictionary as a whole class to confirm the meaning and they wrote their own dictionary definition.

Session 2

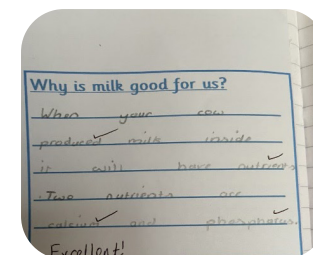
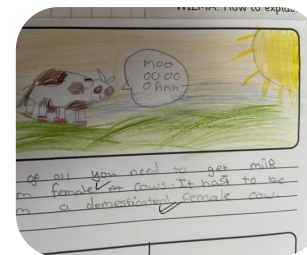
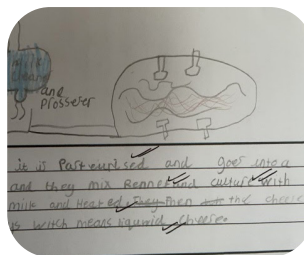
Children revisited the vocabulary and wrote their own "example" e.g. A Vat is where rennet and culture are mixed, and a "non example" e.g. A Vat is where cheese is grown. Children then used inner circle-outer circle to move round testing various partners on their retention of the Tier 3 vocabulary. Children were actively engaged, listening to their peers and debating their differences when incorrect.

Session 3

In groups of three children were given a list of the Tier 3 vocabulary we'd been studying. This vocabulary was ordered to match the sequence of turning milk into cheese. Pupil 1 had to read the words and explain the sequence in detail using the specific vocabulary. Pupils 2 was listening and was to ask Pupil 1 for clarification when necessary. Pupil 3 was listening and ticked their list to show all content had been covered.

Session 4

Children sequenced the process of turning milk into cheese and wrote step-by-step captions. The vocabulary that they had discussed was evident in the work of every pupil, no matter what ability and background the child had. The confident use of this by many encouraged them to want to share their work with their peers and other members of staff.



"It was fun working in the two circles because I got to make up my own game card and test others on the new words we'd been learning." – Student

"The use of oracy in my classroom has enabled my pupils to become better at explaining themselves and developed their accurate listening skills. I have seen more sophisticated vocabulary come through in their Science and writing, which is a result of using and embedding oracy opportunities." – Teacher

Curriculum Objectives:

Science

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change

Oracy

- Physical: Are they speaking at an appropriate volume? How do they vary their tone of voice?
- Cognitive: Do their responses build on each others? Do they give reasons for their opinions? Do they ask questions?
- Linguistic: Do they use ambitious, scientific vocabulary?
- Social and emotional: How do they show they are listening?

Jacqui Stockley

Impact:

The children's engagement in learning a lot of new vocabulary was noticeable. They couldn't wait to receive the next fed-in-facts and then they immediately started applying the new knowledge to their existing ideas. When responding to a question, they used the new scientific vocabulary readily and generally very accurately. I gave them only 10-15 minutes to prepare their PSA and yet they still, without fail, managed to include information that they had only recently been given.

Every child in the class spoke clearly and with consideration for how they wanted their voices to be heard.



"I learned lots of words I hadn't really known before but sometimes I said them a bit wrong" – Student



"I couldn't believe that within one lesson the children were accurately and confidently using the correct scientific vocabulary to describe what they were seeing" – Teacher

Sequence of learning:

Can I identify natural and man-made light sources?

A-Z grid-what words do you think of when you think about light? Back to back-first picture of a sun, the second of a torch. Oracy focus- clear instructions, asking for clarification. Working in pairs looking at pictures and sorting into Light source/Not a light source/ Don't know. Join with another pair for Fed-in –Facts about light sources. Can you now sort all your pictures into Light source/Not a light source? Oracy focus on pre-agreed Class Discussion Guidelines. Look at a selection of pictures of light sources-Can you sort them into 2 groups? Teach vocab "natural" and "man-made".

Can I explain how we can see objects?

Add any new vocab to A-Z grid. Opinion Corners-Can we see in the dark? Oracy focus-"Whilst I agree that..."/"Having listened to..."/"In my opinion". Using a concept diagram explain how light reaches our eyes. Teach meaning of "reflect". What other words start with "re-"? What other words have "reflect" as their root? Displaying key vocab, children look at concept diagrams of common misconceptions and explain why they are wrong. "If you changed the ... it would make the picture right because..". "The picture is wrong because.." Bonus lesson- use feely bags to describe unseen items. (link to shape in maths?)

Can I investigate which material reflects light best?

Working in trios with confident writer C recording discussion between A and B- When could reflection be useful to us? Cs feedback to class. Make a Reflection Tester to test materials for which is the most reflective.

Can I explain how the sun can be dangerous?

Opinion Line "The sun, Hero or Villain?" Write START on your line first. Fed-in-Facts re the sun. After each, record how you rate the sun. Watch 2 example PSAs and identify Success Criteria. Children in groups of 6 plan and present a PSA about dangers of the sun. Oracy focus-body position, voice volume, use scientific language.

Can I explain how shadows are made?

Use a concept diagram of a person casting a shadow. In pairs, discuss. Fed-in-facts introducing specific science vocab. Explain the picture again using the appropriate vocab. Watch a video (BBC Bitesize) about how shadows are formed. Draw shadows on pictures in the correct place. Teach new vocab-transparent/translucent/opaque. Children to identify which matches which different item e.g. bathroom window.

Can I alter a shadow?

Show children concept diagram about how shadows change. Use transverse arrangement. Line A explain their thinking first to their partner. Line B is to listen and ask questions to clarify. Line B then take 1 step to the left thus facing a different person. Bs now explain their own thinking including any change of thoughts they have had based on what As said. Basketball the discussion afterwards, teacher clarifying any misconceptions. Children use light sources to work out how to alter the shadow size.- Make shadow puppets and devise a play about our recent Focus Peter and the Wolf.



Curriculum Objectives:

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled
- Identify the part played by evaporation and condensation in the water cycle.

Allison Pickup**Impact:**

The children have become more confident throughout the sequence in participating in discussions. Children, who at the beginning were very quiet or a little embarrassed about speaking out loud, are much more confident and willing to speak out loud joining in the end performance well.

They have thoroughly enjoyed the different Oracy activities and ask to do more or can they do it again.

As most of the lessons have been child-led with them finding out the information for themselves, I have found the knowledge they have gained has become 'sticky' knowledge which resulted in more detailed and accurate writing outcomes.



“

“We have really enjoyed learning all the new Oracy skills we have been taught. Our favourite task is ‘Back to Back’.” – Student

“

“The project has been a positive experience. It has highlighted the importance of all children having the tools, skills and vocabulary in order to help them learn, through talk and to talk. Learning through talk has allowed our children to gain ‘sticky knowledge’” – Teacher

Sequence of learning:**Lesson 1**

Ping Pong discussion of the enquiry question: ‘What are solids, liquids and gases?’ Pupils discussed as a class the enquiry question. Pupils have control of the discussion. Used sentence starters e.g. ‘I agree...’ ‘I disagree...’ ‘I believe that...’ Children had some ideas of what solids, liquids and gases are but had misconceptions. A large group of children had no understanding so found it hard to enter the discussion.

I taught the children what back-to-back was then gave the children instructions on how to draw a simple picture - a house.

The children were then paired up and had to decide who was to give the instructions and who was drawing. The children described to their partner three pictures showing a solid, liquid and gas. The focus was on giving clear instructions and the partner asking questions to clarify their understanding. The children evaluated the success of the activity by comparing the original diagram with the drawing.

I then introduced ‘fed-in-facts.’ The children were given extra information to label the 3 diagrams accurately by discussing the statements provided.

Lesson 2

We used cornflour slime as a stimulus. We looked at different examples of solids, liquids and gases. How are they different/ Group materials based on states. Paired discussion. I Gave the children further statements to think about exceptions.

All solids are hard (false); All liquids can be squashed (false); All liquids can be changed into a solid in a household freezer (false); All liquids take the shape of the container they are in (true); Some liquids are sticky (true); Liquids and some solids can be poured (true).

The children first discussed in pairs, then paired up with another group to discuss.

Lesson 3

Focus: How does a solid change to a liquid? We discussed how we could test this out. Children carried out investigations together and recorded and reported their observations

Lesson 4

Focus: How does liquid turn to a gas? The children were given the parts of a concept map to order showing evaporation. They discussed the sequence. I gave the children key words. Their instruction was ‘As a group, orally explain to others in the group the process of evaporation -include key words.’ Children then presented to another group.

Lesson 5

The children took part in a Now Press Play lesson about States of Matter (The children are told a story through headphones and they have to act it out). The children had a Ping Pong Discussion with the focus: What do the children know now about States of Matter? The children are in control of the conversation as before but now with a focus on using sentence starters and including different children into the conversation.

We followed this with a task to write a report about solids, liquids and gases, including: what are solids, liquids and gases; examples of the three different states; diagrams with labels and changing states in their written outcome

Lesson 6

The task was acting out solids, liquids and gases. We discussed what makes a good presentation and how to engage an audience. I Gave the children time to practise their performances and then perform to the class. The children reflected on and evaluated their performances.

Curriculum Objectives:

- To identify persuasive literary techniques
- To identify the impact of Romans on Britain
- To describe Roman housing for rich and poor
- To identify the effect of the writer's/speaker's methods on the reader
- Physical: To develop voice projection, pace and tonal variation
- Social and Emotional: Working with others and self assurance
- Linguistic: Vocabulary choice and rhetorical techniques

Rachel Amin

Impact:

I have always valued talk in the classroom but the programme has really helped me to develop oracy in a much more focused, meaningful and structured way. The pupils are now much more engaged and on task during exploratory talk – using vocabulary and frames provided in the session and beyond in other discussions. It has really supported more reluctant speakers to find their voice and engage in discussion.

Planning opportunities to talk whilst introducing new information and regular oral retrieval opportunities has also enabled pupils to deepen their understanding and widen their vocabulary. Their confidence has grown when presenting and they are able to give purposeful feedback to each other in a thoughtful manner.

Taking more time to consider the groupings for talk and the role of pupils within the group has enabled the development of pupils' individual needs.

The opportunity to observe their discussions has allowed me to identify misconceptions and deep understanding and adjust the learning accordingly.



“I really enjoy the chance to explore new ideas through talk and find the sentence starters useful. Having lots of opportunity to use new vocabulary in discussions with my partner helps me to feel more confident using it in writing and when presenting to the class. It was great fun presenting my tour to the class – I feel I am getting better at projecting my voice” – Student

Sequence of learning:**Session 1**

Exploratory talk: In pairs look at an estate agents brochure. Identify the author, audience and purpose using sentence stems provided.

Session 2

Exploratory talk: In pairs look at some WAGOLL estate agents brochures. Identify persuasive techniques used to persuade. Compare and share with another pair.

Introduce key tier 2 vocabulary for the unit and symbols for dual coding. Children explore meaning and use in context.

Session 3

Exploratory talk: Compare a Celtic roundhouse and a Roman domus.

Presentational talk: (Sentence stems provided) Pupils share comparisons.

Fed in facts: Give blank floor plan of a domus – in pairs discuss what it is. Give another version with Roman names of each room and area. Pupils in pairs try to work out the use of each room. Then introduce facts about each room – cards shared between pairs who explains to their partner.

Session 4

Retrieval practice: Presentational talk. Pupils are given floor plan: present the purpose and details of rooms to another pair.

Session 5 & 6

Explore and practise different persuasive techniques.

Session 7

Pupils listen and watch some video tours of properties – Identify and discuss tone, language and purpose. Shared write of a tour of a Roman Insulae property.

Presentational: Pupils in pairs take turn to 'perform' the tour to partner. Feedback to each other on the presentation.

Session 8,9,10

Pupils write an estate agents tour to a Roman Domus – video stimulus provided. Pupils then present their tour to the class. Students give feedback on co-constructed success criteria.



“Using the Oracy Framework has really helped me to focus on the purpose of talk when planning. It has been great to see the confidence of the pupils develop when speaking - in both small groups and presenting to an audience. ” – Teacher

Curriculum Objectives:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- To write the story of Hansel and Gretel in a polar climate.
- I can use prepositions of place.
- I use my five senses to give description to a setting

Lisa Hesketh

Impact:

Initially, the children struggled to work collaboratively with partners. They would talk but they didn't build on each other's ideas or challenge each other's learning. There was a lot of talk, but not a high level of learning or quality exploratory talk. Therefore, introducing the discussion guidelines were fundamental to enabling the children to work together and understand what was expected of them during conversations.

The children responded well to using sentence stems and became confident in working together to reach a consensus in partner activities that required an answer. They also learnt to build on each other's ideas and give reasons and justifications for their responses.

When introducing group discussions, children struggled with many different elements. They could not take turns and therefore counters were introduced to give a visual representation of who was contributing the most/least. The children began to work together to talk in a sophisticated group discussion and learnt to both talk and listen to each other's ideas. Two roles were introduced: the instigator and the summariser. The children learnt these roles quickly and were confident in summarising and starting a conversation.

Once the children had learned to take turns and become familiar with the roles, then working collaboratively was introduced. The children were given sentence stems and encouraged to link back to another person's idea or to build upon it "I agree with.... Because..../ building on Idea". They were able to come to a shared agreement and justify their responses. Also, they were encouraged to challenge each other and taught how to politely disagree and debate ideas.

This oracy scheme of work has been hugely beneficial to the children and they are now beginning to communicate and learn to talk and learn through talk.

Sequence of learning:

Oracy Outcome: To become confident in group discussions and collaborate to produce ideas.

Purpose: To create a twisted tale of Hansel and Gretel.

Session One

Retell the story of Hansel and Gretel – Children listened to the story of Hansel and Gretel. They were provided with a mind map structure (flow spray) and had to retell the story using key words and phrases. They then had to use drama to retell the key parts of Hansel and Gretel, using still images to recreate the main events of the story.

Session Two

Short discussion – focus question: were the parents right to leave the children in the forest? Group discussions were introduced for the first time. Discussion guidelines were given to the children and short discussions were practiced with counters to highlight turn taking and participating. Once children were familiar with the discussion rules, they were given concept cartoons to help instigate the conversation and sentence stems to guide their discussions. Discussion roles were introduced, but only for the summariser.

Session Three

Concept cartoons – The focus of the lesson was to identify the difference between clauses and phrases and use these in their work. The children were given concept cartoons to help them instigate a discussion about whether examples were clauses or phrases. They had to work together and come to a consensus about who was correct and provide justifications for their answers.

Session Four

Group discussion – In groups, children had to work together to complete their ideas about how the story of Hansel and Gretel would be set in the Arctic. The children reinforced previously taught roles and were encouraged to begin to build on each other's ideas and link ideas. The role of the instigator was introduced. Sentence stems were used to encourage children to politely agree/disagree and how to collaborate to come to a shared consensus.

Curriculum Objectives:

- To compare and contrast two different models of the solar system.
- To explain how the planets orbit the sun.
- To distinguish between heliocentric and geocentric ideas of planetary movement.
- To analyse the pros and cons of both models.

- To explain theories of planetary movement in the solar system using evidence.
- To identify scientific evidence.
- To identify scientific evidence that has been used to support or refute ideas.
- To learn about the nature of science, specifically how scientific knowledge is tentative.

- To use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- To learn that the sun is a star at the centre of our solar system and that it has eight planets.
- Consider the works of famous scientists such as Ptolemy, Newton, Aristotle, Galileo, Alhazen and Copernicus.

Rachel Owens

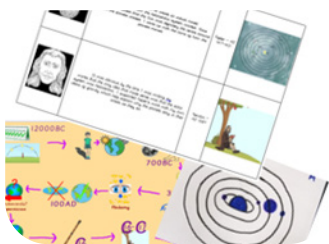
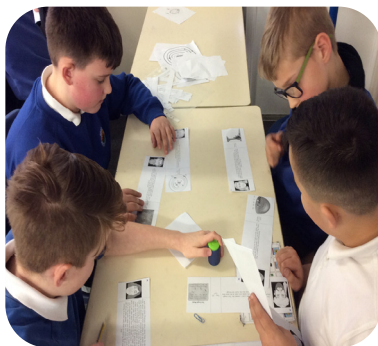
Impact:

From the off, the children, all the children, were on task and engaged in the activities. It got quite noisy when the children, in one classroom, were trying to describe their diagrams. They managed to draw them quite accurately, so we can only assume that their descriptions were articulated well.

We are a P4C school and the oracy programme integrates extremely well with our school priorities. They complement each other really well.

It was great to see the children self-regulating and demonstrating child-lead learning. It also provided me with a fantastic opportunity to visit and listen to fantastic learning.

The journey from exploratory talk to presentational talk was apparent and what impressed me the most was witnessing some painfully shy children open up and take part in the final task in character and with more confidence than I would normally see.

**Sequence of learning:**

Back to back drawing activity - The 2 models of the solar system (heliocentric & geocentric).

In pairs, without seeing each other's drawing, children take turns to describe their picture accurately. The other partner must try to draw the picture without looking. They can ask questions for clarity.

Resource A : Geocentric diagram Resource B: Heliocentric diagram

Talk activity - Children compare their efforts. What made the task easy or difficult? Did they enjoy the task? What do they think it is?

Fed in Facts - Pairs join into a group of 4, who read the descriptions and assign them to one diagram or the other (or both). Photo for book evidence.

Talk activity - Highlight the guidelines for good discussions and team work.

Short discussion - Similar / different (using sentence descriptors). Children use the IWB sentence stems to help them discuss what they have learnt and what is similar or different between the geocentric and heliocentric models.

What's the story (order story sequence) - Order the key people who influenced the theories, discoveries and evidence about the solar system models. How geocentric lead to a heliocentric model. The fact cards have information about the people, their discovery and the date they came up with their theories.

Concept map, technical vocabulary - In groups, children discuss what information they think the concept map is giving them (how scientific evidence has developed ideas). After they have completed using their own words, give them the vocabulary sheet and see if they can re-tell the information up-levelling their vocabulary.

Talk activity - Ask the children to consider what factors brought about change (evidence) and how long it took change to happen (why?) We want children to realise science is based on what we know at the time – ancient humans weren't stupid – just had no evidence to suspect anything else!

Opportunity for mini presentation - Mini presentation of ideas, discussions to a neighbouring group using the concept map and technical vocabulary.

WAGOLLS - Show one of/all the clips to inspire the children

https://twitter.com/greg_jenner/status/1150456117547491329?lang=en – song about heliocentric model (horrible histories)

<https://www.youtube.com/watch?v=s6efb-Lz1N4> – the story of Copernicus (chn act out discovery in persona of astronomer(s) of their choice)

<https://www.bbc.co.uk/bitesize/clips/z6shfg8> - game show with famous astronomer contestants

Talk point - Discuss who the audience is / what the purpose of the clip was / What made the video effective? Use the idea prompts on the IWB to help children offer suggestions.

Task - In groups, children plan their own show (audience, key learning point, who will be in the debate, who will pose questions, how to make it entertaining yet knowledgeable)

Evaluation and group feedback – Review points cards.

Children watch the videos and they award points for cognitive, physical, social & emotional and linguistic attributes. A copy of the key vocab from the earlier session is also included and a point is awarded every time the technical vocabulary is used.

Talk activity – Children offer their WWW & EBI contributions, using their points card to say why points were or were not awarded.



"I preferred being in charge of my own learning. Finding things out. Testing ideas. I enjoyed the challenge of solving tasks and being busy the whole time"– Student



"The children have really enjoyed the unit. They couldn't wait to present their ideas and they were pleasantly surprised, during the review, to see how many points they were scoring!" – Teacher

Curriculum Objectives:

- To have an understanding of the significance of the Blitz

Student outcomes:

- I know what happened during the Blitz
- I know how people protected themselves during enemy bombing

Karen Morgan

Impact:

During the initial activity, children struggled to articulate words. They didn't have the variety of vocabulary to be able to describe the word ie barrage balloon – it goes pop. One child answered your ear! Definitely an activity to be used more regularly in class!

Pupils really struggled with activity 2 in that they couldn't successfully present the information to another group. Upon observing this, we discussed successful and unsuccessful ways in which the information was shared ie, clear voices, subject knowledge, vocabulary, tone of voice, further questions to clarify or expand on a point. I decided to repeat this activity with different information in light of this discussion to further improve the children's oracy skills.

The final announcements were OK but certainly would be better the next time! Children have started to develop in the areas we have discussed but further work is needed....we have started a process, now we need to embed oracy practices/principles in our classroom.



"It was nice to work with different people and look at how to talk in groups. I'm going to work hard on asking further questions in groups and challenge other people's ideas" – Student

Sequence of learning:

Oracy Outcome – To create a Public Service Announcement about an impending bombing campaign.

Activity 1: Articulate

Children were put into mixed ability groups of 4 and given an envelope containing topic specific words. They had to describe the words without saying the word and without using gestures and actions to the rest of their group. Discussed the importance of vocabulary and knowledge around a word to be able to describe in a variety of ways.

Activity 2: Fed in facts:

In groups of 4, children were given a selection of facts about the Blitz. They had to work together to read, discuss and understand the facts. Groups were given different facts and then had to join up with another group and share their information. Children were told beforehand that the facts given to them would be taken away (to avoid them simply reading them aloud) so they had to make notes/prompts if necessary and consider how they were to present the information.

Activity 3: As above but with different information (this information would have been used as fed-in facts during the previous activity but was changed in light of children struggling. Children were asked to become talk detectives during this activity and highlight good examples of effective talk. At the end of being given all the facts, we had a whole class discussion led by the children to discuss what had been learnt. Again, we discussed listening to each other and used sentence starters to build upon, challenge and elaborate.

Activity 4: Debate

Was Britain winning the war? Children were given a primary source to decide if it gave evidence that Britain was winning the war or not. This then generated a whole class debate.

Activity 5: Concept map

Using a given concept map, children were asked to talk to the parallel year 6 class about the blitz. They were also given their vocabulary mats from the first sessions to encourage them to use the subject specific language.

Activity 6: Public Service Announcement

Children to use the planning sheet to help them plan a PSA. The announcement will announce an impending attack and advise people on what to do. They also had to include information as to why the attack was happening.



"Working through this sequence of lessons has made me see what I need to continue to embed within my class so that oracy becomes a part of classroom practice." – Teacher

Curriculum Objectives:

- To understand the term typography and why it is important to designs
- Label the anatomy of a letter through analysis of the Coca Cola font

- Explore the idea of subversion by discussing the artwork of Fabio Pantoja
- Create a collaborative subverted design for the 'Netflix' brand
- Present a pitch of their design inspired by the presentations delivered in 'Dragon's Den'

Gemma McGuigan**Impact:**

The explicit teaching of talk enabled the students to work better in groups. Discussion roles were modelled to the students by the teacher but it was interesting seeing students make choices as to who took on specific roles, however most students decided to dabble in multiple roles.

The use of feed in questions during group discussions allowed students to expand and further develop their thinking. It also allowed the teacher to adapt the conversation to allow students thinking to be lead a particular way.

“

“I really enjoyed getting to use the discussion roles – I think the role of the challenger really suited me!” – Student

“

“The use of talking roles during discussion has helped my students to talk purposefully” – Teacher

Sequence of learning:

Session 1: (at this stage oracy hadn't been embedded in this group) Students were presented with talking roles to use when discussing the meaning behind Coca Cola's design. The use of talking roles wasn't explicitly taught at this stage in order to assess how students would approach these roles. Initially, students found it difficult using the roles effectively and lacked listening skills which would enable them access to the 'builder' and 'challenger' roles.

Having assessed that students weren't progressing very well with the task, I decided to model for them how each of the roles could be used during a discussion. We also discussed the importance of listening and how by listening they can unlock the potential of the other discussion roles on their table.

Session 2: Students were introduced to some key terminology relating to typography. After labelling the parts of the google lettering, students were asked to use these keywords in a back –to back exercise. One partner was asked to verbally describe the parts of a letter without actually giving away what the letter was. This task built on listening skills discussed in the previous lesson, as well as cognitive thinking skills.

Session 3: Students explored the idea of subversion in which a designer changes the look of a brand to convey an alternative meaning. I reintroduced the talking roles from the first session and reiterated with the group the importance of an effective discussion. Students were asked to make their own choices of what role they wanted to take on as it was possible for them to take on more than one role. Students were asked to discuss the meaning behind the subverted Coca Cola design by Fabio P. entitled 'Uncover the Truth'. Students started off by discussing what they could see. I monitored the talk on each table and when I felt students had come to a stumbling block or needed more direction, I then fed in additional thinking questions to extend their thinking. 15 minutes later students were asked to select a summariser to feed back the ideas from each group. Students were reminded to listen to each other's ideas as they might hear an opportunity to latch onto an idea.

Session 4: Building on prior learning around the idea of subversion, students were tasked with creating a collaborative subverted design for Netflix. As a group they decided to subvert the design of Netflix to convey sports and fitness. Discussion roles were placed on the table, but students were naturally taking on the roles on the challenger and builder without needing to look at the cards.

Session 5: Exploratory to presentational style talk - Students analysed a pitch delivered by a designer on Dragon's Den. They used a 'talk detective' worksheet to access the oracy skills present in the video. Using the oracy framework, students were able to pick up on the presenters use of voice, gestures and linguistic devices. Students were then asked to consider these skills in their own talk they need to deliver to their peers. Students worked in small groups first to build up confidence before presenting to the whole group.

Session 6: Students presented their pitch to their peers and teacher. Students listening were tasked with the role of the 'talk detective' and delivered their feedback to each other at the end of the presentations.

Curriculum Objectives:

- To understand the relationship between Caliban and Prospero.
- To consider how Caliban is made to feel after being taught Prospero and Miranda's language.

- Consider whether you agree with Caliban.
- To analyse quotations and answer the question: 'How does Prospero treat Caliban like a slave on the island?'

Caroline Fujikawa

Impact:

One of the issues that this class had in particular was writing down their ideas in a logical and clear way, and also making sure what they were writing focused on the task/question. Introducing paired work at the start of lessons saw students discuss and share their ideas with one another. This has improved their understanding of the play and also their understanding of the behaviour of the main characters. This has shown a significant improvement in their writing and their confidence in these skills.

**Sequence of learning:****Lesson one:**

Students were given an image of Caliban with three questions attached to it. They were handed these at the door and asked to discuss the questions with the person they sat next to. This confused the students at first, as most of them just began writing the answers silently in their books. Other students only wrote the title and date and 'pondered on the questions. After two minutes, I explained again what they needed to do. They discussed the answers, we had group feedback and then students wrote the answers in their books. The shared feedback was something that the class were wary of doing to begin with because they didn't want to get it wrong. By asking the student what their 'peer's' answer was helped to alleviate their worries. Students became more confident in sharing their ideas and building on each others answers.

Lesson two:

Students were given the 'back to back' activity to help them to start to think about the positions of both Caliban and Prospero. This was done by giving them specific vocabulary that had been given in earlier lessons. This was a good way to see what the students had remembered and helped them to put that vocabulary into context.

Lesson three:

The students read Caliban's soliloquy and had to create a diary entry of what life was like on the island before Prospero and Miranda arrived and what life is like for him now. Students were expected to include quotes from the original text in their own writing. Students practiced the words out loud with one another. This was a great way to help them explore Shakespeare's language and they gained great confidence in this.

Lesson four:

Students were given quotations from either Caliban or Prospero. They had to discuss who they thought the quotes belonged to and why. Students then had to discuss who they thought was right; Prospero or Caliban. This led onto a discussion regarding the role of the coloniser and showed the students were beginning to understand the contextual ideas that Shakespeare was exploring. Students then had to decide what they would do if they were either Caliban or Prospero.

Lesson five:

Students were given a paired activity at the beginning of the lesson to review what they knew about the relationship between Caliban and Prospero so far and why they hated each other so much. We looked at another of Caliban's soliloquy in where he explains what Prospero does to him. Students had to rank in order which was the worst one and why. During feedback students discussed whether they agreed or disagreed with the choices made. This then led onto the writing task about how Caliban was treated

Lesson six:

Each student performed in groups the soliloquy of Caliban and were assessed on their presentation of the character.



"The discussions at the beginning of lesson really made me think about the character of Caliban and why he did what he did. I loved sharing my ideas and listening to others." – Student



"It has been a pleasure to watch the students grow in confidence and begin to trust each other in sharing their ideas. We went from a class who were afraid of getting it wrong to fighting over who was going to read different parts. The impact on their writing skills has been immense!" – Teacher

Curriculum Objectives:

- To Identify the key differences between hard and soft engineering methods of river management strategies.
- To justify why certain strategies are more effective than others.

- To analyse the environmental, social and economic impacts that the 2015 Cumbrian floods had.

Ryan Bold

Impact:

As the lessons progressed, it became clear that the students became more and more comfortable when using oral learning strategies. Students started by needing quite a large amount of support and guidance when doing the small group discussions however, this changed as the lessons progressed. It seemed as if the students took ownership as they became more familiar with the content as their understanding improved.

I also feel that the students recognised and understood the content more than in previous years as they seemed to talk around the topic more than they normally would. This broader depth of knowledge led to students discussing and probing deeper into their learning and questioning things that they would normally do.

I also feel that the students verbalised their learning in a clearer way than just by writing. The final lesson that required students to record a radio broadcast, forced the students to go over, check, and ensure that what they had created made sense. The result of this was clarity in their communication and coherent use of key, subject-specific vocabulary.



Sequence of learning:

Students had recently been studying features of erosion and deposition created by a river and as a result needed to better understand how flooding both occurs and then can be managed. The sequence of learning therefore was created to educate learners on the causes, effects and responses to the 2015 Cumbrian floods.

Lesson 1: Introducing flooding and management.

Students started by recapping through discussion what flooding was and how it might happen. Students were given scaffolding for this with images of the various methods of flooding. Students were then split into small groups of 3 or 4 and were asked to explain which method of flooding they thought was the most dangerous and which one was the most likely to happen. Groups then fed back to the class and had to justify their group's points of view.

Lesson 2: How to defend against flooding.

Students were tasked with elaborating the different methods of flood defences. Each group of students were given a set of different flood management strategies. Each student was then required to elaborate back to the group about their method of defence and explain if they thought it was a valid method of river defence. Groups were then given the statement, "Hard engineering is a better method of managing rivers than soft engineering". Students then attempted the Harkness tracker to introduce evidence from each person's set of information and to clarify and challenge any contradicting opinions.

Lesson 3: The 2015 Cumbrian floods - Part 1.

Students participated in a feed-in style activity where small groups were given information periodically throughout the lesson. The content varied from news articles, interviews, images of the devastation and weather maps. Groups were then asked to elaborate and discuss any economic, environmental and social issues that they could associate with the Cumbrian floods. Groups were then asked to explain which effect was the worst. This then led to a debate at a whole class level, causing students to elaborate on their points of view.

Lesson 4: The Cumbrian floods – Part 2.

Students started by recalling the key social, economic and environmental impacts of the floods with scaffolds from images to support the recall of knowledge. Students were then put in small groups and asked to create a 'Radio Broadcast' on the Cumbrian floods. The task required the students to discuss the effects, responses and causes of the flooding. Students were then required to record their broadcasts, voice only, and these were relayed back to the class. Feedback was then given by their peers verbally with a set success criteria used.



"It wasn't as scary as I thought it would be and to be honest, I'd be happy to do a recording again!" – Student



"It's been really enjoyable to attempt a new style of teaching and to see the benefits of it happen so clearly. It has made me want to try more of these strategies with other classes that I teach." – Teacher

Curriculum Objectives:

- To use talk to explore ideas and opinions
- How presentational talk can be adapted depending on our purpose

- To have knowledge of rhetorical devices and be able to identify these in texts
- To be confident and effective in speaking from a particular view-point

Kate Durber

Impact:

Building co-operation skills amongst the learners was a key focus for this project, however I also wanted to offer them the opportunity to really reflect on the effect of presentational talk with the aim of not only developing their presentation skills but also enriching their written outcomes as well.

The prospect of conducting a class debate was popular amongst the learners; they were very keen to share their ideas in this way. However I did notice that at the point of presenting the learners did become nervous. This was overcome quickly once a few volunteers put themselves forward. The building of confidence in speaking formally is certainly motivation for providing learners with regular opportunities to undertake this type of activity – seeing their response to the pressure of talking definitely reflects their need to become practised in this.

Providing learners with the opportunity to present in small groups is also important as it encourages them to consider how to organise and prioritise information for others – a key skill for written work as well.

With this age group, accountability is very important to ensure participation. Building in elements such as talk detectives/ monitors is important as learners grow to understand the value of talk activities and beyond.

Sequence of learning:

The aim of the sequence was for learners to deliver a debate on the importance of school trips as part of the curriculum.

To write an argument arguing the value of school trips in the curriculum.

Lesson 1: Establishing how persuasive texts and arguments differ.

Task 1: To explore what constitutes an argument. Silent summariser activity: learners compared the terms and created a definition of an 'argument'. Ideas were fed back as part of a whole group discussion, where we summarised our findings into one clear definition.

Task 2: To consider how a persuasive text is different to an argument: learners watched an advert for Visit England and an extract from 'Wish You Were Here'. This gave them the opportunity to consider how the texts were different to one another, including not only what was said but how it was structured and presented depending on the purpose of the presentation. After paired discussion, learners then fed back their findings as part of whole group discussion.

Task 3: Exploring written texts: learners worked in pairs to analyse texts to establish whether it was an argument or a persuasive text. Vocabulary for rhetorical devices was fed in during the discussion. These were then included in a mini presentation to a second pair, where findings were described and explained.

Lesson 2: Introduction of debate focus: Should schools pay for school trips for all?

Task 4: Icebreaker rally robin discussion in pairs to list as many ideas as possible.

Task 5: Learner to prepare and organise their ideas. The class was split into 'for' and 'against'. They had to select 5 representatives to present their arguments in the debate. Learners used the vocabulary established yesterday, as well as exploratory talk to organise their points ready to feedback.

Task 6: Learners presented their prepared points in the class debate. The success was judged by the learners themselves through a vote.



“Allowing learners to develop their opinions and points of view through exploratory talk develops both their social skills and their cultural capital. It enriches them as critical thinkers.” – Teacher

