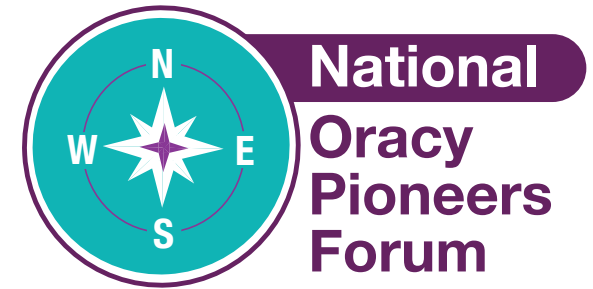


2019 - 2020



York National Oracy Pioneers Journal

National Oracy Pioneers Journal

Transforming teaching & learning through talk

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

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

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

All participants were tasked with developing an Oracy Sequence of Learning based on the practical application of oracy in their own classrooms. From devising and performing weather reports to deepen students' understanding of weather patterns in KS1, to using the Harkness method to explore Shakespeare's Othello in KS5, each Sequence of Learning.

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

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

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



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Curriculum Objectives:

- To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Confident to speak to others about own needs, wants interests and opinions.
- They give their attention to what others say and respond appropriately.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Introduces a storyline or narrative into their play.

Rachel Fellows

Impact:

Being a National Oracy Pioneer has enabled me to deepen my knowledge and understanding of the impact of talk and ensure that this pedagogy is embedded into my daily practice. The impact of positive speaking and listening opportunities is essential for all children, particularly those from low socio-economic areas and it is these basic foundations that we need to ensure children acquire from an early age in order to develop resilient individuals with a love of learning and an ability to listen to others.

Before we started the sessions, the children found it hard to work together in groups, particularly when asked to listen to each other. They often only want their own ideas to be heard and will try to take over the lead in group or pair conversations. The importance of valuing the ideas of others has meant that children are now beginning to listen to their partners ideas and feed these back to a larger group discussion.

Additionally the sessions have highlighted the importance of every child having a voice. An increased amount of partner talk and discussion has enabled the quieter children in the class to have the confidence to talk and present in front of others. The sessions allowed opportunities for purposeful talk and ensured that the children's voices were valued.

Prior to the sessions, the children would work with a talk partner and then all want to tell me their own idea. This led me to believe that they didn't feel their ideas were valued or listened to when working with their peers, alongside needing adult verification. Adapting my practice and incorporating the oracy strategies has ensured that the children feel their ideas are not only valued by their peers but gives them the opportunity to feedback their ideas to myself and the rest of the class as part of a group presentation.

Throughout the sessions, the children remained engaged and focused. They enjoyed exploring storytelling in different ways and by the end of the sessions had all produced an individual story which they presented to the class and then wrote for a story competition. This shows the importance of the amount of discrete time spent on quality talk and how this can lead to quality learning and writing.

"I like telling my friends about the storymap I have made."
- Student

"The project has highlighted the importance of high quality talk and the positive impact it has on the learning, skills and development of all children. I love that every child has a voice and it is continuously valued throughout the sessions.." - Teacher

Sequence of learning:**Session 1**

We started the sequence of learning by discussing that things can be said in different voices and it can make the listener feel different things. The children were given a sentence "Little did I know that Mrs Lowe climbed on the roof!". We discussed what this meant then the children were split into pairs. They took it in turns to say the sentence to their partner in a different voice i.e. scared, angry, happy, upset. Their partner commented on how this made them feel before they swapped roles.

Session 2

During this session, we talked about the appropriate speed when talking to others. We practised singing nursery rhymes that the children are familiar with at different speeds. The silent summarisers fed back to each group, commenting on whether they could understand the words and any recommendations. Finally the children reached an agreed speed which they then performed to the rest of the class.

Session 3

During this session, the children were provided with a variety of story card jigsaws that they could match together to create their own 'Little did I know' story. The children worked with a partner to create their own story and then had to retell the story to the rest of the class using the appropriate story vocabulary and pictures prompts to help them. Each pair retold their story using appropriate vocabulary with the teacher supporting to extend ideas and vocabulary further where necessary.

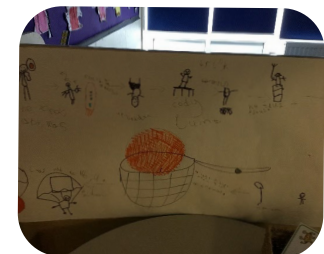
Session 4

As a class we worked together to create our own story map of a 'Little did I know' story, the children worked with a partner to add different ideas into the storymap. At the end of the story, the children worked in small groups to retell the story to each other using the vocabulary learnt in the last session.

Session 5

During this session, the children used their knowledge from the previous sessions to create their own 'Little did I know..' storymap. The children worked in groups of 3 and 4 and discussed their ideas together to create their own story. They proudly presented their own stories to the rest of the class at the end of the lesson sequence.

Following on from these sessions, the children used their storymap to write their own short story to send to Darlington Building Society's story writing competition.



Curriculum Objectives:

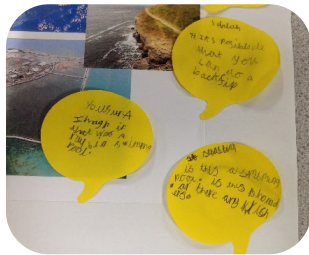
- Ask relevant questions to develop understanding
- Give well structured descriptions, explanations and narratives
- Participate in discussions, presentations, performances, role play/improvisations and debates

- Use basic geographical vocabulary to refer to key human and physical features
- Understand geographical similarities and differences through studying the human and physical geography of the UK and a small area of a contrasting non-European country

Rachael Hynes**Impact:**

What stood out most to me during this sequence of lessons was the engagement from all pupils. It allowed me to step back as a “presenter” at the front of the classroom and instead become a facilitator. It was a really exciting opportunity to watch my class work with one another and build on their teamwork and discussion skills.

Prior to starting this sequence of lessons, we had spent a lot of time practising turn taking and actively listening to our peers. There was a marked improvement in both of these areas by the end of the unit of work. Naturally, the children also acquired new vocabulary and knowledge about Southampton and Okinawa that can also be applied to different situations



“It was good to work with different people. I liked listening to my friends’ ideas.” - **Student**



“During this sequence of lessons, I enjoyed being a facilitator and having the opportunity to let the children direct their own learning. They grew in confidence and improved their listening skills.” - **Teacher**

Sequence of learning:

We have been reading Kensuke’s Kingdom as our class text. We used our geography lessons as our topic was Water. We had to help Michael decide whether he should return to Southampton or stay on the island. This sequence of lessons builds up to a tourism advert style presentation.

Activity One: Where in the world do we find water? Popcorn style approach

This was a quick-fire way for me to ascertain what the children already knew and what I would need to teach them in the subsequent sessions. It was also helpful in showing me what relevant vocabulary they had retained from Year 1 and what we would need to revisit.

Activity Two: Speculative Talk

The children were shown two contrasting images – one of the Southampton coastline and one of the Okinawa coastline. I then gave them sentence stems such as ‘I wonder...’, ‘Perhaps...’ and ‘Why would...’ to help stimulate conversation about the images in small groups. I used the silent summariser role in each group and the summariser fed back their groups’ discussion to the rest of the class.

Activity Three: Fed in Facts

The children worked in groups to sort images of Southampton and Okinawa into separate groups. At this point, they had only been told the images were of two different places. Once they had grouped the images they were given key vocabulary containing human and physical features which they had to match to the pictures. After this, they were given key facts about the two places and had to use reasoning skills to match the facts to the images. To round off the lesson and address any misconceptions, the children were then given six human and physical features that are in Southampton or Okinawa and had to order them from the most interesting to visit to the least. This discussion was useful in the planning of their presentation as they referred back to the persuasive language they’d used.

Activity Four: Debate

The children were given access to maps, iPads and atlases to help them research the two geographical locations as they still had lots of questions they wanted to ask. At the end of the session we had a debate using the statement ‘Okinawa is a more exciting place to live in than Southampton.’ The children were expected to use key facts and vocabulary they had learned. We focused on turn-taking and eye contact.

Activity Five: Planning and rehearsal

We began by watching some examples of tourism adverts. We evaluated them as a class to first of all decide what a good advert needs and which Oracy skills we would be expected to use. The children had to decide whether they wanted to focus on Southampton or Japan. They were then given time to plan and rehearse their advert in pairs.

Activity Six: Presentation Time

At the start of the session the children voted for where they think Michael should live. The children performed their adverts to the rest of their table. Each group had a grid to fill in giving marks out of ten for different elements of their presentation. At the end of the session we revisited our votes to see if anyone had been persuaded to change their minds.

Curriculum Objectives:

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Natalie Fox

Impact:

The impact of the oracy activities on my class throughout this unit has been incredible. Having a high number of EAL pupils in my class, there are real language barriers and the fact that the children could learn science whilst acquiring language and rehearsing it, was also a real benefit.

In the past, I have always used oracy as a presentational tool, but now I can definitely see the benefits of learning through talk not just to talk.



“That was really fun. I liked it because I could use my knowledge and skills to help other people look after their plants. It was nice to talk about my ideas and not just write it down!” - **Student**



“It was very powerful to see children who often struggle to engage with subject content when there is an expected written outcome. Providing our pupils with effective communication skills is a key priority for us and it is applying approaches like this really helps to develop this” - **Teacher**

Sequence of learning:**Session 1- Concept Cartoon.**

Children were given a concept cartoon about how plants grow. They were given sentence stems and had group discussions, using talk tokens, to share their ideas with the group.

Session 2- Seeds and Bulbs

Children had to describe the appearance of different seeds and bulbs to their partner and they had to match them up to the correct plant which they would grow into.

Session 3- Instructions

Children had the instructions to plant seeds/bulbs in pictorial form. Children had to give verbal instructions to their partner as they planted them.

Session 4- Story Maps

Children were split into 4 groups and given different story maps about characters who planted seeds in different conditions. Children had to work together to retell the story, rehearse and then tell the story to the class. Technical language was provided.

Session 5- Concept Cartoon

Children were given a concept cartoon about what plants need to grow effectively. They used their knowledge acquired over the unit to have a discussion and share/challenge ideas.

Session 6- Video

Children rehearsed and recorded an information video for Mary, Mary Quite Contrary about how she can grow the best plants and get them to stay alive and healthy.

Session 7- Review

We reviewed our videos and peer assessed our presentations against the 4 oracy strands.

Curriculum Objectives:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing for different purposes

- Consider what they are going to write before beginning by:
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence
- Read aloud what they have written with appropriate intonation to make the meaning clear

Clare Roberts

Impact:

Throughout the series of lessons the children began to show confidence in talking and listening, particularly as 'Little did I know' was such an interest to them. As time progressed they showed a much greater awareness of the needs of the listener by including information they knew would interest them. In developing and explaining their ideas they spoke clearly and used a developing vocabulary.

They listened carefully and responded with increasing perseverance to what others said. As they started to talk using various tones their listening skills increased positively in different contexts, exploring and communicating their ideas. Throughout their discussions, they showed understanding of the main points of the sessions.

In addition to this the children started to ask relevant questions, this showed how they had listened carefully. So by the end of the sessions the children's confidence had grown so much they read their stories with confidence and ease.



"I had so many ideas, they were improved because I could magpie from my friends" - Student

**Sequence of learning:**

Context: to write a short story for a competition.

Purpose: expressing themselves and their ideas.

Audience: expert

Physical Skill – Practising different tones of voice to be able to retell their story with intonation and expression.

We practised different tones of voice so children were able to retell their story with intonation and expression. The children were given a sentence i.e. "Little did I know that Mrs Lowe climbed on the roof." Children said the sentence expressing different emotions i.e. panicked, worried, excited, alarmed, happy, sad.

Physical Skill- speaking clearly when reading their story aloud.

Children were shown how to speak clearly when reading their story aloud. We stressed to children that when they spoke, it was really important to speak at an appropriate pace. This was linked to driving a car, accelerate, brake, slow down. Then we split the children into threes- driver, passenger, silent summariser. Children read their reading books, as the teacher called out accelerate, break etc and children had to find an appropriate speed. Each group worked together and had to decide on an appropriate pace. Finally they presented their final speed to another group.

Linguistic Skill – use carefully chosen vocabulary.

Children used carefully chosen vocabulary and were provided with a set of pictures, to generate their own 'Little did I know' ideas. They then had a picture of a place and an object and created their favourite to share with another group. The sentence stems and connectives helped to extend their introduction and the start of the story.

Cognitive Skill -Inclusion of relevant content

The children were given a story map based on one of the ideas, one group had the start of a story, another middle and the other group had the end. The children had to retell the story as a group, using the ideas and vocabulary that had been shared initially. They presented their story map to the group and received feedback from their peers.

Social and Emotional Skill - Structure of story and awareness of audience

The children were provided with more in-depth cut up pictures from the story to put in order and logically sequence. They had to consider how they wanted the other children to feel when they read their story. They were then set a challenge to present it to another group together, they had to ask the group-how did their story progress? They needed to take feedback and explain how they felt. Writing Task Children had to write/ present their final story based on their talk and ideas which had been developed over the session.



"The, ideas, skills and concepts I have learnt on the National Oracy Pioneers Programme have increased the amount the children have written but also the quality of the writing improved instantly. The children were proud of their achievements, this built up their confidence and communication skills. They worked well in groups as each person was assigned a job. This has since been developed across the curriculum giving the children a greater self-assurance and sense of accomplishment." -

Teacher

Curriculum Objectives:

- To learn about a past event beyond living memory that is significant globally.
- To sequence an event in a chronological order.
- To confidently use words relating to the passing of time.
- Recall facts about a significant event in history.
- Ask a range of questions about the past.

Charlotte Fitzsimmons

Impact:

This project gave children much more time to talk than usual. I feel this has impacted greatly on the children as they are all massively growing in confidence when they are speaking in public.

One of the main positives I have found during this sequence of learning is that all children have been engaged. The children who often find learning difficult, and therefore tend to offer very little in terms of class discussion, have become much more vocal. Their confidence when speaking has been a joy to observe.

By the end of the sequence of learning children were extremely confident when discussing the topic of the Titanic. I feel their historical knowledge was greatly improved through the use of talk as well as their ability to perform in front of the whole school and their parents.



“I have learnt so much about the Titanic and who was to blame. I have really enjoyed talking and acting in front of lots of people and feel good that I managed to say my lines well” - Student

**Sequence of learning:**

Session 1 – Children were given a concept map. They worked in pairs to discuss what they thought was happening in all the pictures. The pairs then fed back to the class and we pieced the events together as a whole class.

Session 2 – Children were given some facts to fit in with their concept map. They worked in small groups to decide where they thought the facts should fit. We then discussed this as a whole class.

Session 3 – Once the children knew the timeline inside out we talked about why the Titanic might have sunk. We looked at 4 main people who may have been to blame. We then discussed how we could decide who was to blame and the children decided we should do a mock trial. We then researched who/what we would need for a trial.

Session 4 – We researched vocabulary that might be associated with a trial and we began to devise some speeches for each of the four defendants. We then did some mini role play scenes depicting a trial.

Session 5 – During this session we looked at more facts about the four defendants. We sat in a circle and discussed who we thought might have been to blame and why. I had 2 children (who usually don't engage) in the role of silent summarisers and they fed back to the group at the end of the session.

Session 6 – We used all the knowledge we had about the Titanic and devised a class assembly – The Trial of the Titanic – Who was to blame? We worked hard to put a script together. We then began practising our mock trial.

Session 7 – Our class assembly. We presented our mock trial to all the children in school as well as all our parents. We had a judge, prosecutor and defendants and we used our parents as the jury. The assembly was live streamed on Twitter <https://twitter.com/WMPPrimary/status/1234483921514983424?s=20>



“The concept map was a brilliant starter for this topic. It gave children the chance to learn for themselves without information being spoon fed to them. They were all really engaged throughout the topic.” - Teacher

Curriculum Objectives:

- To know how to challenge, support or build on what someone else has said.
- To understand what makes a good listener.

- To be able to use The Oracy Framework to reflect on your own and other people's talk.
- To understand different talk roles.
- To be able to share your opinion.

Stephen Potter

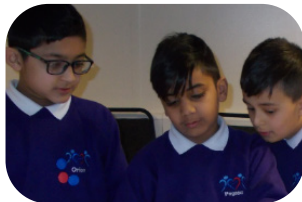
Impact:

At The Halifax Academy Primary Phase, each year group plan for an Oracy-based delivery of a subject or unit. We use the Talk continuum to guide the shifting balance between exploratory talk and presentational talk over the period of a half term. This eventually is completed with the children's work showcased in front of a selected audience.

As well as explicit oracy lessons, staff are conscious to model and have high expectations of the children in relation to the 4 strands and will discreetly teach this in the corridors, in the playground and in all lessons.

All class teachers proactively use IRIS and have conversations within their coaching groups in order to reflect upon their teaching and learning. This then forms a continuous loop of learning from the teacher's perspective and improves the effectiveness of our practice.

In the short time that the oracy curriculum had been established, a noticeable difference in the children's writing and reading is evident. Within their writing, the children are seemingly more engaged for longer periods once they taken part in an oracy lesson. With reading, children are able to recall and make inferences more frequently with less pauses.



Sequence of learning:

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Context: News report of volcanic eruption that will be playing in the background
Purpose: Gathering and sharing information about why and how a volcano erupts
Audience: Presenting information to Parents in the School Hall in Week 6

Skills:



Turn taking, listening actively, liveliness and flair, taking account of the audience



Building on the views of others; structure & organisation of talk; seeking information through questioning, time management, giving reasons to support views



Appropriate vocabulary choice, grammar, metaphors, enthusiasm



Pace of speaking, clarity of pronunciation, voice projection, gesture and posture

Teaching ideas:

Using fluency cues via whole class reading: choral, mirror and jump in, jump out

Provide opportunities for pupils to discuss order of processes and seeking to understand why with range of possibilities: Eg. Diamond 9, grouping true and false

New vocabulary related to volcanoes visible in the classroom and on word mats. Sentence stems related to a newspaper report available to pupils.

Regular opportunities to speak in front of peers. Peers to give scaled feedback on physical aspects.

Curriculum Objectives:

- To identify countries within the European Union.
- To explore the features of European countries.
- To identify the human and physical features of Italy.
- To compare the geographical features of Italy and the UK.
- To use geographical vocabulary
- To ask and respond to geographical questions

Hannah Marshall

Impact:

Throughout the learning sequence, I noticed a significant increase in the children's confidence as a result of clear targets and increased opportunities to develop learning through talk. They participated in class discussions more readily and answered with reasoned responses.

The targeted opportunities to discuss learning ensured they stayed on task and were thoroughly engaged throughout the sessions, especially when the focus was on developing the cognitive strand within the framework – they found it fun! There was an increased eagerness to share their ideas and understanding with the class and when working within a smaller group, even from those children who are more reserved.

Furthermore, it was great to see them challenging their peer's knowledge and understanding in a more considered manner.



“I like being able to talk about my learning: it helps me to think about my ideas and I understand it better.” – Student



“I have really enjoyed this project. Providing opportunities for the children to deepen their understanding through structured discussions and strategies such as 'fed in facts' has created greater independence. The children are now listening and reasoning at a higher level, and it is evident they are thoroughly enjoying the learning.” – Teacher

Sequence of learning:

Final outcome: To present information about Italy, and their comparisons with the UK.

Session 1: What is Europe like?

Oracy: fed in facts, discussion questions

Provide the children with the facts needed to identify the different countries through discussion. Research geographical features such as climate, landscapes and ocean/sea surrounding.

Session 2: What is Italy like?

Oracy: concept mapping, discussion around the geographical story, asking and responding to questions.

Provide the children with the photographs. In pairs, they are to identify the human and physical features of Italy. Children to create a list of questions they would like answering. Children are to respond to the best of their ability. Research the remaining questions.

Session 3: How are Italy and the UK similar?

Oracy: what's the story?

Using the information from session two and UK photographs/information, the children are to tell the story of the similarities and differences. They are to present this information in groups of 6. Include comparative conjunctions and given vocabulary.

Session 4: What is Mount Vesuvius?

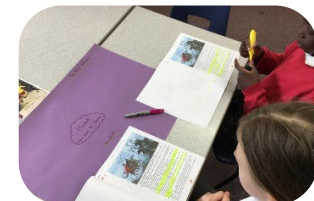
Oracy: discussion around questions and use of specific vocabulary, concept mapping/what's the story.

Children are to research Mount Vesuvius and create their own concept map that tells the story of Mount Vesuvius.

Session 5: What's the story of Italy?

Oracy: formal presentation skills

Children present the information in a formal presentation to the class.



Curriculum Objectives:

- Retell the story of Macbeth, be able to summarise main events.
- Understand who the main characters are and their role in the story.
- Use evidence from the text to support answers in discussion and then in written answers.

- Engage with different versions of the same story to compare and contrast.
- Use inference skills to understand poetry of the Song of the Witches.
- Use evidence from the text to answer an essay style question. First as a presentation and then as a written outcome.

- Use all knowledge of the story to perform a short puppet show version of the story.

Sarah Bryan

Impact:

-Children liked working in groups to orally summarise the main parts of the story and this enhanced their initial understanding of the story. The back to back recap of the characters made children laugh a lot and some of the descriptions were excellent.

- Giving children time in teams to gather evidence from the text allowed them to feel more confident before our discussion. We have done a lot of discussions now and so this ran really smoothly. They are getting better at trying to involve people who have not yet contributed.

- The 'fed in facts' worked really well for looking at the poetry because children were really scratching their heads about some of the language used. So giving these clues led to some real eureka moments which was great. It enhanced their enjoyment of the text.

- Children loved working on their presentations and there was a real competitive edge to the session. We had the talk detective sheets out to help them think about how they would present.

- The presentations were excellent and the feedback they gave each other was really on-point. It was very supportive and positive.

"I was excited but a bit nervous about the presentation but I got great 'Talk Detective' feedback and now I feel more confident!"
– Student

"The children have astounded me with their new found love of Shakespeare. This has definitely been enhanced by the oracy activities. I can't wait to see their writing outcomes as a result"
– Teacher

Sequence of learning:**Session One:**

Children were introduced to the story of Macbeth using rewritten good-quality versions of the story and a short video. Children then had to summarise the main events as a group in no more than 10 sentences. They did this in pairs and feedback to the group. We then spent time looking at the cast list and recapping on each character, what part they played in the story.

Session Two:

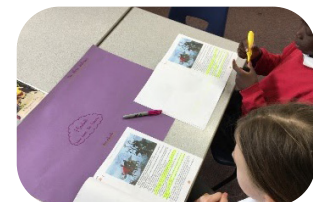
Story of Macbeth orally recapped and show BBC short video which recaps the story through song and rap. Back to Back: Children had to describe a character from the cast list of Macbeth and their partner had to guess who it was and remember their name. We came up with a list together of 'banned words' to make it more challenging. Children were then given a SATs style 3 mark reading question: True or false, Lady Macbeth tries to dissuade Macbeth from killing the king. Explain your answer using evidence from the text. Children were given time to gather evidence ready for a discussion with their peers. As a team, they then created a 'model answer' and we marked it using the mark scheme.

Session Three: We looked at the words of the Three Witches and had 'fed in facts' about what some of the word meanings were. We have a high proportion of EAL children who did not at first understand the language that they were using. (There were lots of 'Ahhhh that's what it means! moments') We then worked in threes to rehearse a version of The Witches' Song to perform to the rest of the group. When we performed, they used the oracy benchmarks to help them feedback about the performance.

Session Four: Children were introduced to a different version of the text and some key parts of the script. We discussed these as a group. I then gave them a question: Macbeth- Who was to blame for what happened? I told them that this was the type of essay question they may get in high school. They had time to gather evidence. They then worked as a group to create a presentation to answer the question and they had to use evidence from the text.

Session Five: Children all presented to the rest of the group. We used 'Talk detectives' to give feedback.

Session Six and beyond: Children are now working on writing their own 'mini essay' to answer the question. They have also started making puppets. They are going to perform a puppet show to Year 5 to introduce them to the story of Macbeth.



Curriculum Objectives:

- Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom
- Describe and understand key aspects of human geography, including types of settlement, land use and economic activity including trade links.

Jack Moore

Impact:

Throughout the topic, children had the opportunity to develop their geography skills, citizenship skills as well as their oracy skills. These different subjects were very closely intertwined to ensure progress. Through the use of oracy, the sequence allowed all children to access learning, particularly children who would often struggle with new concepts.

The majority of the oracy work focussed on cognitive aspects as new concepts, vocabulary and ways of thinking were introduced to the children throughout the unit. The use of oracy also allowed children to develop and alter their ideas more often which was displayed as a positive. Children were engrossed and fully engaged in the topic through the constant use of oracy but also the interesting and mature topic choice.



"I like that I was allowed to change my mind. I hadn't thought of all my ideas and listening to others really helped" – Student

Sequence of learning:**Why do people move to a new country?**

Fed-in-Facts – Children were placed into small groups. These groups were mixed ability and had a range of confident talkers and not so confident talkers. At this point, the expectation of everyone having to contribute wasn't highlighted. Facts included numerical facts about people migrating, emigrating or seeking refugee for different countries. It also involved some 'case studies' for different people.

Token Talk – Children were then re-arranged into mixed ability groups. Each child was given 3 tokens that they had to spend on answering the question – Why do people move to a new country?

Do refugees help our country or not?

Hot Seating – children were each given different scenarios and case studies. They had some independent time to read and to make notes. Children then took it in turns to have their turn on the Hot Seat. Children used the prompts given to them to respond but also had to answer questions that weren't prepared.

Should we welcome refugees?

Debate – The class was split into two. Half the class took part in a debate – Should we welcome refugees? – and the other half became Talk Detectives. Children didn't bring anything they had prepared for the debate to ensure that children were responding appropriately to what was been said.



"All the children have been able to stand up for what they believe and begin to realise that they all have a voice! And that this voice matters even on such important topics."

– Teacher

Curriculum Objectives:**Reading Skills**

I can read aloud with appropriate intonation
 I can draw inferences such as inferring characters' feelings, motivations from their actions and justifying inferences with evidence.
 I can contribute towards discussions and debates providing reasoned justifications for my views
 I can explore the meaning of words in context

Writing Skills

I can distinguish between the language of speech and writing and choose the appropriate register
 I can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech, including subjunctive forms

Francesca Cunningham

Impact:

The children had many opportunities to use exploratory talk in planned and structured activities. Through the picture sequencing and fed facts activities, they were able to pair their informal talk with more formal and subject specific language. This put their language in context, which developed their understanding of new vocabulary.

Discussing three mark SATS style questions, using the Harkness discussion model, meant the children had clarity on the meaning of the text through peer conversation.

Recording their podcast allowed the children to experiment and understand the importance of intonation and varying how we speak.

Sequence of learning:

Use The National Literacy Strategy, 'A Giant's Necklace', by Michael Morpurgo.

Lesson 1

Look at picture; in threes; what do you know?; what do you think?; what do you want to know?

Read to start of second paragraph page 11 – no stopping. Children to underline words/phrases they do not understand. (TEACHER TO DISCUSS - FOCUS ON UNDERLINED PHRASES)

Exploratory talk

TO LEARN AND IMBED NEW VOCABULARY - Give children pictures of storm build up to sequence in order. After few minutes give them fed facts to read out loud and support sequencing. Each child should read fed fact out loud and should discuss:

1. Incoming time
2. Writhing grey monster breathing its fury on the rocks with every ponding wave
3. The wave was unexpectedly impotent and fell limply
4. The storms waves brought all the momentum and violence of the deep ocean
5. Seething white rock pools
6. Crying involuntarily
7. She recognised a bracken

Lesson 2/3

Read to page 18 no stopping.

Children to underline phrases or language they do not understand while reading. Do not question who the men are in the story.

Explain we are now going to gather information to answer a 3 mark question in a Harkness formation

'The men were from another moment in time'. Do you agree or disagree? Use evidence from the text and explain your answer.

'What evidence was there that Cherry was a ghost?' Use evidence from the text and explain your answer.

One person leads – reads the question.

Asks, 'do we think that is relevant? Why?'

What does that tell us?

How does that prove they are from another moment in time?

All children are given parts of the text to read out. All children to discuss one at a time.

Teacher to facilitate behaviour and prompt.

Answer in books after oracy discussion

Lesson 4/5/6

Teacher to record and write a model Podcast for a Giant's necklace ghost story. Follow school writing policy – investigate features of Podcasts; plan; and then write up.

Lesson 7

Presentational talk – record podcasts



“I liked that we all got to talk to each other and hear how other people think and explore compared to how I do” – Student

“The oracy programme has given a new lease of life to SATS revision” – Teacher

Curriculum Objectives:

- Use talk to organise, sequence and clarify thinking, ideas, feelings, events.
- Introduction of key vocabulary through exploring and discussions.
- Using the active and passive voice (mainly passive for formality)
- Use and punctuate direct and reported speech.
- Reading aloud which shows understanding and intonation.

Andrew Reeson**Impact:**

I noticed that all of the children were on task when they were required to talk. At times in my class there are a number of children who will consistently be off task when they are required to write. All children of varying abilities could have conversations with each other.

The lessons were focused on the children speaking to each other and drawing on each other's expertise and knowledge instead of relying on the teacher. This seemed to encourage the children to take more of an ownership of their learning. This also gave me the opportunity to observe children's interactions, which informed me how well they could apply previously taught skills.

I felt that with the extended time to talk and discuss ideas, the children were much more enthused to produce their written work. I believe that this was to do with them having a greater grasp of the topic area, which in turn led them to being far more confident in their writing.



"I have really enjoyed the chance to talk more about my work, I get a better understanding by talking" – Student



"I felt that all of the discussions and talk led to the children having a greater understanding of the characters, which they could then get truly into character to produce brilliant work." – Teacher

Sequence of learning:

Lesson 1 – Orally retelling the story- After previously reading the story the children had to first orally retell the story of Kissin' Kate Barlow to each other. The pair were carefully selected to ensure that they could produce a recount together. Children could make notes to prompt them to remember the story -this helped with the lower ability children. Children then changed pairs and re-told their version of the story. After this, we then came together as a whole class and shared the story being vigilant to address any misconceptions about the story.

Lesson 2 - Hot seating - Following on from lesson 1, children were informed that they needed to generate questions for their newspaper reports. Four children who had a strong understanding of the story were selected to play one of the characters and be hot seated. Before the hot seating, children needed to generate questions they could ask the characters. In the starter of this lesson we re-capped direct and reported speech. Children then asked questions and placed the responses into either direct or reported speech.

Lesson 3 - Active and Passive voice- within this lesson children were expected to identify and use the active and passive voice. The lesson started with the children discussing if they knew the difference between the two and what enabled them to differentiate between the two. The children then had to then change active to passive and vice versa. When all the children were confident in doing this orally, they then had to produce sentences that could be used in their newspaper report that was in the passive voice.

Lesson 4- Talking pairs making a plan- children were given a plan. They had to work in pairs and plan a newspaper report together, they were given time to discuss many elements of the plan- headline, sub- headings, pictures, etc).

Lesson 5- Sharing work- After different time periods throughout the lesson we would stop and a child would read their writing out. Other children would then respond to this offering praise and what they could do to improve the writing. .

Lesson 6- News bulletin- Children then used their completed reports to work in groups to develop a news bulletin. I provided them with stem sentences and tier 3 vocabulary that needed to be included in the bulletin. Children mainly worked in groups of 4, with 2 presenters, a reporter in the field and a eye witness.



Curriculum Objectives:

- To be able to share your opinion.
- To know how to challenge, support or build on what someone else has said.
- To understand what makes a good listener.
- To be able to use The Oracy Framework to reflect on your own and other people's talk.
- To understand different talk roles.

Danielle Burns**Impact:**

Having a Voice curriculum in Y7 and 8 has provided a firm foundation upon which we can develop oracy across the school. After the first term, we have observed students actively using sentence stems in other lessons, in assemblies and when talking to visitors. Furthermore, through the use of IRIS, these lessons have enabled us to share ideas with colleagues across faculties e.g. examples of concept cartoons, creating discussion guidelines, Talk Detectives etc.

In line with our school values, students are aware of valuing every voice. Oracy has been a key way of ensuring that students live out our values every day. Increasingly we see students inviting others into discussions, asking questions of teachers and of each other and reflecting and self-regulating when it comes to things like shouting out and dominating discussions.

“

“At the Halifax Academy, we have an amazing lesson called 'Voice'. This lesson helps you to become more confident and teaches you that your opinion matters.” – Student

“

“Through explicitly planning for talk in class, we are showing students that we value every voice in school. Our Voice strategy supports students to develop the skills, confidence and self-belief to speak up and share their opinions, intellect and creativity with the world.” – Teacher

**Sequence of learning:**

At the Halifax Academy, students in Years 7 and 8 have two 'Voice' lessons per week. Voice lessons run on a rotation with three other subjects (PSHE, citizenship and drama) and culminate in a seven week advocacy project in the summer term. Each rotation lasts fourteen lessons. Below is an outline of the first six lessons. At the end of the 'Voice' rotation, students perform an Ignite Speech.

Lesson 1 – Introduction to oracy - Prompt: Why is oracy important?

What do we do? Establish discussion guidelines. Complete a Diamond 9 activity (rank statements in pairs). Move from pairs into groups of 4 to share ideas and put our discussion guidelines into practice.

Reflection on oracy skills. Did we stick to the discussion guidelines? WWW? What will we do differently next time? (Strategies)

Lessons 2 and 3 – The Oracy Framework - Prompt: Understanding The Oracy Framework

What do we do? '1-20' game (social and emotional strand). 'What's the word?' game (linguistic strand). 'Which emotion?' game (physical strand). 'If I ruled the world' game (cognitive strand).

Reflection on oracy skills. Can we articulate how the games exemplify the different strands? Can we explain what effective talk looks and sounds like in relation to the framework?

Lesson 4 - Prompt: Where do you stand? Is it ever right to hunt animals?*

What do we do? 'Would you rather...?' statements. Choral repetition of agree and disagree sentence stems so that students can build upon each other's answers. *For each lesson where an article is a stimulus, we use reading strategies that encourage all students to use their voice (choral reading / 'jump in, jump out' / 'mirror mirror' etc.) Group discussion in trios.

Reflection on oracy skills. Feedback from Talk Detectives. Were discussion guidelines followed? Where were there good examples of sentence stems being used?

Lesson 5 - Prompt: Where do you stand? Should parents ask before posting pictures?

What do we do? 'Make a stand' – continuum. Students stand in different places along the continuum. Students are encouraged to use sentence stems and justify their position. Furthermore, upon listening to their peers' responses, they build on, support or challenge what is said and potentially move their position on the line.

Structuring our talk – introduce students to the idea of talk roles and practise different sentence stems through choral repetition. Provide students with talk tokens to support their reflection at the end of the discussion.

Reflection on oracy skills. Which talk roles were evident in discussions? What did we learn from the talk tokens? E.g. Did everyone contribute? How can we invite others into the discussion? Did we take turns? What did we do if the discussion was derailed?

Lesson 6 - Prompt: Where do you stand? Should school breaks be made longer?

What do we do? Concept cartoon to encourage students to use sentence stems (agree and disagree statements) and to justify their point. Practise effective listening through building on one another's answers.

Introduction to the Listening Ladder – students self assess. Look at strategies to address key points e.g. what does good listening look like? What's the difference between a clarifying and a probing question?

Lessons 7 to 14 – Ignite Speech

What do we do? At the end of the rotation, each student delivers a 1-2 minute Ignite Speech on a topic of their choice. Our intention is to give every student in the year group a voice and develop students' experience of presentational talk. Lessons cover examples of Ignite Speeches from other schools (so that we can reflect and apply our knowledge of the framework) and teaching about how to structure and deliver a speech.

Curriculum Objectives:

To explain up to three different ways in which the slave trade impacted upon British society. These could include:

- People's opinions about Africans
- Economic/industrial changes

- The use of propaganda/popular press to bring about change
- Shipping and development of major ports
- Unemployment/individual wealth
- Britain's involvement in affecting Africa's power struggle

Victoria Brown

Impact:

The class were really engaged, particularly with the picture mind map and fed in facts. They were desperate for the next fact and to try and make sense of the map. Some mentioned that it felt like a puzzle that they needed to solve. Since some of the pictures were quite obscure it was OK to 'not get it' and talk was necessary to explore ideas and thinking. In the past, some of the less able in this class struggled to involve themselves in discussions. In this activity, it was pleasing to see that they were not only involved but were also actively asking other groups about facts and explaining what their pair had discovered.

Sentence stems have been key in shaping students thinking as well as their speaking. All students now have a Voice bookmark in their reading book which means that they can refer to sentence stems throughout school. They have been key in making students take a stance and justify their opinion. They have been used to great effect in maths and science to support students' reasoning skills.

Initially we were placing too much emphasis on presentational talk, too soon. As time has gone on, we have addressed this through our planning, ensuring that students have time for messy, exploratory talk to try out their ideas and learn from one another.

“Its crazy how quickly you get it! There is all this stuff that just makes sense!” – Student

“For some children an assessment on something so complex can be daunting. By building up to it in this way, the children had such a deep understanding, the final assessment just flowed!” –
Teacher

Sequence of learning:

Session 1:

Spot the difference, covered images.

The class needed to understand what propaganda is. Groups of 4 were given an image each that they weren't allowed to show to anyone else. They then had to explain the image and together create a list of similarities and differences. They then had to select one that was the 'odd one out'. After a bit of prep time, a spokesperson came to the middle in a goldfish bowl style to discuss which image each group had determined to be the odd one out and why.

By the end of the lesson everyone could explain what propaganda is. Some of the class could then discuss the role it played in the Slave Trade.

Session 2:

Make the link concept map

For this starter activity, groups of 3 were given collections of images to group, order and to explain the process leading from one to the other.

They were also provided with a list of key vocabulary.

By the end of the session the class were starting to understand cause and effect.

Session 3:

Picture mind map

The whole class were shown an image of a picture mind map. From that image, each pair had to come up with a list of suggestions (things that they think they could suggest and explain) and questions (what they don't know or need explaining).

By the end of the session most groups could only explain 20% of the map.

Session 4:

Fed in facts

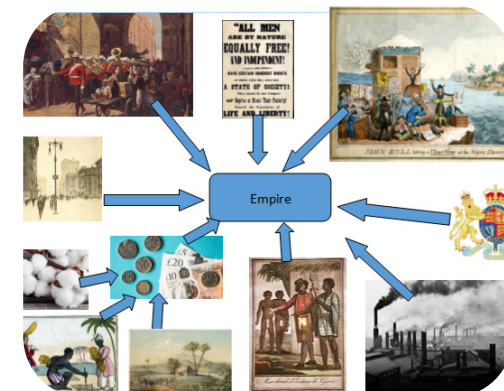
Pairs now have a copy of the picture mind map between them and their list of questions and suggestions. Every 5 mins or so I fed in a fact. Discussion and exploratory talk was promoted to demystify own questions.

By the end of the session the majority of the group could explain 90% of the map but added or changed some of their questions. Groups naturally started to listen to each other and answer each others questions.

Session 5:

Hot seat

I started in the hot seat and encouraged the class to ask some of the questions they still had. Then I put up each bullet point of the main assessment criteria. Giving each pair 5-10 mins to prepare allowed them to feel confident in the hot seat.



Curriculum Objectives:

- Use talk to organise, sequence and clarify thinking, ideas, and opinions.
- Increase student confidence in speaking to others about their own opinions using evidence to formulate judgements.
- To assess the impact of the Industrial Revolution on ordinary citizens

Nabeelah Ahmed**Impact:**

As the lessons progressed, students' confidence in speaking increased. The sentence-stems and talk guidelines helped them understand how to talk and maintain class discussions. With the coal mining lesson 2, students enjoyed the back-to-back activity and it was interesting to see the thinking that went into what they said to their partners to ensure they accurately drew the image and the listening to ensure they drew accurately. Their target notes demonstrated their listening skills and incorporation of key vocabulary in discussions. The debate highlighted the knowledge they had gained along with interacting with it actively and being able to communicate their opinions.

Overall, their group discussions and conversations became more complex, and they were beginning to really listen to each other.

“I enjoyed my role in the debate because by using the sentence stems, I was able to compare and build on evidence.” – Student

“It has been incredible watching students develop their verbal confidence and how they have become more engaged with the content from lessons, sharing opinions which are high level. I have heard students share complex opinions which are often not heard in teacher-led questioning!” – Teacher

Sequence of learning:**Lesson 1: Coal Mining**

Students were given a source of a child pulling coal to the surface. They then were directed to explain how they would feel if they were the child in the image and why. After 1 minute they took part in a pair discussion without any guidelines, to share what they thought. Talk roles of builder and developer were introduced where they shared the content of the thought bubbles, discussing similarities. For the rest of the lesson they looked at the positives and negatives of coal mining in Britain.

Lesson 2: Coal Mining

Following the lesson on coal mining, students were given another source showing the working conditions in the mines and took part in a back-to-back activity. Student A drew and student B described the image using the sentence stems on the board. Following the activity, they had to describe the impact that the working conditions would have on coal miners. Describing the image was really good and students took time to think about what they were saying. The rest of the lesson assessed the impact of the transport revolution.

Lesson 3: Children in the Mills

As part of the plenary activity where students had looked at the children in the mills, students were given a target note of key vocabulary they had looked at from the last 3 lessons. In pairs they gave each other points based on the times they used the key vocabulary in relation to the following topic: Did the Industrial Revolution benefit ordinary people? Use evidence from coal mining, transportation and children in the mills. As a class we went through the words and students enjoyed the competitive element whilst also ensuring they were listening to what their peer had said.

Lesson 4: Debate on the impact of the Industrial Revolution

To sum up the topic, students participated in a debate where they were all allocated roles and given sentence stems to scaffold their contributions. They debated the negative and positive impact of the Industrial Revolution. Students were engaged with the evidence and asked relevant questions when challenging evidence. As a class we established guidelines to be followed during the debate which was adhered to.

Curriculum Objectives:

- Assess the impacts and responses to earthquakes
- Evaluate the strategies used to mitigate the impacts of earthquakes

Andrew Jackson**Impact:**

Throughout the lessons, it was clear that the use of talk roles and sentence stems aided the discussion as the students went from exploratory to presentational talk.

By using a summariser and the back-to-back activity, it was good to see the students valuing the importance of listening as well as talking. It was interesting to hear their feedback with the metacognitive discussions we had as a class, in that they often don't get the chance to listen and be critical of their peers in discussions.

By lesson three and four, the students had built up quite a bit of confidence for their PSA, and the audience were more than willing to critically evaluate the presentations.



"I know that talking more about the topics can really help me with my learning" – Student



"It was pleasing to see the students gain confidence in their talk, from being extremely reluctant to volunteer discussion, to being eager to share their presentations with other classes" – Teacher

Sequence of learning:**Lesson one:**

Students had an article on the Haiti earthquake to analyse. A statement was given to them: 'The social effects of earthquakes are greater than the economic effects'. Without any scaffolding they had a discussion on their table and I could clearly see there was a lot of exploratory talk, without much direction. The Harkness model was then introduced, along with sentence stems, with each student in a group of 6 given a role. This led to a much more structured approach to analysing the text about the impacts of the earthquake. Towards the end of the lesson, the students were placed in pairs and summary bullseye was used with differentiated keywords to answer the question given at the start. They wrote up their answer to the question, using oracy as a tool for learning the key concepts of the lesson.

Lesson two:

As the effects of earthquakes were analysed first lesson, the responses to earthquakes were analysed here. The students were grouped into 3 (trios) and each trio stood in a triangle. Two were given an opportunity to discuss the best way to respond to earthquakes from a range of examples, from short-term emergency aid to long-term development aid. The third member of the group was given the role of summariser. The summariser listened to the whole discussion and summarised the points made, but also had the role of giving misinformation in the feedback. This was to check that the other two were paying attention also! As the lesson developed, contrasts were made between the responses of countries at different levels of development.

Lesson three:

Back-to-back of an earthquake proof building in Japan was given as an oracy hook. In pairs, student A and B had the opportunity to demonstrate descriptive and listening skills. At the end of the activity a mini quiz was given to the class to build upon what the students had produced. The point of the activity was to introduce one of the 3 P's (protect) in mitigating the risks of earthquakes. Further work ensued on other ways to protect from earthquakes and how to predict and prepare for them. Students were then given a task to create a Public Service Announcement (PSA) on how to prepare for earthquakes, with the focus being in lower income countries such as Haiti.

Lesson four:

Jenga blocks with keywords written on were used as an oracy hook. When the keywords / blocks eventually collapsed, the students made concept maps on their tables to connect ideas from the previous few lessons. The main focus of the lesson was the PSA presentations on how to prepare for earthquakes. The purpose of the talk outcome was to influence / offer advice to vulnerable people in Haiti. To finish the lesson, opinion line was used for the students to judge whether protect or prepare was the best way to mitigate the risks of earthquakes.

Curriculum Objectives:

- Using talk to organise, sequence and clarify thinking.
- To initiate conversation, listen to others and respond appropriately.
- To understand how presenters use physical gestures when speaking.
- To present information confidently and clearly to an audience.
- To express prior knowledge in a new format.

Alex Thain**Impact:**

Tasks were accessible to all students and specific group roles could accommodate the needs of different pupils. Those who appeared slightly hesitant at the start of this learning sequence were able to speak clearly and fluently in front of their peers by the end.

Pupils had deepened their understanding of what great speaking and listening entails. They noticed the importance of physical gestures to aid what they were saying and they could identify how a speaker's intonation should vary depending on the context in which they are speaking.



"I thought more about the way I was saying things and not just what I was saying." – **Student**



"The structured approach to collaborative tasks meant that discussions were more productive and meaningful. Students were able to speak fluently and clearly as well as listening attentively to each other." – **Teacher**

Sequence of learning:**Session 1:**

Students started by watching an adaptation of Act 4 Scene 1 from 'The Merchant of Venice'. Students discussed the key moments of the scene through a silent summariser activity and came up with four main points to encapsulate the scene. Afterwards, they reflected on how they had met the different strands of oracy. A model of a concept map for Act 2 was then shown. In the same groups of three, pupils created a concept map for Act 1 Scene 4 using their points from the silent summariser task. Students then presented this to another group. Students ended the lesson by considering which oracy strand had been most relevant in the activity.

Session 2:

Pupils recalled their knowledge from last lesson. They then watched a series of news presenters and filled in a table based on what they said and how they said it. Students then rank ordered the news presenters in terms of how clear and engaging they were. Students paid close attention to body language and created a class list based around good body language. The list was then whittled down to a top three.

Session 3:

Students recalled the top three things to remember when presenting with regards to body language. In groups, pupils discussed speaking formally and informally. They then decided which was most appropriate for creating a news report and explained why. They were then introduced to the task: to create a news report based around the events in Act 4 Scene 1. A success criteria was shared. Next, students were assigned groups and particular roles. They were given a structure for a news report. This activity focused primarily on the cognitive and linguistic strands with students needing to create a script.

Session 4:

Students were given more time to rehearse – they were encouraged to focus on their body language rather than just what they were saying. Students then performed their news reports to the class and the audience assessed them with a success criteria based on the four oracy strands.

Curriculum Objectives:

- Develop clear knowledge of the content and style conventions of high quality review writing.
- Reflect on own recent independent reading.
- Plan and write a high quality review.
- Plan and perform a book review discussion.

Oracy Objectives:

- Physical – become better active listeners, during Silent Summariser tasks and Pass and Go tasks; build presentation skills for oral review task in final lesson of sequence.
- Linguistic – use sentence starters issued for key tasks; identify and gather the vocabulary in reading high quality reviews.

- Cognitive – summarise in Silent Summariser Tasks and group presentation in Lesson 6; self-regulation in various different tasks; structure of discussion.
- Social and Emotional – listening and responding in Fed-in Facts; Confidence built across sequence as we prepare for the performance task; Working with others – across all tasks

Dawn Dawson**Impact:**

The quality of the student work was definitely improved through the inclusion of carefully chosen oracy tasks. I found that the sequence led to some great pieces of written work, as students had used lots of exploratory talk to develop and strengthen their ideas and knowledge. Their speaking and listening experiences had a greater sense of focus and importance, as roles were clear throughout.

As talk moved from exploratory to presentational talk, it was really great to see students' confidence grow. The book review chat shows were really fun to watch – and students were sharing their reading experiences, almost without noticing!

“

“I really enjoy the Silent Summariser tasks – these make me focus really hard on my listening as an active skill and also make sure we all get fair turns at speaking.” – Student

“

“Getting to perform a book review discussion was great fun: we were able to explore ways to argue our opinions. The lessons leading up to this gave me lots of ideas and helped build my skills for the performance.” – Student

“

“Including oracy activities in my lessons has raised pupil engagement and progress – it's a win-win!” – Teacher

Sequence of learning:**Lesson 1:**

Silent Summariser Starter – students to share their recent independent reading with a partner, while the silent summariser observes, listens, then summarises discussion to class. After starter, whole-class talk on the experience of the Silent Summariser task – interesting feedback, as many of this group found being silent a real challenge – they were impressively reflective on the challenge this gave them.

Pass and Go in trios – each student reads a different review on the same book, then delivers a summary of their article's content. Then, working in trios, collate a list of content ideas – what ideas / facts / knowledge could go into a review.

Pass and Go again, in trios – swap the reviews around, read a different one. This time, after reading, summarise the style features of your review – language and structure features. Collate a list.

Lesson two:

Group discussion, using group role cards to organise talk. Students to spend 15 minutes, in groups, discussing their recent independent reading. Prompt question: Should teenagers spend more time reading independently? They should use their recent reading to offer examples to support ideas. Students enjoyed having clear roles – it really helped the less confident members of the class to contribute.

Return to the reviews read in trios yesterday – vocab gathering task – pull out interesting vocabulary for a word bank. Look up any new vocabulary to understand meanings.

Traverse Grouping Task – give students 5 minutes to individually plan a short statement / blurb about their book. This blurb should include at least 3 new words. Using the Traverse Grouping structure, students share their blurbs, verbally. During listening, they should try to identify which were new newly learned words in each blurb.

Whole class reflection on the speaking and listening skills developed in today's lesson. The Traverse task was a little loud for some students to hear their peers clearly – perhaps doing this in a bigger teaching space would be better.

Lesson three:

Starter – consolidate ideas on review writing using Circle Grouping. First, students should take it in turns to step in and tell the others something about the content of reviews; then, the style of reviews; then, share new vocabulary – along with a definition. Students to draw together all of these ideas into planning and writing their own 300 word review.

Peer-assess written reviews.

Lesson four:

Starter – watch an online book review discussion. Active listening task – students to try to pick out the skills these engaging speakers demonstrate.

Set up task: in groups, students are to plan, rehearse and then perform a book review discussion. They must aim to use some of the new vocabulary learnt recently. Groups to assign roles – host + reviewers. During task, teacher to feed in sentence starters to improve expression of opinions and quality of discussion – laminated discussion sentence starters.

Lesson five:

Performance and Presentation – perform a TV style book review chat show.

Curriculum Objectives:

- To develop a greater understanding of the skills required in the writing section of GCSE English Language Paper 2.
- To acquire practical planning strategies to develop well-structured and coherent Paper 2 Question 5 responses

Oracy Objectives:

- To use talk to become more confident in approaching the writing section of GCSE English Language Paper 2.
- To take turns to express ideas and opinions and look for opportunities to include others.
- To listen and be ready to respond in an appropriate manner and build on other students' ideas.

- To make appropriate vocabulary choices.
- To organise and structure ideas.
- To explore a range of arguments through discussion and formulate a point of view.
- To use sentence stems with fluency and accuracy.

Catherine Bowen**Impact:**

The Year 11 class initially lacked confidence in engaging in classroom talk. However, once the sequence of learning commenced and classroom talk guidelines had been established, the students were actively participating and it was evident that they were increasingly engaged. I have previously used classroom discussion to introduce transactional writing topics but have not planned in this manner, using a range of oracy-led activities to produce high quality, structured outcomes.

Through the focus on planning for talk in the classroom, I realised very quickly that all of the small group and whole class discussions embedded in this sequence of learning brought about greater articulacy of ideas and more sophisticated vocabulary choices. Not only did oracy help to promote increased student engagement and participation in English lessons, but a commitment to oracy also developed more coherent, detailed and written responses.

“The activities really helped me to gather together my ideas and put forward clear arguments.” – Student

“I didn't want to say anything at the beginning, but by the end I felt I had more confidence to speak my mind.” – Student

“Watching my Year 11 class express their own viewpoints and opinions in an assured and articulate manner has shown me the power of teaching through oracy.” – Teacher

Sequence of learning:

The sequence of six lessons focused on the transactional writing section of AQA GCSE English Language Paper 2 and how to plan an answer to the question.

Lesson One:

The first lesson was spent creating classroom talk guidelines and students devised their own protocols. We also spent some time during this session building oracy confidence through games such as 'Who Am I' and 'Back to Back' to develop students' self-esteem as previously they were often reluctant to contribute to class discussion.

Lesson Two:

The Paper 2 writing task was introduced: 'Trolling someone online should be made a criminal offence with a prison sentence. People who commit this wicked crime have no consideration for the emotionally damaging, ignorant and sometimes fatal consequences of their actions.' Write a speech for a Year 11 assembly in which you argue your point of view on this topic. The 'Silent Summariser' was used to help students decide whether they agreed or disagreed with the statement. Speech stems and vocal vocabulary were given to students to help them formulate their viewpoints.

Lesson Three:

The recent BBC4 Jesy Nelson documentary on trolling was used as stimulus to enable students to develop anecdotes for their speeches. In groups, students took part in a hot-seating activity in which they took on the role of Jesy Nelson and other participants in the programme who had experienced online bullying.

Lesson Four:

During this session students delved deeper into the question through a 'Fed in Facts' activity. I gathered together a range of non-fiction sources on the topic of children's mental health and social media which were introduced and built into the students' discussion.

Lesson Five:

The whole class participated in the formal debate: This House believes that trolling someone should be made a criminal offence with a prison sentence.'

Lesson Six:

In the final lesson of the sequence, students began to write their speeches, utilizing the 'Imagine this' structure as an opening to their speech. Students delivered the openings to their speeches from memory to the rest of their class.

Curriculum Objectives:

- Why there was a power vacuum after Lenin's death?
- Who were the contenders for leadership and what were their strengths and weaknesses?
- What makes a good leader
- Analysis of the key events which led to Stalin's victory
- Judgement on the reasons for victory

Keeley Robson**Impact:**

Students have become a lot more expressive in class. They started off an incredibly reserved group by A-Level standards and have developed their ability to be confident in their thoughts, share them with others and back them up with evidence. In many instances the tasks have been implicit in contrast to being explicit with them about the aims of the tasks. The primary reason for this has been by A-Level the students can take offence with the idea that they don't 'know how to talk' and therefore the subtle development of this has been interesting to see.

It was interesting to see on a pedagogical level that students still want to have that competitive element in the final debate question

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“It was interesting hearing other students' interpretations of events after the sequencing of the cartoons. It helped me to understand that other interpretations were valuable in exploring the truth” – Student

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“My classroom has been a far noisier environment where the active debate helped to consolidate knowledge and understanding of a complex topic. Students have grown in confidence in their own opinions whilst being very respectful of the opinions of others around them” – Teacher

Sequence of learning:

Lesson one- Gave students a list of characteristics of leaders, they had to select six that would be appropriate for leading Russia and then share why they chose this. Scaffolded with 'This is important to Russia because..' and share with other students

Lesson two- starter as a back to back cartoon linked to the leadership contest – students recreated back to back and then discussed the interpretation of the cartoons. Each had a different aspect to the leadership contest on what was important so we were able to draw out what the key themes of the contest were.

Lesson three- students worked in groups and received 'pen portraits' of the contestants. They were given scaffolded sheets to record their answers and building blocks (used in maths) – a perceived strength was given one block but debate centred on if it was a more important strength should they award two or more blocks and equally take the away if a candidate had a weakness.

Lesson four- This was the most oracy based lessons as the others had to have some contextual understanding. Students were given cartoons which depicted differing stages of the leadership contest. They had to try to work out the sequencing from clues in the cartoons. There were some interesting techniques and approaches whilst doing this. One student who was a fan of boxing (cartoons were pictures of 'bouts' in boxing) reflected from a boxing theory approach- he was heard saying to his partner 'well this would happen at this stage of a boxing match so therefore it has to be ahead of X in the sequence'.

This caused some significant debate in this pairing as the other member wanted to stick to the facts of the pictures. Students then had to retell the story and sequence to the other group in the class. This prompted great team work and everyone took part. I then introduced 'Fed in facts' for the students who were then able to discuss the sequence of events and re-evaluate their original decisions. Again this was fed back to the other group and then discussed as a whole class. Cards and fed in facts were then removed and students were given a key word sheet- they used this as a prompt to write an account of the leadership contest.

Lesson five- Two essay questions (past papers) were placed on the board and students were asked to debate each side of the argument. We had 10 minutes per essay to plan the structure of response to ensure that factors and evidence were presented. One student recorded the interactions between the debate and then fed back. We aimed to look at content to ensure that students were backing points up with facts but much of the comment deviated into commentary on tone and expression and who 'won' the debate. This task allowed us to make judgements on evidence collected throughout the lessons and use subject specific knowledge to back up ideas.

