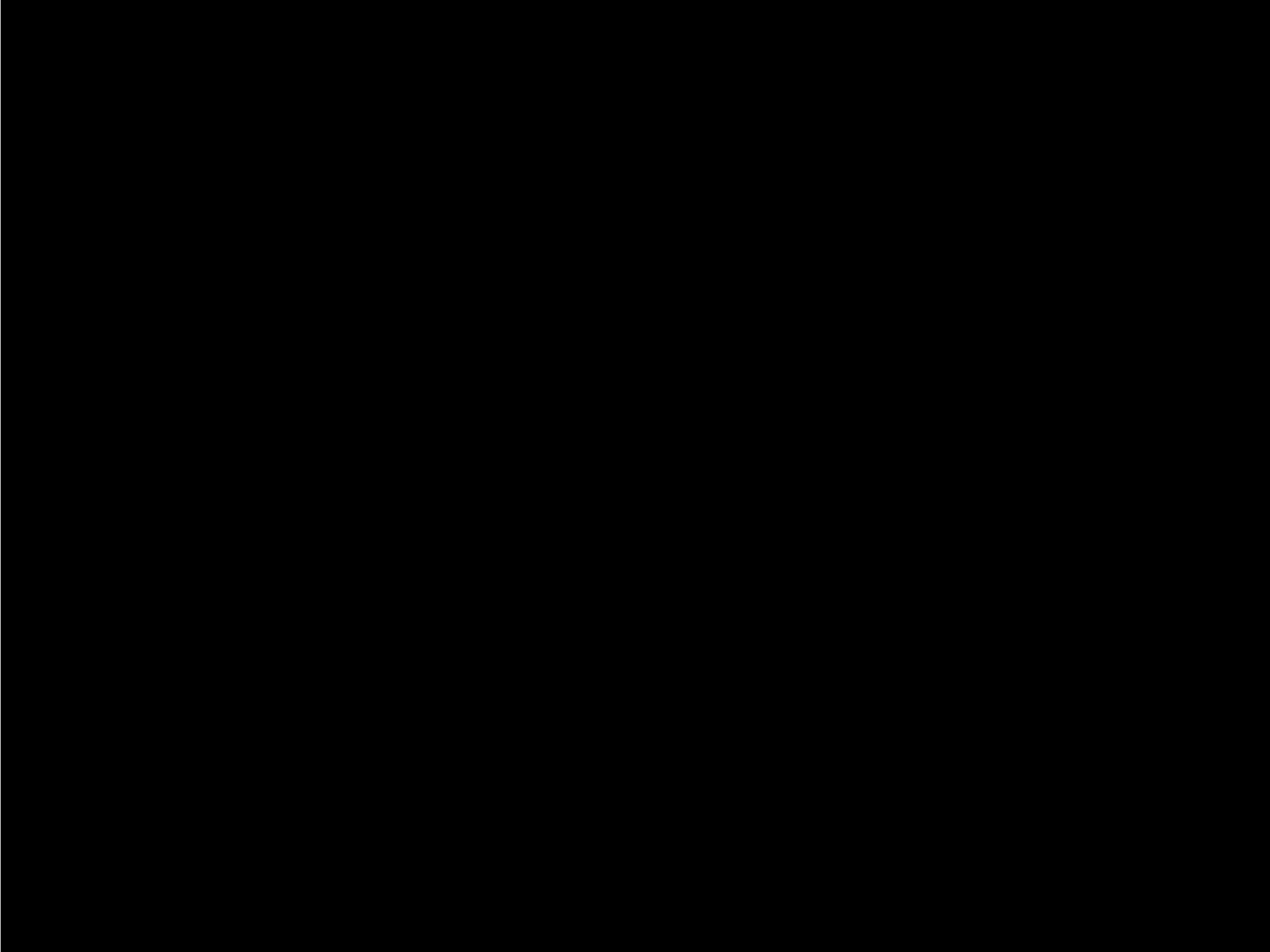


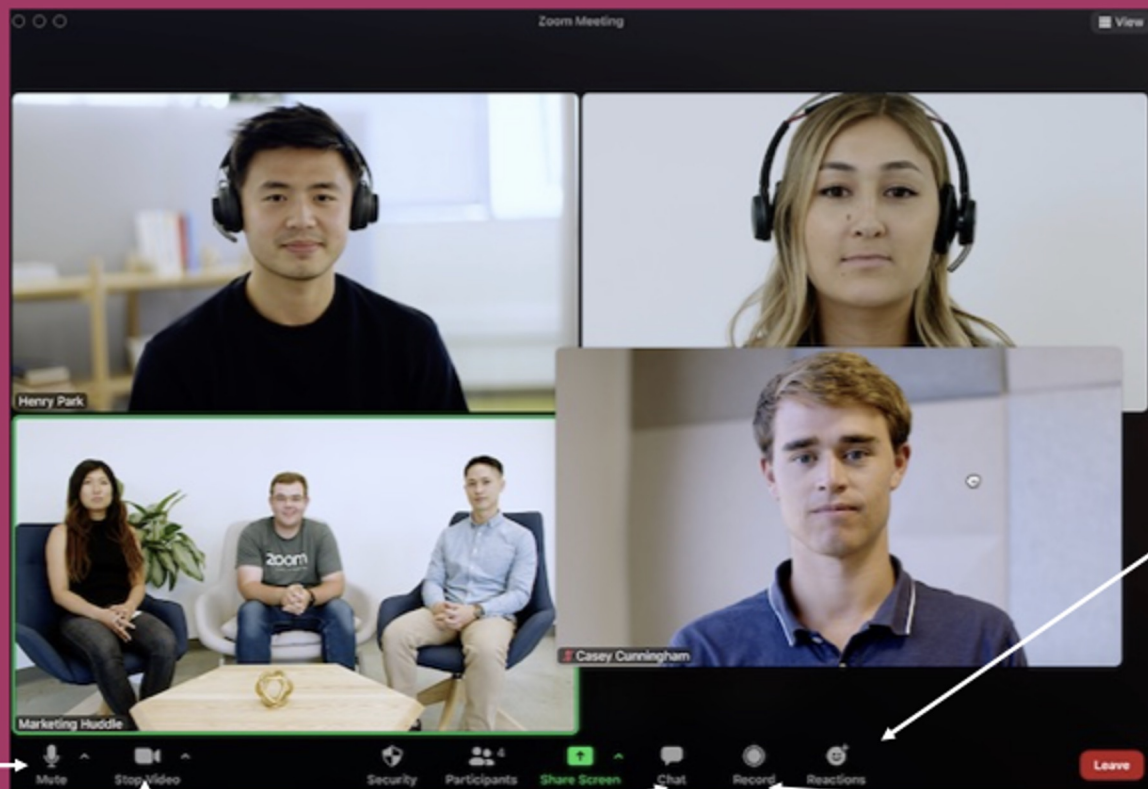
Creating Connections with Voice 21: The launch of Oracy October





Zoom meeting troubleshooting

Change your view here to see either the speakers or full group



You can mute and unmute yourself here

Where you can have your video on – if you need to step away please do turn your camera off

You can use the chat here to ask questions and if you need any troubleshooting

We are recording the session and will share the recording at the end

If you want to get involved and share reactions you can here

If you need to leave the call at any time you can click here.

Creating Connections with Voice 21: The launch of Oracy October



Oracy
Odyssey

Oracy
Odyssey

Talk to challenge

Talk to compromise

Talk to i

Talk to connect

Talk to influence

Talk to inform

Talk to understand

Talk to entertain

Talk to analyse

Talk to share

Talk to discover

Talk to problem solve

continue the line to start your journey...

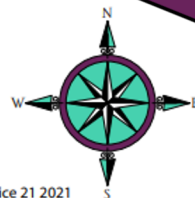
In this quest you are challenged to follow in the footsteps of Ancient Greek scholars by becoming an accomplished orator, confident to use your voice skillfully in a range of different contexts.

Complete your Oracy Odyssey by carrying out 12 oracy challenges in the month of October, charting your course between them on the map.



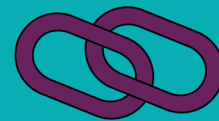
LOG

- | | |
|--|--|
| <input type="checkbox"/> Talk to entertain | <input type="checkbox"/> Talk to problem solve |
| <input type="checkbox"/> Talk to instruct | <input type="checkbox"/> Talk to challenge |
| <input type="checkbox"/> Talk to connect | <input type="checkbox"/> Talk to share |
| <input type="checkbox"/> Talk to inform | <input type="checkbox"/> Talk to understand |
| <input type="checkbox"/> Talk to influence | <input type="checkbox"/> Talk to analyse |
| <input type="checkbox"/> Talk to discover | <input type="checkbox"/> Talk to compromise |



© Voice 21 2021

Challenge: Create a connection



Talk to connect

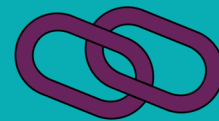
In breakout rooms, you have 5 minutes to introduce yourself and find a shared connection with everyone in your group.

When you return to the main group - nominate one member of your group to put your connection in the chat.

The group with the most interesting/unusual or noteworthy connection will win a special Oracy October prize!



Challenge: Create a connection



Talk to connect

In breakout rooms, you have 5 minutes to introduce yourself and find a shared connection with a member of your group.

When you return to the main group, a member of your group to put your connection in a chat.

The group with the most interesting and noteworthy connection will win a 100 Euro prize!

We all love cheese!

None of us have ever been to Newcastle

We all got lockdown puppies



THE LAST FIVE YEARS

BEYOND THE LAST FIVE YEARS

2012

SCHOOL 21 OPENS ITS DOORS

The founders of School 21, a pioneering free school in Stratford, East London, recognised the importance of oracy, weaving it into the fabric of this new school and providing a blueprint for what an oracy education could look like.

2015

EEF PILOT: ORACY CURRICULUM, CULTURE AND ASSESSMENT TOOLKIT

An EEF pilot, in partnership with School 21 and Cambridge University shaped Voice 21's approach to oracy education in schools. As part of this pilot, the Oracy Framework was developed, demystifying oracy and empowering teachers to teach their students this important skill.

The Oracy Framework is now used worldwide and has been translated into different languages including Welsh, German, Italian and Arabic.



NOVEMBER 2016

THE STATE OF SPEAKING IN OUR SCHOOLS PUBLISHED

The State of Speaking in Our Schools shone a light on oracy practice in schools across the UK, finding that, whilst most teachers felt that oracy was critically important for their students, the majority had not received any training in oracy over the last three years and would not know where to look for more information if they wanted it. We set about changing this.



Including polling from over **1000** teachers and school leaders

“

Leading oracy in my school has been a career highlight

National Oracy Leader, 2018-2019

SEPTEMBER 2017

NATIONAL ORACY LEADERS PROGRAMME LAUNCHED, IN CONJUNCTION WITH UNIVERSITY OF CAMBRIDGE

Our Oracy Leaders Programme was designed to build leadership capacity for oracy in schools, as well as to create a vanguard of educational leaders spearheading a movement to raise the status of oracy in schools across the UK.

95 National Oracy Leaders trained since 2017



JUNE 2018

EEF RELEASES FINDINGS FROM VOICE 21'S 'ORACY IMPROVEMENT PROGRAMME'

Our second EEF pilot which began in 2015 investigated the feasibility of Voice 21's approach beyond School 21. The EEF's independent evaluator saw promise in our approach, noting that participating teachers felt students' oracy skills had improved as a result of the pilot.

12 secondary schools joined the pilot



OCTOBER 2019

THE ORACY BENCHMARKS PUBLISHED

The Oracy Benchmarks outline what constitutes a high-quality oracy education, providing a robust and realistic framework for teachers and school leaders looking to develop oracy in their contexts.

Over **1000** downloads



voice 21
Oracy School

SEPTEMBER 2020

VOICE 21 ORACY SCHOOLS LAUNCHED

Voice 21 Oracy Schools is the culmination of everything we have learned over the last five years about how to effectively drive change and improve oracy provision across a school. Through our new model, we work strategically to develop leadership and practice of oracy across a school, empowering schools to provide a high-quality oracy education for their students and secure long-term change.

321 schools in 2020-2021

SEPTEMBER 2019

GET TALKING IN PRUS STARTS

With funding from Nesta's Future Ready Fund and The Dulverton Trust, we started this important programme to support students excluded from mainstream education to improve their oracy skills, focusing particularly on developing emotional intelligence as well as perceptions of self.

767 young people reached in first year

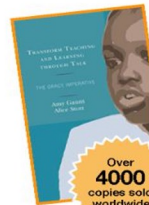


JANUARY 2019

TRANSFORM TEACHING AND LEARNING THROUGH TALK: THE ORACY IMPERATIVE PUBLISHED

Our book codified Voice 21's approach to oracy teaching and learning, introducing Voice 21's work to a new audience of educators.

Over **4000** copies sold worldwide



SEPTEMBER 2018

VOICE LIVERPOOL GETS UNDERWAY

Voice Liverpool, our first 'Voice Area' is launched with the support of the SHINE Trust. A three year partnership with schools across the city to introduce lasting, locally-led change, improving students' oral language, confidence and wellbeing.

75 schools

“

Every child was able to speak in front of the class, even one child who struggled to answer the register at the start of the year

Sally Flynn,
Oracy Pioneer, 2019



SEPTEMBER 2018

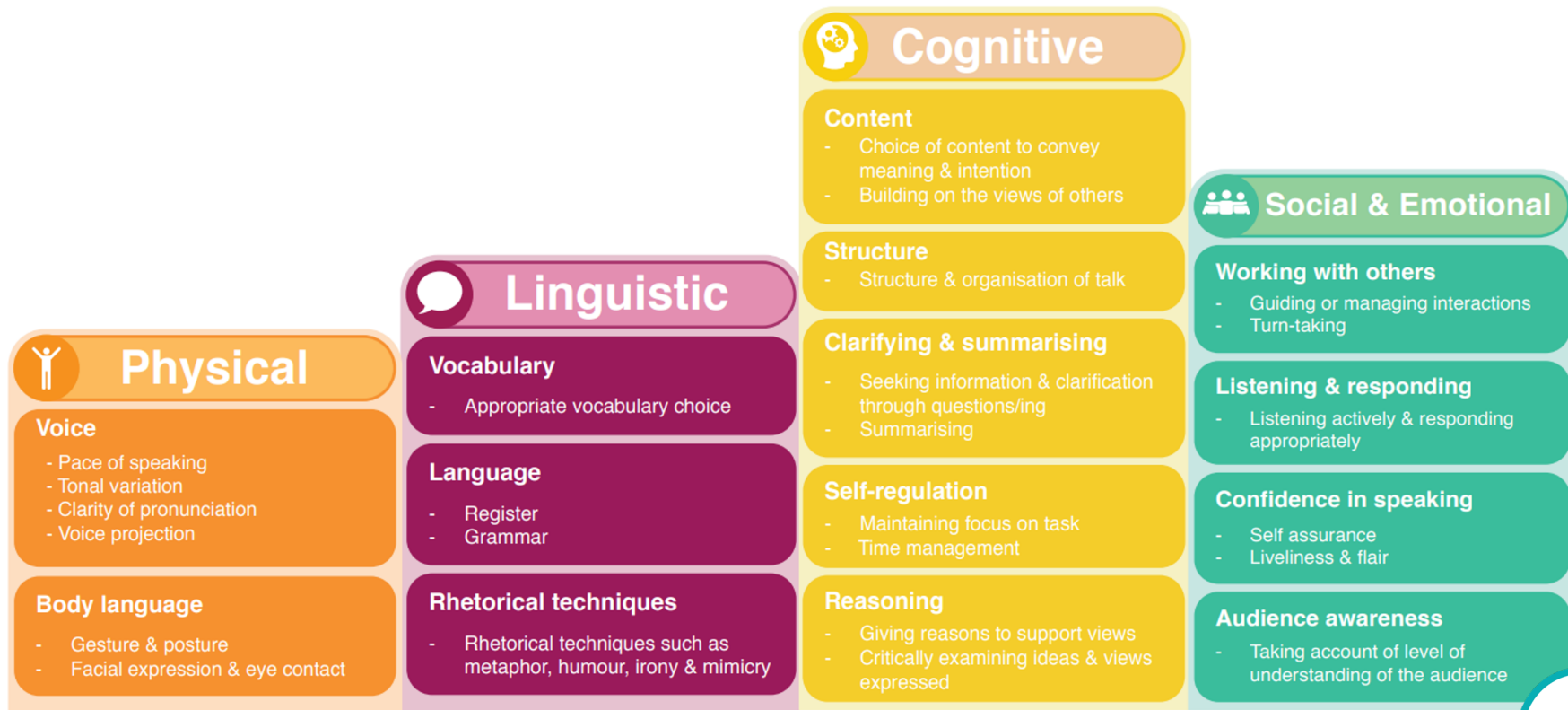
ORACY PIONEERS PROGRAMME BEGINS

Recognising the importance of expert oracy classroom practice, we began our Oracy Pioneers Programme to embed high-quality oracy teaching in every classroom.

1225 Oracy Pioneers trained to date



The Oracy Framework



© Voice 21 2019. Developed in partnership with Peter Coshill. Voice 21 operates as an association under the Publicity, Promotion & Control Act 1950 and Voice 21 is a registered charity in England and Wales, registration number 1145079.

LI: To consider an audience when performing a poem

STS: select a suitable poem within the theme of hope and kindness
- Practice reading and performing the poem aloud
- Use the oracy framework to show some awareness of the audience through the use of intonation, tone and volume.

Oracy framework

Physical

Body Language
- gesture
- posture
- facial expression

Voice
- pace
- tone
- clarity
- projection

Social and Emotional

Listening and responding
- active
- reflecting

Working with others
- turn-taking

Confidence
- calm
- assertiveness

Audience awareness
- understanding the audience

Current Framework	Star or wish?
Speaks so words are clear and can be heard	✓
Speaks with hand gestures and appropriate body language	✓
Speaks with appropriate facial expressions and eye contact	W
Linguistic	
Uses language which is relevant to the topic in speech.	✓
Uses appropriate grammar within speech	✓
Uses linguistic devices within speech (humour, metaphor, rhetorical questioning)	✓
Cognitive	
Can build on the points of others	✓
Can speak confidently without hesitation	✓
Can ask questions and respond appropriately	✓
Can summarise key points with reasons and ideas	✓
Can evaluate a key point or idea	✓
Social and Emotional	
Demonstrates good listening skills and avoids disrupting	✓
Demonstrates communication with flair	✓

How you can improve your wish area:
improving my hand gestures + physical strand

Physical

- Voice: Pace of speaking, Tone, volume, Clarity of pronunciation, Voice projection
- Body language: Gesture & posture, Facial expression & eye contact

Linguistic

- Vocabulary: Appropriate vocabulary choice
- Language: Register, Grammar
- Rhetorical techniques: Figurative techniques such as metaphor, simile, irony & onomatopoeia

Cognitive

- Content: Choice of content to convey meaning & intention, Building on the views of others
- Structure: Structure & organisation of talk
- Clarifying & summarising: Seeking clarification & confirmation through questioning, Summarising
- Self-regulation: Monitoring focus on task, Time management
- Reasoning: Giving reasons to support views, Critically assessing ideas & views presented

Social & Emotional

- Working with others: Guiding or managing interactions, Team building
- Listening & responding: Listening actively & responding appropriately
- Confidence in speaking: Self-confidence, Confidence & fluency
- Audience awareness: Taking account of level of understanding of the audience

ASPIRATION: Be the best that you can be
COMMITMENT: Do what it takes for as long as it takes
SUCCESS: Be ready to take on the world

B I S H O P

The four strands...



John Boyega has recently been moving people with the power of his voice. Can you spot all four strands in his speech?

The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Year 5 Oracy targets

Physical

- fluency and pace of speaking.
- eye contact.

Linguistic

- appropriate vocabulary choices.

Cognitive

- structure of sentences.
- building on the views of others.

Social and emotional

- listening actively and responding to others.

Challenge : Using the Framework



Talk to analyse

Watch the student discussion.

Analyse the discussion using the Voice 21 Oracy Framework as a guide. Make notes of interesting oracy observations.

Move into breakouts and discuss the video - try to answer:

- **How were the students using (or not) the skills on the Oracy Framework?**
- **Do you think they had been explicitly taught oracy and if so, why?**



Challenge : Using H

Talk t

Talk detectives



What does good oracy look & sound like?



Physical

Are they speaking clearly and at an appropriate volume?
Do they use gestures to support the delivery of their ideas?



Linguistic

Are they using apt and varied vocabulary including appropriate and accurate use of relevant technical terms & literary devices?



Cognitive

Are their contributions relevant & interesting?
Do they clarify & justify points?
Do they develop, challenge and critique the ideas of others?

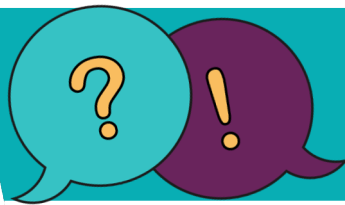


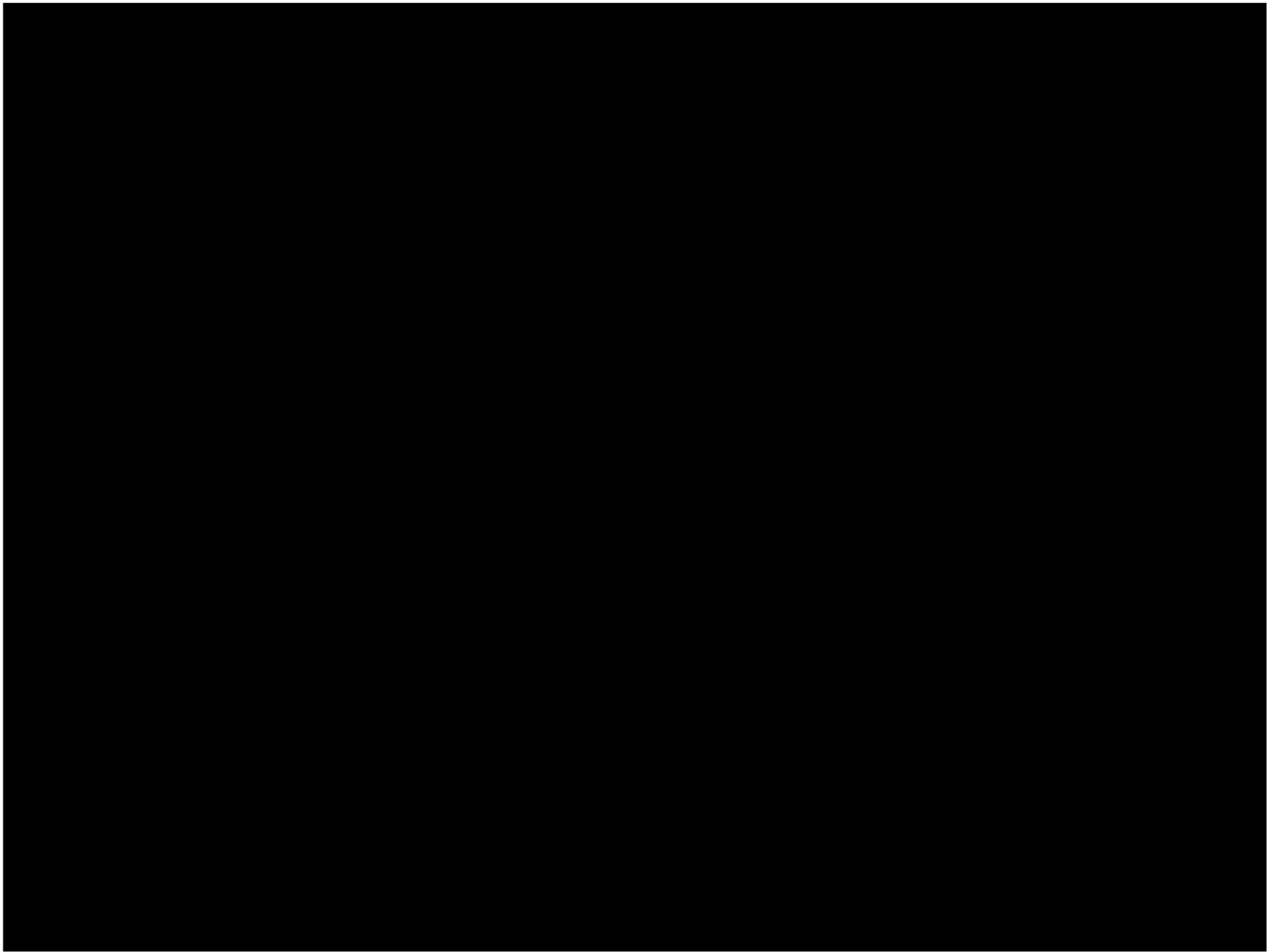
Social & Emotional

Do they guide or manage interactions by making appropriate contributions & encouraging others to contribute?
Are they actively listening?

Who is doing this?

What are they doing?





Challenge : Using the Framework



Talk to analyse



Are they speaking at an appropriate volume? How do they vary their tone of voice? Are they using hand gestures to support their ideas?



Do they use ambitious, technical or subject-specific vocabulary? Do they speak with an appropriate level of formality?



Do their responses build on each other's? Do they give reasons for their opinions? Do they critically engage with each other's ideas? Do they ask questions?



How do students show they are listening? Do they make sure everyone gets a turn to speak? Is there an appropriate balance of contributions?

TEACHER BENCHMARKS

SETS HIGH EXPECTATIONS
FOR ORACY

1

VALUES
EVERY VOICE

2

TEACHES ORACY
EXPLICITLY

3

HARNESSES ORACY TO ELEVATE
LEARNING

4

APPRAISES PROGRESS
IN ORACY

5

SCHOOL BENCHMARKS

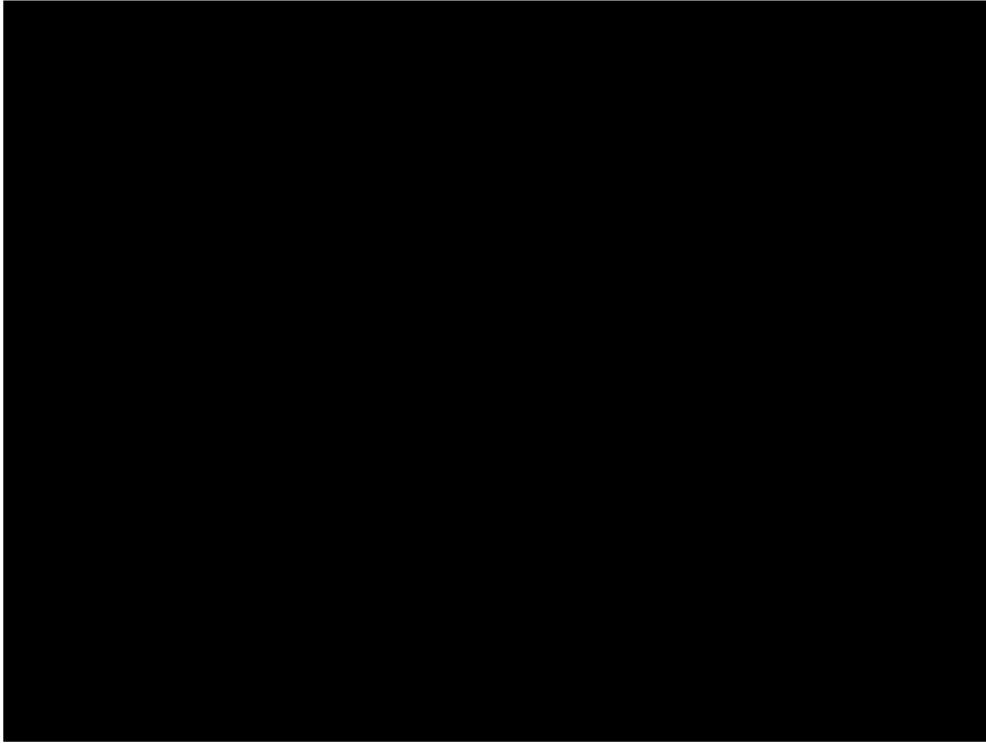
HAS AN AMBITIOUS
VISION FOR ORACY

BUILDS A CULTURE
OF ORACY

HAS A SUSTAINED & WIDE-RANGING
CURRICULUM FOR ORACY

RECOGNISES ORACY AS
CENTRAL TO LEARNING

IS ACCOUNTABLE FOR
THE IMPACT OF ORACY



I think...



I wonder...

TEACHER BENCHMARKS

SETS HIGH EXPECTATIONS
FOR ORACY

1

VALUES
EVERY VOICE

2

TEACHES ORACY
EXPLICITLY

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CENTRAL TO LEARNING

IS ACCOUNTABLE FOR
THE IMPACT OF ORACY

Challenge : Discovering the Benchmarks



Talk to discover

In your breakout - one person instigate a discussion using one of the following statements:

I think the Benchmark my school is strongest on is X because...

I think The Benchmark which is most important is X because...

Question, challenge, probe, clarify and if you have time move on to someone else..
Task one of the group with submitting a short summary in the chat.



Talk tactics



Instigate

Present an idea or open up a new line of enquiry

Start by saying:

- I would like to start by saying...
- I think....
- We haven't yet talked about...

Instigate



Probe

Dig deeper, ask for evidence or justification of ideas

Start by saying:

- Why do you think...?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe



Challenge

Disagree or present an alternative argument

Start by saying:

- I disagree because...
- To challenge you X, I think...
- I understand your point of view, but have you thought about...?

Challenge



Clarify

Asking questions to make things clearer and check your understanding

Start by saying:

- So are you saying...?
- Does that mean...?
- Can you clarify what you mean by?

Clarify



Summarise

Identify and recap the main ideas

Start by saying:

- So far we have talked about...
- The main points raised today were...
- Our discussion focused on...

Summarise



Build

Develop, add to or elaborate on an idea.

Start by saying:

- Building on X's idea...
- I agree and would like to add...
- X's idea made me think...

Build

To challenge or disagree politely:

- I'm not sure I agree with you because ...
- Whilst I understand your point, I think that ...
I'm not sure about that point, could it be instead ...

To agree and develop:

- I agree with X. I think there is more evidence if you look at this page ...
- I think that's a really valid point, but I wonder if we can take it further ...

To encourage people to expand:

- That's an interesting point, could you explain why you think that ...?
- Do you have a quote or source that supports that interpretation?
- Is there more evidence to back up this point?

To instigate a different line of discussion:

- We haven't yet talked about X, I was wondering what peoples' thoughts were on this?
- Could we spend a bit of time discussing X?
- Let's move on and talk about ...

To summarise:

- If I've understood you correctly, your argument is that ...
- So far it seems we agree that...
- So far we have discussed X and Y and decided ...
- It appears from the text that ...

Challenge : Discovering the Benchmarks



Talk to discover

In your breakout - one person instigate a discussion using one of the following statements:

I think the Benchmark my school is strongest on is X because...

I think The Benchmark which is most important is X because...

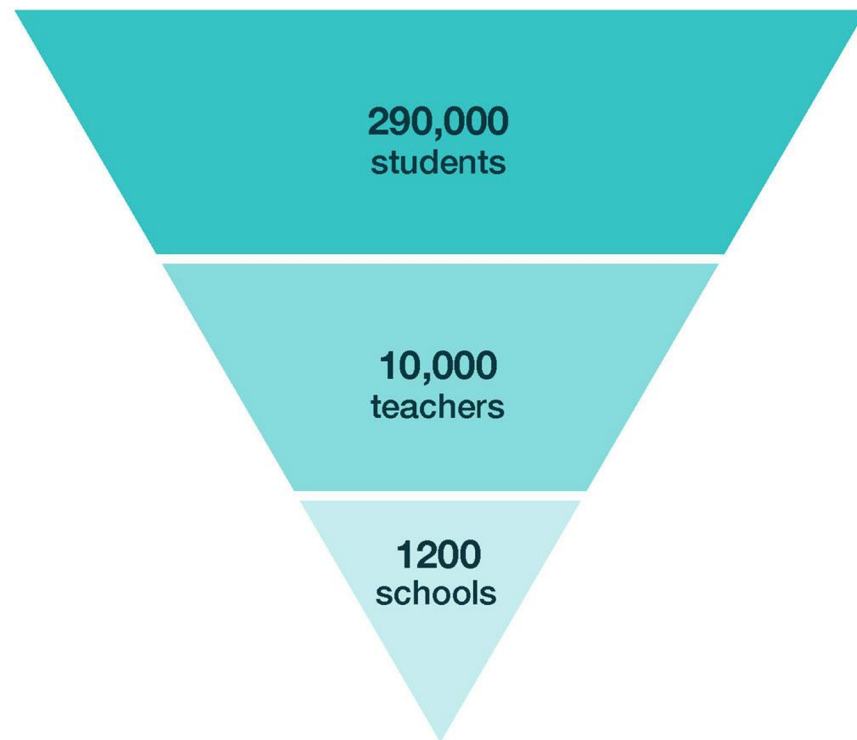
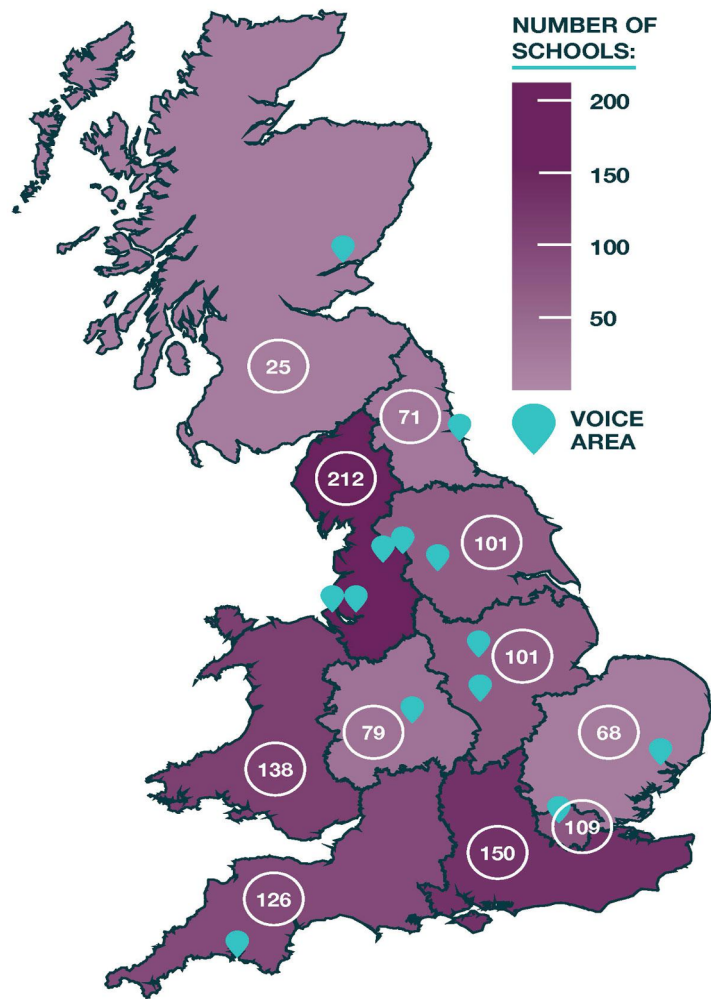
Question, challenge, probe, clarify and if you have time move on to someone else..
Task one of the group with submitting a short summary in the chat.



Voice 21 Oracy Schools



Stage 1	Stage 2	Stage 3
Build the foundations of oracy teaching and learning and meet the Teacher Oracy Benchmarks	Embed oracy throughout the curriculum, culture, routines and core approaches of the school and meet the School Oracy Benchmarks	Improve and sustain practice across the school and embed long-term organisational change. Support other schools to develop their oracy practice.



We all need the confidence to speak in public

Lockdowns hurt child speech and language skills - report

Gibb calls for more attention on 'oracy'

Conversational turns key to achievement

Vocabulary gap grows

Insurgency of the unheard

Speaking skills barrier to mobility

Verbal communication skills demand

Kids sent to school unable to speak

Pupils losing speaking skills as they focus on 3Rs

Schools praised for helping 'disadvantaged' pupils find their voice and self-confidence

Teaching and Learning Toolkit

Source: EEF 2021

An accessible summary of education evidence

Toolkit Strands ↓^A

Cost ↓[≡]

Evidence ↓[≡]

Impact ↓[≡]

Metacognition and self-regulation

Very high impact for very low cost based on extensive evidence



+7

Reading comprehension strategies

Very high impact for very low cost based on extensive evidence



+6

Oral language interventions

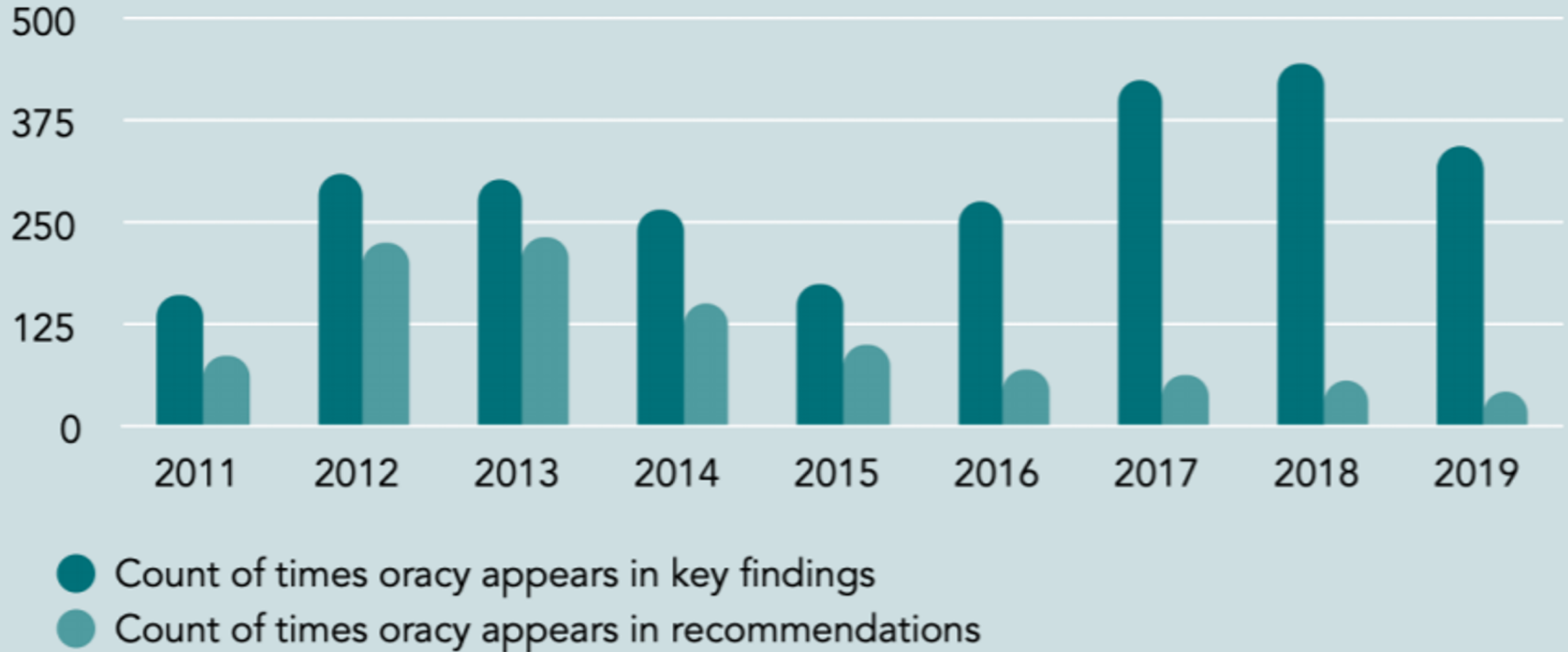
Very high impact for very low cost based on extensive evidence



+6

Make oracy ordinary

Number of reports referencing oracy

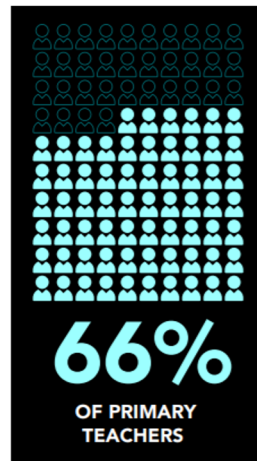


Source: CFEY/Oxford University: Oracy after the Pandemic research

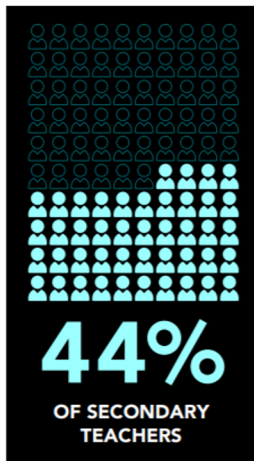
Why now?

Some leaders said that children had fallen behind in language and communication skills and others said pupils' oral fluency had regressed. A few leaders felt that pupils who speak English as an additional language were struggling more than others with some of these aspects.

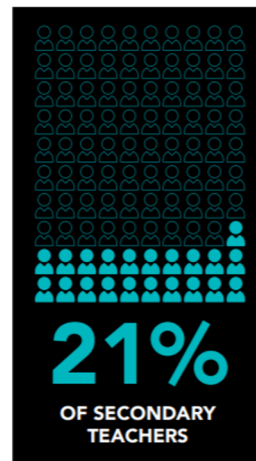
**Ofsted, Covid-19 series:
October 2020**



said school closures during the pandemic had a negative effect on the spoken language development of pupils **eligible for free school meals**



said school closures during the pandemic had a negative effect on the spoken language development of their **most advantaged** pupils



Teachers working in
state-funded settings were

more than

twice as likely

as teachers working in private
schools to say online teaching had a
'*significantly negative*' impact on pupils' oracy

81%

OF HEADTEACHERS
SAID ORACY SHOULD
BE ESSENTIAL OR
HIGH PRIORITY AS
SCHOOLS RE-OPEN



60%

OF CLASSROOM TEACHERS
SAID ORACY SHOULD
BE ESSENTIAL OR
HIGH PRIORITY AS
SCHOOLS RE-OPEN



What are the wider issues?

Decade of progress in tackling pupil disadvantage 'wiped out'

Education charity finds coronavirus school closures may have reversed years of work to narrow gap in England

- [Coronavirus - latest updates](#)
- [See all our coronavirus coverage](#)



Attainment



School closures are likely to reverse progress made to narrow the gap in the last decade (EEF, *Impact of school closures on the attainment gap: Rapid evidence assessment*)

Wellbeing



Students' 'mental and physical health will need explicit support in the the return to 'normal life'' (OECD, *Coronavirus: back to school*)

78%

OF YOUNG PEOPLE
SAID SCHOOLS SHOULD
PRIORITISE ORACY 'A LOT'



32%

OF YOUNG PEOPLE SAID
THEIR SCHOOLS/EDUCATION
PRIORITISED ORACY 'A LOT'

Speak for Change: Vision



Speak for Change



Final report and recommendations from the
Oracy All-Party Parliamentary Group Inquiry
April 2021

- | | |
|---|--|
| 1 | Raise the status and priority of oracy in education. |
| 2 | Agree shared expectations for oracy and increase understanding of how these can be achieved. |
| 3 | Equip and empower teachers and schools to provide sustained, and comprehensive high-quality oracy education. |

“There is an indisputable case for oracy as an integral aspect of education and that all children and young people should benefit from high-quality oracy education as a consistent and comprehensive entitlement of their education in school.

The status and provision of oracy education in England today falls significantly short of this vision - achieving it will require shifts in values, policy and practice.

Our Inquiry heard about the barriers to oracy education at systemic, school and classroom level and the potential opportunities to accelerate and amplify oracy education.

We also heard strong support for increased focus on oracy from teachers, school leaders, employers, parents and students and how the Covid -19 pandemic has further prioritised the need for oracy education.”

Speak For Change Inquiry Final Report - All Party Parliamentary Group on Oracy

“We welcome the growth in interest in oral language in recent years, for we cannot emphasise too strongly our conviction of its importance in the education of the child.

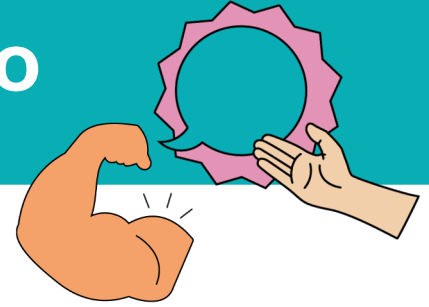
We have discussed at length the part it plays from the pre-school years onwards, its essential place in preparing a child for reading, its function as an instrument of learning and thinking, its role in social and emotional development.

As a consumer, a worker, a voter, a member of his community, each person has pressing reasons for being able to evaluate the words of others. He has equally pressing reasons for making his own voice heard.

Too many people lack the ability to do either with confidence. Too many are unable to speak articulately in any context which might test their security. The result can be acquiescence, apathy, or a dependence upon entrenched and unexamined prejudices.

In recent years, many schools have gone a very long way to asserting this aspect of education as one of their most important responsibilities. But there is still a great deal to be done. A priority objective for all schools is a commitment to the speech needs of their pupils...

Challenge : One minute manifesto



Talk to influence

Talk to challenge

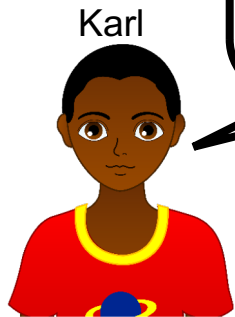
Talk to compromise

In breakout rooms, you have 10 minutes to come to a consensus on what you think should be the first ask to be included in a manifesto for oracy.

Use your powers of persuasion, collaboration and compromise to agree:

The one change would make the biggest difference to increasing the status and provision of oracy education.





Karl

It all comes back to accountability - oracy needs to explicitly mentioned in the Ofsted Framework.



Tom

If it is not tested, it is not valued - we need to assess oracy. Then people will take notice.



You

?

What change would make the biggest difference to increasing the status and provision of oracy education?

Teacher confidence is a problem - more access to teacher training and CPD would really help.



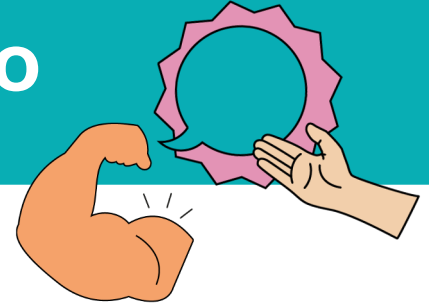
Tamana

Oral language is barely mentioned in the National Curriculum - you have to start there.



Erika

Challenge : One minute manifesto



Talk to influence

Talk to challenge

Talk to compromise

In breakout rooms, you have 10 minutes to come to a consensus on what you think should be the first ask to be included in a manifesto for oracy.

Use your powers of persuasion, collaboration and compromise to agree:

The one change would make the biggest difference to increasing the status and provision of oracy education.




2022 - The Year of Oracy?



What next?

**"A plan that would set children up
for life with communication,
teamwork, problem solving, social
skills."**


voice 21
Oracy School

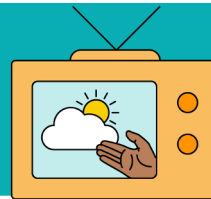


The Longest Say



21.06.22

Challenge : Were you listening?



Talk to inform

How well can you answer the following questions?

The answers were all mentioned in session!

Friday 1 October, 3:30 - 5pm

Creating Connections with Voice 21: the launch of Oracy October

Participatory discussion with Voice 21 CEO Beccy Earnshaw

Tuesday 5 October, 3:30 - 4:30pm

Creating connections with peers: oracy, wellbeing and behaviour

Masterclass with Holly Crann. Panellists include Rachel Ratcliffe (Voice 21), Holly Whitehead (Nexus MAT) and Anna Hackett (Kirklees Education)

Thursday 7 October, 3:30 - 4:30pm

Creating connections in the classroom: oracy, quiet students and valuing every voice

Masterclass with Kathleen McBride. Panellists include Brianna Manning (Camden PLSS), Helen Ingham, Dani Burns (The Halifax Academy) and Matt (Torriano Primary School)

Tuesday 12 October, 3:30 - 4:30pm

Creating connections at home: promoting early oracy and talk beyond the school gates

Participatory discussion with Harley Bishop, with guests Emma Beaumont (Radstock Primary School), Chris Williams (Chatta)

Thursday 14 October, 3:30 - 4:30pm

Creating connections between oracy practitioners

Networking and discussion session, hosted by Dan Ford. Topics include Oracy & Maths, Oracy in EYFS, Oracy & Vocabulary, Oracy and Behaviour and more!

Tuesday 19 October, 3:30 - 4:30pm

Creating connections in the classroom: oracy and students learning English as an additional language (EAL)

Masterclass with Alice Kennedy. Panellists include Dr. Naomi Flynn (University of Reading), Emma Kerrigan-Draper (Mount Pleasant Junior School) and Katy Isaac

Thursday 21 October, 3:30 - 4:30pm

Creating connections between communities: oracy, citizenship and social action

Participatory discussion with Rachel Dove, with guests Peter Gaul (King's Leadership Academy Hawthornes), Cllr Barbara Murray (Chair of the Education and Skills Select Committee for Liverpool Council), and Representatives from South Sefton Strand Community Cohesion committee

