

Oracy October 2021

Create Connections with Voice 21



Creating connections with peers: oracy, wellbeing and behaviour



Tuesday 5 October
3:30 - 4:30pm

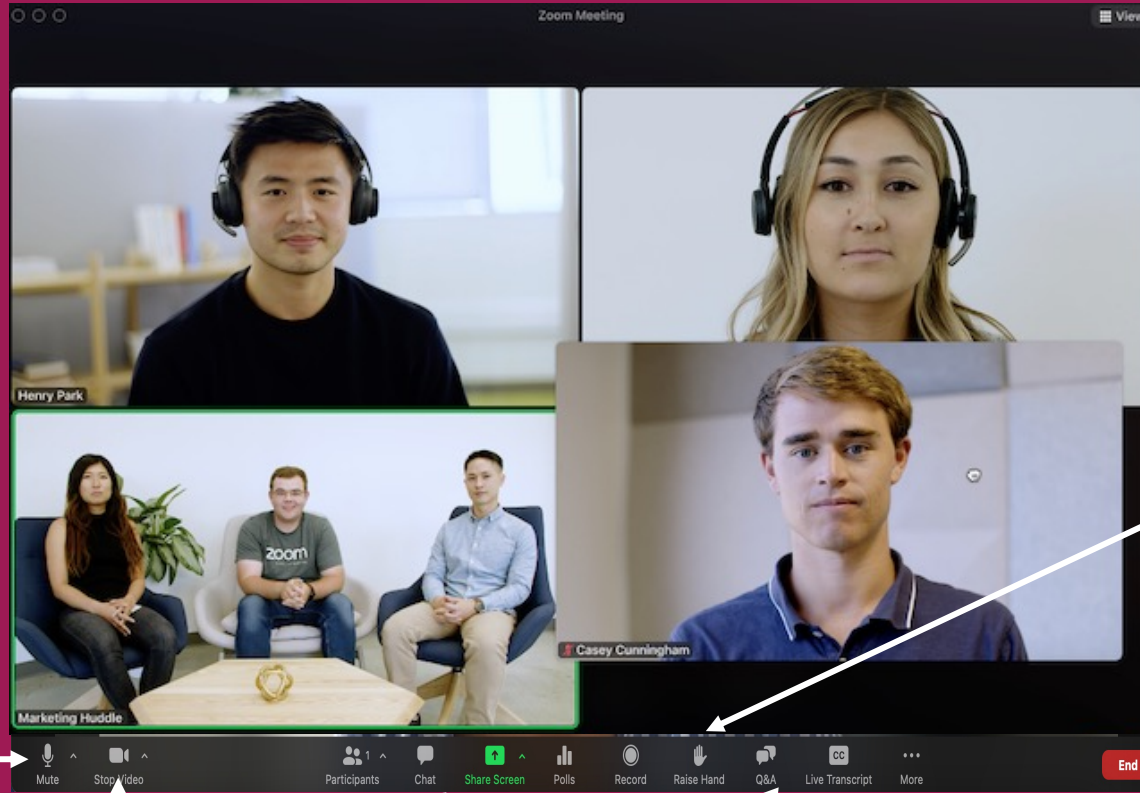




Zoom webinar troubleshooting

You can only see the panellists and Voice 21 team for the webinar

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 if you have any troubleshooting

If you have any questions for the panel please share them in the live Q&A

If you want to raise your hand to ask a question

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

Welcome

Social, Emotional and Mental Health Needs



Pupils who are permanently excluded have a diagnosis of SEMH needs



Of children with a SEMH diagnoses do not make the national average academic progress of their peers

Social, Emotional and Mental Health Needs



<https://www.mind.org.uk/media/8852/not-making-the-grade.pdf>

Social, Emotional and Mental Health Needs

- Students who experience a positive sense of belonging at school also have improved overall wellbeing, mental health and long-term academic success.
- Sense of belonging is linked to both student engagement and wellbeing and teaching practices.
- Students who experience a positive sense of belonging are more likely to experience positive friendships, an absence of bullying at school and co-curricular participation at school. They also tend to value learning, show high levels of effort, interest and motivation, as well as positive homework behaviour.

Valuing Every Voice

Valuing Every Voice



Anna Hackett & Rachel Crawford
Assistant Heads / Oracy Leads
Oak C of E Primary School



- 1 *Sets high expectations*
- 2 *Values every voice*
- 3 *Teaches oracy explicitly*
- 4 *Harnesses oracy to elevate learning*
- 5 *Appraises progress in oracy*



Oak C of E Primary School

Oracy and Wellbeing

1

Sets high expectations

2

Values every voice

How do we value
every voice when
every voice is not the
same?



Other things children might **not**

say

I'm finding this **difficult**, could you explain it again please?

I **need** to think about what you've just said for a minute and I'll come back to you

I think I know but I'm **worried** everyone might laugh at me if I share my idea.

I **feel really distracted** and I'm struggling to focus on this. Could I have a break?

I have an idea but I **need some help** putting it into a sentence.

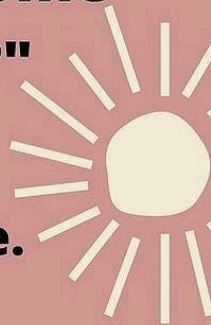
It would really help **me** if I could talk this through with someone else.

I **feel a bit overwhelmed**. Please could you break this down for me? What's the first thing I need to do?

**Children don't say,
"I had a hard day,
can we talk?" They
say, "Will you come
play with me?"**

**Read it again.
Really hits home.**

 **big little feelings**



How do the children in your class present themselves?

1

Sets high expectations

2

Values every voice

bossy

fussy

loud

quiet

wants attention

giggly

talkative

emotional

Now reframe that
by asking yourself
why?

nervous

demanding

shy

stubborn

rebellious

defiant

hyperactive

dramatic

off-task

Or what are they
not showing you?

How does this impact on a child's oracy skills?

Inactive listeners

Lead Speakers

Egocentric Listeners

Shy Sharers

Rushed Listeners

Off-topic talkers

Blurters

Reliant Repeaters

loud

off-task

shy

bossy

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overwhelmed

1

Sets high expectations

2

Values every voice

Oracy Class Profile

Oak Primary School Class Oracy Profile					
Class:				Date:	
Teacher:					
Half termly focus groups: (Groups of speakers and listeners to be targeted through this half term's planning)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Active Listeners: <i>They listen intently, show comprehension, give signs of response, provide feedback and can summarise information. They do not interrupt and are not distracted.</i>		Reframe it: Secure in their emotional wellbeing		Confident Conversationalists: <i>They are skilled in the art of two way conversation. They balance speaking and listening, share with confidence and clarity, ask relevant questions and can stay on topic.</i>	
Inactive listeners: <i>They have little comprehension and do not give feedback or show signs of response. They might be waiting to speak themselves or disengaged. They are <u>not</u> present in the talk.</i>		Reframe it: Fear or anxiety of the activity or their environment. Putting them on the spot won't help.		Lead Speakers: <i>They are highly confident speakers but they can become domineering, leading the entire discussion and forcing/allowing others to become inactive participants.</i>	
				Reframe it: They want to share their voice and be heard. Don't yet see the value of listening to others.	
Egocentric Listeners: <i>They only show understanding in relation to their own ideas and opinions, focussing mainly on what they think. They cannot yet see another point of view and struggle to agree/disagree.</i>		Reframe it: May struggle to connect with others. Needs validation to build self-esteem.		Shy Sharers: <i>They are reluctant to speak in paired or group discussions, regardless of whether they have a good understanding of the subject or not. They won't ask questions or challenge others.</i>	
				Reframe it: Worried about challenging others. Needs to feel reassured and like there is no judgement. They need you to help them find their voice.	

Empathetic Listeners: <i>They are actively listening and inferring information and empathising at the same time. They understand the speaker's emotions and can deduce their thoughts and feelings.</i>	Reframe it: Secure in their emotional wellbeing	Off Topic Talkers: <i>They participate but their talk is rarely focused. They will go off on a tangent and can lead the discussion away from the point. They may struggle to comprehend or aim to entertain.</i>	Reframe it: Not confident in the task they are given. What are they avoiding?
Selective Listeners: <i>They are waiting to hear expected or desired information. They hear what is needed to achieve basic comprehension on a specific area or form a counter argument.</i>	Reframe it: Are they aware this is what they do? They don't yet see the value of listening to others.	Blurters: <i>These children cannot take turns in a discussion. They shout out and are egocentric in their talk. They feel their ideas should take precedent and as such consistently interrupt.</i>	Reframe it: They want to feel valued. They may feel nervous in the situation. They don't yet see the value of listening to others.
Rushed Listeners: <i>They will listen to get the gist of what is being said before switching off and becoming an inactive listener. They are mainly waiting for their turn to talk; to get their point across; or are keen to 'finish' the task/have an 'answer'.</i>	Reframe it: Anxiety around what is expected of them and a need to please.	Reliant Repeaters: <i>These children often repeat the ideas of other children or a point which has been made by an adult. They may have little experience of the subject or be afraid of 'getting it wrong.'</i>	Reframe it: Can they access the talk? Do they need reassurance?

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.



1

Sets high expectations

2

Values every voice

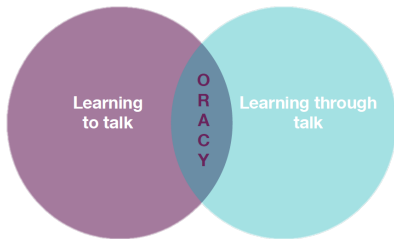
3

Teaches oracy explicitly



Once we have these **starting points**, we can then start to value and support the different voices in our classes with a greater impact.



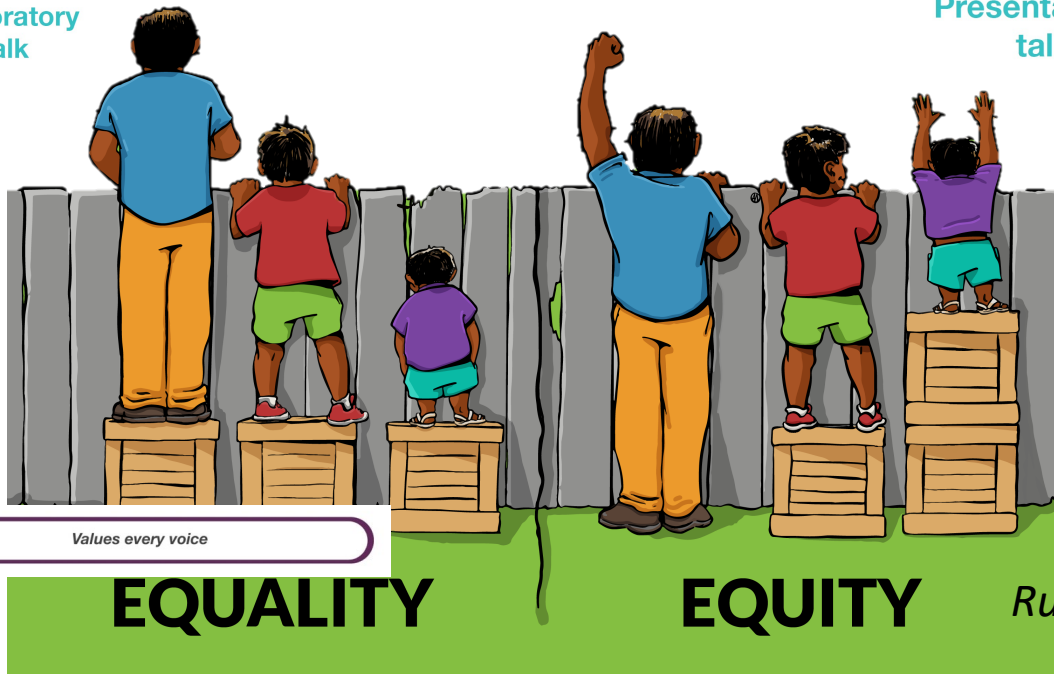


1 Sets high expectations

Reception (4-5 years old)		Oracy Progress Map	
Key skills to teach			
Physical	Listening	Speaking	Experiences
<ul style="list-style-type: none"> To speak audibly so they can be heard To use gestures to support meaning in play 	<ul style="list-style-type: none"> To use talk to play to practice new vocabulary To listen attentively to others To listen to others with 'friendly' and 'kind' but 'tough' but '		

Exploratory talk

Presentational talk



2 Values every voice

Lead Speakers

Shy Sharers

Blurters

Off-topic talkers

Reliant Repeaters

Egocentric Listeners

Rushed Listeners

Inactive listeners

- 1 Sets high expectations
- 2 Values every voice

Rushed Listeners

Lead Speakers

Reliant Repeaters

Shy Sharers

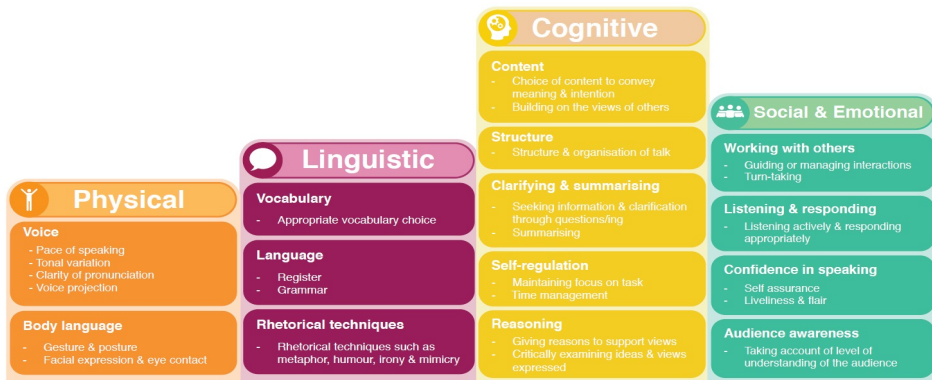
Off-topic talkers

Egocentric Listeners

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The Oracy Framework

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How could we **support** a rushed listener with this kind of task? Is it that they need the silent summariser **talk tactic**? Or use talk tokens?

Where might the **physical barriers** be for your shy sharers?

If you have any blurters, would any cognitive scaffolds **help** them to **access** this task?





These are some ways in which we support the different types of speakers and listeners to feel heard, listened to and valued.

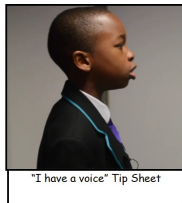
- Voice**
- Project your voice (Can everyone hear you?)
 - Speed. Slow down for main points
 - Emphasis (like bold writing)
 - Change your tone eg. Higher voice for questions.

- Body Language**
- Face the audience
 - Keep your head up
 - Eye contact—look at the audience

- Gestures**
- Not—waggle finger
 - Emphasis—palms out and down
 - Me—hands on chest
 - Question—hold chin
 - Agreement—nod head
 - Yes!—pull fists to chest and jump
 - Everyone—circle arms
 - Exclamation—fist in air
 - Other ideas: shrug, point finger

- Involve yourself**
- "I"
 - "I know"
 - "We"
 - Show your emotions eg. "Yes!"

- Address the audience**
- "So what makes you think...?"
 - "Just like you..."



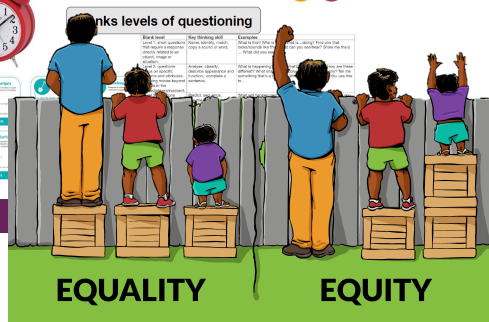
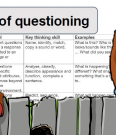
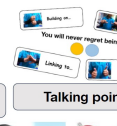
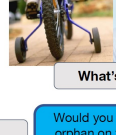
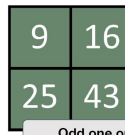
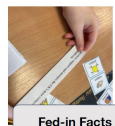
Rameen's Oracy target
 I can instigate and lead discussions.
 Oracy partner: Yasmina
 Talk trio: Rameen, Yasmina & Khalaiea
 Love • Respect • Endeavour • Joy

Yasmina's Oracy target
 I can build upon the ideas of others.
 Oracy partner: Rameen
 Talk trio: Rameen, Yasmina & Khalaiea
 Love • Respect • Endeavour • Joy

Rahkeem's Oracy target
 I can ask clarifying questions.
 Oracy partner: Ahad
 Talk trio: Rahkeem, Ahad & Brooke
 Love • Respect • Endeavour • Joy

Ahad's Oracy target
 I can summarise the points of a discussion.
 Oracy partner: Rahkeem
 Talk trio: Rahkeem, Ahad & Brooke
 Love • Respect • Endeavour • Joy

Which of these ideas have you tried in your classroom?



Our impact so far...





2a.
Differentiating oracy tasks to ensure every student in their class benefits from oracy teaching

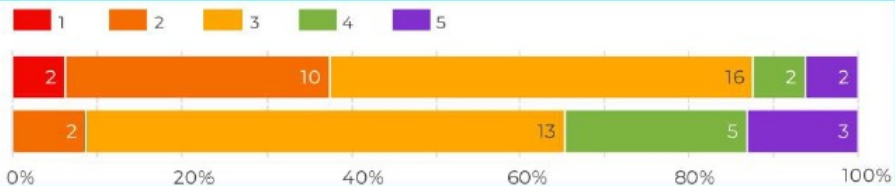
2

Values every voice

All staff

Aut.

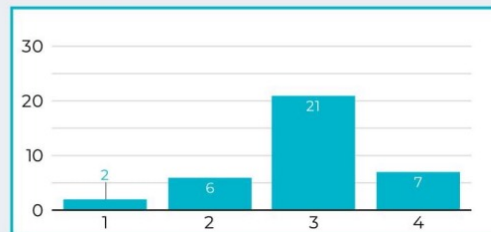
Summ.



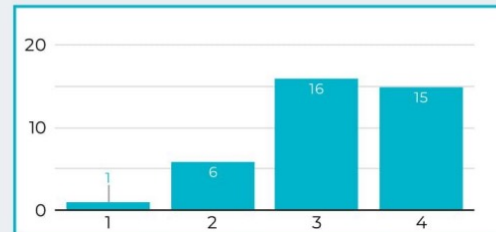
Self-perception (presentational)

We asked students to rate "I am good at speaking in front of an audience" from 1 (strongly disagree) to 4 (strongly agree)

Autumn:



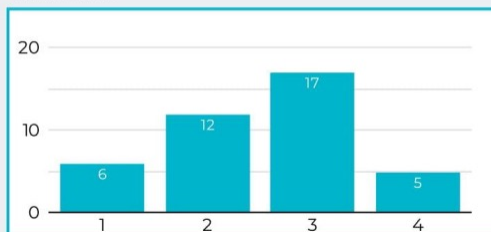
Summer:



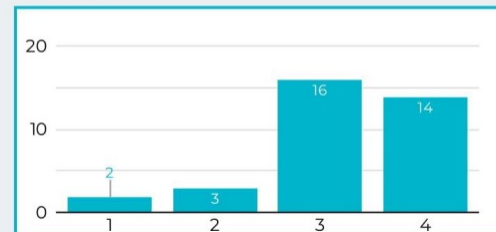
Enjoyment of presentational talk

We asked students to rate "I enjoy speaking in front of an audience" from 1 (strongly disagree) to 4 (strongly agree)

Autumn:



Summer:





Her presentational talk shows increased confidence, possibly more so than her exploratory talk, which is great. I think this in large part due to her receiving that confirmation that what she is saying is 'correct' and being secure in her understanding of the subject matter.

Miss Rowling, Y6 Teacher & KS2 Phase Leader



It was amazing! The smile on his face showed that he was so proud of what he had accomplished.

Mrs Munt, Y5 Teacher & Oracy Champion

Case Study

I gave M a confident oracy partner.

A was supportive, without being domineering. At first it was very much A providing all the conversation – using the Voice 21 sentence stems and giving his opinion with reasons.

M said very little but I could tell she was benefiting from listening to how A spoke and how articulate he was.

A would involve her in the discussion by asking her what she thought and gave her options that she could choose from. He would then help her validate her opinions using evidence that he had chosen.

M can now give eye contact and will give her opinion in small group discussions or partner work. She still is very reluctant to speak in front of the whole class but we are working on this.

She recorded herself giving a speech on Seesaw which was fantastic to see.

Next steps - give M the confidence to share her opinion in whole class discussions.

Mrs Siddiq, Y6 Teacher





He has become even better at articulating his ideas and can take part in discussions more effectively.

Miss Sokhal, Y1 Teacher & Oracy Champion



Next Steps

- Build consistency across school
- Continue our partnership with Voice 21
- Further connect with parents/ carers



Any questions?

Peer relationships and school community cohesion

Key points

- Community ethos
- Mutually agreed guidelines and how this feeds into the behaviour policy
- Peer conflict/fostering positive relationships

What do you want the community feel to be?

How will all participants contribute positively to this community?

What can staff do to model the ethos consistently?

How will you know that this ethos is supporting positive behavioural and academic outcomes?

Mutually agreed guidelines

- Using the framework of the discussion guidelines to create a behaviour contract that is done through discussion with all students at the same time then agreed on by nominated students
- Emphasis on praise not punishment
- Unpick “Respect”

I will use
kind words

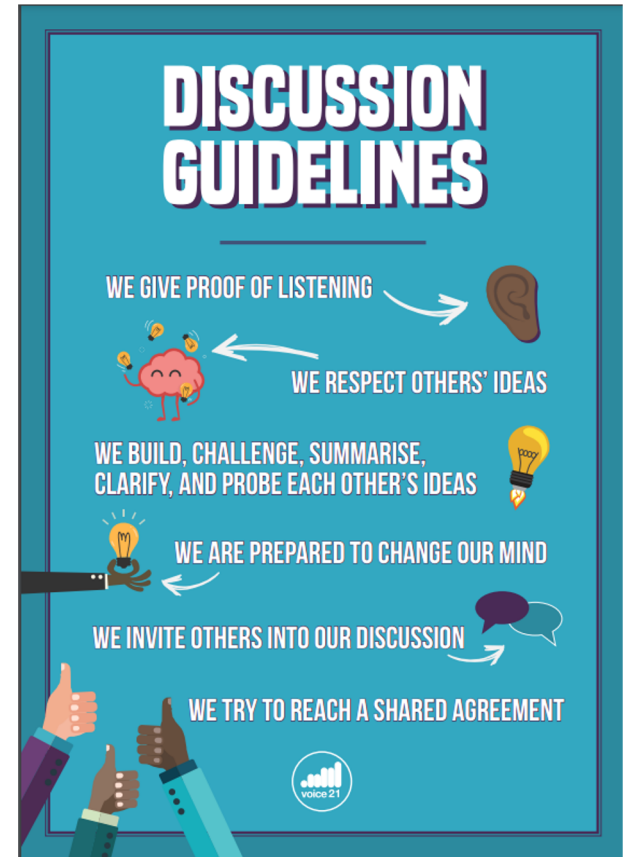
I have the right
to learn

I will use my own
calm down tools

I will speak to adults
when I'm unsure

I can still be a friend if I
don't agree

I will remove myself
from the situation
before I get angry



Talking points: generate discussion and 'make' the students talk to each other - hear each other out

Family dining - spread the staff around and allow for conversations to naturally emerge but also a calm, informal space to discuss peer conflict and unpick feelings

Modelling how to restore a relationship by talking not hiding - with consent

Restorative conversations

Everything as a learning opportunity

Slowing down the 'punishment' and creating space for conversation and clearing up misconceptions

Space for feelings to be aired

Consistent, repetitive, fair but not the same! Individual as much as possible

Open and clear

Post Incident Learning

What did we learn from this incident?

Post Incident Learning

Holly Whitehead

Pennine View School



Creating connections with peers: Oracy, wellbeing and behaviour

The school

- MLD school with a wide range of needs and abilities
- 120 pupils

The class

- 9 pupils
- Range of needs including ASD, ADHD, attachment, MLD, SEM
- Formed to address challenging behaviour
- Pupils with high exclusion rates

Constant key message...

We care about you, we think you're
amazing, we want you to be your
best

Post Incident

Post Incident Learning – A Positive Response to Behaviour

What happened? *(prompt with 'how did this make you feel?')*

Who has your behaviour affected and how? *(prompt with 'how did this make you / them feel?')*

How were the adults trying to help you?

What could you or the adults have done differently?

How can you repair the situation?

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Impact

- Improved relationships between staff and pupils
- Improved relationships between pupils
- Increased engagement in lessons
- Reduction in physical aggression from pupils
- Reduction in the need for restrictive physical intervention
- Reduction in pupil anxiety
- Increase in pupil happiness! 😊

Implementation across

Post Incident Learning – A Positive Response to Behaviour

What happened? (prompt with 'how did this make you feel?')

Who has your behaviour affected and how? (prompt with 'how did this make you / them feel?')

|

How were the adults trying to help you?

What could you or the adults have done differently?

How can you repair the situation?

Guidelines

• Improved behaviour comes from improved relationships

- Pupil talks and adult writes – to improve Oracy and communication
- This discussion needs to be a quality discussion that time is given to – don't accept 'don't know' etc – teach children to be able to have these conversations – it won't happen straight away
- Can also be used to resolve conflict / issues in class etc (ie even if it doesn't need to be reported as a significant incident)
- Ensure that **the primary behaviour is the focus** – not the aftermath (this could potentially be talked about in 'who has your behaviour affected?' – if appropriate – after the primary behaviour)
- Ensure all language is understood by the pupil eg affected, repair
- Respond to their own descriptions of their feelings – it's ok to feel..., we all feel... **EMPATHISE** etc
- Understand that this is a **learning** process not a 'telling off'
- Most of the talk should be done by the pupil – the adults role is to listen, prompt and / or explain / expand language and vocabulary
- Refer to feelings throughout – how they were feeling, how others might feel – ensure understanding of what different feelings / emotions mean



Review and Action

Please use the above guidelines when considering how to fill in this section of the blue form. What learning needs to take place? Eg identifying feelings / emotions, developing coping strategies. By focusing on the feelings we are teaching the early stages of emotional intelligence. Positive responses lead to positive experiences.

Consequences

Punishments don't work as punishment is a negative experience for exhibiting a negative behaviour. School should be a place to learn. Punishment makes the adult feel better but consequences support pupils to learn. Consequences should be natural or logical consequences in order to work. If consequences are delivered with support they are more effective.



**Join us for our next session this Thursday at
3:30: Creating connections in the classroom:
oracy, quiet students and valuing every
voice**

Email us: hello@voice21.org

Tweet us: [@voice21oracy](https://twitter.com/voice21oracy)

[#OracyOctober](https://twitter.com/voice21oracy)

Work with us: <https://voice21.org/register/>