

Voice 21

Impact Report 2022-23



Voice 21 is a registered charity in England and Wales.
Charity number 1152672.

Our ability to articulate ideas, develop understanding and engage with others through speaking and listening shapes our future life chances.

This is called oracy.

Yet, unlike literacy and numeracy, oracy is rarely explicitly taught and developing these essential skills is left to chance in our education system.



Children with good language skills achieve better results in English and Maths¹ and have higher rates of school enjoyment and confidence.²



On leaving school, they are less likely to suffer mental health difficulties and have more job prospects.³

We're on a mission to transform the learning and life chances of young people through talk so that all children learn to use their voice for success in school and in life.

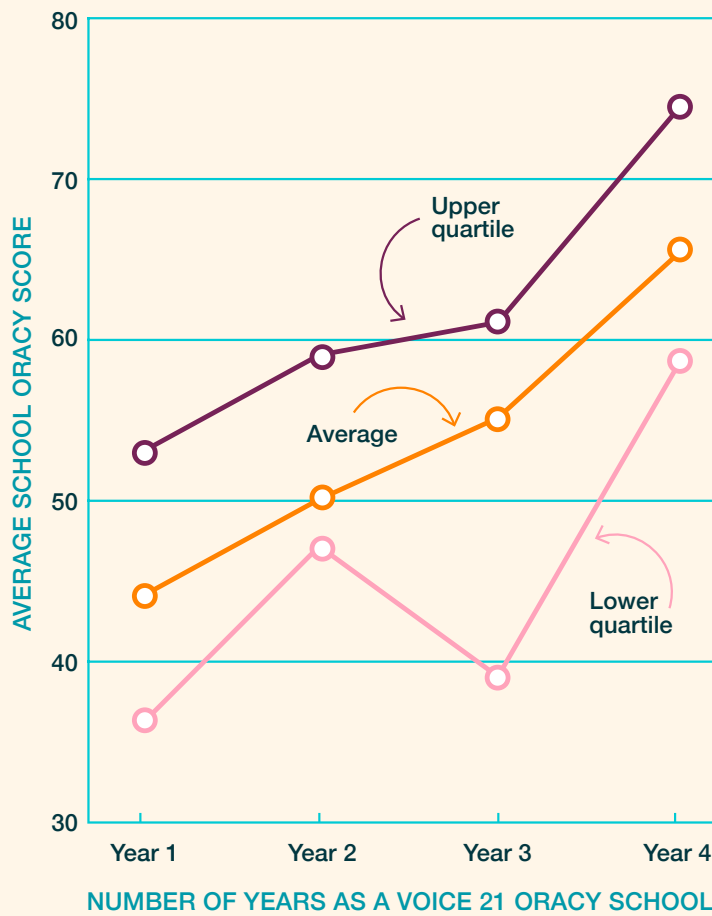
Students in Voice 21 Oracy Schools develop the skills they need to succeed in school and in life



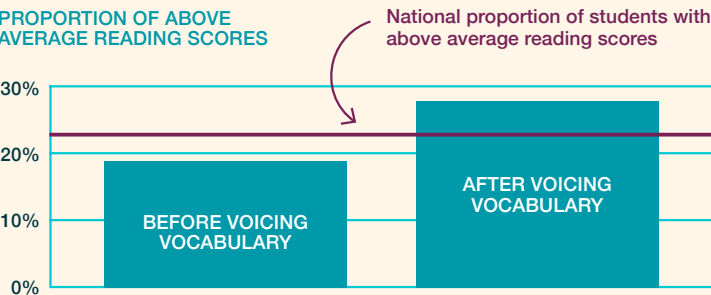
OVER TIME, STUDENTS IN VOICE 21 ORACY SCHOOLS DEVELOP SIGNIFICANTLY STRONGER ORACY SKILLS

We used innovative comparative judgement technology to assess the oracy skills of 463 Year 5 students in 55 Voice 21 Oracy Schools across England and Wales, generating an average school oracy score.

This average score improves by 50% when we compare first and fourth-year Voice 21 Oracy Schools.



STUDENTS IN VOICE 21 ORACY SCHOOLS MADE ACCELERATED PROGRESS IN READING



After completing our Voicing Vocabulary project to establish and evaluate an oracy-led approach to vocabulary development, Year 6 and 7 students in participating Voice 21 Oracy Schools were more likely to have an above average reading score than their peers nationally.



According to The Skills Imperative 2035, communication and collaboration skills are one of six ‘Essential Employment Skills’

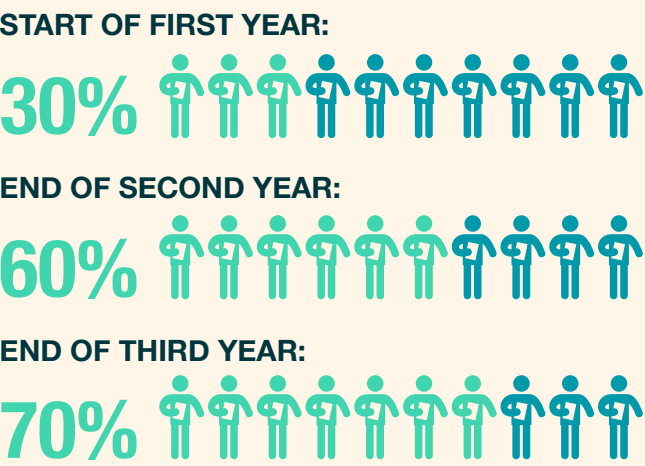


Working on my oracy will open up many doors for me in the future so I will continue to improve it.

YEAR 10 STUDENT, MADANI SCHOOLS FEDERATION

Voice 21’s sustained support empowers schools to provide a high-quality oracy education to every child

IN VOICE 21 ORACY SCHOOLS, MORE TEACHERS BECOME CONFIDENT ORACY PRACTITIONERS



Teachers and leaders in Voice 21 Oracy schools benefit from a blend of in-person and online training, 1:1 consultancy and access to high-quality resources, supporting them to embed oracy into their teaching practices and curricula. At the beginning of their first year, just 30% of teachers are confident oracy practitioners, rising to 70% at the end of their third year.

In 2022/3, we provided 20,780 hours of support to our schools



“The culture of our school has changed so much.”
SIAN O’MALLEY, SALTLEY ACADEMY

Together, Voice 21 Oracy Schools are changing the education system as we know it

We worked with 852 schools

Our work reached 202,725 students

69% of schools we worked with were in the top 40% of schools with the greatest proportion of students eligible for Free School Meals

Teachers and leaders in Voice 21 Oracy Schools collaborate with and draw inspiration from other schools in our network.



Turn the page to see inside a Voice 21 Oracy School

Case Study | Primary

Summerhill Academy



244 students on roll

29.5% students eligible for free school meals



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Being a Voice 21 Oracy School means that we have the skills and resources to make a real difference to our children's futures.

KIRSTY MCLEOD,
VOICE 21
SCHOOL LEAD



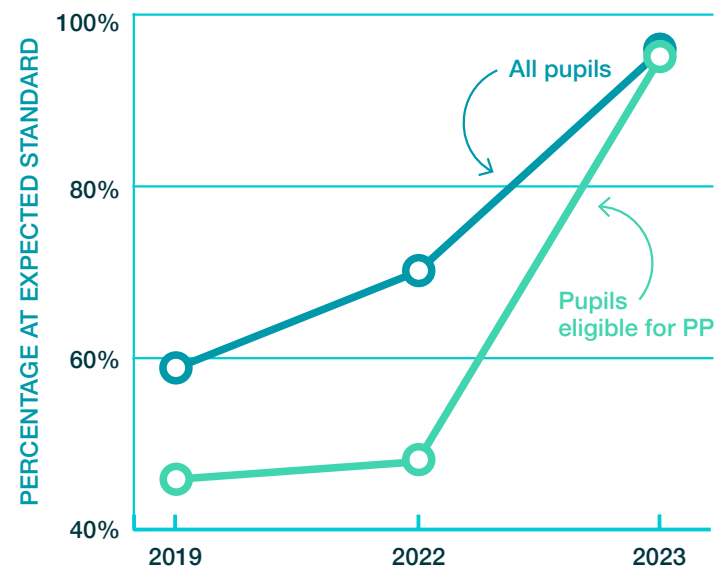
Over the past two years, teachers and leaders at Summerhill Academy have been developing how they support students to learn both to and through talk, with a particular focus on maths.

Providing structured opportunities for students to develop and apply their knowledge of mathematical concepts through collaborative problem solving, and teaching them the oracy skills this requires, has had a profound impact on student confidence and engagement in maths.

The results speak for themselves; in 2023, 95% of students achieved or exceeded the expected standard in mathematics in their Key Stage 2 SATs, an increase of 25 percentage points on the previous year.

What's more, the number of students eligible for Pupil Premium achieving or exceeding the expected standard increased by 46 percentage points to 94%.

Key Stage 2 Maths SATS results



Timeline

JANUARY 2022

Become a Voice 21 Oracy School

SPRING 2022

Join 'Classroom Practice' programme

MARCH 2022

First whole-school INSET day

JUNE 2022

Implement oracy-led approach to maths

SPRING 2023

Join 'Curriculum Design' programme

SEPTEMBER 2023

Launch oracy curriculum

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That moment when our children realise that everyone is listening to them is really powerful. It helps them understand that they are a valued and important member of our community.

CHRIS BARRATT, HEAD TEACHER



As well as providing a foundation for academic success, teachers and leaders at Summerhill Academy view oracy education as a tool to empower students socially, helping them to cultivate a sense of 'belonging' at the school. Working with Voice 21 has provided teachers at Summerhill with the expertise and practical approaches to develop their students' oracy skills which has, in turn, supported their wellbeing.

Voice 21's support has been essential to the successful implementation of oracy education at the school. Leaders at Summerhill have valued Voice 21's evidence and context-driven approach which enables them to tap into Voice 21's expertise and plan a thoughtful approach to implementation which works in their school for their students.

Leaders at Summerhill Academy are now working towards becoming a Voice 21 Oracy Centre of Excellence to recognise their achievement in embedding high-quality oracy education and to share what they have learnt with other schools.



“The way I teach maths has totally changed”

GRACE MCNAMARA, YEAR 3 TEACHER

When Grace joined Summerhill Academy as an Early Career Teacher (ECT), she had to unlearn lots of what she'd been taught in her teacher training and embrace a different way of teaching maths.

“Now, in every maths lesson I make sure children have opportunities to vocalise and discuss their mathematical understanding. It's removed the fear of maths for many of the children because the focus is on process and efficiency rather than just getting the right answer. It's also helped me to understand where misconceptions are happening far earlier in the lesson. And when those misconceptions happen, I can address them right there and then in the middle of the lesson, instead of getting a pile of books at the end and realising some of them haven't got it.”

“It makes me feel like the president because everyone's listening to me!”

LEVI, YEAR 4 STUDENT

Before Levi started at Summerhill in Year 3, he'd never heard the word 'oracy' but now, one year in, he's a vocal advocate for its importance both in school and beyond.

“I love using my oracy skills in class discussions. It makes me feel really important. We even use our oracy skills in reading and maths lessons. Sometimes we give presentations. I stood up in front of everyone in an assembly to present about air pollution. I didn't feel nervous. I felt really confident!”

“Since Levi has started at Summerhill he is so much more confident at expressing his opinion both at home and at the clubs he attends outside of school” – Levi's mum

Case Study | Secondary

The Hayfield School



1064 students on roll

31.48% students with additional needs and SEND

When beginning to develop their provision, leaders at The Hayfield School were particularly focused on how oracy education could support teachers to create an inclusive learning environment where every student can succeed.

As teachers at the school have become skilled oracy practitioners, they have noticed that students with Special Educational Needs and Disabilities (SEND) are more engaged and participate more in lessons.

At The Hayfield School, teaching and creating space for exploratory talk – discussions about learning across the curriculum – and presentational talk – opportunities for students to speak to an audience, has led to an increase in student confidence – particularly for those who have previously found speaking in class challenging.

Every teacher at The Hayfield has the knowledge and tools to support the oracy development of every student. Last year, all teachers completed Voice 21 training on inclusive oracy practice. Following this training, teachers adapted how they plan for oracy by incorporating particular strategies that can support learners with specific needs to participate in and benefit from classroom talk.



There is no student that oracy doesn't work for. It has made my classroom a more inclusive environment and this has been transformative for particular students.

CAITLIN DRURY,
ENGLISH
TEACHER
AND ORACY
CHAMPION



Timeline

JANUARY 2022
Become a Voice 21 Oracy School

SPRING 2022
Join 'Classroom Practice' programme

SUMMER 2022
Create and trial oracy toolkit

AUTUMN 2022
Roll out oracy toolkit



"I was a huge fan of silence in my classroom. But now I've completely reinvented my classroom environment!"

JESS BOSTOCK, ENGLISH TEACHER
AND ORACY LEAD

When beginning to implement oracy education at The Hayfield School, Jess led a pilot study in English across both Key Stage 3 and Key Stage 4, enabling her to trial Voice 21 strategies. Due to a sustained rise in the number of students with additional needs, Jess was particularly interested in the impact of these oracy strategies on students with SEND.

"Over the course of a term, we created more opportunities for discussion in our schemes of learning. We scaffolded and structured these using a range of different Voice 21 strategies. At the end of the pilot, I surveyed 75 students with SEND and additional needs about their experience of oracy: 75% agreed that their participation in classroom discussions had increased during the pilot."

Working with Voice 21 has had a significant and lasting impact on Jess's teaching practice.

"One of the biggest changes to my practice is how much I now think about classroom talk. It's our job to provide a culture where all students feel safe and supported to talk because if they're scared or anxious about 'not getting it right' they won't talk at all – it's about breaking down barriers to participation."



"I think oracy helps a lot in my lessons."

JOSH, YEAR 8 STUDENT

Josh, who was assessed last year for dyslexia, believes oracy is building his confidence with reading.

"Talking more about what we're reading in different subjects helps me understand."

Caitlin Drury, who taught Josh last year, noticed that an oracy-led approach to reading has given him the confidence to participate in reading lessons.

"For Josh, creating more time for discussion about what we're reading is giving him more time to process and understand. The metacognitive strategies that oracy promotes have given Josh a set of tools that support his reading process."

The school's focus on oracy is also building Josh's confidence across the curriculum.

"Last year in performing arts I had to read, memorise and perform a monologue. I was so nervous but I did it and felt really proud that I could."



OCTOBER 2022
Whole staff CPD on embedding oracy in the classroom

SPRING 2023
All staff complete online training on inclusive oracy practice

Case Study | Primary

Grove Street Primary School



327 students on roll

57% students eligible for free school meals

At Grove Street, teachers and leaders have primarily focused on oracy education as a means to enhance the school's pastoral care, creating an environment where students feel safe and able to use their voices. This has led to improvements in students' emotional regulation, mental health and overall wellbeing.

Teachers report that students are now more willing to participate in class, keen for their ideas to be heard. Behaviour for learning has also improved now that students are more engaged in their learning. Outside the classroom, leaders explain that there are fewer playground disputes because students are better able to articulate their feelings.

An unexpected consequence of the school's focus on oracy has been an increase in the number of safeguarding disclosures. Charlie Walsh, EYFS Curriculum Lead and Reception Teacher, explains that this is not a bad thing: "Our students feel so safe and so at home with us that they are able to tell us what they feel they need to."

“

Our kids now have the words and confidence to speak about how they feel, and that's had a huge impact on behaviour, and also engagement with learning.

CHARLES HEWITT,
DEPUTY HEAD
TEACHER



- Timeline
- JANUARY 2021

Become a Voice 21 Oracy School
- SPRING 2021

Join 'Classroom Practice' programme
- SPRING 2021

Embed oracy in teaching and learning
- SPRING 2023

Join 'Leadership Development' programme

“Oracy education is supporting our students to vocalise their wants and needs. They are now better able to self-regulate.”

CHARLIE WALSH, EYFS CURRICULUM LEAD AND RECEPTION TEACHER

In Reception, Charlie has made lots of changes to the curriculum to provide explicit opportunities for students to learn both to and through talk. This includes deliberately integrating oracy into the school's approach to teaching students to navigate 'Zones of Regulation'.

“When our children come in on Monday morning, we don't know what they've experienced over the weekend. By linking oracy to our work on Zones of Regulation, we have equipped our students with the language they need to explain how they're feeling and why. It helps make school feel like a safe place for our children and means our classrooms are really calm. Last week one child who used to lash out when he was angry or frustrated came to me and explained that he was in the red zone and needed to take a time out which, for a four year old, was pretty amazing.”



Leaders at Grove Street describe oracy as an 'equaliser' at the school, enabling students who struggle with traditional means of assessment, such as writing, to access the curriculum. This includes students with Special Educational Needs and Disabilities (SEND) and those who speak English as an Additional Language (EAL).

In December 2023, leaders at Grove Street Primary applied to be accredited as a Voice 21 Oracy Centre of Excellence in recognition of their successful implementation of oracy education. Grove Street Primary also co-founded Oracy North West, a local network of schools with a shared commitment to oracy.

“Oracy has really helped me because I get to speak a lot in class, which has given me more confidence.”

KERLS, YEAR 6 STUDENT

Kerls started learning English when he started at Grove Street. Initially, he was nervous to speak in class. However, explicit teaching of oracy skills, combined with plenty of low-stakes, structured opportunities to put these into practice, has helped Kerls to grow in confidence and excel academically and socially.

“A few weeks ago a new person came to the school, and they lived in the same country as me. And they're not English, so I helped them around the school, and I helped translate things for them. And last year I was the narrator in the school play. I was really nervous but I just did it.”

“

In subjects like history and geography that involve a lot of writing, we're seeing some of our SEND learners who struggled prior to working with Voice 21 really start to engage with these subjects through talk.

LISA WALSH, HEADTEACHER



- MARCH 2023

Launch of Oracy North West
- SUMMER 2023

Integrate oracy into all schemes of work
- SUMMER 2023

Plan diverse models of talk into the curriculum



Case Study | Secondary

Challney High School for Girls



1049 students on roll 29.5% students eligible for free school meals



At Challney High School for Girls, every student is explicitly taught the oracy skills they need to engage fully in classroom discussion and in the wider school community.

Challney High School for Girls is prioritising oracy education because they know their vision, to “develop influential women of the future”, requires strong voices. The school provides a wide range of leadership opportunities across the school, from Head Girl and Prefect roles to Music Leaders and Student Councillors. Implementing oracy education has enabled all students to develop the oracy skills they need to take advantage of these opportunities. As a result, more students are making their voices heard both in the classroom and beyond.

This year, a huge number of students applied to become Oracy Ambassadors, demonstrating that the school's focus on oracy to enable more students to access leadership opportunities is working. Student Oracy Ambassadors have grown in resilience and confidence by recording presentations that are used to spark debate in form time. The benefits extend beyond these individuals: teachers report that students across the school participate more, and more purposefully, both in form time and in lessons.



This is not just about the girls who would typically get involved in discussions. Our Oracy Ambassadors are girls who felt ‘this is a chance for me to start learning to use my voice’.

SHEBA GEORGE,
DEPUTY HEAD
AND ORACY LEAD



“It’s really nice to hear the students that never talked before.”

SIAN SHORE, TEACHER OF SCIENCE AND
ORACY CHAMPION

Sian has used expertise developed through Voice 21 programmes to ensure that form time discussions are an opportunity for every student, not just the one or two most confident.

“It’s been eye-openingly easy to actually start to improve the girls’ oracy skills. I hear them using, for example, sentence starters – so it’s obviously sticking. Before, some students didn’t know how to join in with the conversation. It’s given them the confidence to talk, and to disagree.”

Timeline

SEPTEMBER 2021

Launch of internal working group on ‘Developing strong voices’

SEPTEMBER 2022

Become a Voice 21 Oracy School

AUTUMN 2022

Join Classroom Practice programme



Teachers and leaders at Challney value the support that they’ll receive over several years as a Voice 21 Oracy School. This long-term commitment is key to ensuring that oracy education is truly embedded within the school, rather than an initiative which comes and goes. Teachers value that Voice 21’s approach equips them with practical strategies that they can use immediately in their classrooms. Leaders value that these are not isolated quick wins, but part of a coherent and sustained whole-school strategy.



Teachers try Voice 21 strategies, and they go – that makes such a difference, have you got anything else?

SIAN SHORE, ORACY CHAMPION



The next step for Challney is to develop subject-specific approaches to oracy, so that students learn to and through talk in every subject discipline. They’ve joined this year’s Voice 21 Curriculum Design programme and are auditing schemes of work as they work towards intended changes to the school’s curriculum.

In the Science Department, teachers are tailoring Voice 21 resources to support students to ‘Speak like a Scientist’, and in doing so, unlock the ways of thinking needed to access the most complex parts of the science curriculum.



Through oracy, they’re coming up with amazing answers [to exam-style questions] in Science. The feedback from the girls is that oracy is helping them not to be scared of these extended answers.

PATRICIA BROOKS-DICKENS,
TEACHER OF SCIENCE, SLE



“In Year 7, I was a quiet person. I was so scared. But now, my oracy skills have helped me become Deputy Head Girl.”

REFA, YEAR 11

Developing her oracy skills has enabled Refa to become a confident leader who can own any stage. Whether acting as host to introduce school performers to large, unfamiliar audiences, or interviewing in front of the Headteacher for school leadership roles, Refa is ‘comfortable in the uncomfortable’. This is a journey that two younger students are just beginning:

“I know it might be a bit scary, but I think you need to ask students to use their voice. Because if you never asked them, would they never be able to use their voice? Never be able to speak in public?”

KOMAL, YEAR 7 ORACY AMBASSADOR

“It was kind of scary [speaking as an Oracy Ambassador], because it’s not something I would do every day. But it was really nice to actually hear myself doing it. I thought people might make fun of my voice – but they were congratulating me. That made me feel like I have to do even more!”

WAJEEHA, YEAR 8 ORACY AMBASSADOR



APRIL 2023

Present at Voice 21’s conference ‘Unheard Voices, Lost Potential’

AUTUMN 2023

Join Curriculum Design programme

SEPTEMBER 2023

Launch Student ‘Oracy Ambassadors’ programme



Looking Ahead

A Message from Voice 21's CEO

This has been a big year for Voice 21 and for the future of oracy education.

We have pioneered the development of an innovative oracy assessment tool. This has not only shown that Voice 21 Oracy Schools make a significant difference to their students' oracy skills, but also paved the way for the development of a version of this tool which can be used by schools across the UK, making a significant contribution to the education sector as a whole.

Through our comprehensive monitoring and evaluation activities we've seen that our approach works. The evidence shows that the longer schools work with Voice 21, the bigger the impact:

- Students in schools which have worked with us for over 3 years have stronger oracy skills. **The average school oracy score improved by 50%** when we compared first and fourth-year Voice 21 Oracy Schools.
- Over 3 years, **the number of teachers who rated themselves as confident oracy practitioners, increased from 30% to 70%.**

This is making a real difference to students' learning and life chances. Case studies in this report demonstrate the rich impact of oracy education on students, from their attainment in maths, to their vocabulary and reading ability to their confidence and wellbeing.

In only a few weeks in my role, I have noticed the impact of Voice 21 Oracy schools across our network and the ways in which embedding oracy into teaching practices, curriculum and core routines is transforming school experience for students and for school communities. There are so many powerful quotes in this report, but this particularly struck me:

"That moment when our children realise that everyone is listening to them is really powerful. It helps them understand that they are a valued and important member of our community."

CHRIS BARRATT, HEAD TEACHER, SUMMERHILL ACADEMY

The reason I came to work at Voice 21 is because our mission is not just to drive a fundamental change to how we educate – placing students' voices at the heart of everything we do. This is empowering children to thrive as individuals in school and in life, but it is also about strengthening connections across whole school communities and nurturing a new generation of changemakers.

We are looking forward to working with our network of Voice 21 Oracy Schools and Centres of Excellence in 2024 to build on this legacy and to make the most of the momentum created by the oracy movement for change.

DR KATE PARADINE



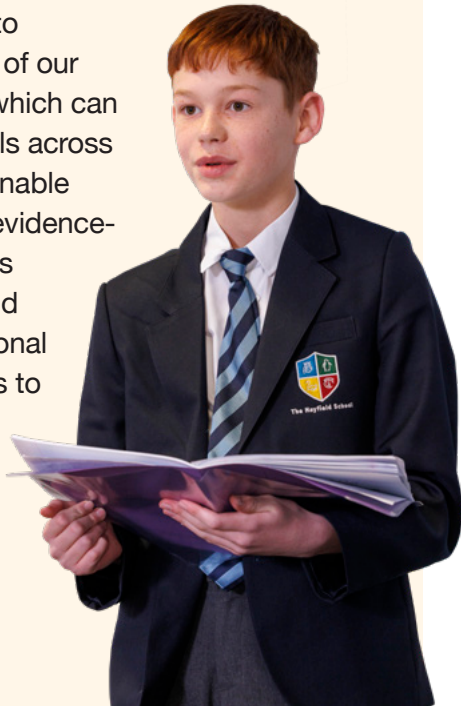
COMPARING TALK: DEVELOPING AN ORACY ASSESSMENT TOOL

There is currently no standardised test for oracy. This means that there is no national standard, and no agreed set of age related expectations for oracy. This makes it difficult for schools prioritising oracy education to understand the impact of their work on the students they serve. Voice 21 is working to change this.

We have recently completed the first large-scale pilot of an innovative oracy assessment using comparative judgment (you can find the results on p. 4). This approach has enabled us to create reliable assessment scores for students performing an oracy task. Historically, reliability has been a challenge when applying traditional assessment methods to oracy. However, comparative judgement is driven by side-by-side comparisons of students' work by multiple assessors, rather than difficult-to-interpret metrics or rubrics, which are then algorithmically combined to produce reliable scores for any individual student's performance.

We used Comparative Judgement to assess 463 videos of students' oracy from 55 schools in England and Wales.

Now that we know our assessment works and can be used to make meaningful comparisons between students and across schools, we plan to develop a version of our assessment tool which can be used by schools across the UK. This will enable schools to make evidence-informed decisions about teaching and learning. At a national level, it will help us to identify areas of strength and weaknesses in oracy provision to best target our support.



Thank you

As always, we are grateful for the continued support of our national network of Voice 21 Oracy Schools whose dedication, commitment and ambition enables more students than ever to benefit from a high-quality oracy education. We would also like to thank all of our supporters who have made our work this year possible.

- Allan & Gill Gray Foundation
- The Dulverton Trust
- Minton Charitable Trust
- The ISLA Foundation
- The Fidelity Foundation
- Allen & Overy Foundation
- Impetus
- The Considered Ask
- The Mohn Westlake Foundation
- St John's Foundation

Our Theory of Change

At Voice 21 we take an evidence informed approach to the design and delivery of our work with Voice 21 Oracy Schools.

We do this because we think it's important to repay the trust schools place in us with a genuine commitment to providing the most effective route possible to a high-quality oracy education. We use external research evidence on oracy and the implementation of whole-school change alongside internally generated evidence (including evaluation) of Voice 21 Oracy Schools to drive short and long term review and development cycles.

Voice 21 Oracy Schools are, in evaluation terms, complex. It isn't easy to measure our primary direct outcome (oracy skills) and schools are complex places where sustained change requires systems-level thinking and programme design. Our Theory of Change sets out our intended route to impact, and we use a mixed-methods approach to gather the best available evidence at every stage of a school's oracy journey; whilst being mindful to use a proportionate approach when it comes to the evaluation burden placed on our schools.

REFERENCES

1. Moss, G and Washbrook, E (2016). The Gender Gap in Language and Literacy Development. Bristol: Uni of Bristol.
2. Ibid.
3. Talking about a Generation, The Communication Trust, 2017. P. 11.

VOICE 21 THEORY OF CHANGE

INPUT

We recruit Voice 21 Oracy Schools serving students who need a high-quality oracy education most



ACTIVITIES

Our membership supports teachers and school leaders to implement a high-quality oracy education. We work at a whole-school level, providing a blend of in-person and online support to multiple stakeholders in our schools.

SHORT-TERM OUTCOMES (SCHOOL)

Voice 21 Oracy Schools provide a high-quality oracy education

SHORT-TERM OUTCOMES (STUDENTS)

Students' oracy skills improve



LONG-TERM OUTCOMES (STUDENTS)

- Increased engagement in learning
- Improved academic outcomes
- Improved confidence and wellbeing
- Better transitions and enhanced employability
- Equipped to thrive in democratic and civic life

IMPACT

Society is fairer and more equal



WHAT WE MEASURE

We worked with 852 schools in 2022-23, of whom 69% were in the top 40% of schools with the greatest proportion of students eligible for free school meals

91% of participants in 2022-23 rated Voice 21 activities good or excellent across both content and facilitation (n=1019).

We also collect more specific engagement and performance metrics related to each of our activities.



We use Oracy Survey data to understand schools' and teachers' performance against the Oracy Benchmarks, which outline what constitutes a high-quality oracy education.

In 2022-23 8000+ teachers and 26000+ students completed our annual Oracy Surveys

There is no national standard measure or assessment for oracy. Voice 21 has been working to create a robust and reliable assessment tool. This year we conducted our first large scale pilot, finding that on average, students have the strongest oracy skills in our longest-standing Voice 21 Oracy Schools.



We use targeted research projects to grow the evidence base for oracy and for our approach to oracy education.

Students in Voice 21 Oracy Schools made accelerated progress in reading (2023 finding from our research project Voicing Vocabulary).

There are a lot of factors within school, and even more outside it, which drive social inequality. In our Theory of Change we show that we believe oracy education has a part to play in addressing this, not that it is the whole answer.

At Voice 21 we're proud to be part of an ecosystem of like-minded organisations, all playing their part to make society fairer and more equal.

WHAT WE DO AS A RESULT

We use this to inform our recruitment strategy, targeting the schools, areas or trusts that need us most.



We use our activities' engagement and performance metrics to continually improve our offer. This occurs through in-year feedback cycles as well as annual and multi-year review processes.

We use this data to support schools to identify strengths and weaknesses in their oracy provision and work towards meeting the criteria to become a Voice 21 Oracy Centre of Excellence. It also informs our annual and multi-year review cycles.



We aim to develop our assessment into something schools can use nationwide. We will use this to measure success and to best target our support and resource.

We use the results of our targeted research projects alongside classroom-based research and qualitative-led methodologies to help teachers and school-leaders to make evidence-informed decisions regarding oracy implementation.



Final Word



Oracy helps me be brave.

YEAR 5 STUDENT, BEDGROVE JUNIOR SCHOOL



Oracy has enabled students to share their reasoning, especially in Maths.

CLASS TEACHER, HOLYOAKES FIELD FIRST SCHOOL



Voice 21 has been the best CPD I have ever attended.

SENIOR LEADER, ST ANDREWS CHURCH OF ENGLAND SCHOOL



I've become more confident in myself.

YEAR 9 STUDENT,
THE HAYFIELD SCHOOL



Oracy allows everyone to communicate and speak their mind and thoughts in different ways that are respected, understood and celebrated.

CLASS TEACHER, GREEN MEADOW PRIMARY SCHOOL



Embedding oracy in teaching and learning has made the students much more confident and empowered.

SOPHIE ALDERSON, ORCHARD ACADEMY



It's very nice to be listened to; it makes me feel important.

YEAR 3 STUDENT, ST JAMES' CHURCH OF ENGLAND PRIMARY SCHOOL



Oracy has boosted the children's self-esteem and confidence.

SEN LEAD, THE GRANGE PRIMARY SCHOOL



Voice 21 is really empowering students.

CLASS TEACHER, FISHPONDS CHURCH OF ENGLAND ACADEMY



Oracy helps me be more creative in my writing.

YEAR 3 STUDENT, WEELSBY ACADEMY



It is transformative.

MIDDLE LEADER, MEDEN SCHOOL