

Great Oracy Exhibition 2025

Developing 1:1 Conversational Skills

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Background

Our Context

- ✓ 11-18 school with 1700 students in East Cambridgeshire
- ✓ Successful journey of school improvement
- ✓ Oracy Centre of Excellence
- ✓ Consistent leadership and oracy champion team
- ✓ Embedding self-reflection, feedback and ownership in oracy development



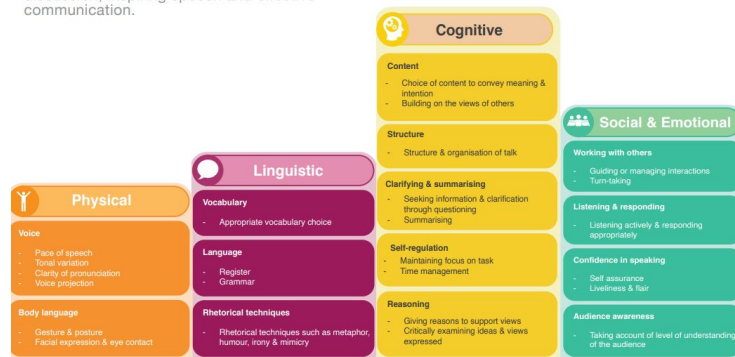
Focus on Conversational Skills

Why this area of oracy?

- ✓ Gap in the oracy 'diet' for our students
- ✓ Experience with mock interviews in year 11
- ✓ Comments from students on their experiences of individual feedback on oracy
- ✓ Limited empowerment in their oracy development
- ✓ Opportunity through academic mentoring programme
- ✓ Can develop teacher oracy skills alongside students

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.



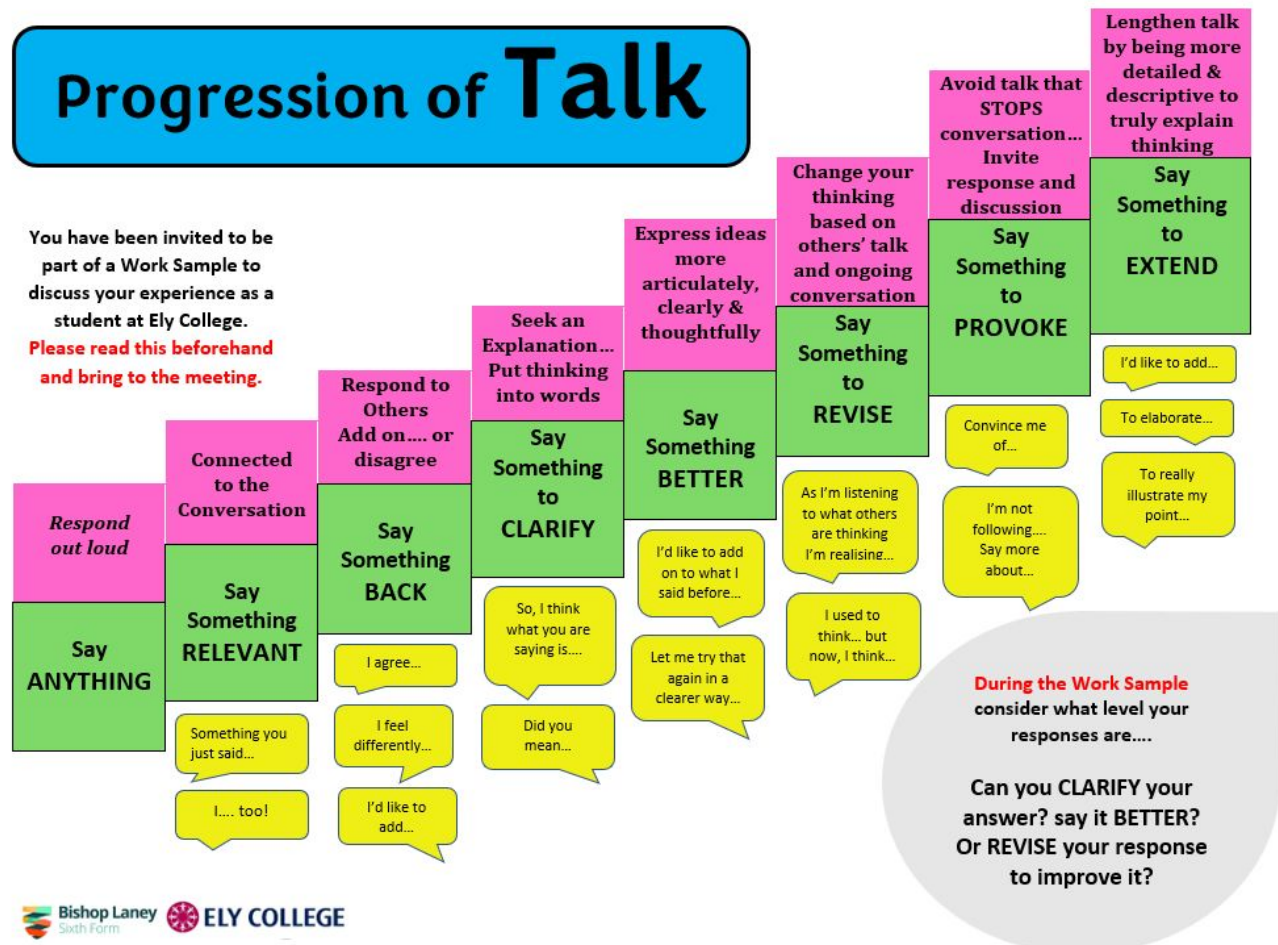
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Progression of Talk

You have been invited to be part of a Work Sample to discuss your experience as a student at Ely College.

Please read this beforehand and bring to the meeting.

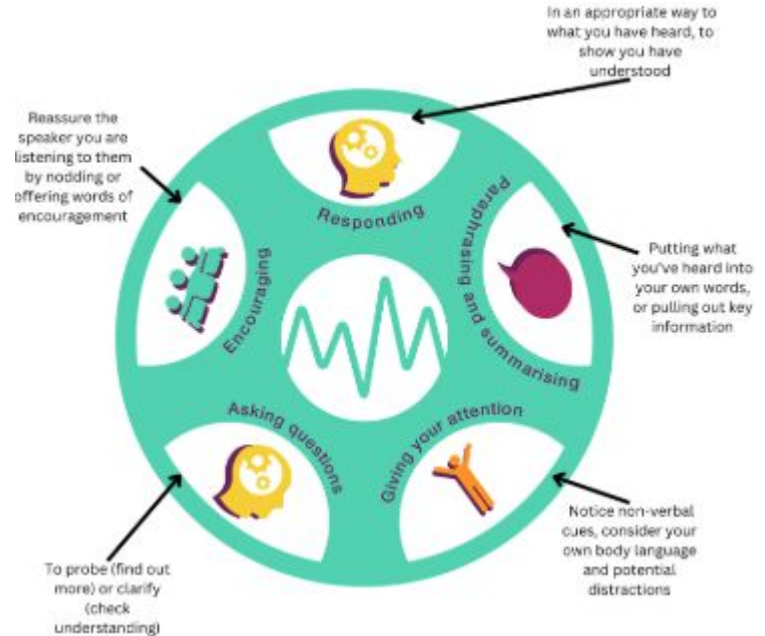


- ✓ Identifies simple to more complex skills in 1:1 conversation
- ✓ Trialled in work sample meetings with students initially and then moved to academic mentoring
- ✓ Students said it helped them think more about their skills and made them actively try to improve them

Listening Skills

The Listening Wheel

- ✓ Developing 1:1 conversational skills needs both talk skills and listening skills
- ✓ Conversations provide an opportunity to utilise and develop all listening skills
- ✓ Self reflection and individual development can be focused on listening alongside talk



Using the Progression of Talk Tool

Trialling through conversation

- ✓ In pairs you are going to have a conversation on the topic of '**my favourite place**' for 5 minutes
- ✓ Turn and face each other before you start
- ✓ Take opportunities to deliberately practice/develop aspects of the talk skills and listening skills
- ✓ Try and identify the skills being used by your partner

Using the Progression of Talk Tool

Conversation after the conversation...

- ✓ How did it feel?
- ✓ Did you use different skills than you normally would?
- ✓ Did you ask questions to encourage the other person?
- ✓ Did you identify skills in the person opposite you?
- ✓ How could this be used in your setting/context?

Next Steps

Ways it can be used

- ✓ To mentor or coach students
- ✓ To prepare students for interviews or work experience situations
- ✓ To support students in interviewing or questioning adults
- ✓ To help staff develop their skills when talking to students
- ✓ As a framework for modelling conversations for students
- ✓ To help parents understand and support
- ✓ As a talk detective tool for peer feedback

Impact

Identified Impact

- ✓ Students reflecting on their skills in this area
- ✓ Students actively choosing to develop those skills through deliberate practice
- ✓ More effective academic mentoring conversations
- ✓ Better questions asked by staff to draw answers from students
- ✓ Personal ownership of their own oracy development
- ✓ All students receiving individual feedback on their skills
- ✓ Increased student confidence in speaking to staff