



Let's Talk at Transition



Contents

Foreword	5
What is oracy	6
Why oracy and transition	7
Reimagining transition	8
Impact	10
An oracy rich introduction to secondary	12
Explicit oracy teaching	16
Oracy in subjects	18
Platforms for oracy	20
Professional development in oracy	21
Final word and thank yous	22
References	23



Foreword

We are delighted to present this report, which describes the journey from discovery to practice of the collaboration between seven Worcestershire schools, Voice 21 and Worcestershire County Council.

A robust evidence base highlighted the challenges faced by some pupils during the Key Stage 2 to Key Stage 3 transition – particularly those with additional educational needs or experiencing disadvantage.

Building on our previous work with 20 schools in partnership with Voice 21, we recognised that oracy could play a pivotal role in creating a more effective and inclusive transition for children and young people.

This approach not only addresses the social and psychological impact of change but also strengthens the cognitive and linguistic foundations essential for personal success.

The report showcases the expertise of the Voice 21 team and the dedication of participating schools along with the impact for children and young people, who have all responded with creativity and commitment to improve life chances for their pupils.

We hope you find inspiration in their journeys and the impact of this collaborative effort.



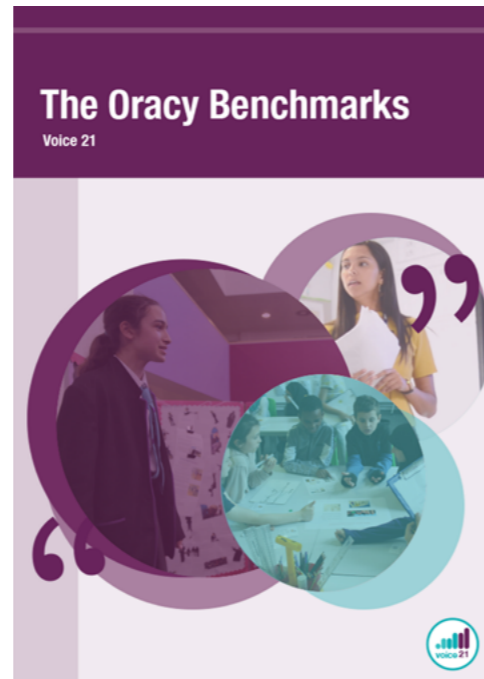
Sarah Wilkins
Assistant Director for
Education, Early Years,
Inclusion and Pupil
Place Planning

What is oracy?

Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication.¹

A high-quality oracy education enables students to learn both to talk and through talk, developing and deepening their subject knowledge and understanding through classroom dialogue. Like literacy and numeracy, oracy is teachable and is a foundational skill for learning.

To ensure that every child leaves school with these essential skills, the teaching of oracy must be deliberate, explicit and systematic. By taking a whole-school approach to oracy – from classrooms to curricula to wider school life – schools can support children and young people to develop the essential skills that they need to thrive, both in school and beyond.



The Oracy Benchmarks² articulate and exemplify a high quality oracy education



Why oracy and transition?

The transition between primary and secondary school is a significant educational milestone – one that presents both opportunities and challenges for students as they navigate new relationships, unfamiliar routines and a wider range of subjects. For many, this move affects feelings of belonging, engagement in learning and attainment.³

Supporting students' social and emotional development and sustaining academic progress in the first years of secondary education is a complex process – the scale and importance of which was captured in the findings of Ofsted's 2015 survey report, *Key Stage 3: the wasted years?*⁴ The report called for greater emphasis on cohesion and challenge in the Key Stage 3 curriculum.

Over a decade later, the Curriculum and Assessment Review report⁵ cautions that:

... a lack of clarity on what progression from Key Stage 2 to 3 should look like hampers effective transitions and the building of knowledge and skills.

p. 45

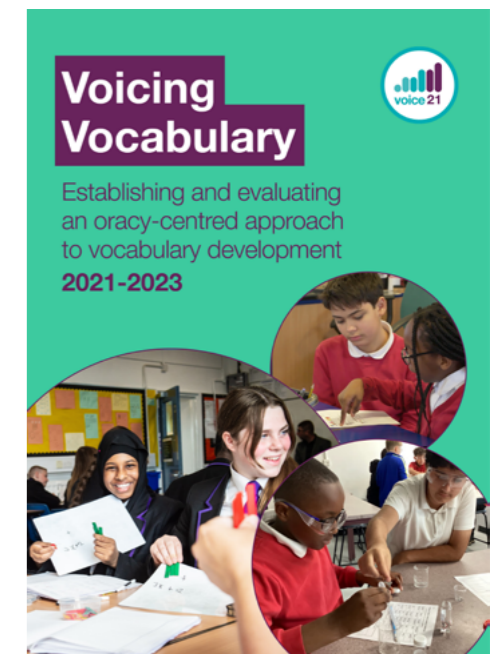
Case studies of best practice published alongside *Key Stage 3: the wasted years?* highlighted the success of schools making effective decisions around cross-phase partnerships, transition, curriculum design, assessment, development of literacy and life skills and careers education.⁶ Encouragingly, these are all areas in which a strategic and deliberate approach to oracy education can make a difference.



Kathleen McBride
Project Lead, Voice 21

Voice 21 has long believed that oracy education has an instrumental role to play in supporting positive experiences and outcomes for students throughout their time in school. Voicing Vocabulary established that an oracy-centred approach to teaching vocabulary across the Key Stage 2-3 transition improved reading outcomes and enhanced students' confidence across the curriculum.⁷

Building on this work, and with an ever-increasing focus across the sector on improving experiences of transition and building a stronger Key Stage 3 curriculum offer, we were thrilled to work in partnership with Worcestershire County Council and seven local schools on Let's Talk at Transition. The project was designed to support teachers to develop a new approach to transition – one that places students' voices at the centre of oracy-rich provision in the lead up to Year 7 and beyond.



Reimagining transition

Participating schools considered two fundamental changes to practice.

1. Expanding transition

Schools began to view transition as an extended phase – one that accelerates in the summer term of Year 6 and stretches across the whole of Year 7. Traditional transition activities were redesigned, becoming a gateway to innovation at Key Stage 3.

In response to the project, schools identified opportunities to enhance curriculum cohesion and coherence, work well placed to address a recently reported drop in engagement in learning that occurs between November and March of Year 7.⁸

The fall in average engagement scores between the Autumn and Spring terms is almost entirely due to the decline that occurs amongst Year 7 pupils.

p. 15, Mind the Engagement Gap

2. Developing a multi-layered approach

Exploring the role of oracy in summer transition activity became a springboard for planning a sustained and progressive approach to developing students' oracy skills throughout year 7. Teachers set about identifying contexts in which oracy skills could be taught explicitly, pinpointing how oracy can be harnessed to deepen learning in different subject areas and providing platforms for oracy beyond the classroom.



A framework for oracy and transition

The following framework articulates how teachers conceptualised a reinvigorated Year 7 – one in which the underpinning principles of a high-quality oracy education enable students to learn to and through talk.



Oracy-rich introduction to secondary

Connecting Year 6s with older students, designing discussion-based taster lessons, creating continuity between July Year 6 and Year 7



Explicit oracy teaching

Building on KS2 oracy provision, identifying opportunities to teach oracy explicitly, planning for progression in oracy skills across KS3



Oracy in subjects

Understanding the role of talk in different subjects, planning regular opportunities for disciplinary oracy, assessing learning through talk



Platforms for oracy

Supporting students to speak to authentic audiences, providing exciting contexts for talk, raising expectations and aspirations



Professional development in oracy

Assigning oracy leadership, delivering whole-school and departmental CPD, sharing best practice



Impact

Project schools reported impact across several areas and the emerging benefits of Let's Talk at Transition continue to be explored, built upon and shared more widely. These findings provide a promising foundation for continuing this approach in secondary education.

Improved attendance

Oracy supports feelings of belonging, helping students integrate into and feel part of their school communities.

High-quality oracy provision enables students to talk about issues and express their feelings, reflect on their thinking and experiences and access their learning. Amidst national concerns about levels of school absence⁹, one project school noticed a significant improvement: **Year 7 attendance rose from 88% the previous year to 92% during the project year.**¹⁰

Of course, there are many factors affecting attendance – but the one thing we did differently over the year was embedding oracy into Year 7 teaching and learning.

Melissa Clarke, Oracy Lead



Greater understanding of exploratory talk

Exploratory talk is the type of classroom talk most associated with improved academic outcomes.¹¹ Careful planning for talk includes selecting a purposeful stimulus, setting clear expectations and providing appropriate scaffolds where needed to support effective discussion. Providing students with regular opportunities to engage in exploratory talk builds confidence and develops oracy skills over time.

Understanding of the characteristics and importance of effective exploratory talk grew over the course of the project. In participating schools, teachers are now more likely to plan discussion opportunities into their lessons.

It's changed my perspective about what I'm putting at the forefront of my teaching.

Julia Ertas, Oracy Lead

By planning for exploratory talk and supporting students to engage in it, I've seen a real shift in how students value talk and what each other has to say.

Project participant

Speaking and listening is important because you can learn from it and you can share your opinions.

Year 7 student

Teacher practice change

Teacher confidence with implementing oracy practice in the classroom **rose by 28.6 percentage points in participating schools.**¹²

In some schools, Let's Talk at Transition supported a move away from silent classrooms into lessons where purposeful talk is harnessed for learning. As a result, schools noticed a strong correlation between increased classroom talk and students' engagement in learning.

In Christopher Whitehead Language College, **89% of teachers agreed that oracy has helped students to develop their love of learning.**¹³

In my school we are not forced to answer questions – we speak because we are inspired.

Year 7 student



Confidence with managing behaviour during classroom discussions improved for **100%** of schools on the project

Stronger relationships leading to increased participation in learning

Focus groups with students revealed that, when moving to secondary school, students worried about: “new teachers”, “teachers being strict”, “new social groups” and “being misunderstood.” Oracy has the potential to foster stronger relationships between both peers and teachers and students.

We have noticed changes in some of our students who previously struggled to participate in class. They are recognising the value of oracy and feel more included in lessons.

Hayley Griffiths, Oracy Lead

Teachers' confidence with managing behaviour in oracy-centred lessons improved for **100% of schools on the project.**¹⁴ As teacher confidence with oracy practice grows, students are given more opportunities to discuss learning and share ideas in the classroom.

The following pages capture the innovative practice of participating schools at each level of the framework for oracy and transition.

An oracy-rich introduction to secondary

Placing oracy at the heart of students' introduction to secondary school promotes emotional literacy, builds confidence and provides them with a platform to share their individual stories.

Teachers on the project contributed to the development of a resource designed to support the delivery of talk-rich transition lessons leading to a purposeful spoken outcome.

Oracy is important – when you speak up you build confidence and when you listen you learn.

Year 7 student



The Talking at Transition Oracy Challenge guides teachers through the planning and delivery of a unit of work that promotes exploratory discussion as a vehicle for exploring feelings around the transition to secondary school.



Below are examples of how schools adapted and implemented this challenge

Creating continuity between transition and the curriculum

At Christopher Whitehead Language College, teachers began the challenge with Year 6 students in July.

“In our summer transition lessons, students wrote and performed letters to their future selves. They reviewed these letters in the autumn term and will respond to their original letters at the end of Year 7. The purpose of this is to encourage students to compare their expectations about moving to secondary school to the reality of the experience – opening up opportunities for further dialogue.

In these discussions, students articulated their feelings giving teachers valuable insights into how they were coping with transition.

One of the benefits of this approach is it gives teachers a much stronger understanding of students from the off-set. We've been able to identify vulnerable students and liaise closely with the pastoral team to ensure these students receive timely support.

We also used this challenge as an opportunity to teach letter writing skills – something we would have done anyway, but this gave a real purpose to their writing practice.

At the end of Year 7, they'll write one more letter to their Y11 selves which we'll hold onto and return to them before their leavers' assembly at the end of key Stage 4.”

Kirstyn Minchin, Oracy Lead

Providing authentic opportunities and new audiences for talk

The oracy team at Wolverley CofE Secondary School used the challenge as a springboard for a new scheme of learning titled *Dear Younger Me* delivered in English lessons in the summer term of Year 7.

Lessons were sequenced to introduce students to different types of talk and to support the development of associated skills from the Oracy Framework.



The scheme of learning culminated with students planning and recording spoken letters where they reflected on how they had felt as Year 6s compared to how they felt at the end of their first year of secondary school.

The school also involved selected Year 10 students, asking them to complete the same activity – creating connections between year groups and providing a model for the year 7s.



You can view some of the letters Year 10s performed and shared with Year 7s here.

Oracy Lead, Sophie Cartwright, explains how Year 6 summer transition visits were redesigned to connect with the Year 7 scheme of learning.

“Year 7s responded brilliantly to this scheme of work and we wanted to provide them with an additional challenge, positioning them as role models for the incoming Year 6s.

“By redesigning our Year 6 summer transition lessons, we opened up time and space for oracy assemblies in which Year 6s and Year 7s engaged in discussions about moving to secondary school.

“The Year 7s were able to offer insights and guidance based on their own experiences and the Year 6s were able to ask questions of students who had just experienced what they were about to go through. It was hugely successful and is something we'll do again.”



An oracy-rich introduction to secondary

Schools identified ways in which oracy supports other priorities connected to the primary to secondary transition.

Developing a love of reading

At King Charles I School, the team harnessed oracy to support a focus on reading for pleasure, developing a reading initiative that integrates oracy and the exploration of literary texts.

“We wanted to create a really meaningful connection between the summer transition and the autumn term in Year 7. We also know how important it is to foster a love of reading at this age and the two priorities work effectively alongside each other. When students returned at the start of Year 7, we introduced them to oracy and a range of strategies to support exploratory talk about their texts.”

Developing their oracy skills through the lens of their summer reading challenge created a low-stakes way to build confidence having discussions with their new peers and set them up really well to engage with their first Year 7 English text.”

Hayley Griffiths, Oracy Lead

Voicing Vocabulary demonstrated that oracy rich teaching and learning accelerates progress with reading in Year 7.¹⁵



Fostering links between primary and secondary schools

Participants from The Stourport High School and Sixth Form College identified an opportunity to develop oracy as a shared practice between primary and secondary – capitalising on the involvement of Stourport Primary Academy in the project to establish new ways of creating continuity for students across the summer-September transition window.

“In our school, about 35% of Year 7 students aren’t secondary-ready and for us, providing an enhanced and sustained transition is key to helping students engage with the Key Stage 3 curriculum. With multiple feeder schools, we prioritise visiting as many schools as possible as a first opportunity to build relationships with Year 6 students. We used insights from our conversations with Stouport primary to help shape the work we do when going into our other feeder schools.”

Working in this way with a feeder primary has given us a much stronger understanding of both the curriculum and the opportunities for oracy in Key Stage 2. It’s vital that we capitalise on the oracy skills and experiences students arrive with and explicitly plan to develop and deepen those skills in Year 7 and beyond.”

Sara Miles, Oracy Lead

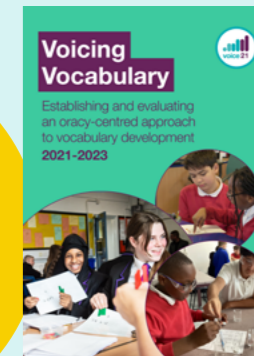
Participants have found it valuable to engage in conversations with primary colleagues and to see primary learning in action, helping them to start thinking about transition opportunities across the curriculum.

Meshendia Dampier, Let's Talk at Transition Programme Lead

“Many of our Year 6s move onto The Stourport High School and whilst we have good links between the schools, practice sharing around oracy is not something we’d previously done. Visiting the high school during the project was a powerful opportunity to better understand the progression of oracy from primary to secondary – seeing oracy in action in their classrooms highlighted opportunities to create continuity between the two phases.”

Claudia Hopkirk, Oracy Lead, Stourport Primary Academy

Further case studies of collaboration at transition can be found in the Voicing Vocabulary report:¹⁶



Explicit oracy teaching

Unless it is deliberately planned for, oracy can feel as though it is everywhere and nowhere all at once. Identifying a discrete context in which to teach Oracy Framework skills explicitly offers an effective starting point for many schools.

All teachers have a responsibility to develop their students' oracy skills. Capitalising on the opportunities that exist in the structure of the school day ensures that all students develop this essential skill set.

Meshendia Dampier, Let's Talk at Transition Programme Lead

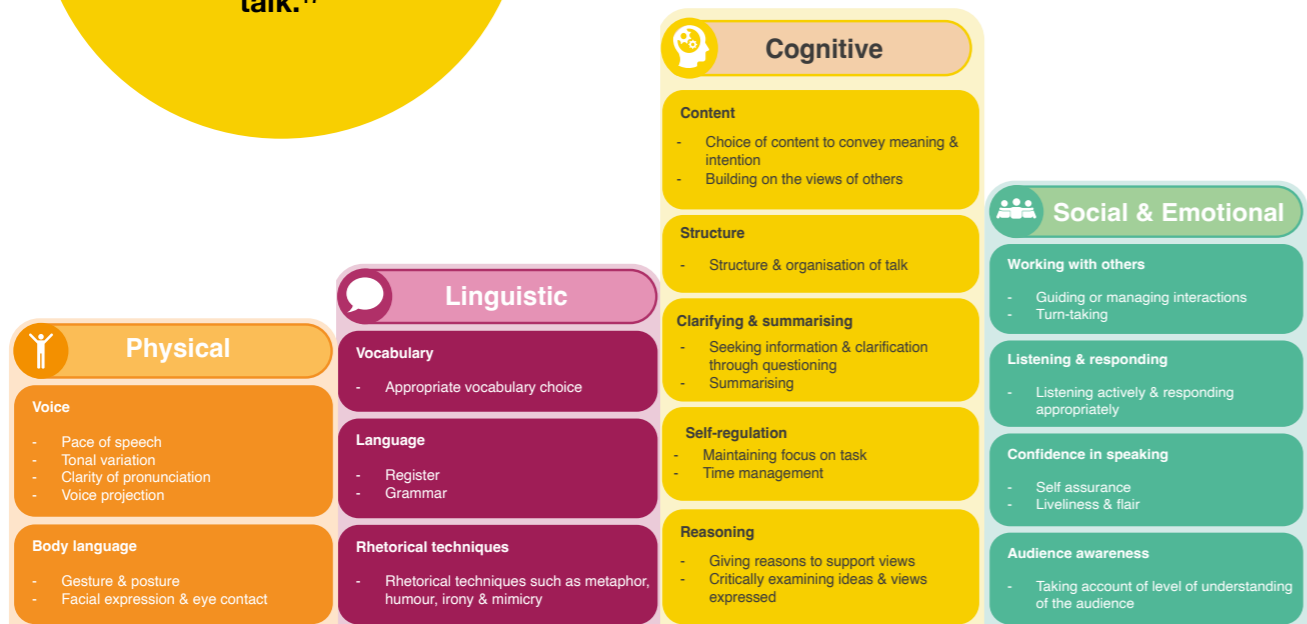
Oracy in tutor and form time

The oracy team at Wolverley CofE Secondary School designed a series of collective worship form time sessions during which oracy is taught explicitly.

"Our collective worship sessions are an ideal context in which to teach oracy explicitly. They involve the exploration of big questions and philosophical thinking. Teachers are provided with all the materials they need which includes talking points, links to the Oracy Framework and suggested groupings and strategies to support students' discussions. This ensures consistency across form groups and empowers all teachers to develop their own oracy practice which, as well as delivering rich form time discussion, equips teachers with oracy knowledge."

Sophie Cartwright, Oracy Lead

The Oracy Framework was created by Voice 21 and Oracy Cambridge. Teachers use the framework to support the planning and delivery of classroom talk.¹⁷



© Voice 21 2020 developed in partnership with Oracy Cambridge. Voice 21 is a registered charity in England and Wales. Charity number 1152672 | Company no. 08165798

Oracy Champions at Bishop Perowne Church of England College also developed an oracy programme that is delivered in tutor time sessions:

"During the project year, we redesigned tutor lessons to include a sustained oracy focus as part of students' character education. We listened carefully to feedback from Year 6 students from our main feeder schools. Many of them cited making friends and getting along with teachers as key concerns about moving from primary to secondary.

We recognised that a focus on oracy would support students to build relationships with both teachers and peers. Our transition tutor time programme extends across the whole of Year 7. Over the course of the year students are introduced to the concept of oracy and are exposed to a range of contexts and purposes for talk."

Sarah Bones and James Cameron, Oracy Champions

Every opportunity we get in form to debate and discuss helps me feel more confident sharing my opinions.

Year 7 focus group participant

Oracy supporting vulnerable students

The oracy team at Bishop Perowne Church of England College identified oracy's capacity to support the school's most at-risk students.

"At the end of the project year, seeing the impact oracy was having in our form lessons, we decided to build our provision to ensure it reaches all students. I developed the Find Your Voice programme which consists of weekly intervention sessions delivered in small groups to carefully selected students. The success

of this programme is driven by clear lines of communication between me, our school SENCo and, for our Year 7 group, primary and secondary transition leads.

Lessons are designed to build communication and confidence in school. Without this support, many of these students would simply disappear from education – they'd be school refusers."

Gill Dorsett, Find Your Voice leader



Oracy in subjects

In project schools, staff are increasingly recognising oracy as central to learning and the majority of teachers agree that engaging in high-quality discussions enhances learning across the curriculum.

Oracy practice in lessons was highlighted as a strength in a recent school improvement visit at King Charles I School.

89% of teachers surveyed in Bishop Perowne Church of England College strongly agree that oracy helps students develop a love of learning.¹⁸

IN ACTION: YEAR 7 GEOGRAPHY

At Baxter College, teacher Tayla Reynolds displays two images of the local area, Kidderminster. One image is from the 1700s, the other was taken recently.

Students have copies of these in their books – they are also displayed on the smart board. Tayla gives students time to notice similarities and differences independently at first, followed by a discussion with a partner where they share and compare their initial thoughts ahead of discussing as a whole class.

We have been working hard to move students past saying 'I don't know' when asked questions during a lesson. A typical lesson now includes the following phases: silent thinking time, quiet paired talk building to whole class dialogic discussion. Recently, we've been working on listening carefully and responding to each other's ideas which is helping to extend our discussions.

Teacher: What did you notice and what did you discuss with your partner about the similarities and differences between the two images?

Student 1: We noticed that in the modern image there are car parks and there are fewer chimneys.

Student 2: Yeah but some of the old chimneys are still there – that one (student comes up and circles on the board) is there – it's connected to one of the shops.

Student 1: Oh, yeah you're right it is there but it's not in use.

Teacher: Interesting, so there are remnants of industrialisation.

Student 3: There aren't as many trees in the older one.

Student 4: Didn't they cut down loads of trees during the Industrial Revolution to build factories and houses?

Teacher: Absolutely, you've drawn a great connection there to what we learned a little while ago.

Student 4: You know industrialisation, did it damage the ozone layer?

Student 5: So, do you think it is connected to climate change now?

The discussion continues with new lines of inquiry introduced by different students. During the exchange, whilst the teacher instigates talk, it is the students who offer and build on each other's ideas. They confidently probe and challenge some of the reasoning on display. Throughout, students demonstrate geographical thinking: making connections to prior learning as well as demonstrating understanding of how the past has shaped the physical world around them.

IN ACTION: YEAR 7 R.E.

Students in Bishop Perowne Church of England College are learning about injustice. They have been given 5 examples of injustice and are asked to work in pairs to select the most harmful example.

Pairs talk together for a few minutes then write what they've selected on mini whiteboards:

Teacher: OK, show me your whiteboards

Student 1: We've picked racism because it's wrong to judge anything based on colour – for example if you had a house painted white and a house painted black next to each other, they'd both be good houses to live in whichever colour they are on the outside.

Teacher: I love that analogy, would anyone like to build on what E__ has said?

Student 2: I agree, we picked the same injustice. Making fun of someone because of their skin colour or culture is just wrong – I mean, you wouldn't like it if it happened to you!

Student 3: We have something different. We actually said that all of them are unacceptable because they are all things that you have no control over.

Teacher: Now this is really interesting – we're beginning to think about this in a different way...tell us a little more...

In R.E. oracy is really important because we talk and debate about different beliefs and try to understand other people's perspectives.

Year 7 student

ORACY IN MATHS

Maths teachers at Wolverley CofE Secondary School want to build students' confidence with sharing their mathematical thinking in lessons, recognising that maths is a subject which many Year 7 students find challenging when they move to secondary school.

I used to get scared asking for help and talking in front of my class – I worried about saying something wrong and being embarrassed.

Year 7 student

Talking in maths is good because you feel more involved in the lesson.

Year 7 student

Developing my knowledge of oracy has revolutionised my planning and pedagogy. After trialling a range of oracy strategies during the project year, we have redesigned our schemes of learning to include a wider range of opportunities for oracy within the subject. We began this in Year 7 and are now developing the same practice across Key Stage 3.

Calum Leyland-Richardson,
maths teacher



Platforms for oracy

Schools delivering a high quality oracy education provide students with engaging and varied platforms for talk – crucially, they ensure that all students have opportunities to participate in oracy beyond the classroom. Such events, when planned as part of a multilayered approach to oracy education, enable students to practise a wide range of oracy skills and encounter different audiences for talk.



I never thought I could do it – but I took part in the school play last year and it was really good. It wasn't as scary as I thought it'd be.

Year 8 focus group participant

Poetry slams

No pens days

Student councils

Spelling bees

Poetry By Heart

Debating

TED talk days

Drama productions



The oracy work students have been doing in their literacy intervention group has given students who might not normally participate, the confidence and belief in themselves to write and perform a poem for our first poetry slam.

Amy Dalton, Oracy Champion and poetry slam lead

Professional development in oracy

Providing effective continuous professional development in oracy is key to ensuring every student benefits from a high quality oracy education. However, polling conducted in January 2025 highlighted that there is not yet consistent access to oracy CPD across the sector with just 28% of secondary teachers receiving CPD on oracy in the last two years.¹⁹

Schools taking part in Let's Talk at Transition placed CPD at the centre of the implementation of oracy.

At Wolverley CofE Secondary School, the oracy lead has planned regular whole staff CPD sessions across the academic year. Each half term has a different focus but the same structure which involves a whole staff **input** session followed by a **reflection** section a few weeks later where teachers can share what they've trialled and noticed.

Teachers have responded positively to CPD on oracy:

I'm planning to trial some new strategies for talk, for example a consensus circle. I think this will work really well in Science for developing students' articulation of conclusions and evaluations from practical activities.

Science teacher

At Christopher Whitehead Language College, the provision of oracy CPD throughout the project year built teachers' confidence with implementing oracy in the classroom.

Teacher confidence in managing oracy in the classroom increased by 17 percentage points from 63%–80% of teachers reporting they feel confident or very confident in this area.²⁰

Oracy has become a significant focus of our professional development time. We're looking at how oracy supports students experiencing disadvantage which includes using oracy to challenge students and develop as critical thinkers.

Kirstyn Minchin, Oracy Lead



Just **28%** of secondary teachers have received CPD on oracy in the last two years

80% of teachers reported they feel confident or very confident in this area.

Final word

We asked Year 7 students in participating schools, 'What does oracy mean to you?'

It means we can understand and interpret other people's opinions

Oracy is important – when you speak up you build confidence and when you listen you learn

It's learning to talk to new people. It's helped me make friends

It isn't just speaking – it's just as important to listen

I think it means developing emotional intelligence

To me, it means being brave – like learning to project your voice so everyone in the room can hear you

It's being confident to share what you believe and what you think

Thank yous

We would like to thank Worcestershire County Council for their support and contribution which facilitated this successful collaboration between schools.

The project's success is testament to the commitment of teachers and leaders in the following participating schools:

Baxter College

Bishop Perowne Church of England College

Christopher Whitehead Language College

King Charles I School

The Stourport High School and Sixth Form College

Wolverley CofE Secondary School

Stourport Primary Academy

We would also like to thank the following schools who generously opened their doors for us to visit and experience high-quality oracy implementation in action:

St Barnabas CofE Primary School

The Chantry School

References

1. Oracy Education Commission, 2024, We Need to Talk report: [Future-of-Oracy-v23-web-13.pdf](#)
2. Voice 21, 2019, Oracy Benchmarks Report
3. Jindal-Snape, D, Hannah, EFS, Cantali, D. Barlow, W. and MacGillivray, S., 2020, Systematic literature review of primary-secondary transitions: International research. *Rev Educ*, 8: 526-566. <https://doi.org/10.1002/rev3.3197>
4. Ofsted, Key Stage 3: the wasted years? (2015) [Key stage 3: the wasted years? - GOV.UK](#)
5. Curriculum and Assessment Review Final Report: Building a world class curriculum for all (2025) [Curriculum and Assessment Review final report: Building a world-class curriculum for all](#)
6. Ofsted key stage 3 curriculum survey (2015): 8 good practice case studies: [Ofsted key stage 3 curriculum survey 2015: 8 good practice case studies - GOV.UK](#)
7. Voice 21, 2023, Voicing Vocabulary: An oracy-centred approach to vocabulary development
8. ImpactEd, 2025, Mind the Engagement Gap: A National Study of Pupil Engagement in England's Schools, https://cdn.prod.website-files.com/67598d731746d234ae3577da/682d84ebff9afdaadb41c882_ImpactEd%20May%20TEP%20Report%20FULL_Digital.pdf
9. Centre for Social Justice, 2025, School Absence Crisis, <https://www.centreforsocialjustice.org.uk/newsroom/school-absence-crisis-now-entrenched-new-data-reveals>
10. Participating school attendance data, May 2025
11. Mercer N. 2008. Three Kinds of Talk, Thinking Together: [5 examples of talk in groups.doc](#)
12. Voice 21 Oracy Survey Endline results, June 2025
13. Ibid
14. Ibid
15. Voice 21, 2023, [Voicing Vocabulary: An oracy-centred approach to vocabulary development](#)
16. Ibid
17. Mercer N. et al. (2017). An oracy assessment toolkit: linking research and development in the assessment of students' spoken language skills at age 11–12. *Learning and Instruction* (48) pp. 51 -56
18. Voice 21 Oracy Survey data endline results, June 2025
19. Teacher Tapp, 2025, oracy survey response data
20. Voice 21 Oracy Survey data endline results, June 2025

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

