

ORACY AND PUPIL VOICE

Developed through the Culture of Learning project actions.

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Year 6 teacher at Greenway Primary School.

BACKGROUND TO THE PROJECT

- ▶ School has been part of international linking for many years.
- ▶ As part of this project staff from Greenway have visited and worked alongside schools in Latvia, Poland and Iceland.
- ▶ The school undertook a survey to look at shortcomings in teaching and where the project would enhance children's learning experience.
- ▶ We found that there was a gap in the children's oracy attainment so this would be targeted.
- ▶ Using the knowledge shared and gathered we implemented the good practice witnessed on study visits to fit our ways of teaching.
- ▶ Using the 'Culture of Learning' philosophy developed throughout the project, we used this as a basis to develop the oracy project that would enhance the children's knowledge and understanding.

TALK AND PUPIL VOICE

“[Talk is] the most powerful tool of communication in the classroom and it’s fundamentally central to the acts of teaching and learning”

Professor Frank Hardman

“Children talk when they are prompted or invited, or enabled and encouraged to do so, therefore the teacher’s role in promoting talk is absolutely critical”

Professor Robin Alexander

BACKGROUND TO THE PROJECT

Greenway Primary School located in Rumney in Cardiff.



Largely deprived area.



1 form entry school with 256 on roll.



Nursery, Little People Nursey, Flying Start.



Large percentage of children entitled to free school meals



Large percentage of children from Gypsy Traveller Community



Growing number of children with English as second language

WHERE WE WERE

- ▶ **Do you know what oracy means?**
 - ▶ Yes 10%
 - ▶ No 90%
- ▶ **How often do you take part in oracy tasks?**
 - ▶ Once a week 4%
 - ▶ Once a month 9%
 - ▶ Once a term 19%
 - ▶ Can't remember doing any. 68%
- ▶ **Do you enjoy the oracy work we do?**
 - ▶ Yes 20%
 - ▶ No 58%
 - ▶ Neither agree or disagree 22%
- ▶ **Do you enjoyed performing in front of your classmates?**
 - ▶ Yes 13%
 - ▶ No 87%

I hate speaking in front of others, I don't
know what I am meant to say!
Child. Aged 8

It's pointless, we never need to use it in
anything else we do.
Child. Aged 10

Comments

Along with everything else we don't
have time to do this!
Teacher. Aged 48

Children's level of oracy
was poor.



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graph TD; A[Children's level of oracy was poor.] --> B[Develop a way of bridging the gap between writing and oracy.]; B --> C[Putting and emphasis on ways in which children can feel they are contributing to the way the school is run.];
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Develop a way of bridging
the gap between writing
and oracy.

Putting and emphasis on
ways in which children can
feel they are contributing to
the way the school is run.

REASONING
ON
DEVELOPING



AIMS AND OBJECTIVES

- ▶ All children & young people, regardless of their background, should have access to high quality oracy education enabling them to develop the communication skills and confidence necessary to thrive in the 21st Century.
- ▶ Oracy rich classrooms where questions are planned, peer conversations are modelled and scaffolded and the teacher uses talk skilfully to develop thinking.
- ▶ Children have the ability to talk about talk and develop the ability to analyse their talk
- ▶ To follow a framework, closely linked to School 21 that elevates speaking to the same level as reading and writing
- ▶ To develop learners who can articulate their thoughts and learning by using discussion guidelines and roles and structured talk tasks
- ▶ Giving children the skills to give an opinion of what they want to learn.

DEVELOPING SPEAKING – PLAYING GAMES

Tongue Twisters

Benefits of Tongue Twisters for Young Kids

Kids have just begun to develop their speech and diction, and tongue twisters can help them stretch the muscles that are necessary for speech. This helps them develop clear pronunciation and speech patterns.

Several thin, white, parallel diagonal lines are positioned in the bottom right corner of the slide, extending from the right edge towards the bottom.

EXAMPLE 1

I Scream

I scream

you scream,

let's all scream,

for ice cream!

Several thin, parallel white lines are drawn diagonally across the bottom right corner of the slide, extending from the right edge towards the center.

PETER PIPER

Peter Piper picked a peck of pickled peppers

A peck of pickled peppers Peter Piper picked

If Peter Piper picked a peck of pickled peppers

Where's the peck of pickled peppers that Peter Piper picked?

Three parallel white lines of varying lengths are positioned in the bottom right corner of the slide, slanted diagonally upwards from left to right.

WOODCHUCK

HOW MUCH WOOD WOULD A WOODCHUCK CHUCK
IF THE WOODCHUCK COULD CHUCK WOOD?

He would chuck, he would, as much as he could,

And chuck as much wood as a woodchuck would,
If a woodchuck could chuck wood.

SENTENCE STEMS

- ▶ Children are encouraged to start sentences with stems.

Maths

I know this is the answer because...
I can prove it by.....
I got my answer by....
I calculated my answer by.....
Another method I could use is....
I could improve my method by....
Now I need to learn to...

English

My opinion is....
I believe that....
I know this because...
I can prove this because..
Linking with.....
Following on from...
An example of this is....

- ▶ Children are now using these when assessing their work and through general questioning.

Classes are joined, Y1 and 2, Y3 and 4, Y5 and 6. Reception are alone.

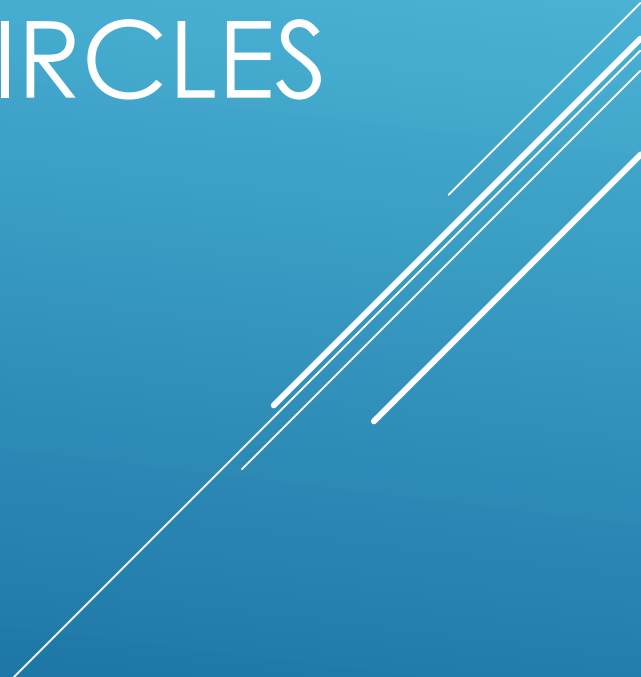
These take place twice a week replacing assemblies as children found them boring.

Children are given simple rules which they recite at the beginning and must follow throughout.

A question is displayed and children are given a minute to think independently.

Children then answer the question starting with a sentence stem. Using a thumbs in. Teacher leads and selects someone to speak.

WHAT WE DO — EMPOWERING CIRCLES

Several white lines of varying lengths and angles are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.







Should animals be kept in
zoo?

DISCUSS

FOR DISCUSS
PROS AND CONS
WHY? HOW? WHEN?
WHY? HOW? WHEN?
WHY? HOW? WHEN?





VIDEO OF EMPOWERING CIRCLES

ACTIVITY 2 – SALT AND PEPPER

Person 1

Fruit

sharp

green



Person 2

Juicy

tropical

Yellow inside

In partners you will take turns in using an adjective or noun to describe an object.
If you take longer than 5 seconds or repeat a word you lose!

OBJECT 1



OBJECT 2



WHAT WE DO - ORACY ASSESSMENT



Anxiety of talking

Encourage anxious children to work in pairs and groups.
Discussion with child before task to prep them.
Give them more time to consider response.

Behaviour

Keep the pace of the session quick.
Discussion counters, which pupils can 'spend' in order to make contributions during lessons.

Prioritising

Allow children to choose their topics to discuss.
Film to allow self/peer assessment.

PROBLEMS

WHAT THE CHILDREN DO – ORGANISATION

Groupings



Nest

Students stand apart and whisper their ideas to themselves



Pairs

Two students talking together



Trios

Three students talking with each other, two students have a discussion while the third observes then summarises and critiques



Traverse

Pupils stand in two parallel lines opposite a speaking partner.



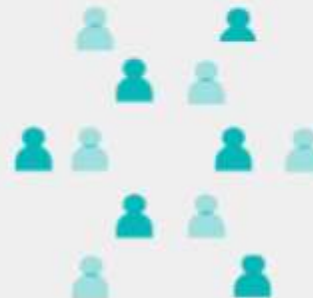
Circle (of 6 to 12 students)

A group of six students face each other in a circle. Pupils step inside the circle individually and speak to the group, considering their audience, maintaining good eye contact and using appropriate body language.



Onion

Students form an inner and outer circle. Up to six pupils stand back-to-back in the inner circle, with each facing a partner on the outer circle.



Coaching Onion/Fishbowl

A coaching onion is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying about speaking to them all at once.

A fishbowl enables the outer circle to observe the inner circle's discussion.

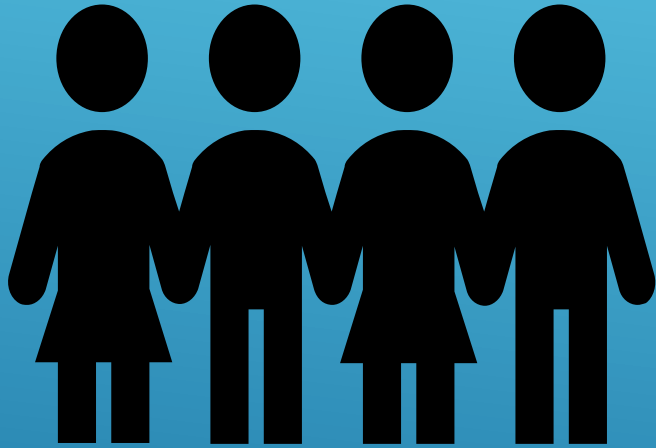
Year Group	Autumn Group Assessment Mid November	Spring Paired Assessment Mid March	Summer Individual Assessment Mid May
N	Circle Time Participation within a group discussion	Playing a game together- e.g. jigsaw	Circle time
R	Role Play Acting out a story	Think, Pair. Share	Circle time
Y1	Working in a group making something linked to an activity	Providing Instructions- e.g guiding around a small obstacle course	Circle time
Y2	Group planning-plan a task- e.g. how would you build a castle out of these resources? How would create a healthy meal out of these ingredients	Create something and talk about it.	Presentation to a small group- theme led
Y3	Discussion- use of an image	Fish and chips about a given topic Salt and Pepper	Presentation from a chosen or given theme
Y4	Group Improvisation/Role Play	Hot seating	Presentation from a chosen or given theme
Y5	A group debate	Interview	Presentation from a chosen or given theme
Y6	A group book review	A dialogue in character Both in dialogue together	Presentation from a chosen or given theme

Progression in Oracy

Physical	Apprentice	Developing	Confident	Expert
	<p>I am starting to project my voice so everyone can hear it</p> <p>I am starting to vary the pitch, tone and rhythm of my voice</p> <p>I am beginning to use gestures and body movements to help convey the points I want to make</p>	<p>I can develop my presence as a performer, controlling my voice and movement</p> <p>I can use several different tones of voice and adapt my voice to the context</p> <p>I can use subtle gestures and body language to indicate a range of different emotions</p>	<p>I know how to vary my body language and tone of voice, adapting them to the situation and to what I am trying to say.</p> <p>I have a range of subtle changes in tone, pitch and movement to suit different genres of talk.</p>	<p>I can control my voice and body with fluency and precision</p> <p>I can teach others how to use their voice and body</p> <p>I am always at home in the context</p>
Linguistic	<p>I can use a limited vocabulary well</p> <p>I am starting to choose my words more precisely</p> <p>I can distinguish between informal and formal settings</p> <p>I can identify different types of language, such as: metaphor, tripling and emphasis</p>	<p>I can use a range of descriptive words to suit the different situations and use the 5 senses to ground my story</p> <p>I can use full sentences with connectives and speak fluently without repetition for several sentences</p> <p>I can speak formally, e.g. without using filler words (such as 'like') and with dictionary words instead of street slang</p>	<p>I can construct language effectively for a range of purposes, e.g. to persuade someone</p> <p>I can use the subject specific language of different disciplines, e.g. talking like a scientist, an historian, a mathematician or tour guide.</p> <p>I deploy excellent grammar when talking using full sentences</p> <p>I can select precise language and idiom to suit different audiences</p>	<p>I can deploy language with great precision and nuance</p> <p>I can use a wide range of vocabulary, idiom and expressions to suit any audience.</p> <p>I can engage with ideas at a high level and express my ideas fluently in any setting.</p> <p>I can develop the linguistic tools of others.</p>
Cognitive	<p>I am beginning to identify what makes a good argument</p> <p>I can use evidence to back up my point</p> <p>I can order my talk into a beginning, middle and end</p>	<p>I can pursue a line of enquiry</p> <p>I can spot flaws in other people's arguments</p> <p>I can ask a range of questions including probing questions</p> <p>I can choose and organise the content of my speech to convey clear meaning</p>	<p>I can take on different roles in discussion and can see both sides of an argument</p> <p>I can use different thinking skills to engage with challenging material</p> <p>I can summarise an argument and identify good and bad arguments</p> <p>I can analyse arguments and select evidence to defend or rebut a position</p>	<p>I can take into account the level of understanding of an audience and adapt my language</p> <p>I can marshal sophisticated arguments and use language and different genre of speech</p> <p>I can use and select metaphor, humour, irony, mimicry and other rhetorical devices with flair and imagination to make my argument come alive</p>
Social & Emotional	<p>I can find the confidence to speak in front of an audience</p> <p>I can show proof of listening</p> <p>I can understand my character strengths and can build on them</p> <p>I can support others in a discussion</p>	<p>I can take turns in discussion and listen to others and respond to their points</p> <p>I can follow ground rules and make sense of them to others</p> <p>I put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation</p> <p>I listen attentively to what others are saying and play back to them what they have said</p>	<p>I can tell a story with no notes that engages an audience</p> <p>I can read an audience and change my language, tone and pitch to connect with it</p> <p>I can respond to build on the feelings and views of others</p> <p>I can develop the well-being of others through coaching and other techniques</p>	<p>I can take risks in the way I present to an audience in order to engage them: including using humour, surprise, etc.</p> <p>I can lead/chair a discussion in a range of contexts, making everyone feel involved</p>

ATTAINMENT LEVELS – EARLY PROSPECTS

- ▶ Lower ability children have made steady progress with oracy and writing.
- ▶ Middle and high have shown good progress and made good progress.
- ▶ Effective with Gypsy traveller children, especially with confidence and writing with a purpose.
- ▶ Level of English in EAL children has shown the greatest results, they are speaking and listening to English more which is developing good vocabulary and confidence.



- ▶ Pupil participation is about developing a culture in schools where all children and young people have a voice and have the opportunity to play an active role in decisions that affect their learning and well-being.
- ▶ Pupil participation should happen in a variety of ways and at different levels of school life. Some of these are:
- ▶ As part of teaching and learning;
 - ▶ Processes such as circle-time, focus groups, and consultations;
 - ▶ Participatory groups such as the school council, eco-committee, healthy schools and peer mentors;
 - ▶ Having structures in place so that all pupils can be involved in decision-making, including those with additional learning needs (School/Eco Council)
- ▶ Children have the power to chose what they want to learn about.

WHAT WE DO – PUPIL VOICE



ACTIVITY 3 – WHAT AM I?

Think of something you can describe that is known by all. It can be an object or animal. Let your imagination go wild!

Give your partner clues starting off with a tricky clue. As you progress the clue can get easier and easier. Be as descriptive as you can.

It's fun to use.

It's used all around the world.

It's used in sports.

It can bounce.

It's round.



WHERE WE ARE NOW.

- ▶ **Do you know what oracy means?**
 - ▶ Yes 62%
 - ▶ No 38%
- ▶ **How often do you take part in any oracy tasks?**
 - ▶ Once a week 60%
 - ▶ Once a month 20%
 - ▶ Once a term 5%
 - ▶ Can't remember doing any. 15%
- ▶ **Do you enjoy the oracy work we do?**
 - ▶ Yes 63%
 - ▶ No 27%
 - ▶ Neither agree or disagree 10%
- ▶ **Do you enjoyed performing in front of your classmates?**
 - ▶ Yes 48%
 - ▶ No 52%

I love all the tasks we do!
Child. Aged 7

I love Empowering Circles, I am able to
check the news and speak about things
which are happening in the real world.
Child. Aged 10

Comments

Children love all the new ideas we are
introducing, they are taking part in
everything and really enjoying it!
Teacher. Aged 36

SUM UP

- ▶ Taking on the oracy project has been a worthwhile experience for teachers and children in all year groups.
- ▶ Standards have risen in both oracy and writing activities.
- ▶ Children's general speaking has improved.
- ▶ The school will prioritise this further going into the new school year to put extra emphasis on the area.
- ▶ Through the Culture of Learning programme we are also implementing ideas from study visits into wellbeing and ICT.

THANK YOU

