Culture of Learning

Oracy

Resource Pack

Culture of Learning

Background

During early 2016, the partners of the culture of learning project met to identify areas to develop that used innovative approaches and solutions to improve outcomes for learners. The partners involved in the culture of learning project came from Wales, Poland, Iceland and Latvia. The partners identified two key areas:

- Consistency in the quality of teaching and learning within our schools; and
- Pupils' skill development to prepare them for the 21st Century

Research

The Annual Report of HM Chief Inspector Of Schools (Wales) 2014-15 (HMI 14-15) states that in primary schools inspected 66% of teaching is good or better and at secondary level 50% is good or better. In Poland evaluation of 2014 examination results show that nearly all schools evaluated met the state required standards; however the report concluded that teaching is better in primary schools than secondary schools. More worrying is the increasing number of post primary students who state that in 50%+ of lessons they do not enjoy learning or the classroom atmosphere or have the opportunity to influence how they learn. Teaching in these situations needs to be more student-centred, focused on developing students' skills to work collaboratively and reflect to improve their own learning and performance.

This indicates that provision in many schools is inconsistent and pupils are not getting a quality provision to support their learning. Research by Sutton Trust (2011) states that a very good teacher can add 40% to levels of pupil achievement over a year compared with a poor teacher. Building a High Quality Teaching Profession (OECD International Summit 2011) also agrees that quality of teaching is imperative to improved pupil outcomes; the challenge is to equip all, not some, teachers for effective learning in the 21st century.

The skills development of pupils across the EU and our partner countries does not currently match the needs for 21st century life and employment according to Education & Training 2020 (ET2020).

Research by our four partner countries shows all have areas to improve for learner outcomes. In Wales 42% of pupils leave statutory education without level 2 qualifications (expected level) in both English or Welsh and mathematics. HMI14-15 also states that while literacy skills have improved numeracy skills are not so advanced and learners would benefit from practicing both skills in context. New policy development includes a Literacy & Numeracy Framework, Successful Futures (Donaldson 2015) Curriculum to address issues such as low PISA (Programme for International Student Assessment) results and a New Deal for teachers' professional development.

In Poland, the need to encourage more innovative and creative approaches to learning, instead of traditional academic methods, is broadly accepted. Certain experts argue that an excessive focus on preparing students for testing could be a problem when trying to encourage more innovative approaches. One of the key challenges is to improve teacher training on the teaching of transversal skills, such as teamwork, problem-solving, analytical skills, and creativity [Education and Training Monitor 2015 - POLAND, 2015].

In Poland and Latvia PISA test results are good. Poland has the most improved PISA results. Reasoning skills of Polish students has improved for all groups of (highest to lowest ability); indicating teachers are able to differentiate teaching strategies. According to Education & Training 2020 (ET2020) Poland is one of the best performers in the EU when it comes to early school leaving, with a rate of 5.4% compared with an EU average of 11.1% in 2014. The Europe 2020 national target is 4.5%.

Both Poland and Wales have a significant gap in attainment due to poverty/socio-economic background; while in Latvia and Wales there is a gender difference in attainment with girls continuing to outperform boys within statutory education.

In Iceland Minister of Education, Science and Culture introduced a National Agreement on literacy as a part of education reforms, 2014. The agreement in cooperation with municipalities, compulsory schools and parents has its goal is to unite the strength of all stakeholders to improve literacy and reading skills of compulsory students. This goal constitutes that by 2018, at least 90% of compulsory school students in each municipality will meet minimum reading standards. The ministry contributes consultation, support, literacy screening and increased cooperation with parents.

Professional Learning Community

During our annual school review, a number of key areas were identified for improvement. Amongst these was the key area of oracy. The data and evidence suggested that this aspect was not improving at the same rate as other areas. Learners entered into school with a low communication baseline coupled with increasing numbers of children for whom English is an additional language. (This had risen from 8% in 2010 to 25% in 2017). Oracy also gained further support from the project survey we conducted with our learners. Their opinion was that their voice was not heard as much as they would have liked. We therefore decided to seek opportunities to observe best practice and to find a solution to our oracy skills development as well as pupil voice.

Through our school improvement networks, Central South Consortium were able to direct us to training with a lead practitioner school. This school was following the Voice 21 Project from School 21, Stratford, London. Two members of the school team (one senior leader and one class teacher) attended a series of training and coaching sessions at the school. These sessions included observations and active participation. The report, 'The State of Speaking in our Schools', assisted us with using current research to base our context on.

Task Assignment

Following on from the training attended by two members of the school staff, further school meetings took place to review the oracy plans and to establish what aspects we felt were necessary for us. Senior Leaders constructed a plan, policy and in school structure over a number of weeks to develop our bespoke oracy packs. The packs were shared with class teachers and the programme began to be delivered across the school in November 2017. Teachers were asked to meet every four weeks to disseminate their work and talk about successes and any actions necessary as a result of their work. Teachers met over the term to complete their review.

Active Research/pack production

School teachers were asked to:

- Use the sentence stems pack
- Trial the grouping document
- Trial empowerment circles
- Consider the talking roles document
- Observe colleagues and coach each other through aspects oracy development

When all of these aspects were trialled, a final policy would be created and a new school structure for oracy development would take place.

Feedback to date

Through lesson observation, pupil progress meetings, performance management and moderation of video evidence, we can demonstrate the impact of this work on improving Oracy skills.

Pupils from Key Stage two participated in focus group work to obtain feedback to determine the impact of the oracy framework. Pupils stated that they very much enjoyed the empowerment circles, but they feel that they may benefit from them more if they could choose the topics they discuss.

Pupils participating in the focus groups stated that learning was fun, interactive and challenging and they enjoyed the work they do at school and appreciated that their teachers always tried to make their learning fun, engaging and challenging. They felt that their school council had a real voice within the school and were able to suggest changes that could be made to improve their school environment and learning. Pupils suggested that they would like to incorporate more arts and crafts into their work and perhaps be able to come forward with suggestions for topics they would like to learn about.

For more information about oracy in schools visit https://www.voice21.org/

Actions Necessary

- To ensure there is pupil voice in empowerment circle discussions
- To ensure learners can see the timetable of empowerment circles so that they are aware of the processes
- To coach new staff through the school procedures and ensure consistency across all classes
- Develop parental sessions based on oracy work so that there is a community understanding of the project as well as out of school development of the project.

The Oaks Federation

Oracy Pack

Introduction

In recent years, there has been a growing recognition of the need to help young people develop their abilities to use spoken language effectively. Employers commonly say that members of their workforce, especially those engaged in creative activities and customer-related roles, need well-developed skills in communication and collaborative problem-solving. They want people who can make clear presentations, work well in teams, listen properly to people and solve problems collaboratively. Moreover, these are the skills that equip young people for full participation in the democratic processes, and life in general. If it is accepted that schools should be helping children to develop such skills, then teachers need ways of monitoring and assessing the oracy skills of their students in a classroom setting so that they can aid the development of these vital skills.

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

School Organisation

Each class will plan for specific oracy activities on a weekly basis. There will be two planned 'Talking Points' each week per class based on local, national and international themes. Groups will change according to the task and to ensure that the range from the 'groupings document', page 8, is covered throughout the year. Learners will take on various roles as outlined in the 'talking roles' document', page 9. Sentence stems will be provided and on display.

Assessments will take place on a termly basis and cover the group, paired and individual talk activities. The plan that we will follow is outlined in this document. The assessment sheet 'Progression in Oracy' will be used to track progress throughout the year and used throughout the school, as well as through using the school assessment programme, INCERTS.
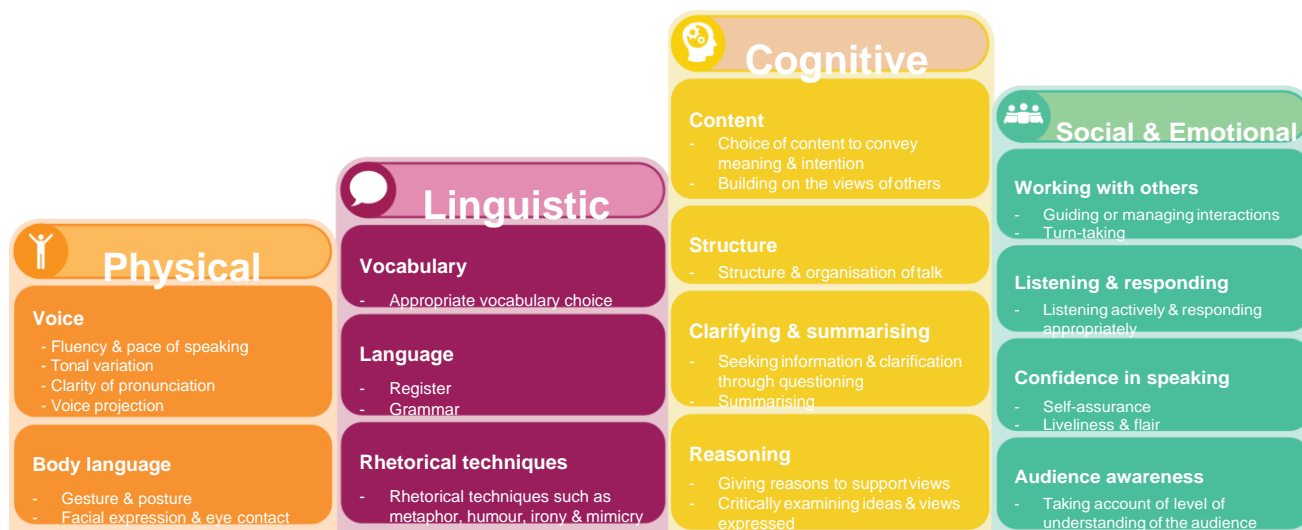
The tracking sheet will be kept within the Big Writing folder and support our assessments of English/Literacy within the school.

We follow the work of Cambridge University which has broken oracy into four strands:

Oracy: The Four Strands

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Cognitive

Content
- Choice of content to convey meaning & intention
- Building on the views of others

Structure
- Structure & organisation of talk

Clarifying & summarising
- Seeking information & clarification through questioning
- Summarising

Reasoning
- Giving reasons to support views
- Critically examining ideas & views expressed

Social & Emotional

Working with others
- Guiding or managing interactions
- Turn-taking

Listening & responding
- Listening actively & responding appropriately

Confidence in speaking
- Self-assurance
- Liveliness & flair

Audience awareness
- Taking account of level of understanding of the audience

Linguistic

Vocabulary
- Appropriate vocabulary choice

Language
- Register
- Grammar

Rhetorical techniques
- Rhetorical techniques such as metaphor, humour, irony & mimicry

Physical

Voice
- Fluency & pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language
- Gesture & posture
- Facial expression & eye contact

This is the assessment sheet matched to the Four Strands:

Baseline Assessment Talking Points Task Oracy Skills Criteria	
Physical	
Voice	• Allows listeners sufficient time to process what is said & avoids excessive pausing or hesitation. • Uses variations in emphasis, volume and pitch to enhance the meaning of their speech • Pronounces words with clarity and precision, without muttering or slurring • Speaks loudly enough to suit the needs of the situation
Body language	• Uses appropriate gestures & posture to convey and enhance the meaning of their speech & engagement with audience • Uses appropriate facial expressions & eye contact to enhance the meaning of their speech & engagement with audience
Linguistic	
Vocabulary & Grammar	• Uses apt and varied vocabulary incl. appropriate and accurate use of relevant technical terms • Uses correct grammar
Register & Rhetoric	• Uses language appropriate for the purpose & context • Uses devices such as metaphor, simile, anecdote & jokes to enhance the meaning of their speech
Cognitive	
Content & reasoning	• Exercises judgement over what content is relevant & interesting, given the particular situation and conveys meaning & intention • Is able to explain and justify their points of view clearly and effectively in words.
Building on views of others & critical examination	• Develops, challenges and critiques the ideas of others by adding to their argument and/or testing and questioning the rationale of their argument
Social and emotional	
Turn taking, guiding and managing interactions	• Acts sensitively in taking turns & allows sufficient opportunities for others to do so • Guiding or managing the interactions: Enables conversation, discussion or debate to continue by making appropriate contributions & encouraging others to contribute
Active listening	• Demonstrates that they are attending & listening to what other speakers have said

This is the progression in oracy sheet that we use to track each child's oracy journey through school based on the four strands:

Progression in Oracy

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

These are suggested grouping that we use in our school to develop oracy tasks:

Groupings

Nest
Students stand apart and whisper their ideas to themselves

**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.

Pairs
Two students talking together

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.

Trios
Three students talking with each other, two students have a discussion while the third observes then summarises and critiques
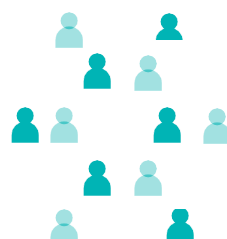
Coaching Onion/Fishbowl
A coaching onion is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying about speaking to them all at once.
A fishbowl enables the outer circle to observe the inner circle's discussion

Traverse
Pupils stand in two parallel lines opposite a speaking partner.

These are the roles that we expect are learners to accept during activities throughout the year:

Talking Roles

Instigator
The person who starts the discussion
Will say:
"I would like to start by saying..."
"I think the first thing we should consider is..."
"To begin with let's talk about..."

Builder
Develops, adds to or runs with an idea
Will say:
"I agree and I'd like to add..."
"Linking to your point..."
"Building on that idea..."

Challenger
Disagrees with or presents an alternative argument
Will say:
"That's true, but have you considered..."
"You mentioned X but what about..."
"I hear what you're saying, but..."

Clarifier
Makes things clearer and simplifies ideas by asking questions
Will say:
"What do you mean when you say..."
"Could you tell me more about..."
"Does that mean that..."

Prober
Digs deeper into the argument, asks for evidence or justification of ideas
Will say:
"What evidence do you have to support that?"
"How does that support your argument?"
"How did you come to that conclusion?"

Summariser
Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points
Will say:
"Overall, the main points covered were..."
"In summary..."
"From today's discussion, it's clear that..."

These are example sentence stems that we want our learners to use and develop during their time in our school:

Foundation Phase

Maths
I think this because….
I know/like/can…..
I found my answer by……

English
I found….
I remember….

Science
I can plan….
I found out….
I know that….. because……
I can test……

ICT
I can find…..
I can use…..
I can capture…
I created this by….

PSD
I feel…
I know….
I understand….
I am….

Key Stage 2

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….

Science
I predict that…. because….
I found out that….because…
In order to….I need to…
To make this a fair test we….
In my experience….
Next time I would….
I have met my success criteria…..
Now I understand…. In order to….

ICT
I can demonstrate….
I can explain….
By changing…..

Progression in language structures

Nursery and Reception

The Language of Argument – Agreement and Disagreement	He / She didn't share / take turns I want to………………………… I like…………………………… I don't like…………………….. I think………………………… Why? I think………………………… What do you think? I don't think………………… Why do you think this? It is…………………………. It's not………………………. Yes because………………….. No because………………….. I like………………………. I don't like…………………..
The Language of Comparison – Comparing and Contrasting	It is the same because… It looks the same because... It feels the same because... It tastes the same because... It sounds the same because… It is different / They are different because… It is not the same. This is……and that is…………..
The Language of Deduction – Making an assumption based on prior knowledge	It will…………………because…………………… I think I will……. I think………………because……………………… It is…………………because…………………….. It has…………………because……………………… Why do you think this is a ………………………….? What can you see? Why did………………………happen? ………………………happened because…………
The Language of Description – Describing	It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like…………………………………….. It looks like……………………………………… It tastes like……………………because………… It sounds like…………………………….......... It smells like…………………………………….. It is the same because………………………… It is different because…………………………… As above, use This ….. looks like …… etc
The Language of Evaluation – Evaluative Talk	I made this train. "I like the way the wheels rotate" I've done this picture. "I can see you have put lots of detail in there, flowers, people, trees" I like this because……….. I made this……………… I did this……… I've done this…
The Language of Explanation	I've got the ………………one It's the same/ different ………………….. It's the same number. They / We both have………………….. There is one more………… It is one less…………………………. Another one………………

	I have more………………. They/We have two each Altogether I have………………… I think…………is.heavier…………lighter………
The Language of <u>Explaining in a Mathematics context</u>	I've got the ………………one It's the same/ different …………………. It's the same number. They / We both have…………………. There is one more………………… It's one less………………………. Another one……………… I have more………………. They/We have two each Altogether I have………………… I think………heavier…/………lighter………
The Language of <u>Hypothesis</u> — a suggestion that tries to explain something, based on evidence	How do you know e.g. 'The porridge is hot'? It is……………………………because………………………… I think…………………because…………………….. It will…………………because…………………….. The………….is………..because…………………… What do you think? What will happen if…………………?
The Language of <u>Opinion</u>	I like / don't like………………………… It is good/nice/beautiful It is not nice 'What do you think?' I think…………………………… I think it will………………………. It will………………………. It will…………… because………… I think…………… because………… I think that……………………….. What do you think? What will happen if…………………? If………………………………….?
The Language of <u>Prediction</u> - Predicting	I think it will………………… 'What do you think will happen?' It will…………….. The………….will……………… The……………is going to…………….. This will…………..because……………… What do you think will happen next? What will happen if…………………
The Language of <u>Retelling</u> – Events and story telling	First I………………. First we………………….. Then……………… After………………………. And then………………………………………….. *What did you do first? Then what happened?* ………………………happened first. Next……………………happened. Then………………happened. ……………………………happened last. Next……………and……………happened. At the end………………………happened. …………………………happened in the beginning. ….happened in the middle….happened in the end
The Language of <u>Sequencing</u>	First………………… Next……………… Then………………….. After that……….and then…………………… ……………………happened first. Next…………………happened. Then…………………………happened. ……………………happened last. It is……………………because…………… It is………………………………

YEAR 1

The Language of Argument – Agreement and Disagreement	Yes because…………………… No because………………… I like…….. Because……. And……….. I don't like……. Because……. And….. I agree with…………… Because……… It is right…………… It is wrong………….
The Language of Comparison – Comparing and Contrasting	They are the same because………………… They are different because…………..is…………and……is…… They are alike because they are both………………
The Language of Deduction – Making an assumption based on prior knowledge	I think that……………………………….. I think that ……………because…………………….. It is…………….because…………………………….. …………………happened because…………………… What do you think happened?
The Language of Description – Describing	It is…………………and……………………….. The…………………………is…………………and………………….. They are…………………………because…………………. It is a (adjective) / (noun) ………..has ……….. ……… have ………
The Language of Evaluation – Evaluative Talk	I found……………….hard/easy because……………………. I like / dislike because…………………………………….. I feel that…………………………………………next time. I could…………………………………………………… In my opinion……………….because…………………………..
The Language of Explanation	I…………………… because……………………. When I……………….because……………………. After I…………………………………………….. How ? Why? Where? When? Sometimes incorporating sequence language structures.
The Language of Explaining in a Mathematics context	I know…………….because………………….. …………………is in-between/after/before because………………….. ……………….comes before……………….because………………… ……………….comes after……………….because………………… So then………………………… The answer is…………………because…………………………….
The Language of Hypothesis - a suggestion that tries to explain something, based on evidence	I think…………………because…………….and………………… I don't think…………because……………….and………………. …………………..will happen because………………………….
The Language of Opinion	I think………………………………… I think………….because…………. I like……………….best……….because…………. My partner thinks……………………… I agree because………………………… I disagree because…………………………
The Language of Prediction - Predicting	I think…………………. I think………..because………. (prior knowledge) I predict……………….will happen. They are the same because……………. (comparing)

The Language of Retelling – Events and story telling	My partner said…………………………
	 Retelling stories – Once upon a time…..
	             One day……………
	             Long ago…………..
	 'What happened next?'

The Language of Sequencing	First I will…………………………….. Next I would…………………………. Then I……………………………… After that I………………………. Finally I…………………….

YEAR 2

The Language of Argument – Agreement and Disagreement	No because…………………. Yes because………………. I agree / disagree because………. I think…… because…. and also because……. However…….. , Also…………
The Language of Comparison –Comparing and Contrasting	They are the same because………… They are similar because…………. They are different because….. is………and…………is…………… They are alike because they are both……………………………… It feels different because this one………… and that one…………..
The Language of Deduction –Making an assumption based on prior knowledge	Say how the characters feel and explain why. I think that…………………because…………………….. This happened………………………because…………….. I know this…………………………….. What do you think happened? How do you know that………………?
The Language of Description –Describing	It / This is………..and……… This has ……….. and ………… The…………is………………and…………… They are……………and…………………… I feel…………….because…………………… This is a big, round, red, beach ball
The Language of Evaluation –Evaluative Talk	I think my…………………. /book is……….because……………… Next time I could……………………………… I found…………………………hard/easy because……………… I like / dislike……………………………because…………………….. It was interesting because………………I like this because………….. I like the part where…………………………because…………. What I found hard about this work was…………. I found this piece of work hard/easy because…
The Language of Explanation	I…………………because…………………… When I …………………because………………. After I……………………………………… The……………………because………………… We/They………………because………………… How…………Why………………Where………………When……
The Language of Explaining in a Mathematics context	I started at 5 because the……and………are both…… I jumped on/up in …….because……and……are different in that… This makes…………………so I ………………. So then I……………………because…………… I know………………because…………………
The Language of Hypothesis - a suggestion that tries to explain something, based on evidence	I think this………..because……………………….. I know this, so I think …………………. This will happen because…………………………
The Language of Opinion	I think………………. because……………… I prefer…………..because………………. My partner thinks……………………… I agree/disagree because…………………
The Language of Prediction – Predicting	………………same…………………….. ………………similar…………………… ………………different………………… I think…….because…………………….. I predict that…………………because…… I think they will be alike because they are both……..
The Language of Retelling – Events and story telling	My partner said……………………… First, Next, Then, After that, Finally, At last, Suddenly ….. 'What happened next?' 'What did…?'
The Language of Sequencing	First…………………. (First put the hat on) Next………………… After that…………… Finally………………. Last of all……………

YEAR 3

The Language of Argument – Agreement and Disagreement	An argument for is………. because….. An argument against is…….because….. I understand however / due to / but / therefore ……… I accept your decision however I feel / believe….. because / as / due / to……
The Language of Comparison –Comparing and Contrasting	……. and…………..are both……………………… …………………and…..are alike in that……………….. …………………and…………….are similar because…………… …………………and…………..are different in that……………. …………………is…………….but…………………is…………. …………………is…………..while………………is………….
The Language of Deduction –Making an assumption based on prior knowledge	I conclude that……………………because……………… I found that………………………because……………… As a result of…………………I conclude that………… After looking at the data/information/results, I conclude that On observing I found that………………………………
The Language of Description –Describing	It looks/feels/sounds/smells like……………………. It appears to be……………because…………… It seems to be……………as………………… I think it looks like………due to…………… It reminds me of………………because / therefore / meanwhile…………………. *Why? How/? What? Tell Me About…*
The Language of Evaluation –Evaluative Talk	I found this work……………because……………… Next time I could/would………………………….. Maybe you could try………………… / I feel that……………………… I enjoyed it because…………………. ……………………was successful / ambitious because…… You could improve this work by………………………………….
The Language of Explanation	How……………………….. Why……………………….. Where…………………….. When……………………… What………………………… After………………………… Then / As a result of / Later / because
The Language of Explaining in a Mathematics context	If you………then………………….. First……………….. After that………… I know………..because… …….and……. are alike in that……and…….are similar because………… ………….is………….but……….is……………… / ……..is………while………is………….. When……………, …………………. / If……………….., ………………….. So …………………..
The Language of Hypothesis - a suggestion that tries to explain something, based on evidence	Because I know that……………………I know that………… Due to this………………I know that………………………
The Language of Opinion	I agree/disagree because……………….. I appreciate/understand…………………'s opinion because/as/due to…………………… However I feel…………..because/as/due to………………… My opinion/view is…………………because/as/due to………. I believe………because……………………….. What is your opinion………………How do you feel………Why do you feel……………
The Language of Prediction - Predicting	I predict that……because……..however/meanwhile/ therefore/also… I predict that………………after……………… I predict that…………as a result of………………

	This is probable because………………
	…..and……are different in that…….therefore as a result…
	After……………I predict that…………….
	The outcome will be……………because…………….
	What do you think?
	How did you come to that prediction?
The Language of Retelling – Events and story telling	Once upon a time……….. Once there was………………………
	As a result of……………………… Meanwhile…………..
	I remember that……….. Then this happened……………..
	Later on………. Eventually ……..
	Unfortunately………..
	Luckily…….
	During…………. Lastly………………………
	In the end…………………..
	To conclude /In conclusion………………………………………
The Language of Sequencing	First………..because………………….
	Next………….however………………
	Then…………..therefore…………….
	Finally/Eventually/Lastly…………because…………………

The Language of Argument – Agreement and Disagreement	An argument for ….is….. because….. and…. An argument against…. Is….because…..and….. I understand…. That….depending on the content but would argue…. I understand your point of view, however I disagree because……..
The Language of Comparison –Comparing and Contrasting	…………………and………….are both………………………….. …………………and…………………..are alike in that…………… …………………and…………………are similar because……………… …………..and…………………have the following points in common: One similarity between……….and……………..is that………………… Another is……………………………. A further……………………………. One difference is………………………. A further difference………………………
The Language of Deduction –Making an assumption based on prior knowledge	In conclusion, I would say that…………..due to the fact that…… My results make me think that………………because………………… Having analysed the data, I conclude that……………………
The Language of Description –Describing	It looks / tastes / feels / sounds / smells like ……………… It appears to be………………because……………………… It seems to be like………………because……………………… I think it looks like……………because……………………… It reminds me of………………because……………………… *Why? How? What? Tell Me About…*
The Language of Evaluation –Evaluative Talk	I enjoyed………………because……………… ……………..was successful / ambitious because…………………….. You could improve this work by………………… Maybe you could try…………… Next time I / you could / would…………………
The Language of Explanation	How…………………………. Why…………………………. Where………………………. When……………………… What…………………………. After………………………. Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because
The Language of Explaining in a Mathematics context	We know that……………so/because…………… / It can't be…………………so/because…………… So it must be………………so/because………… / I agree/disagree with you because……………… A major difference between………….and……is that…………. Some ways in which…………and…………differ are……As a result,
The Language of Hypothesis - a suggestion that tries to explain something, based on evidence	Because I know that ice melts, I know that…………………………… Maybe it's because ………… Due to the fact that…………I know that……………will happen
The Language of Opinion	I agree/I disagree because………………………. I appreciate ….'s opinion because………. Due to……… However I think differently because…………………… Most reasonable people would agree that…….because…………… *What is your opinion on the issue of bullying?* *How would you feel if you were being bullied/in that situation?*
The Language of Prediction – Predicting	I predict that……..because………………however……………… Due to the fact that……………… (extension of because) As a result of…………………….this will happen because……. All events lead on to………………because…………………. Because……….and………are similar, I predict that……will happen. The outcome will be…………due to…………… Based on………….I predict that…………………… After hearing all the evidence, I think that……….. will happen
The Language of Retelling – Events and story telling	In the beginning………………………… Subsequently……………………….. (time connectives) On the other side of the forest……. Back at home ……… I remember that/. With hindsight/. Reflecting upon……

	In the event that../.. Lastly…/ In the end…..To conclude / In conclusion / To sum up…………………………………
The Language of Sequencing	Firstly…………..because/however/therefore/after a while/meanwhile/ in addition……………
	Next……………………. Then…………………..
	Finally/Eventually/Lastly…………………
	In conclusion……………………………………

YEAR 5

The Language of Argument – Agreement and Disagreement	In my opinion……….. Should be banned. I have two main reasons for believing this. First of all, as I'm sure you'll agree,……………. My second important reason for wanting to ban……… is that…… Perhaps some people would argue that………………………… However, I would point out that………………………………. It is clear that a ban on…………….would be a great step forward!
The Language of Comparison –Comparing and Contrasting	In some ways….and……….are alike. For instance they both………………… Another feature they have in common is that………………………… Furthermore they are both………………………………. However they also differ in some ways. For example………….while………… Another difference is…………………………………….
The Language of Deduction –Making an assumption based on prior knowledge	The fact is……………. In effect………………. Given that……………….then……………… I deduce/deduct……………………… I have worked out…………………… In conclusion………………………… I conclude………………………….
The Language of Description –Describing	It looks / tastes / feels / sounds / smells like ……………… It appears to be……………….because……………………….. It seems to be like…………….because……………………….. I think it looks like…………….because……………………… It reminds me of……………….because……………………… *Why? How? What? Tell Me About….*
The Language of Evaluation –Evaluative Talk	My view is that………………….because…………………… This is supported by the fact that……………………………. In my opinion……………….furthermore…………………….However……………. Possible improvements may include…………………………….
The Language of Explanation	Because of……………………………. x happened For example………………………………….. In conclusion…………………………………. To begin with………………………………… As a result of………………………………… The reason(s) for………………………………
The Language of Explaining in a Mathematics context	I think the question means……….so the answer would be……………. I know that…………therefore I would try out……………………… If the……add up to……………….then the total number must be………………. Knowing this means we can work out what's missing! ………….as a result … / ………….therefore………………. The reason………………… is that…………… / ………….is due to…….
The Language of Hypothesis - a suggestion that tries to explain something, based on evidence	It is true that……………………………. Can we prove that………………………. In conclusion……………………………. I would like to prove / disprove……….. Perhaps the reason is ……
The Language of Opinion	Therefore / In my opinion / I believe He considers… It is my opinion that………….however others may/might believe………………
The Language of Prediction – Predicting	I predict that……………. I believe / I think………might / or…………………. If………. then………………. X has happened, therefore I think…………………
The Language of Retelling – Events and story telling	*First, Next, Then, After that, Finally….* *'What happened next?' 'What did….?'*
The Language of Sequencing	Meanwhile………………………………………. Following this / that……………………………. In the beginning……………………………….

YEAR 6

The Language of Argument – Agreement and Disagreement	On the one hand……………………. But……………………………… Convince me that………………………………………………………… I am convinced……………………………………………… Given that………………………………………………………
The Language of Comparison – Comparing and Contrasting	In some ways………and…..are alike. For instance they both…………………. Another feature they have in common is that……………………… Furthermore they are both……………………… However they also differ in some ways. For example……………..while…………… Another difference is that………………….whereas…………………………. Finally……………………but……………………… The similarities/differences seem more significant because…….
The Language of Deduction –Making an assumption based on prior knowledge	The facts lead to………………………………….. Based on……………………………………….. Been lead to the conclusion that……………… The evidence leads to………………………… Having considered…………………………. This infers that…………………………….
The Language of Description – Describing	In comparison to……………………………….. *Idioms e.g. Peas in a pod* *Develop / Introduce metaphors and similes.*
The Language of Evaluation – Evaluative Talk	My view is that………………………… In my opinion………………………………. This is supported by the fact that……………………………….. Furthermore…………………however…………………………. Possible improvements may include……………………………. Or alternatively………………………………………………..
The Language of Explanation	………………………Such as …………………… Due to…………………………x has / is…………. In summary…………………………………………… Owing to……………………….x has / is…………. This has altered…………………………………….. Evidently………………………………………
The Language of Explaining in a Mathematics context	First I…………..Then……Next…………Finally………………. I approached it methodically (by)……………………………… I was systematic……………(when/because) I looked at the whole problem and broke it down into steps……………… We could possibly……..Or………………… So far I have discovered/worked out that…………………………………
The Language of Hypothesis - a suggestion that tries to explain something, based on evidence	Based on the evidence I have been presented with, I can conclude………… Taking everything into account…………………………. Having analysed……………………………………… Having pondered…………………………………… If we accept this hypothesis, what else will be true? Given this, it is likely that ……….
The Language of Opinion	Consequently / Based on fact / Because of my beliefs……………. To hold the view / After consideration After / On reflection It is my understanding that………. The facts lead me to the conclusion that…………………….
The Language of Prediction - Predicting	In light of…………….I predict………………… There is a high / low probability…………………….. The chances of/The likelihood of/Due to the fact that/Upon consideration of the relevant factors
The Language of Retelling – Events and story telling	*First, Next, Then, After that, Finally….* *'What happened next?' 'What did….?'* In summary…………………… The consequence of………………….
The Language of Sequencing	Whilst X was………. Y was……………………… During X – Y happened. Initially the…………………. were………. However……………………

Oracy Assessment Overview

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

Remember to use sentence stems.
Show the children the oracy progression assessment sheet so that they know what to aim for.
Please try to consider the audience for the individual presentations- Class, Governors, Parents, etc.

Reception, Year 2, Year 4 and Year 6 will record paired assessments

Year 1, Year 3 and Year 5 will record group assessments

Individual assessments to be recorded for Reception, Year 2, Year 4 and Year 6 to show varying levels in class

These are some examples of discussions that can be developed in groups, pairs or as a presentation.

Year	Example Talking Points
Rec/Year 1	Would you rather live in the underwater or in space? – I think What would you do if you met an alien? – I would Is the dark scary? – It is … Why? Because …… The best thing about Christmas is ….Why? …… Should Father Christmas give presents to naughty children? Why? What did you do Christmas day? First….then…..lastly…. Would you like to meet a dinosaur? I think ……because Which dinosaur would you like to meet? Why? What do you think would happen if you met a T-Rex? I think …..because…. Describe your favourite dinosaur. It is ….. What do you like/dislike about the dinosaur you made? Would you prefer to live in a castle or a house? I prefer to ….Why? …. What is special to you? Why? Who? Where? Who is special to you? Why? Why are you special? I am special because …. Describe the Gruffalo? It looks like ….. What does porridge feel? It feels and tastes….. Should Snow White have eaten the apple from a stranger? In my opinion …… I disagree Ice cream is the best food. Why? I agree/I disagree Describe the sea. It is …….. What would happen if you put an ice lolly in the sun? How do you know? Was Goldilocks right to enter the bear's house? I think …. I agree…… I disagree ……
Year 2/3	Something special- Where? Who? When? Pets/Favourite animals- Why? Favourite foods/Least favourite foods and why? Hobbies/Interests Wouldn't it be brilliant if….? School is rubbish and we shouldn't have to come! Boys are stronger than girls Someone special Life was better in the past….! Christmas holidays My best day ever Chocolate is the best food The world is wonderful Girls are cleverer than boys What makes a friend? What is the point of creepy crawlies? We shouldn't have a school uniform…. I want to wear…. Only boys can be pirates It is never right to steal because… A place I'd like to visit is…. Sport is boring

Year 4/5	Computers are better for learning than playing on Should children our age have access to social media? Where in the world would you like to live? When I am older, II would like to be…. If you had one wish what would it be and why? How would you make the world a better place? Is it ok to break a rule? If you were a colour, what colour would you be and why? Would you rather learn through play and experience or sit in a classroom and be told and shown learning? Are we all equal? Should we all be treated equally? School should be all about play Every child should get pocket money Should animals be kept as pets? Everybody should be paid the same Thin people are healthier Girls should not play sports Can boys wear dresses? Should there be winners and losers? Why should we recycle? Should we celebrate being Welsh?
Year 6	Schools dinners or Greggs? Boys should not play with dolls Mums should do the cooking It is fine for girls to date girls and boys to date boys My interest/hobby is the best because…. Should we be free to travel wherever we want to Cardiff is the best City in the world Females should do everything that males say All drugs are dangerous Everyone should try smoking at least once! It is good to follow the crowd Name calling does not hurt anyone My ambition is life is……… If I was the headteacher for a day I would….. Aliens are real Punching a boy is fine, but not a girl No one needs to work as benefits will always be there

Useful Websites

http://www.school21.org.uk/oracy

https://www.voice21.org

http://learning.gov.wales/resources/learningpacks/mep/literacy/creating-best-practice/developing-oracy/?lang=en

https://www.educ.cam.ac.uk/research/projects/oracytoolkit/

Progression in Oracy   Name:

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

Please date any assessment made, for example 19.11.17 and highlight the phrase using the colours allocated to your year group (below).

Red: Rec/Year 1   Blue: Year 2/Year 3   Green: Year 4/Year 5   Orange: Year 6
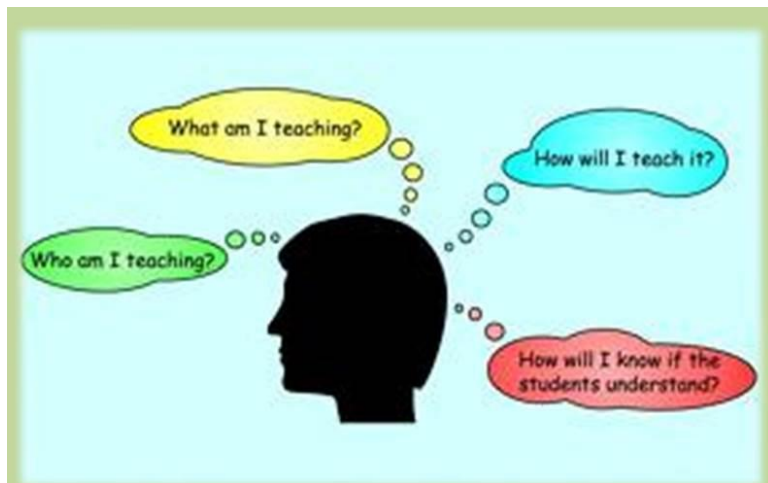
Step by step guide to implementing an oracy framework into school

Some colleagues to attend training

Share new learning with school colleagues and explore the new concepts through collaboration and professional development

Action research using the ideas discussed in a focused trial in some classes
Baseline assessments taken to support progress measures

Share results and actions necessary from the research with all colleagues after 7 weeks.

Create a whole school policy based on results, taking account of key external research

Ensure that there is a shared understanding across the school of the progressive systems and structures in the policy

Allow the new activity to embed across the school for 12 weeks

Monitor, evaluate and review the impact of the activity
(Lesson Observation, digital recordings, pupil voice, listening to learners)

Update the activities and policy following the review
Ensure all colleagues have a clear understanding of the expectations and new staff have induction procedures in place

Embed the system throughout the school
Review impact as part of the school self-evaluation cycle

Lesson Plan

Examples

Lesson 1- Understanding a story				
Date:	Day:	Class:	Period:	No. of Pupils:
Ability Level:			Duration of lesson:	
Title of Unit of Work: Oracy				

Learning Outcomes/Objectives:

By the end of the session learners should know plot of the story and be confident to discuss characters and story.

_____

By the end of this lesson, students should be able to:

☐ Know the story of 'The Little Red Hen'
☐ Be aware of the characters.

Key Words:

Talk, oracy, clarity, projecting your voice.

Key Questions – (specific targeted questions)
What do you think of they story?
Which character would you like to be? Why?

Strategies to develop literacy
Warm up game - Fish and chips. 1 players has an object which they have to describe, partner must guess. Switch when finished.

LNF Skills
● After listening, respond, giving views on what the speaker has said.
● Contribute to group discussion and help everyone take part

Lesson Structure		Timing:
Starter	Read the story to the children; explain that although basic we can tell the story in different ways. Show YouTube video showing Pie Corbett act through the story of the Little Red Hen. https://www.youtube.com/watch?v=JdvJZD-cplg Repeat with the children and use the actions as they become confident in telling the story. Show children how to create a story walk to show the important parts of the story.	15 mins
Main	Act 1: In groups children to recall the story and using A3 paper they are to create their own story walk for 'The Little Red Hen'. Children to consider their own actions and how they will perform their piece. Pictures of story as support Act 2: Learners to rehearse their pieces. Ensuring they work in a group and project their voices to allow all to clearly hear what they are saying. Learners to pay close attention to their story walk to ensure they are	35 mins

	aware of their story. Greater independence when performing not referring to story walk as much. Act 3: Learners to perform their finished pieces to the rest of the class. Learners to reflect on their work and listen to peers as they give opinions on how they can improve.	
Reflect/ Plenary	Children to reflect on their work through self-assessment. Peer assessment to also be used as they can suggest when watching what could be improved on.	15 mins

Skills Development 1.Communication POS – Literacy	Assessment opportunities (underline as appropriate) *Questioning,* *Peer assessment,* *Self assessment,*	Resources: Video https://www.youtube.com/watch?v=JdvJZD-cplg A3 Paper **Key Words:** Talk, oracy, clarity, projecting your voice.
Evaluation:		

Lesson 2- Understanding a story				
Date:	Day:	Class:	Period:	No. of Pupils:
Ability Level:			Duration of lesson: 1 hour	
Title of Unit of Work: Oracy				

Learning Outcomes/Objectives:

By the end of the session learners should know plot of the story and be confident to discuss characters and story.

_____

By the end of this lesson, students should be able to:

☐   Know the story of 'Taking Flight'
☐   Be aware of the characters.

Key Words:

Talk, oracy, clarity, projecting your voice.

Key Questions – (specific targeted questions)
What do you think of the story?
Which character would you like to be? Why?

Strategies to develop literacy
Warm up game - Fish and chips. 1 players has an object which they have to describe, partner must guess. Switch when finished.

LNF Skills
● After listening, respond, giving views on what the speaker has said.
● Contribute to group discussion and help everyone take part

Lesson Structure		Timing:
Starter	To warm up children to play Fish and Chips. Provide a grab bag where one member of the duo can pick an object to describe. Watch the video 'Taking Flight' https://www.literacyshed.com/takingflight.html As a class discuss the important parts of the story. Note that there is very little talk in the film. What could they be saying?	15 mins
Main	As a class create success criteria. Use skills used yesterday as a platform. Children to be placed in mixed ability groups and be given a specific part of the story. Groups of 2 or 3 (some groups can have the same scene) Part 1: Dropping child off to Finding Photo Part 2: Walking - Waterfall Part 3: Plane - UFO Part 4: UFO - Dad comes home Part 5: Car - Spaceship As they did in previous lesson groups to create a story walk for their part. Ensure the parts they have are important parts and no important parts are being missed. Support	35 mins

`

	Without creating a script. Children to consider dialogue between the characters. In this children to further consider tone in their voice. Children to perform their pieces to the class. As yesterday each group have time to reflect and allow peer assessment.	

Reflect/ Plenary	Empowering Circle - Learners to recall the 'Empowering Circle' rules. In their circles discuss the following questions.
	
	    - Which location would you like to visit?
	    - How would you feel being on the mission?
		15 mins

Skills Development 1.Communication POS – Literacy	Assessment opportunities (underline as appropriate) *Questioning,* *Peer assessment,* *Self assessment,*	Resources: Video https://www.literacyshed.com/takingflight.html A3 Paper **Key Words:** Talk, oracy, clarity, projecting your voice. Tone

Evaluation:

Lesson 3- Hot Seating				
Date:	Day:	Class:	Period:	No. of Pupils:
Ability Level:			Duration of lesson: 1 hour	
Title of Unit of Work: Oracy				

Learning Outcomes/Objectives:

By the end of the lesson children should have gained a good understanding of the characters.

_____

By the end of this lesson, students should be able to:

☐   Ask questions in relation to the story
☐   Have empathy with the characters, stay in context with the story.

Key Words:

Talk, oracy, clarity, projecting your voice.

Key Questions – (specific targeted questions)
When asking a question how can you get somebody to expand their answer?

Strategies to develop literacy
Warm up game - Round the World. Display a picture, create short sentences about picture. Use range of adjectives, nouns, verbs and connectives.

LNF Skills
● Adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group

Lesson Structure		Timing:
Starter	To warm up children to play 'Round the World' Watch the film again to remember the main points of the film. Consider the feelings of the three individuals. ● How does the mood of the child change? ● Why does grandad take him on the journey? ● What dies dad think when he comes to pick up boy? Develop empathy with the characters when thinking of their feeling and how their moods change throughut the film.	15 mins
Main	In pairs children to decide upon 2 of the characters. Discuss what kind of questions they will ask each other. Using pit stops throughout the lesson ensure that children are thinking of good questions which are linked to the characters in the film. When the children have set a number of questions set chairs in groups of 3, chairs facing each other. One person asks questions and the others answers giving as much detail as possible, whilst the third invigilates to	35 mins

	ensure the questions and answers are suitable . At the start the person answering names their character and the question asker then names theirs. Children to adapt their questions to develop flow question linked to previous questions. The invigilator can prompt peers to expand or ask a better question. Rotate the children around so all have a go at the three roles Support with invigilating the talk.	
Reflect/ Plenary	Children to reflect on the types of questions they have asked. How could they improve? Empowering Circle - Learners to recall the 'Empowering Circle' rules. In their circles discuss the following questions. 1. Who had the best adventure?	15 mins

Skills Development 1.Communication POS – Literacy	Assessment opportunities (underline as appropriate) *Questioning,* *Peer assessment,* *Self assessment,*	Resources: Video https://www.youtube.com/watch?v=JdvJZD-cplg A3 Paper **Key Words:** Talk, oracy, clarity, projecting your voice.

Evaluation:

Lesson 4- Press Conference					
Date:	Day:	Class:	Period:		No. of Pupils:
Ability Level:			Duration of lesson: 1 hour		
Title of Unit of Work: Oracy					

Learning Outcomes/Objectives:

By the end of the session learners should be able to establish themselves as a character and talk as them for a prolonged time.

_____

By the end of this lesson, students should be able to:

☐   Speak for an extended amount of time without a script (Use prompts)
☐   Develop confidence, pitch and fluency when talking.

Key Words:

Talk, oracy, clarity, projecting your voice.

Key Questions – (specific targeted questions)
How do you keep an audience's attention?
Why is it important to consider your tone and volume when speaking to an audience>

Strategies to develop literacy
Warm up game - Ping pong. Children to use word association with an item. Call an item and them must bat adjectives at each other.

LNF Skills
● After listening, respond, giving views on what the speaker has said.
● Contribute to group discussion and help everyone take part

Lesson Structure		Timing:
Starter	To warm up children to play ping pong (See above) Again watch the film so that it fresh in the minds of the children. Discuss how the characters went on an amazing adventure (even it was imaginary) Explain that following the journey many want to hear about their journey. A press conference is to be held where the characters will explain what happened from their perspective.	10 mins
Main	Children to choose a character, either child or grandfather. They are to write an account of their adventure from the perspective in first person. Trying to include as much detail as possible children must include details of the events. Children to highlight the main points of their accounts and make cue cards. Make sure that the cue cards are short and sharp so that children	35 mins

	speak rather than read to the class. Shortened piece of talking with support.
	
	Discuss with children what they need to do when speaking. Create success criteria based on;
	    1. Using a projected voice.
	    2. Clear tone.
	    3. Eye contact with the audience.
	` Encourage to do throughout speech.
	
	Split the class in half. Children in turn come to the front of their group and deliver their talk, teacher assessment of their talk based on SC.	

Reflect/ Plenary	Once all deliver their talk children can individually assess how they did against the success criteria. Let them know it is important to be honest on their reflection. In pairs, children to peer assess. Again, against the success criteria to which they have set.	20 mins

Skills Development 1.Communication POS – Literacy	Assessment opportunities (underline as appropriate) *Questioning,* *Peer assessment,* *Self assessment,*	Resources: Video https://www.youtube.com/watch?v=JdvJZD-cplg **Key Words:** Talk, oracy, clarity, projecting your voice.

Evaluation:

Lesson 5- Planning and Delivering Own Story (Planning)					
Date:	Day:	Class:		Period:	No. of Pupils:
Ability Level:			Duration of lesson: 1 hour		
Title of Unit of Work: Oracy					

Learning Outcomes/Objectives:
By the end of the session learners should know plot of the story and be confident to discuss characters and story.
_____
By the end of this lesson, students should be able to: ▢ Know the story of 'Taking Flight' ▢ Be aware of the characters.

Key Words:
Talk, oracy, clarity, projecting your voice.
Key Questions – (specific targeted questions) What do you think of they story? Which character would you like to be? Why?
Strategies to develop literacy Warm up game - Tongue twisters. Display a number of tongue twisters, as a class say them start slowly and speed up. Differ the volume going from whisper to shout to warm up voices.
LNF Skills ● After listening, respond, giving views on what the speaker has said. ● Contribute to group discussion and help everyone take part

Lesson Structure		Timing:
Starter	To warm up children to again use tongue twisters to warm up. For the final time children to watch the film. Explain that over the next two lessons children will be planning and delivering their own story. Using no props but they can act or mimic anything they wish.	10 mins
Main	Learners in groups of 3 or 4 to plan and make their own adventure. Children to create a thought shower of different scenarios that could happen in their story. Children to then choose their favourites and create a story walk so they are all aware of the steps in their story. Between 10 and 12 steps needed.	45 mins

	Children should be talking through their ideas with each other and explaining their reasoning. Groups to listen effectively and give opinions or changes. Make sure they aren't being ignored. Ensure they do not take over ideas and what is being said. Following this, children to write a synopsis of the story. Do not allow the creation of a script. Encourage children to be spontaneous with their talk and their interaction with each other.	
Reflect/ Plenary	Children to come together and read through their synopsis. Think, pair share with another group where they can offer suggestions for improvement.	10 mins

Skills Development 1.Communication POS – Literacy	Assessment opportunities (underline as appropriate) *Questioning,* *Peer assessment,* *Self assessment,*	Resources: Video https://www.youtube.com/watch?v=JdvJZD-cplg A3 Paper **Key Words:** Talk, oracy, clarity, projecting your voice.

Evaluation:

Lesson 6- Planning and Delivering Own Story (Performing)				
Date:	Day:	Class:	Period:	No. of Pupils:
Ability Level:			Duration of lesson: 1 hour	
Title of Unit of Work: Oracy				

Learning Outcomes/Objectives:

By the end of the session learners should be able to deliver a story using their oracy skills.

_____

By the end of this lesson, students should be able to:

☐   Be able to confidently use expression in their voice
☐   Tell a story as a group confidently.

Key Words:

Talk, oracy, clarity, projecting your voice.

Key Questions – (specific targeted questions)
Why did you choose a story like this?
What was your favourite part?
What could you improve on?

Strategies to develop literacy
Warm up game - Tongue twisters. Display a number of tongue twisters, as a class say them start slowly and speed up. Differ the volume going from whisper to shout to warm up voices.

LNF Skills
●   After listening, respond, giving views on what the speaker has said.
●   Contribute to group discussion and help everyone take part

Lesson Structure		Timing:
Starter	To warm up children to once more play tongue twisters. Discuss performing the stories and what they need to do. - Speak clearly - Projected voice - Open body language - Engage the audience. Explain that although they will be nervous that they shouldn't forget that their team are with them	5 mins
Main	Practice time rehearsing with their group. As they did yesterday explain that they should be spontaneous in how they should react to each other. Use the skills picked up over the previous lessons when working on how they interact with each other. Children to perform their groups to the rest of the class. Ensure there is a performance area set up that will give children enough room to perform. Discuss respect with the class and how they should treat each other	45 mins

	whilst performing. After performing children to listen to the thoughts of their peers and consider how they could improve.	
Reflect/ Plenary	Group reflection time as each consider how they performed. Ensure that children are not critical on one member of the group, they judge group work not individual.	10 mins

Skills Development 1.Communication POS – Literacy	<u>Assessment opportunities</u> (underline as appropriate) *Questioning,* *Peer assessment,* *Self assessment,*	Resources: Stage **<u>Key Words:</u>** Talk, oracy, clarity, Projecting your voice.

Evaluation:

References

https://www.voice21.org/contact

https://www.educ.cam.ac.uk/research/projects/oracytoolkit/

https://www.cscjes.org.uk/repository/resource/fadf7484-a6f0-42b0-ac89-13b5b58a357b/en