



Back to School Oracy for Reintegration

#GetTalkingInClass

Who are Voice 21?



- Voice 21 is a national charity that exists to enable teachers and schools to provide a high quality oracy education so that all young people can find their voice for success in school and life.
- Find out more at [voice21.org](https://www.voice21.org)

Aims

- Why oracy should be at the heart of your reintegration strategy
- Recognising and dealing with 'learning loss' in oracy
- Creating a supportive culture of classroom talk
- Using oracy to support you to address the Coronavirus crisis with your students in September

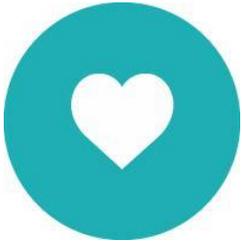




Students
dealing with
'loss'



Disruption to
learning



Wellbeing



Attainment



Wellbeing

Oracy fosters wellbeing, supporting students to build successful relationships, talk through issues, express feelings and resolve conflicts



Attainment

Oracy improves academic outcomes, developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding

“

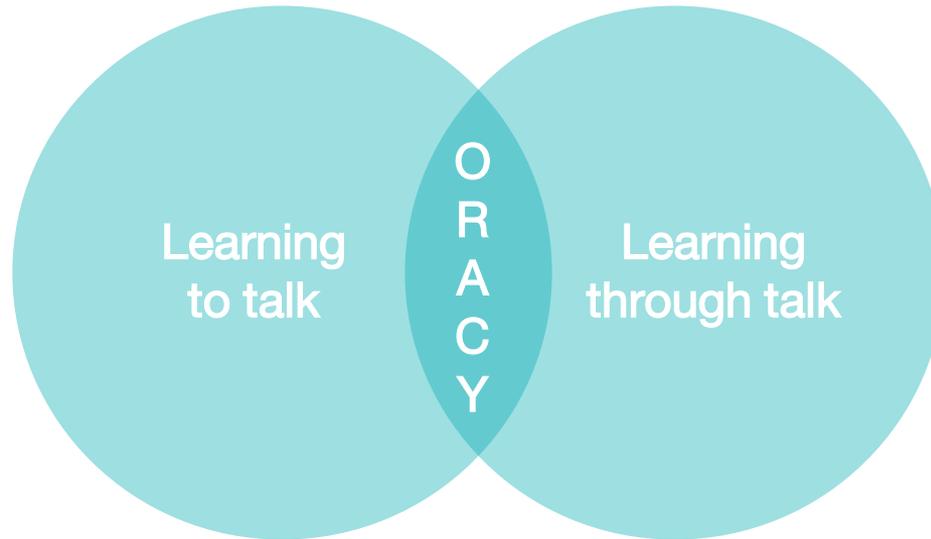
You are the only second chance for some children to have a rich language experience. If these children are not getting it in school, they are not getting it.

”

Neil Mercer

What is oracy?

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.



What 'learning loss' in oracy has there been over the lockdown?

 **Physical**

Voice

- Pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact

 **Linguistic**

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

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

 **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 questions/ing
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

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

“

As a common reaction to trauma is emotional and social isolation, helping children **reestablish social relationships and make connections with others supports their wellbeing by promoting stability and recovery**. Promoting interaction between students in the form of supportive partner work, team projects and class discussions may be especially important after long periods of social distancing.

”

*Source, The Chartered College of Teaching, *Education in Times of Crisis: the potential impact of school closures on students and teachers*

Wellbeing: things to consider

Harnessing oracy to support students to express themselves & feel heard

Creating the right culture for students to talk and listen to each other

Knowing your students and judging what is appropriate

Safeguarding practices, accessing specialist support services where needed

WINSTON'S
WISH **ww**

YOUNGMINDS
fighting for young people's mental health



Creating a supportive culture of classroom talk

- Establishing positive norms for talk



We are respectful - we respect ourselves and the opinions/ideas of others; we respect the right to speak or not speak.

We show empathy – we do our best to try and see things from others' points of view.

We are genuine – we are honest and know it's ok to say you don't know what to say.

Teaching listening



Physical

- Showing that you're listening with eye contact and body language



Linguistic

- Putting what has been said into your own words (paraphrasing)



Cognitive

- Asking probing and clarifying questions
- Building on and challenging ideas
- Summarising
- Staying focused (self regulation)



Social & Emotional

- Being aware of the speaker and how you are making them feel
- Turn-taking
- Responding appropriately

Teaching listening

Summarising the speaker's ideas

Asking questions that dig deeper

Asking questions to clarify understanding

Reacting and refocusing

Offering nods or short words of encouragement

Making eye contact with the speaker

Being calm and still

Giving 100% of their focus to the person speaking

Teaching listening

That sounds like it is really difficult

Yes, go on

Short words of encouragement

Reacting

Open questions

How, what, why, when?

SAMARITANS

Silence

A registered charity

Summarising

So what I've heard is... Is that right?

What do you mean when you say...?

Clarifying

Reflecting

You felt anxious?

Facilitating 'recovery conversations'



A 'recovery curriculum' or 'recovery conversations'?

“Through storytelling, speaking and being heard, and wrapping things up as a collective – we acknowledge what has happened, good and bad, and can draw out the most positive aspect of all: that it is good to be back together.”

Schools' Week, 22 May 2020

Stimuli for talk

- Texts



Coming Out of Isolation
by Jo Cotterill

19 Haiku for Covid-19
by Lucinda Jacob

*Empathy Lab, 'Empathy Shorts'

Scaffolding talk

- Model talking about your own feelings
- Provide talk scaffolds such as sentence structures
- Explicitly teach concepts/vocabulary for emotions.
- Support non-verbal, as well as verbal, communication

Daily check out

How do you feel?

I feel ...

What have you enjoyed today?

Today, I have enjoyed ...

What have you learnt today?

Today, I have learnt ...

What are you thankful for?

Today, I am thankful for ...



Year 6, Sea Urchin bubble, are really enjoying checking in and out at the start and end of the day. It was lovely to hear today how much they have enjoyed seeing each other and how thankful they are for the opportunity to be together again albeit in small groups.

11:14 AM · Jun 17, 2020 · Twitter for iPhone

1 Retweet 3 Likes



Bothered

Annoyed,
Irritated

Angry

Furious

Seething,
Livid

“

A two-year research project looking at the impact of Hurricane Katrina on teaching and learning (Alvarez, 2010) found that allowing students to discuss and write about their experiences and stresses was an important part of returning to school. **This was not just done when schools first re-opened; students continued needing to revisit and reflect on their experiences over time.**

”

*Source, *The Chartered College of Teaching*, ‘Education in times of crisis: The potential implications of school closures for teachers and students’

Longer term outcomes and projects



- Cross-curricular projects with an oracy focus



The Moth Podcast
Year 8 Oracy Challenge



THE CHALLENGE: To use your oracy skills to tell a story about an experience; to do this using the values as established by The Moth project to write, record & share a podcast.

Moth Values: <https://themoth.org/education>

- We believe that processing experiences through telling it as a story can provide insight and agency.
- We believe that listening to stories can widen our perspective and help us realize what we have in common.
- We believe that a community is strengthened when its members share stories with one another.

- Storytelling



"I would take pictures carelessly, just snap it"
These teens' pandemic pictures have reached a new level after online lessons from @tarlyn funded by @bradfordmdc 📷 📺





Out now!

**Transform Teaching & Learning
through Talk:
The Oracy Imperative**

Amy Gaunt & Alice Stott

"Here's a book overflowing with ideas of how to make oracy come alive in the classroom. It will be welcomed by all heads of department who want to enable their children to lead fulfilled and successful lives—and do well in their exams!"

Professor Tim Brighouse, former Chief Commissioner for Schools

"This book sets out in meticulous detail the what, the why and the how of securing great quality talk in classrooms."

Mary Myatt, Education Advisor

"How as teachers and educators can we turn the tide and harness the power of talk in our classrooms?"

