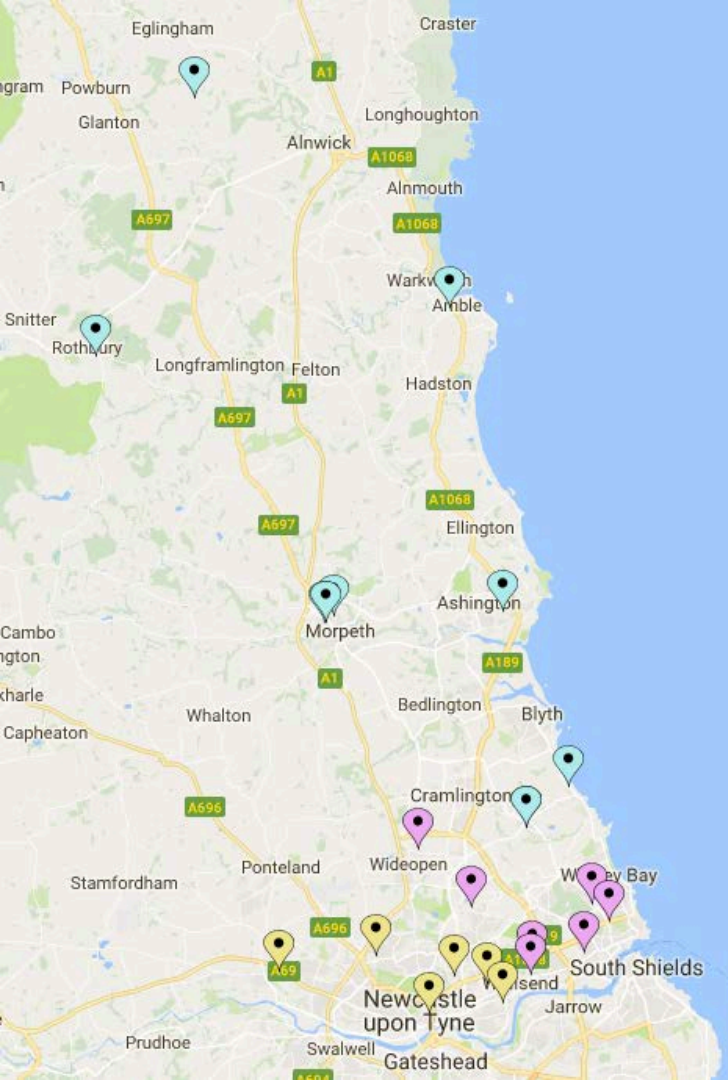

1. Astley Community High School
2. Benfield School
3. Burnside Business & Enterprise College
4. Chantry Middle School
5. Churchill Community College
6. Dr Thomlinson C of E Middle School
7. George Stephenson High School
8. Heaton Manor School
9. Kenton School
10. James Calvert Spence
11. John Spence Community High School
12. Monkseaton High School
13. Newminster Middle School
14. Norham High School
15. North Gosforth Academy
16. Seaton Sluice Middle School
17. The Duchess's Community High School
18. The King Edward VI School
19. The Northumberland Church of England Academy
20. Walbottle Campus
21. Walker Technology College
22. Whytrig Community Middle School

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What is oracy, why does it matter and how do you develop it?

Do now

Write about something that interests you.

What is oracy?

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oracy

/ˈɔːrəsi/

noun BRITISH

the ability to express oneself fluently and grammatically in speech.
"infant teachers will be urged to concentrate on reading, writing, oracy and numeracy"

‘Though the terms ‘**speaking and listening**’ and ‘**communication skills**’ indicate objectives of indisputable educational significance, they have become **devalued** by casual use and should be replaced by terms that signal the emphatic step change in thinking and practice that is needed. ‘**Oracy**’ is a neologism which some find unappealing; ‘spoken language’ fits the bill reasonably well, though it doesn’t have the **connotation of acquired skill that, by analogy with literacy, ‘oracy’ possesses**.’

Alexander, 2012

“For every child to find their voice, metaphorically and literally.”
Peter Hyman - Executive Head Teacher, School 21

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Why is oracy important?

Why is oracy important?

- **Talk is inextricably linked to children's development**: we need language to think.
- Yet, children's pre-school language experience varies considerably with their social background

The Communication Trust (2017)

Low-income children lag behind their middle-income counterparts at school entry by nearly one year in vocabulary, and by smaller but still substantial amounts in other types of cognitive development
Waldfogel and Washbrook (2010).

Children from low income backgrounds have heard on average **30 million fewer words** than their wealthier peers by the age of three.
Hart and Risely (2003)

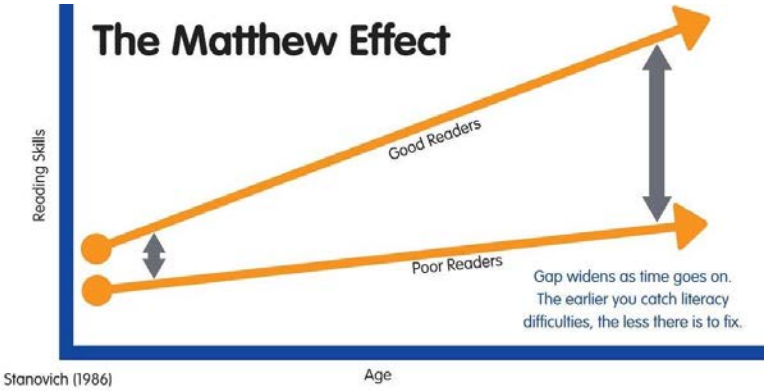
Why is oracy important **in school**?

- For lots of children, **school should be their second chance** to acquire communication skills.
- And yet…

The amount and quality of the dialogue children experience at home is one of best predictors of their eventual academic attainment.
Hart & Risley (1995).

On average, **teachers do 90% of the talking** with individual students saying approximately four words per lesson.
Page (2005)

'[There is] a clear 'social gradient' for language, with children from the most disadvantaged groups having lower language skills than those in the least disadvantaged groups.... If we look at the longer-term impact of language delay, all studies appear to tell the same story – namely, that **those from the most disadvantaged backgrounds are the least likely to catch up'**
Law et al (2013)



The evidence

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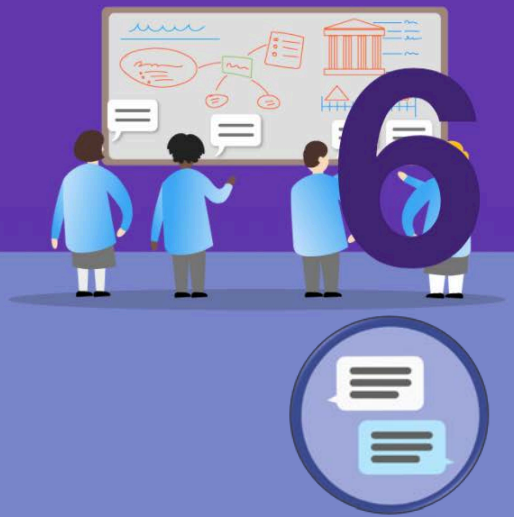
Provide opportunities for structured talk

Talk matters: both in its own right and because of its impact on other aspects of learning.

High quality talk is typically well-structured and guided by teachers.

Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.

Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.



Education
Endowment
Foundation

Oral language interventions

Moderate impact for very low cost, based on extensive evidence.

£ £ £ £ £

+5

Speaking matters as much as writing

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Which means …

- It needs to be valued and given **time**
- It needs to be **planned** for and **explicitly taught**
- You need to know what it is you need to teach – **what is oracy, and how can you teach it?**

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What is oracy?

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The Oracy Framework:

Cognitive — The deliberate application of thought to what you're saying

Linguistic — Knowing which words and phrases to use, and using them

Physical — Making yourself heard, using your voice and body as an instrument

Social & Emotional — Engaging with the people around you; knowing you have the right to speak

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Oracy skills framework – some games

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?	?	?	?
1-20 game	If I ruled the world...	Articulate	Which emotion?

angry

excited

miserable

"There's one week left until the summer holidays"

joyful

worried

confused

The Oracy Framework:

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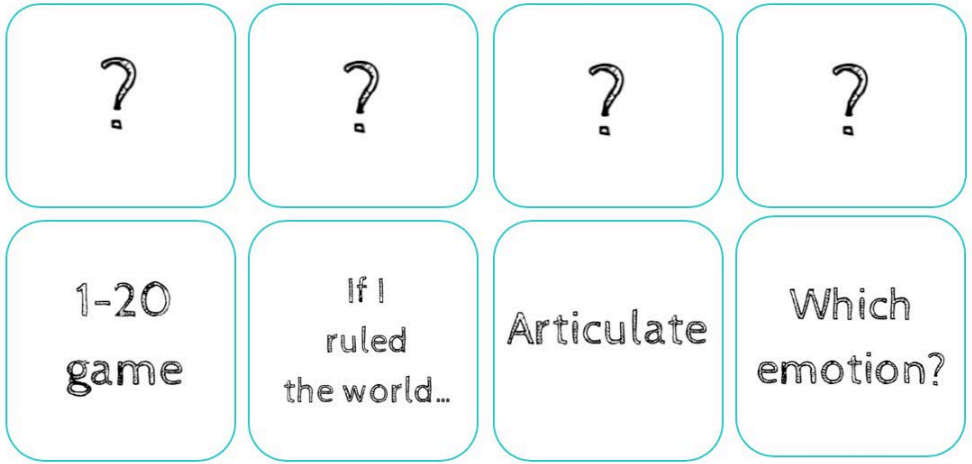
Cognitive The deliberate application of thought to what you're saying

Linguistic Knowing which words and phrases to use, and using them

Physical Making yourself heard, using your voice and body as an instrument

Social & Emotional Engaging with the people around you; knowing you have the right to speak



Oracy skills framework – some games

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?	?	?	?
1-20 game	If I ruled the world...	Articulate	Which emotion?

Oracy skills framework – some games

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Social

Cognitive

Linguistic

Physical

1-20 game

If I ruled the world...

Articulate

Which emotion?

Oracy Skills Framework

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Physical

Voice

- Fluency & pace of speech
- Tonal variation
- Clarity of pronunciation

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
- 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

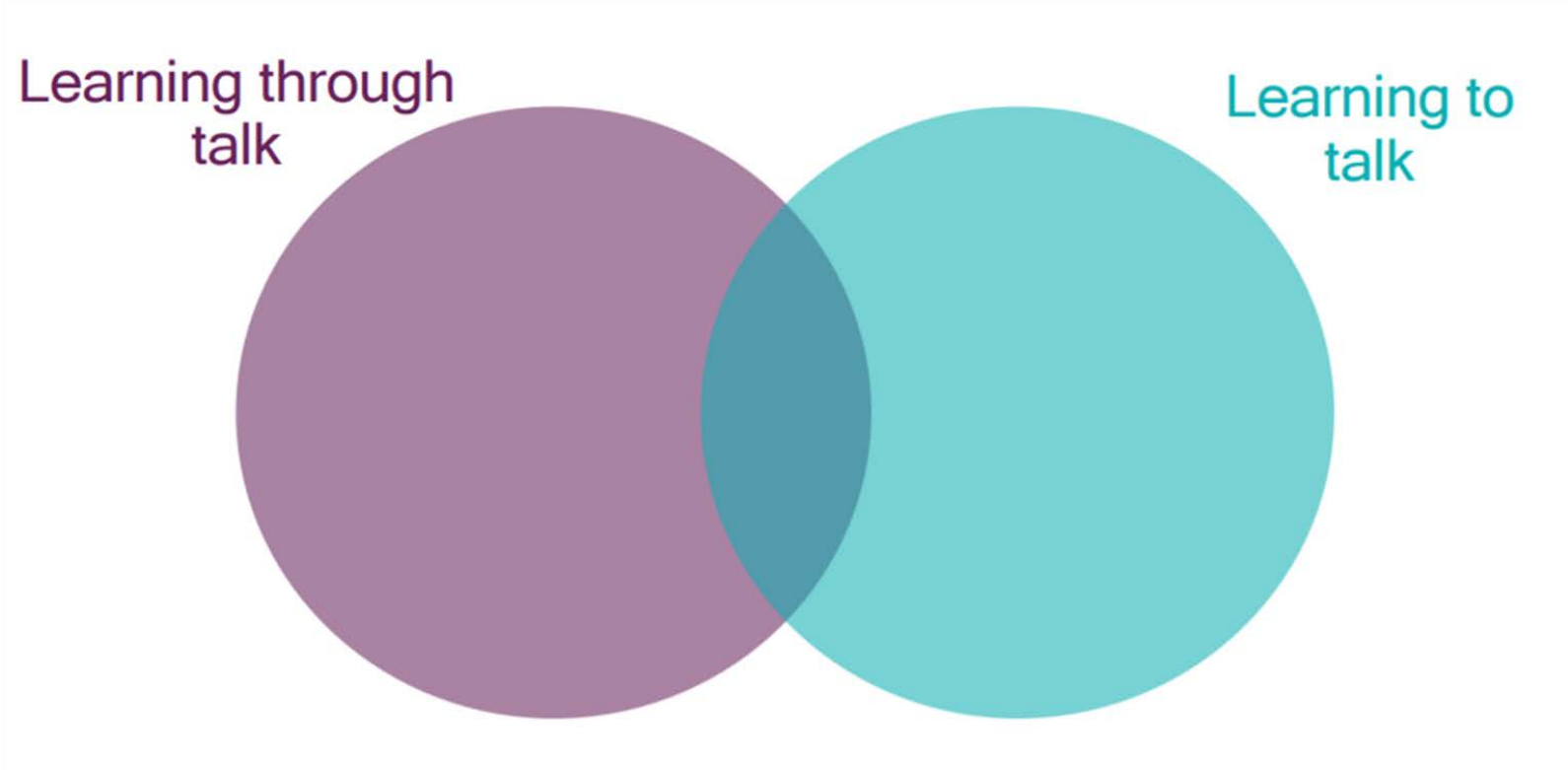
Confidence in speaking

- Self-assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience

How do we develop oracy?



How do we develop oracy?

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Purpose of talk

- To formulate an argument
- To build relationships
- To explain reasoning
- To entertain, e.g. storytelling
- To use new vocabulary

Structure

- Groupings
- Roles
- Protocols

Scaffolds

- Sentence stems
- Keywords
- Modelling

Reflection

- Feedback
- Metacognition

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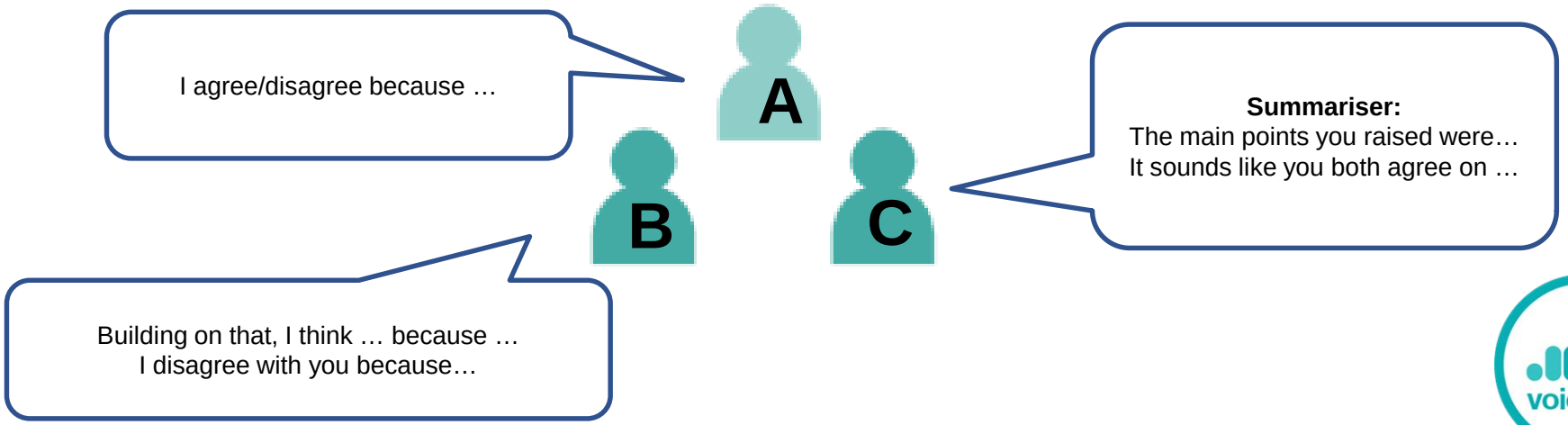
Silent Summariser

- Discussion is a waste of time with a badly behaved class.
- Using talk in lessons amplifies the voices of the loudest at the expense of quieter students' learning.



Exploratory talk vs Presentational talk

Exploratory talk

‘exploratory talk which is typical of the early stages of approaching new ideas […] Exploratory talk is hesitant and incomplete because it enables the speaker to try out ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns.’

Presentational talk

‘The difference between the two functions of talk is that in presentational talk the speaker’s attention is primarily focused on adjusting the language, content and manner to the needs of an audience, and in exploratory talk the speaker is more concerned with sorting out his or her own thoughts.’

Barnes, 1992

Problem solve

Express yourself

Challenge

Entertain

Influence

Organise and structure ideas

Analyse and evaluate

Give instructions

Generate ideas and opinions

Build relationships

Reach consensus/ negotiate

Gather and share information

Acquire new language

Understand and reason

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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
This 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.

Talking Roles

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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..."

GIVING PROOF OF LISTENING MEANS

LISTEN CAREFULLY

TRY TO SUMMARISE WHAT HAS BEEN SAID AND ASK QUESTIONS.

EYE CONTACT

MAKE SURE YOU ARE LOOKING AT THE SPEAKER SO THAT THEY KNOW YOU ARE LISTENING.

BODY LANGUAGE

USE YOUR BODY LANGUAGE TO SHOW THAT YOU ARE CALM AND FOCUSED.

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CHOOSE YOUR PROTOCOL

THUMBS IN

TO SPEAK, PUT YOUR THUMB OUT. ONCE YOU HAVE SPOKEN, YOU CAN CHOOSE THE NEXT PERSON TO SPEAK.

PASS AND GO

GO AROUND YOUR CIRCLE, ALLOWING EACH PERSON TO SPEAK OR TO PASS.

CHAIRED DISCUSSION

AS A GROUP, NOMINATE ONE PERSON TO ACT AS CHAIR. THE CHAIR CHOOSES WHO SPEAKS, ENSURING EVERYONE GETS A TURN. THEY MAY ALSO BE ASKED TO SUMMARISE THE DISCUSSION AT THE END.

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How do we develop oracy?

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- Keywords
- Modelling

Reflection

- Feedback
- Metacognition

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So why get talking in class?

1. Language is fundamental to our capacity to **think** and '**interthink**'
2. Through language and dialogue we develop **empathy** and **cognitive skills**
3. There is **not a level playing field** as to who 'catches' oracy skills and therefore..
4. Schools must be places where students are taught oracy skills
5. Effective teaching and learning uses oracy:
   - Children **participate better** in class
   - Children learn the **skills of language** for life
   - Children's **attainment improves**– in maths, English, science
   - Children's **reasoning skills** improve – when working together and independently
   - Teachers gain a **better understanding of their students' learning**

How can you get involved?

1. Sign up for free resources from www.voice21.org
2. If you feed into an existing network school, join the Voice North of the Tyne network for:
   - 3 days of FREE training in oracy from Voice 21, funded by The Edge Foundation
   - Opportunities to collaborate and co-ordinate with Oracy Leads from existing network schools

     – contact Nicola.Reilly@ntlp.org.uk for more details and to register your interest.
3. If you don't feed into an existing network school:
   - Book on to an 'Oracy Pioneer' programme from Voice 21
   - If you are interested in being named in an application for Opportunity North East funding to participate in an oracy-focused transition project, contact Paul.Johnson@ntlp.org.uk ASAP