

Voice 21 at Newent

- Through being involved in spoken word, children learn about how the world and language work.

ways of talking shape ways of thinking

poorly developed oracy skills mean the chance to take an active part in learning is seriously diminished.

We "~~inter~~think" - thinking aloud & ∴ influence others whilst their words influence us

Summarise the process

The issues we wanted to address

The tools we have been given

Next steps

Speech language and communication needs (SLCN)



Fluency, producing speech sounds, understanding and using the voice and body language



Understanding and using words and sentences



Understanding, building or commenting on what others say, structuring and organising talk



Guiding and managing interactions with others, taking turns, listening and responding



The Oracy Benchmarks

1

Sets high expectations for oracy

2

Values every voice

3

Teaches oracy explicitly

4

Harnesses oracy to elevate learning

5

Appraises progress in oracy

3 development days

The Oracy Framework - An introduction

We have divided oracy skills into four categories:



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

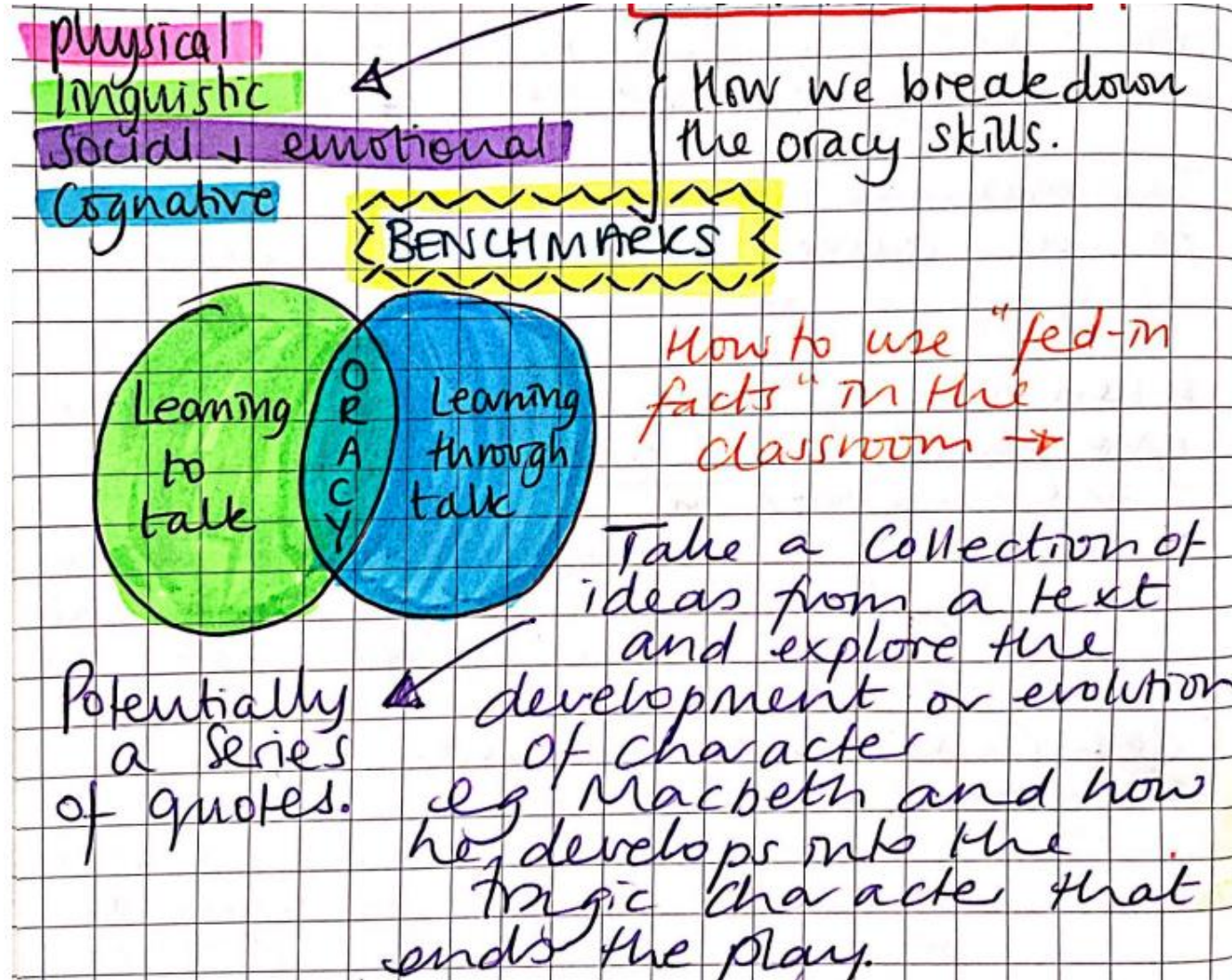


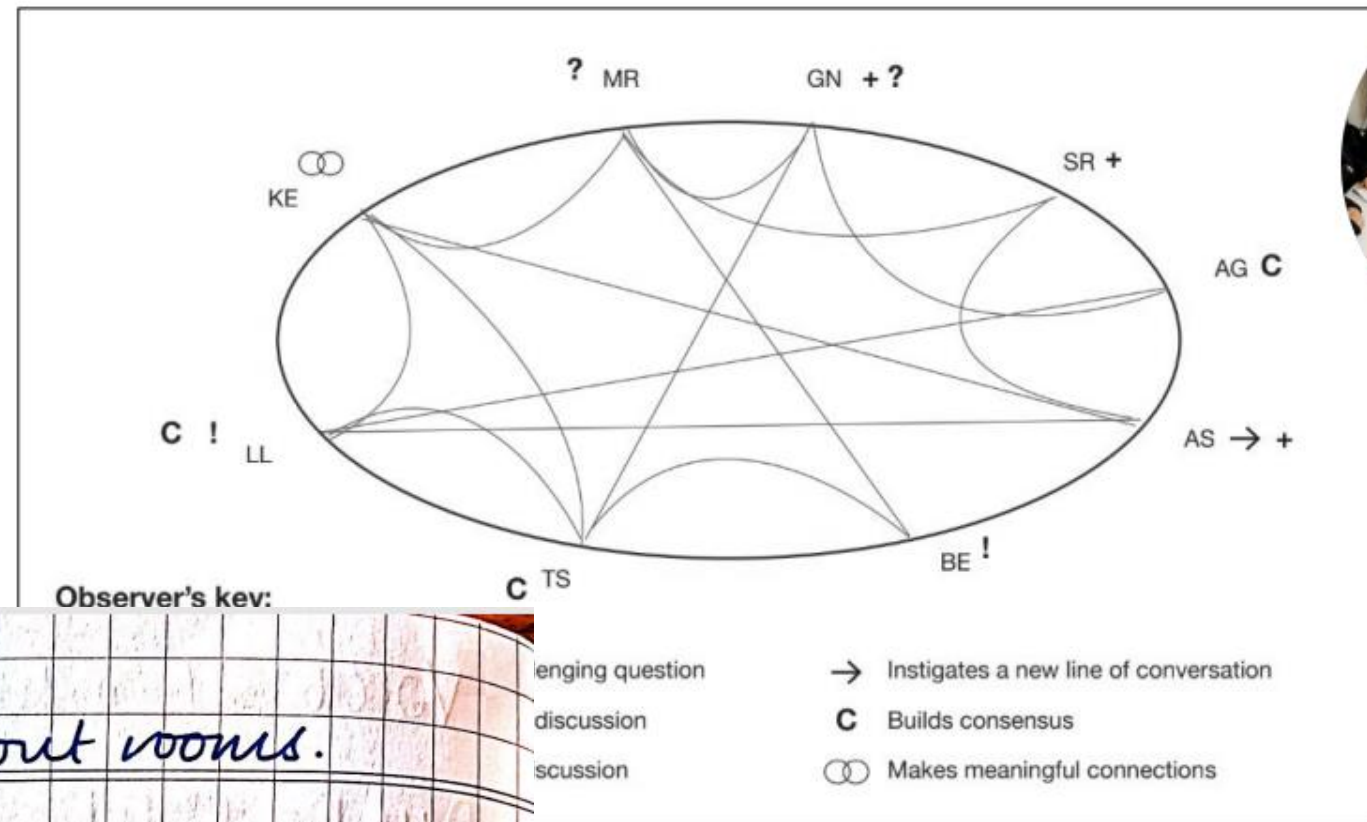
Social & Emotional

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



The importance of oracy in learning





Harliness Discussion

Find A-E for the break out rooms.

- knowledge built as a group
- map the conversation.

Sentence starters can be really helpful in unleashing peoples' confidence and it means you HAVE to take into account what has already happened. It also ensures that students are listening

To challenge or disagree politely:

- I'm not sure I agree with you because ...
- Whilst I understand your point, I think that ...
I'm not sure about that point, could it be instead ...

To agree and develop:

- I agree with X. I think there is more evidence if you look at this page ...
- I think that's a really valid point, but I wonder if we can take it further ...

To encourage people to expand:

- That's an interesting point, could you explain why you think that ...?
- Do you have a quote or source that supports that interpretation?
- Is there more evidence to back up this point?

To instigate a different line of discussion:

- We haven't yet talked about X, I was wondering what peoples' thoughts were on this?
- Could we spend a bit of time discussing X?
- Let's move on and talk about ...

To summarise:

- If I've understood you correctly, your argument is that ...
- So far it seems we agree that...
 - So far we have discussed X and Y and decided ...
- It appears from the text that ...

Instructions for Harkness:

- Step up, step back
- Share the air
- Thumbs in if you wish to speak

Our aim is to collectively establish ideas, NOT to win your point. We are constructing knowledge together.



The IRF Exchange

Teacher

Can anyone give me an example of an odd number?

Student

25

Teacher

Perfect

Is this an authentic question?

Does the teacher have exclusive right to evaluate pupil comments?

• Oracy helps mental health

↳ The challenges of online learning - kids are very reluctant to speak in Zoom/Teams lessons.

* Oracy links to attainment

↳ 75% of children who live in poverty have failure of attainment in Oracy.

Scanned with CamScanner

Vygotsky - oracy activates children into being able to learn

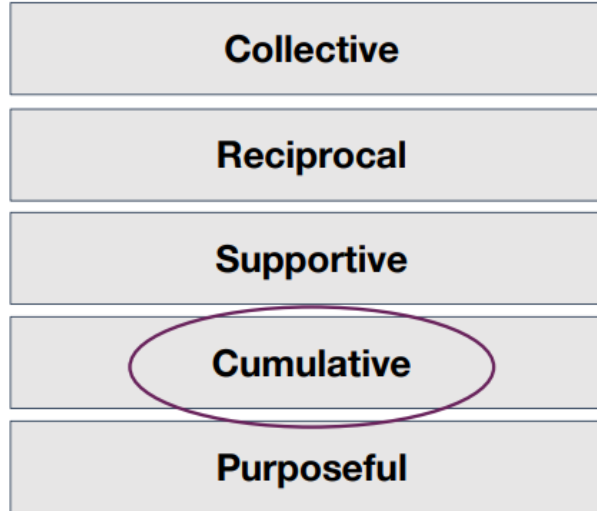
• Oracy enables democracy - it allows them to engage in the big conversations

Who have a voice now?
How did they gain/develop this voice?

Who is talking in your class?

Everyone has and should develop their voice.

What is dialogic teaching?



*Alexander, 2017

'Dialogic talk' is that in which both teachers and pupils make substantial and significant contributions and through which pupils' thinking on a given idea or theme is helped to move forward. It may be used when teachers are interacting with groups or with whole classes (Littleton and Mercer, 2007)

Outcome/Group	Impact - the size of the difference between Dialogic Teaching pupils and other pupils	Security - how confident are we in this result?
Maths	-1 Months' Progress	🔒🔒🔒🔒🔒
Maths (FSM)	-2 Months' Progress	N/A
Science	-2 Months' Progress	🔒🔒🔒🔒🔒
Science (FSM)	-2 Months' Progress	N/A
English	-2 Months' Progress	🔒🔒🔒🔒🔒
English (FSM)	-2 Months' Progress	N/A

*EEF, Dialogic Teaching Trial, 2019



Exploratory vs. presentational talk



**Exploratory
talk**



**Presentational
talk**



Task: planning for exploratory talk



Always

Sometimes

Never

When you add two even numbers together together the answer is even

When you add two odd numbers together the answer is odd

If you add an even number to an odd number the answer is even

When you multiply by an odd number, the answer is odd

When you multiply by an even number, the answer is even

Doubling a number results in an even number

When you multiply a number by itself the answer is even

The sum of four even numbers is divisible by four

Adding three consecutive numbers results in an even number



Factual questions	A single right answer
Reasoning questions	Draw on logical or sequential thought
Open questions	No anticipated right answer
Social questions	Invite children to share experiences or enable teacher to control the class

What are the main barriers stopping teachers from using talk and how can they be overcome?



CHOOSE YOUR PROTOCOL

THUMBS IN
TO SPEAK, PUT YOUR THUMB OUT. ONCE YOU HAVE SPOKE, 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.

Voice 21

Instigate

Present an idea or open up a new line of enquiry

Start by saying:

- I would like to start by saying...
- I think....
- We haven't yet talked about....

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas

Start by saying:

- Why do you think...?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe

Challenge

Disagree or present an alternative argument

Start by saying:

- I disagree because...
- To challenge you X, I think...
- I understand your point of view, but have you thought about...?

Challenge

Clarify

Asking questions to make things clearer and check your understanding

Start by saying:

- So are you saying...?
- Does that mean...?
- Can you clarify what you mean by?

Clarify

Summarise

Identify and recap the main ideas

Start by saying:

- So far we have talked about...
- The main points raised today were...
- Our discussion focused on...

Summarise

Build

Develop, add to or elaborate on an idea.

Start by saying:

- Building on X's idea...
- I agree and would like to add...
- X's idea made me think...

Build

Teacher Talk Tactics



Instigate

Present an idea or open up a new line of enquiry.

Instigate:

- Let's start the discussion by...
- Has anyone considered...
- Let's think about...

Invite instigation:

- Who would like to begin our discussion...?
- Does anyone have another idea...?
- Would anybody like to share a different point?

Instigate



Build

Develop, add to or elaborate on an idea.

Build:

- Building on X's idea...
- X's idea made me think...
- To develop X's idea...

Invite building

- Would anybody like to build on X's idea?
- Could you tell me more about..?
- Who can tell me why they might agree with X?

Build



Clarify

Asking questions to make things clearer and check your understanding

Clarify:

- So are you saying...?
- Let me get this right, what you're saying is...?
- Can you clarify what you mean by...?

Invite clarification

- Could anybody clarify what X is saying?
- Would anybody like to ask a clarifying question?
- Could I just check your understanding X?

Clarify



Probe

Dig deeper, ask for evidence or justification of ideas.

Probe:

- Why do you think...?
- Could you provide an example of...?
- How do you know that?

Invite probing:

- Would anyone like to probe what X said?
- Who would like to ask a probing question?
- Does this remind you of anything we've learned before?

Probe



Challenge

Disagree or present an alternative argument

Challenge:

- Have you considered...?
- You mentioned X but what about...?
- What if...?

Invite challenge:

- Would anybody like to challenge X's idea?
- Does anybody have a counter argument?
- Who disagrees with that point?

Challenge



Summarise

Identify and recap the main ideas.

Summarise:

- So far we have talked about...
- The main points raised today were...
- To summarise X's idea?

Invite summary

- Can anybody summarise the main points so far?
- Could you summarise what X is saying?
- Who can recap the main ideas?

Summarise



What are the ingredients of a great discussion?

A: The ingredients of a good discussion are...

B: To add to that...
Have you thought about...

C: Silent Summariser

- The guidelines you agreed on were...



Talk Detectives



Talk detectives!
Mystery to solve: what does good oracy look like?

	Person or group name
Invited someone else to contribute	
Challenged a group member	
Summarised a group member's ideas	
Clarified somebody in their group's ideas	



DISCUSSION GUIDELINES

WE GIVE PROOF OF LISTENING



WE RESPECT OTHERS' IDEAS

WE BUILD, CHALLENGE, SUMMARISE,
CLARIFY, AND PROBE EACH OTHER'S IDEAS



WE ARE PREPARED TO CHANGE OUR MIND



WE INVITE OTHERS INTO OUR DISCUSSION



WE TRY TO REACH A SHARED AGREEMENT



ONLINE DISCUSSION GUIDELINES

CONSIDER YOUR BODY LANGUAGE



SPEAK LOUD & CLEARLY



SIGNAL WHEN YOU WOULD
LIKE TO SPEAK



OR USE THE CHAT
FUNCTION TO SHARE
YOUR IDEAS



ASK QUESTIONS TO CLARIFY & PROBE
WHAT SOMEBODY ELSE HAS SAID



REMEMBER TO BUILD,
CHALLENGE & SUMMARISE
EACH OTHER'S IDEAS



Groupings

Trios



3 people stand in a triangle. While two talk, the third either participates as well or listens in and summarises or critiques the discussion.

Pair



Talk to a partner.

Nest



Stand apart from each other and whisper your ideas to yourself.

Traverse



Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.

Fishbowl



The people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.

Circle

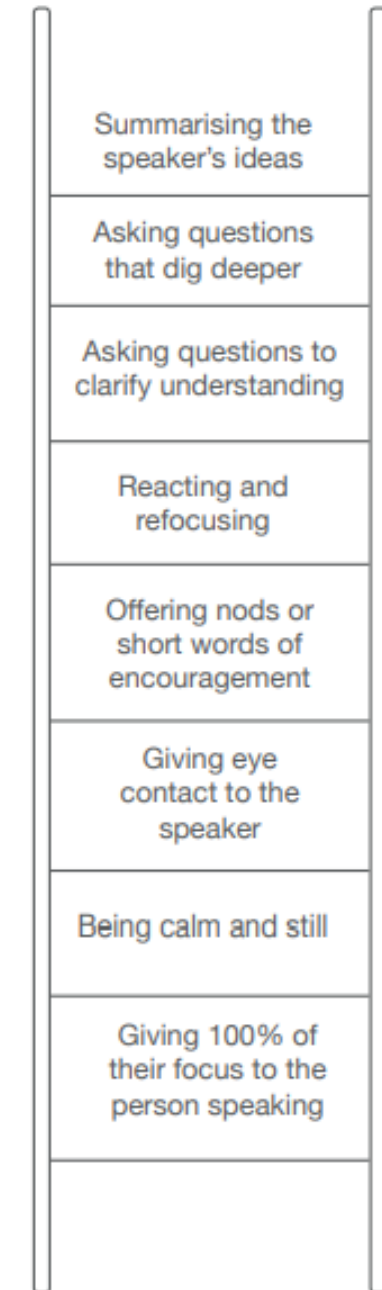


Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.



Listening Ladder

The Listening Ladder sets out the various listening skills and orders them in terms of complexity. It can be used to support students to reflect on their discussion and to set targets for which rung they have and want to reach.



Stimuli for talk

9	16
25	43

<http://wodb.ca/>

Odd one out



What's the link?

Who would...?

- ...make the best president?
- ...you most like to be friends with?
- ...you most like to be stuck in a lift with?
- ...you trust with your life?
- ...you trust with a secret?

Atticus



Jem



Tom



Scout



Do now!

Crooks

Candy

Curley's wife

Lennie



Would you rather live in a tropical climate or a temperate climate?

Would you rather be a half or a quarter?

Would you rather live in Athens or Sparta?

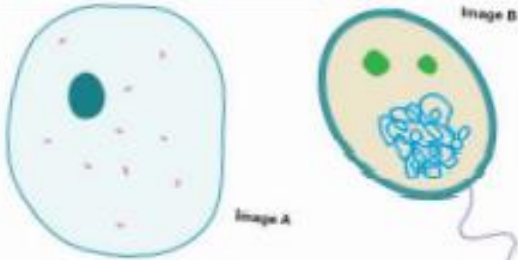
Would you rather be an orphan on the street or live in a workhouse?

Would you rather?

Exploratory or presentational?



A: back-to-back



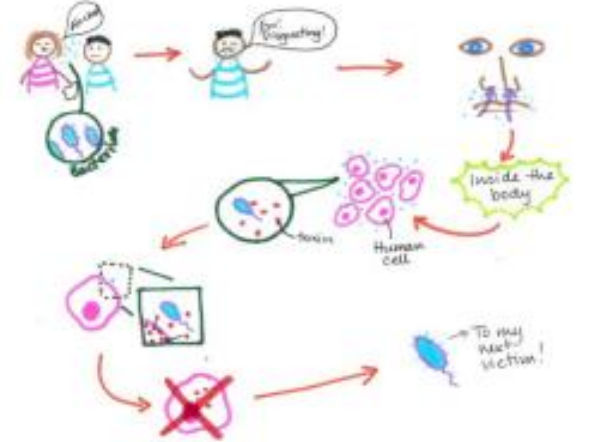
B: fed-in facts

What is a cell?



Fed in facts

- You will be given a number of descriptions, work together to decide which part of the cell these relate to.



C: concept map/ what's the story?

	Physical	<ul style="list-style-type: none"> Do they use a calm, resonating tone of voice? Do they speak at an appropriate volume?
	Cognitive	<ul style="list-style-type: none"> Is the PSA clearly structured? How does it grab your attention? Is the content relevant and well-classified?
	Language	<ul style="list-style-type: none"> Do they use appropriate vocabulary? Are scientific terms clearly explained? Do they speak directly to the listener?
	Social and Emotional	<ul style="list-style-type: none"> What is the impact on the listener? Does the speaker demonstrate awareness of their audience?

E: feedback and critique

Symbol	Purpose	Notes
	Clear message, including topic, purpose and audience targeting	
	Well-structured, appropriate to the purpose	
	Engaging and persuasive, with clear evidence and supporting information	
	Appropriate for the audience and purpose, with clear evidence and supporting information	
	Engaging and persuasive, with clear evidence and supporting information	

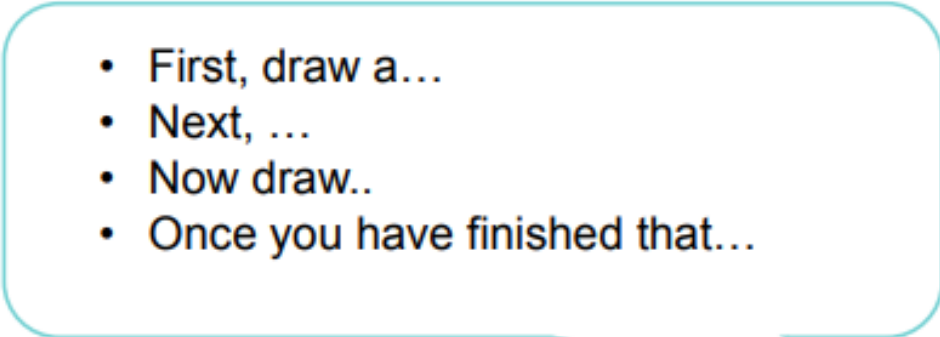
D: creating a PSA

What is a cell?

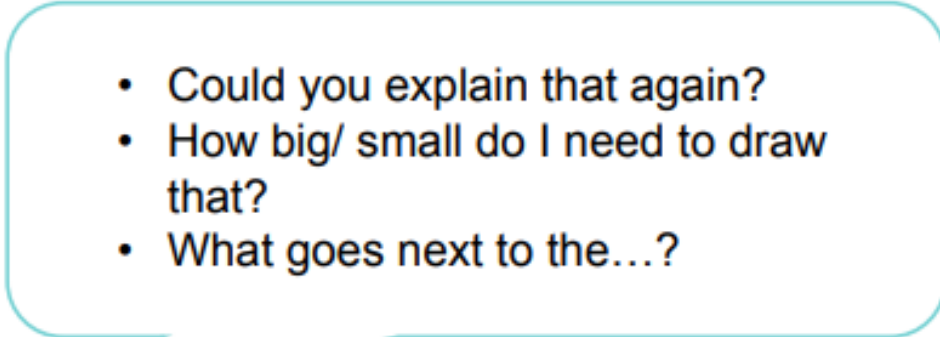


Back-to-back

- Describe the image to your partner who must draw what you describe.

- 
- First, draw a...
 - Next, ...
 - Now draw..
 - Once you have finished that...



- 
- Could you explain that again?
 - How big/ small do I need to draw that?
 - What goes next to the...?

How does infection occur?



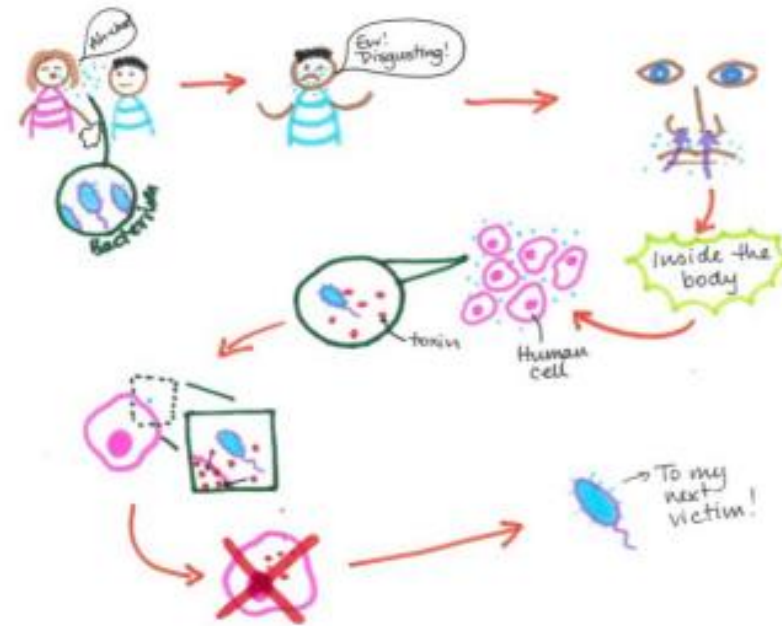
DISCUSSION GUIDELINES

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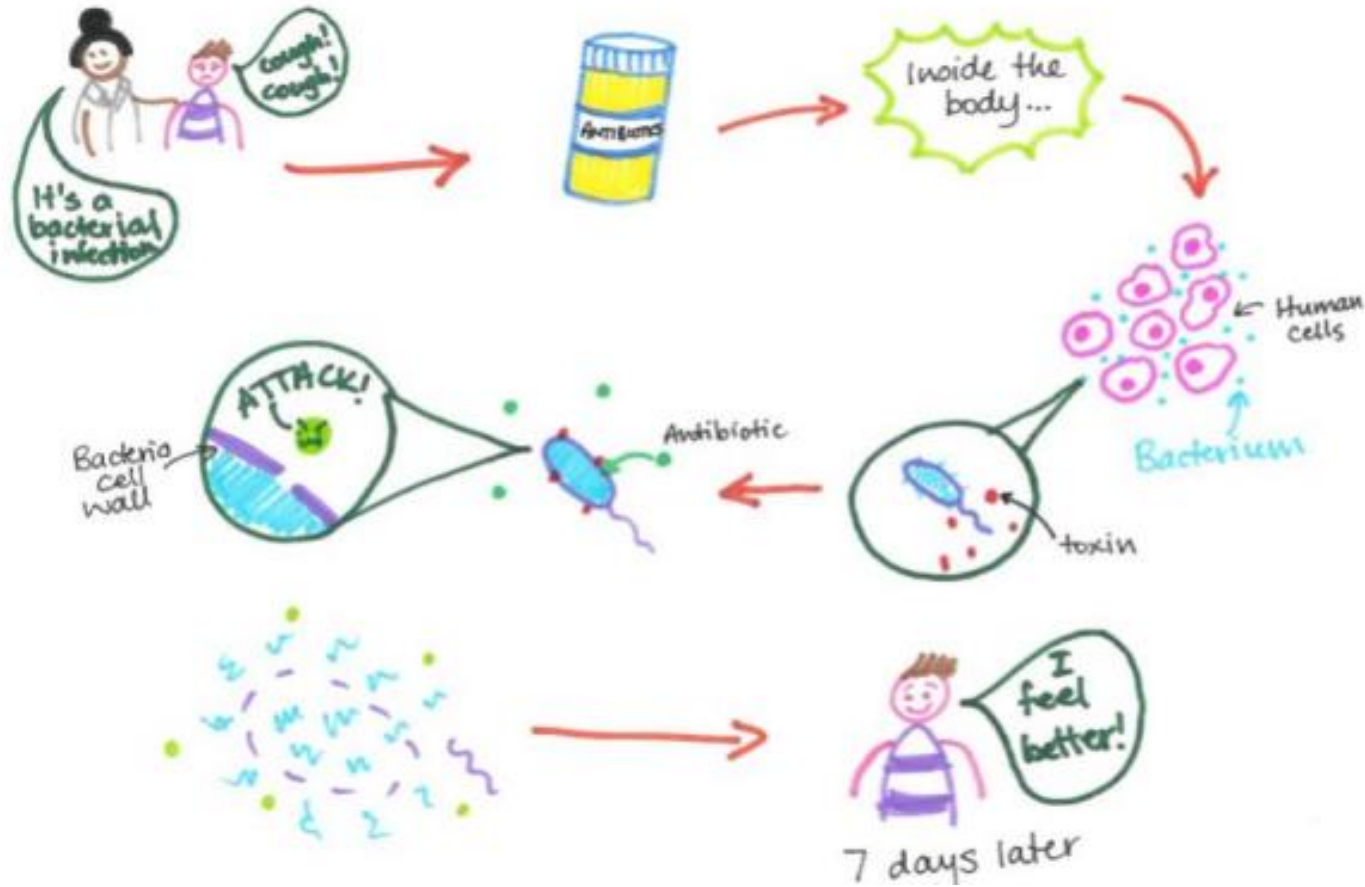


Concept map

- In trios, describe what is happening in your concept map. Don't forget to use the discussion guidelines to ensure you are working effectively as a group!



Concept map: how do antibiotics work?



This diagram shows...

At this stage...

You may notice...

oxford.ly/wordgap/EEF

How schools are closing the word gap/Improving Literacy in Secondary Schools

[Oxford University Press - Word Gap - Oxford Language Report \(oup.com\)](http://oup.com)

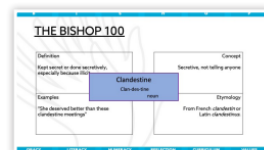
- 1** **Prioritise 'disciplinary literacy' across the curriculum**
 - Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
 - Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
 - All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
 - School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.
- 2** **Provide targeted vocabulary instruction in every subject**
 - Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
 - Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
 - Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.
- 3** **Develop students' ability to read complex academic texts**
 - Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
 - To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
 - Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
 - Strategies can be introduced through modelling and group work before support is gradually removed to promote independence.
- 4** **Break down complex writing tasks**
 - Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
 - Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
 - Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
 - Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.
- 5** **Combine writing instruction with reading in every subject**
 - Combining reading activities and writing instruction is likely to help secondary school students' skills in both, compared to a less balanced approach.
 - Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
 - Students should be taught to recognise features, aims and conventions of good writing within each subject.
 - Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.
- 6** **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.
- 7** **Provide high quality literacy interventions for struggling students**
 - Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
 - Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
 - Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
 - Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

1 Bishop 100

Staff compiled a list of 100 words that they felt were the most essential Tier 2 words for students to access lessons, across the curriculum.

Every week, three of these words are chosen and displayed in every classroom. Every teacher uses these words in their lessons so students are immersed in rich, instructional language.

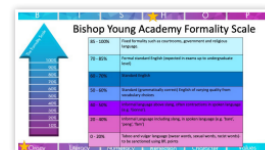
Each word is explored in detail during the form period. For example, students create a Fryer Model to analyse the meaning and origins of each word, and suitable contexts in which to use that word.



When students spontaneously use the word themselves in lessons, they are rewarded with three positive points. When students gather sufficient points, they can use them to buy things from the school's pop-up shop.

2 The formality scale

This is an integral part of school life and is non-negotiable. It is displayed in every classroom and used throughout the school. This formality scale is about code-switching of language: learning what vocabulary, register, tone and language structures are appropriate at different times. Mel explains: "We didn't want to come across as telling students the right and wrong way to speak, as it's not really about that. We wanted to teach them how to know when to code-switch, when it's appropriate to use different terminology and dialect words and so on. It's been really successful in supporting our students, to empower them with their use of language."



3 Forensic reading

This is a discrete lesson in Key Stage 3 (although there are plans to roll it out further) which aims to give students a love for reading. It is teacher-led and focuses on a wide variety of texts: fiction, non-fiction, excerpts from magazines and newspapers. Students read the text as a whole class, look at the language and talk about what the author is trying to convey. There are also themed booklets that the class share, which address some big social issues, such as misogyny and Black Lives Matter. "Already the impact is massive in terms of exposing our students to that language and to books and literature in general."

4 Oracy-rich lessons

All lessons, across the curriculum, aim to be oracy rich. This means that a significant proportion of lessons are about talk, with no pens attached. There is often an explicit oracy outcome attached to each lesson. So, for example, in a history lesson one learning outcome might be understanding why William won the Battle of Hasting. A linked oracy outcome might be understanding how to present views in a debate about the reasons.

In an oracy-rich lesson there are plenty of opportunities for students to talk to one another. This might be in the form of a structured debate or sharing ideas with a partner or collaborating with a small group. As teachers listen to students talk, they can pick up on any misconceptions or give more detailed explanations where necessary.