

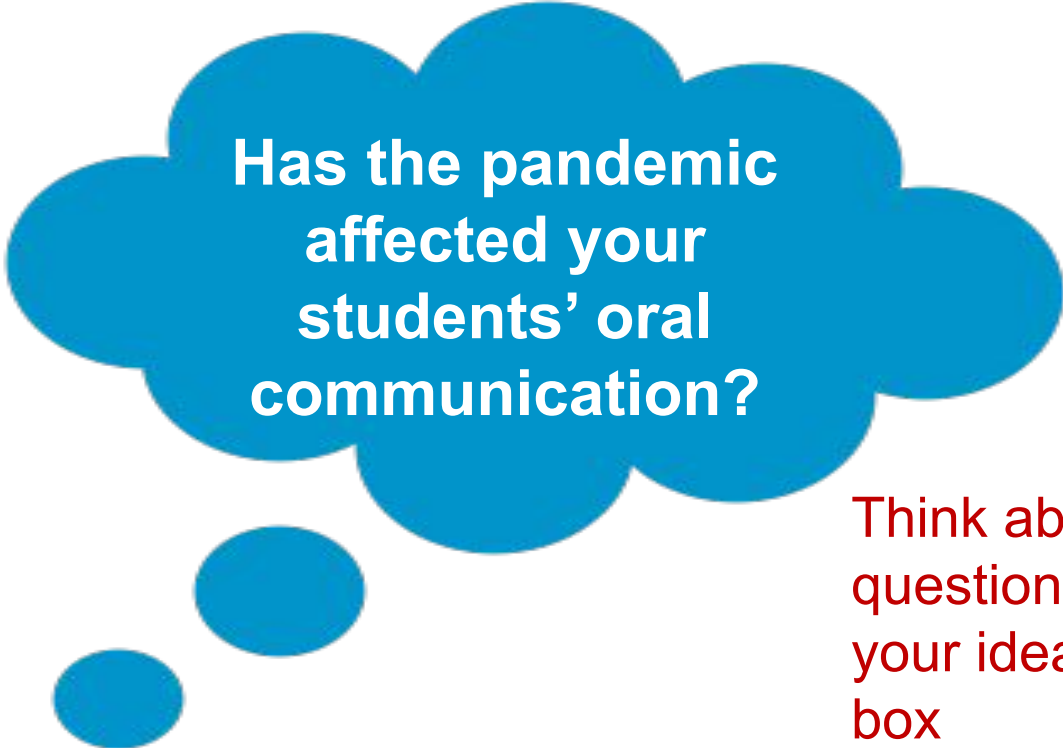
Let's talk about talk!

How can teachers support oracy
in their classrooms?

Sarah M. Howell

Wednesday 6 April 2022



A large blue thought bubble with a white question mark inside. Below it are two smaller blue circles of decreasing size, also containing white question marks.

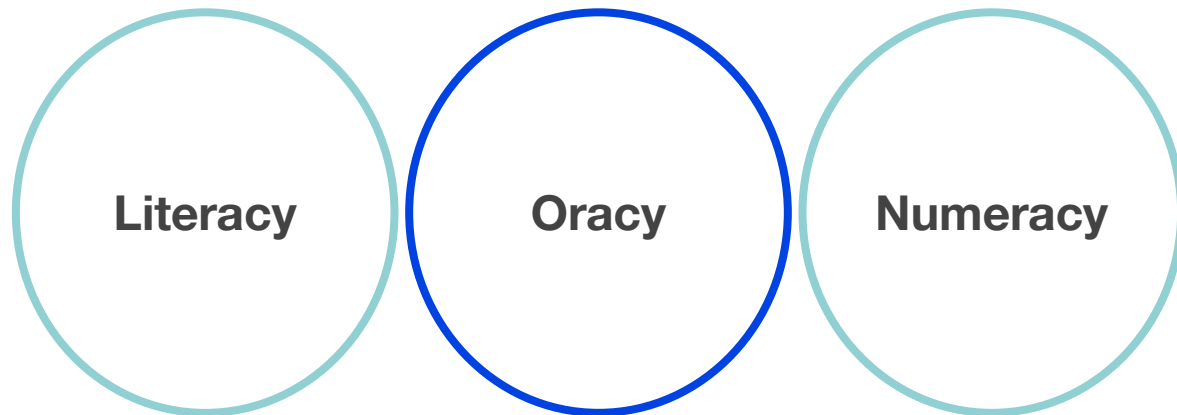
Has the pandemic
affected your
students' oral
communication?

Think about the
question and then share
your ideas in the **chat**
box

What is Oracy?

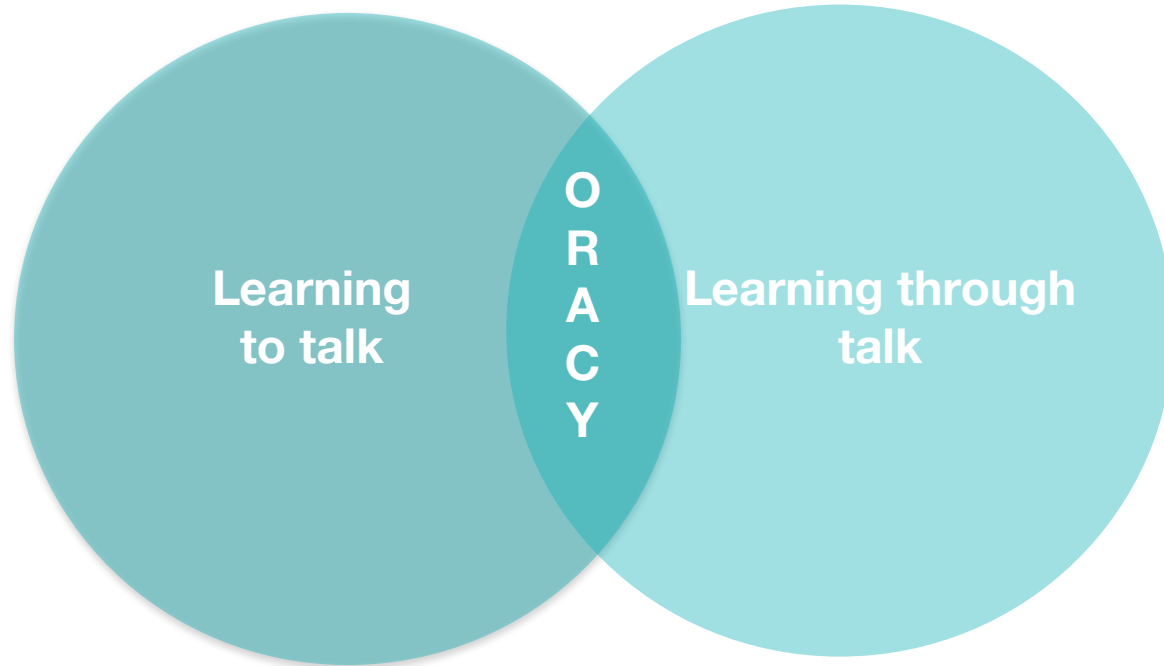


- A neologism



“Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language” *Voice21*

Learning *through* and *to* talk



Voice 21

Impact of Oracy



Oracy increases confidence



Oracy improves academic outcomes



Oracy fosters wellbeing



Oracy equips students to thrive in life beyond school

State of Speaking in Our Schools, Voice 21

The Pandemic



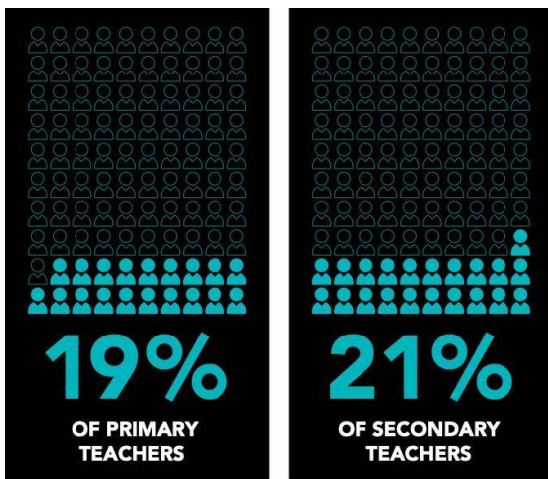
Oracy after the pandemic: what Ofsted, teachers and young people think about oracy

Analysis conducted by
Will Millard, Loic Menzies
and Gabi Stewart

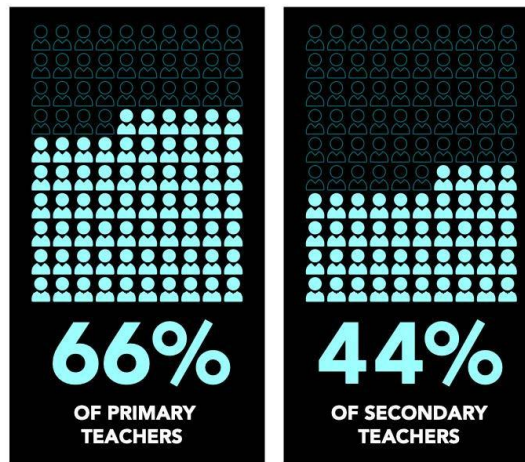


The Centre
for Education
& Youth





said school closures during the pandemic had a negative effect on the spoken language development of their **most disadvantaged** pupils

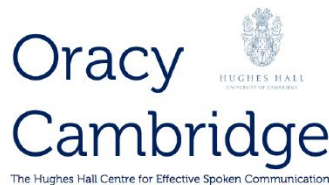


said school closures during the pandemic had a negative effect on the spoken language development of pupils **eligible for free school meals**

Embedding Oracy Across the Curriculum

1. Oracy Framework
2. Discussion Guidelines
3. Protocols
4. Groupings
5. Talk Tactics (cards)
6. Scaffolding

1 The Oracy Framework:



4 Strands

Physical, Linguistic, Cognitive, Social and Emotional

- The *oracy framework* outlines the elements which underpin **successful communication skills** and provides a useful **tool for analysing speech**.
- The framework enables students and teachers to understand what **effective communication looks like** and to **put strategies in place** to improve specific speaking and listening skills.

Mercer, Oracy Cambridge & School21 / Voice21, London UK

1 Physical

2 Linguistic

3 Cognitive

4 Social & Emotional

audience awareness

rhetorical techniques

language

content

listening and responding

body language

structure

clarifying & summarizing

voice

working with others

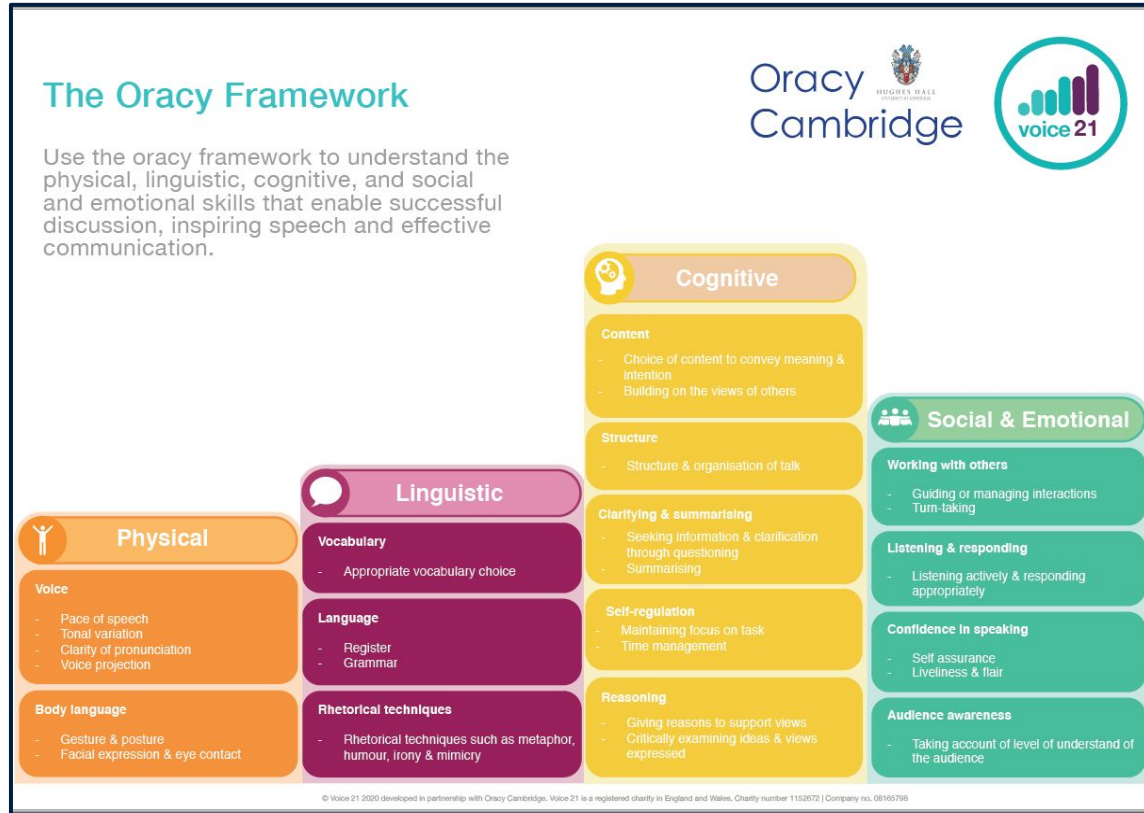
vocabulary

confidence in speaking

Available in:

- Arabic
- English
- Italian
- Welsh

coming soon
Chinese,
Spanish...



Using the Framework in L1



2 Discussion Guidelines

- Invisible norms
- Safe environment
- Set expectations for talk
- Classroom culture of talk
- Students invited to contribute ideas
- Build self-esteem and self-confidence
- Partial answers or incorrect ideas accepted
- Create own set

Always respect each other's ideas

Be prepared to change your mind

Come to a shared agreement

Clarify, challenge, summarize, and build on each other's ideas

Invite someone to contribute by asking a question

Show proof of listening

Example guidelines used by aged 7-14 pupils at School 21

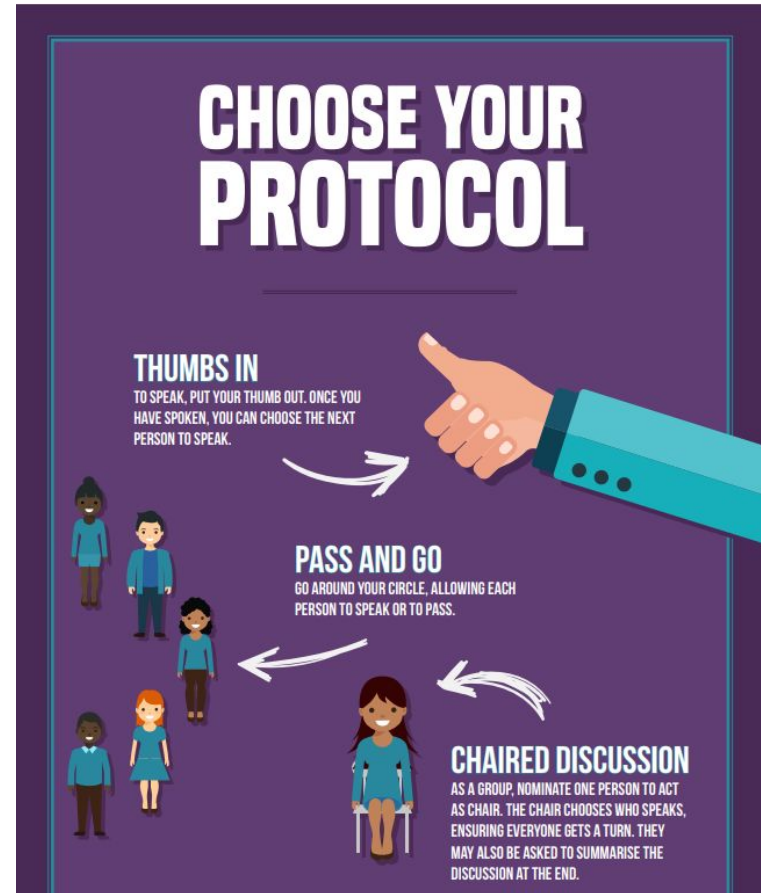
3 Protocols

Protocols are rules that govern turn-taking in a discussion. They are a valuable tool to structure talk.

1 Thumbs in: students volunteer ideas

2 Pass and Go: students in a circle, share ideas or pass - ideal for brainstorming

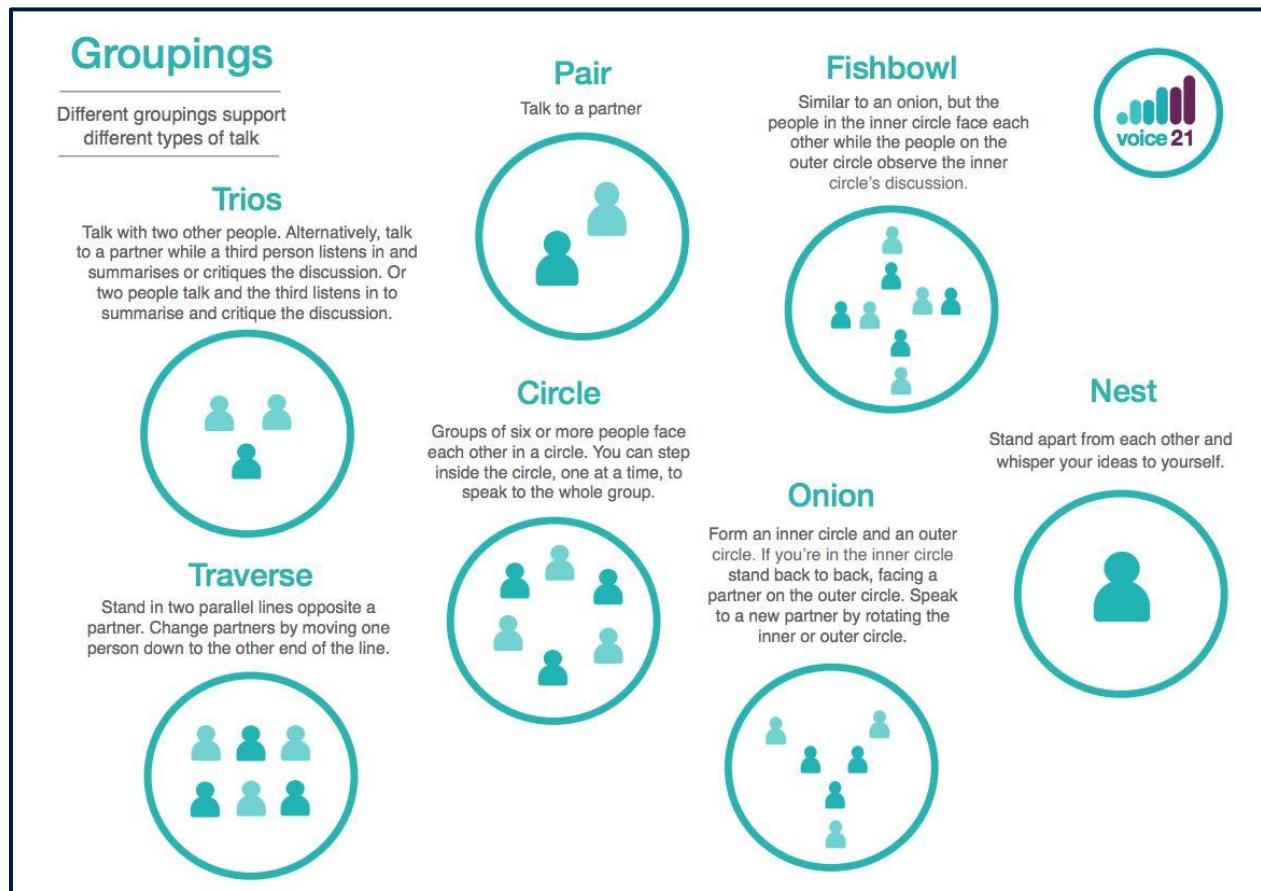
3 Chaired Discussion - chair responsible for generating productive discussions



4 Groupings

Whole class discussions impose a tight restriction on the length and number of contributions each student can make.

Groupings provide more opportunities for students to talk.



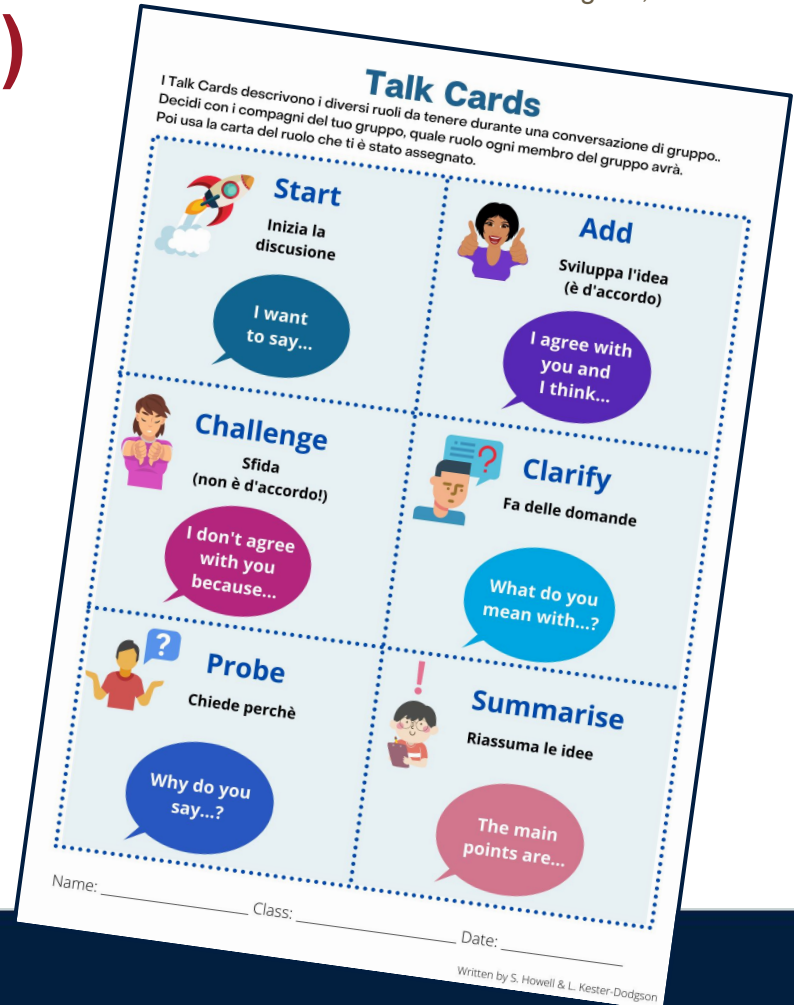
5 Talk Tactics (talk cards)

Talk role cards describe the different roles to hold during a group discussion.

The students decide together which role each member of the group is going to take.

Then they use the stem on the card during the discussion.

Video: Encouraging Academic Conversations With Talk Moves
https://www.youtube.com/watch?v=kSl4imt0dXg&ab_channel=EduTopia



Group discussion using talk cards

Linguistic: vocabulary, language

Cognitive: content - building on the views of others,
reasoning - critically examining ideas and views expressed

Social & Emotional: working with others - turn-taking



Start
Inizia la discussione

I want to say...



Challenge
Sfida
(non è d'accordo!)

I don't agree with you because...



Add
Sviluppa l'idea
(è d'accordo)

I agree with you and I think...

8 Think Big
Do you think Mel and Ajay have got good routines in the morning?

7 Think Big
Is it difficult to find time for friends on school days?

7 Think Big
What does working in a team mean to you?

8 Think Big
Is it good to try out new sports? Why?

Make your own talk cards!

Choose a card and make your own sentence stems for the levels you teach. Write your stems in the chat box.



6 Scaffolding

- Scaffolding is a “process that enables a child or novice to solve a problem, carry out a task or achieve a goal that would be beyond his unassisted efforts” (Wood, Bruner and Ross 1976, 90).
- A scaffold acts as a temporary supportive structure for a student to complete a task they otherwise could not have (Graves, Watts and Graves 1994, 44). As students become more confident, scaffolds will be needed less and less, until eventually they are not needed at all.

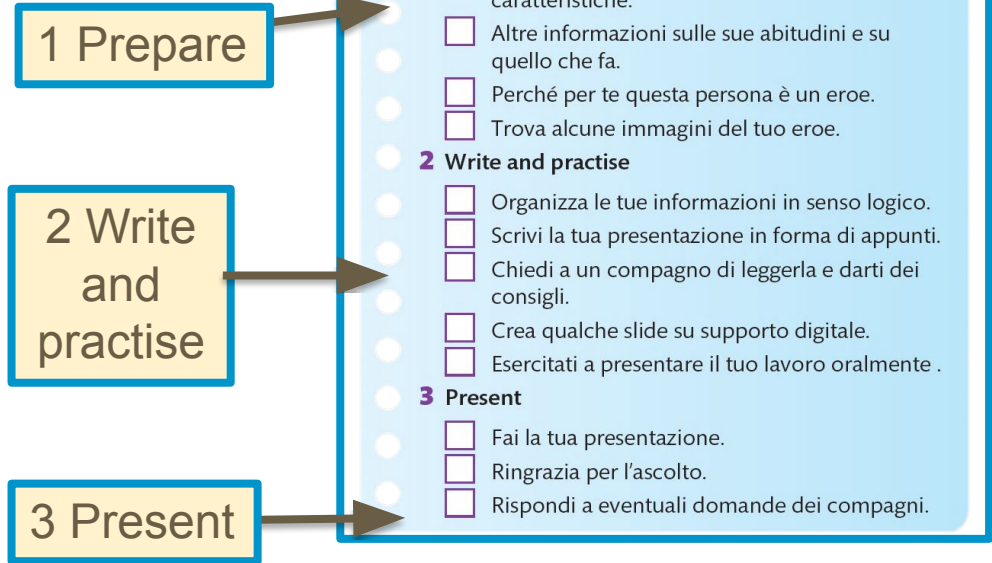
Sentence stems

Modelling

Key vocabulary

Scaffolding with checklists

- identify **steps needed** to complete complex tasks
- **support** students' metacognitive development
- help build the **confidence and independence** needed for internalizing these steps for future tasks



Oracy in Think Big



Warm-up discussion

Model

Step-by-Step Checklist

4 Oracy Skills

Presentation 4: A daily routine

1 Think Pair Share
Look at the photos. Do you know this person?
What order does he do these things in on a typical tour day?
Discuss with your partner and write your ideas on the sticky note.

Ed's typical tour day

2 Listen Listen to the presentation and number the photos. Then go back to your notes in exercise 1. Are there any differences? What do you think about Ed Sheeran's routine?

3 Prepare Prepare a presentation on the daily routine of a famous person or a person who you know. Tick (✓) the boxes on the checklist as you do each step.

My presentation checklist

1 Prepare (at home)

- ☐ Scegli una persona che ti piace (una persona famosa o una persona che conosci, un parente o un amico).
- ☐ Trova alcune informazioni sulla sua routine quotidiana.
- ☐ Porta a scuola una foto grande.

2 Write and practise

- ☐ Dai una sequenza logica alle informazioni (es. nome, nazionalità, ordine cronologico delle attività che svolge, ecc.).
- ☐ Scrivi la tua presentazione in forma di appunti.
- ☐ Chiedi a un compagno di leggerla e darti dei consigli.
- ☐ Esercitati a presentare il tuo lavoro senza usare gli appunti.

3 Present

- ☐ Mostra la foto alla classe.
- ☐ Fai la tua presentazione.
- ☐ Ringrazia per l'ascolto.
- ☐ Rispondi a eventuali domande dei compagni.

Use it!
My presentation is about ...
Here is a picture of her / him.
He's / She's ...
He / She gets up / goes ...
First ..., then ... and after that ...
Thank you for listening to me.
Any questions?

Be a smart presenter
Ricordati di parlare ad alta voce in modo che tutti possano sentire quello che dici.
Prova a esercitarti con un amico mettendovi a una certa distanza l'uno dall'altro.

76 seventy-six Unit 4 Presentation page 221 Oracy Skills scripts page 224

Sentence stems

Tip

Oracy in action

1. What's the Emotion?
2. Talk Tokens
3. Hot Seating
4. Silent Summariser
5. Concept Cartoons

1 What's the Emotion?

To be or not to be? That is the question...

Angry		Worried		Afraid	
Excited		Confused		Thoughtful	
Upset		Delighted		Tired	

2 Talk tokens



Talk Tokens ensure that *all* students have **an equal opportunity to speak** and prevent more confident speakers from dominating the conversation.

- Each token represents a contribution in a discussion.
- When a student makes a contribution to a discussion they spend their token by placing it in the centre of the group.
- Once they have run out of tokens they can no longer take part in the discussion.

3 Hot seating

A **character, or characters, is/are played by** the teacher or a student and are **interviewed by the rest of the group.**

Students recount a specific event, **explore motivation and multiple perspectives/experiences** related to a theme, topic, event, or idea/opinion etc.



The story so far...

Ajay and Max are riding their skateboards along the seafront and Max accidentally bumps into a girl called Hanna and he hurts her foot. Hanna is very angry with Max and Max gets defensive.

On the the first day of school term, Hannah who is new, is introduced to her new classmates. Max is one of them.

Max and Hanna aren't very happy to see each other.

On the way home from school, Max and Ajay walk past Hanna and her mum. Hanna's mum asks Hanna who they are. Hanna reluctantly says they are her new *friends*. Ajay jokes about it with Max and Max doesn't seem very happy.

The next day, Ajay gets a text from Hanna where she invites him to her housewarming party and he shows it to Max. Max checks his cell phone, but he hasn't received an invitation.

Kate, Ajay and Mel go to Hanna's party. Hanna is irritated because Max hasn't shown up.

The following Monday at school....



Story

East Dean Teens

Episode 7



Hot seating

You
are
Max...

You should
say sorry
to Hanna!

Why are you
angry with Mel?

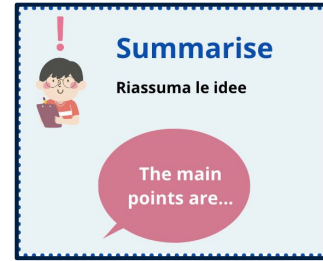
Come mai non
avevi visto il
messaggio di
Hanna?

Why does Ajay
eat all your
snacks?

Dovresti chiarire
non appena
possibile con
Hanna!

What are you
going to say
to Hanna at
break?

4 Silent Summariser



The Silent Summariser **listens to a discussion between a pair** of students, **reflects** on the content of the discussion and **then summarises the main points** once the pair have finished speaking. The silent summariser **improves his/her active listening skills** while learning the skill of summarising.

The Silent Summariser

Talking point

Do you think Ajay and Mel have got good routines in the morning?

I want to say...

A

B

I agree/disagree with you and I think...

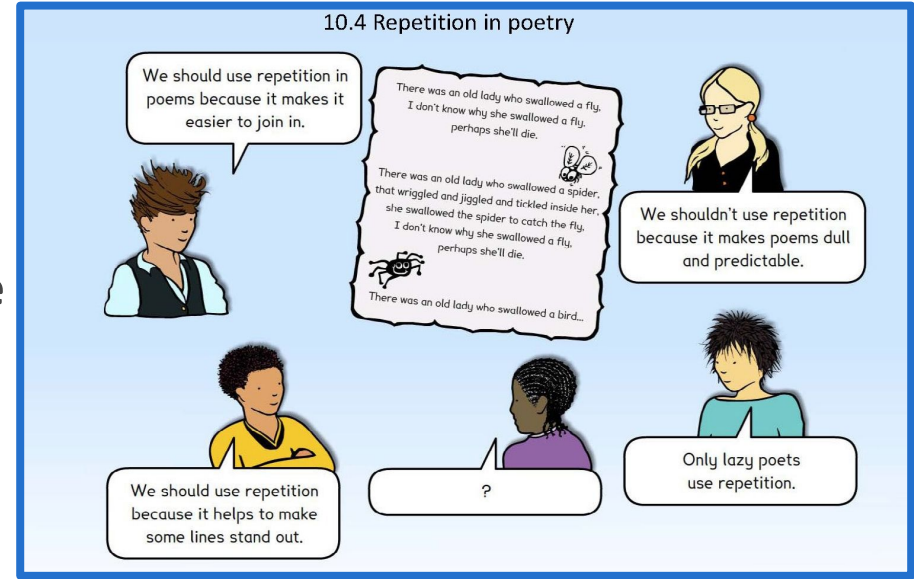
C

Summariser:
The main points are...

5 Concept cartoons

Concept Cartoons are simple cartoons that contain **factual information** as well as **misconceptions** designed to generate **discussion**.

They engage students in **focused discussion**, allow them to think more widely and discuss their ideas, including students who are normally reluctant to speak.



Naylor, S. and Keogh, B. (1999). Constructivism in classroom: Theory into practice.
Journal of Science Teacher Education 10 (2), 93-106



The illustration shows four children in a light blue room. A boy in a red jacket and green pants is holding a phone and saying, "I'm having a text conversation with my friend." A girl in a purple shirt and grey pants stands opposite him, saying, "Texting isn't a conversation." A boy in a yellow shirt, seen from behind, says, "It can't be a conversation because nobody is listening." A girl in an orange shirt, also seen from behind, says, "I think it is because you take turns in talking." A girl with red hair, seen from behind, has a speech bubble with a question mark. In the top right corner of the scene is a small purple square icon with a yellow 'X'.

I'm having a text conversation with my friend.

Texting isn't a conversation.

I think it is because you take turns in talking.

It can't be a conversation because nobody is listening.

?

What do YOU think?

Brenda Keogh
and Stuart
Naylor

Talk about Talk

1. Listening ladder
2. Talk Detectives
3. Harkness
4. Filming talk

1 Listening Ladder

All students have a copy and as they listen they identify what skills they have been using while listening.

Start on bottom rung and work up!

7 dig deeper

5 react

3 eye contact

1 focus



8 summarise

6 clarify

4 encourage

2 calm & still

Adapted from Transforming Teaching and Learning Through Talk, Gaunt, Stott (2019)

2 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	
Built on somebody else's ideas	
Changed their mind	
Came to a shared agreement	

Talk Detective

You've been selected as a talk detective for this lesson. Walk around the classroom and try and listen in on discussions - but try not to make your job obvious, everyone changes how they talk when they know they're being watched... Try your best, and see if you can find names for all the questions below.



Who gave evidence to support their view?

Who respectfully disagreed?



Who included someone else in the discussion?

Who asked clarifying questions?



This work, "Talk Detectives" by Voice 21, used under CC BY-NC-SA 4.0 is licensed under CC BY-NC-SA 4.0 by Noisy Classroom



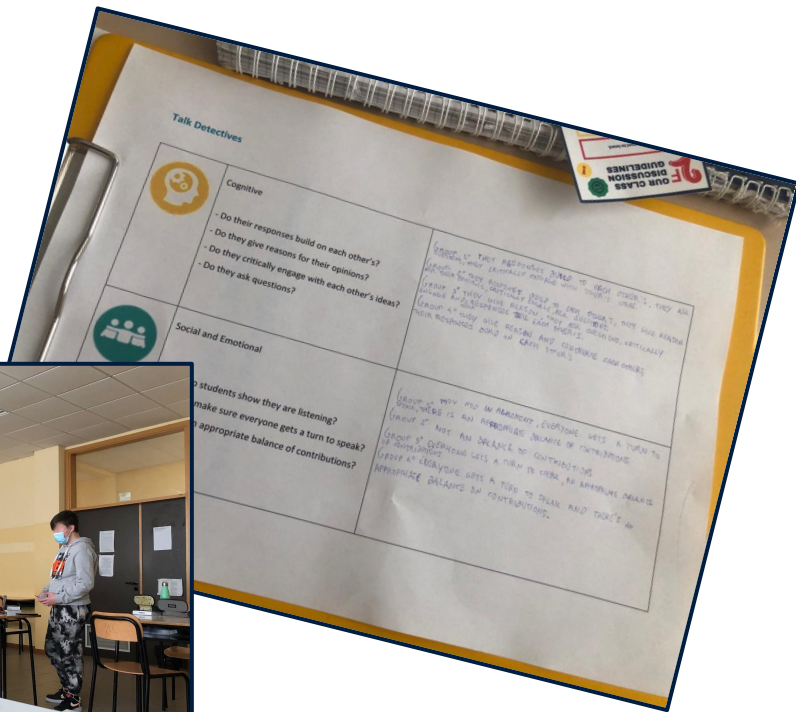
Talk detectives!

Mystery to solve: what does good oracy look and sound like?

Voice 21

	Who, or which group is doing this?	Further notes:
 Physical - Are they speaking loudly and clearly? - Are they using hand gestures?		
 Cognitive - Are they giving reasons for their opinions?		
 Linguistic - Are they using ambitious vocabulary?		
 Social and Emotional - Are they tracking the speaker? - Are they making sure everyone gets a turn to speak?		

Talk Detectives



3 Harkness discussions

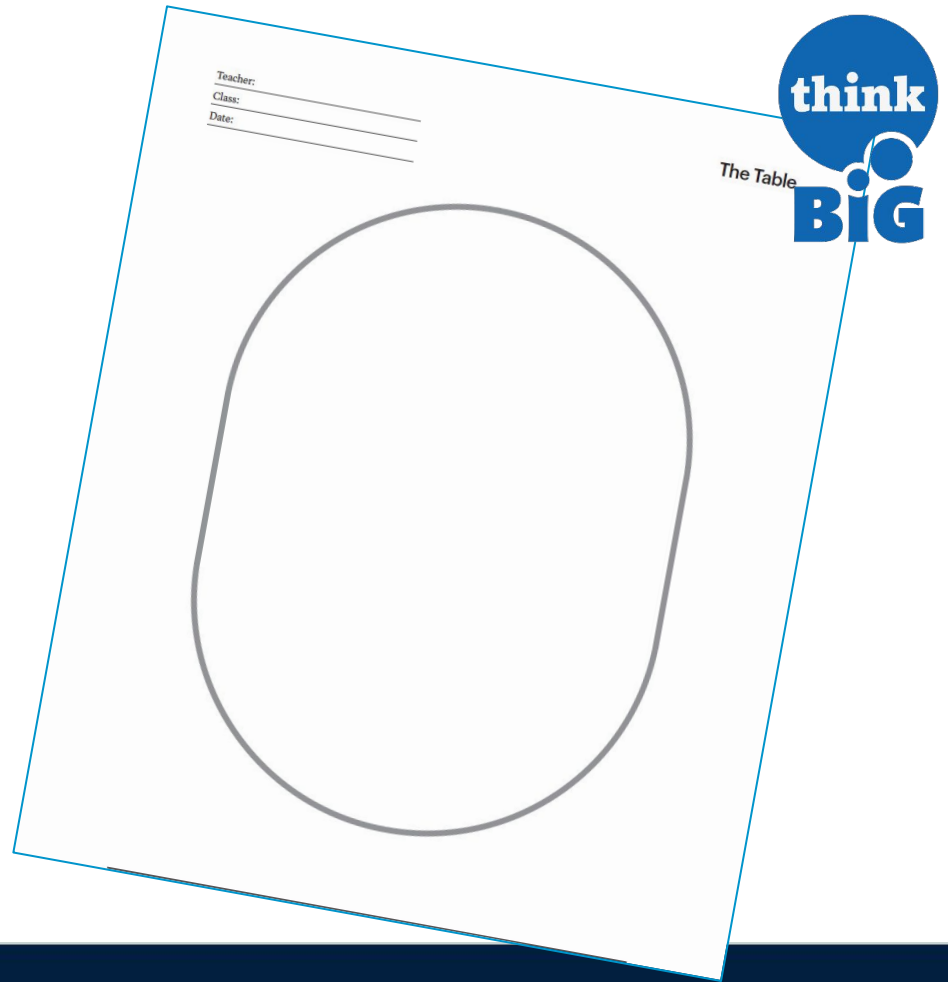
- A roundtable discussion in which everyone has an **equal** voice.
- Teacher creates comfortable speaking environment but **rarely** jumps in with explanations or to fill silence.
- Students **take ownership** for the conversation, and their **thoughts and opinions** flows.



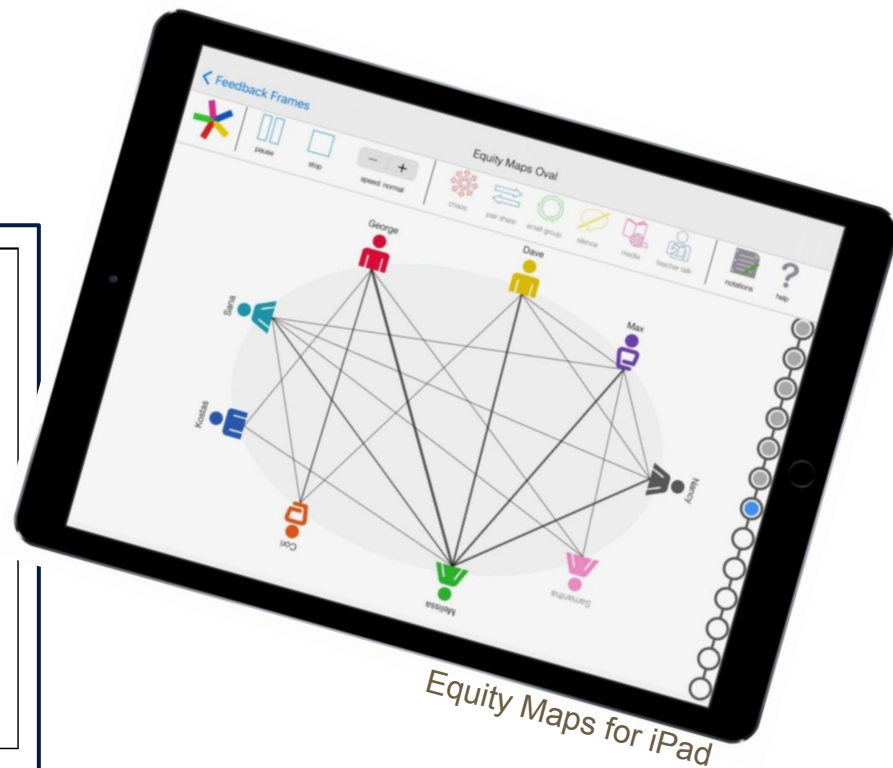
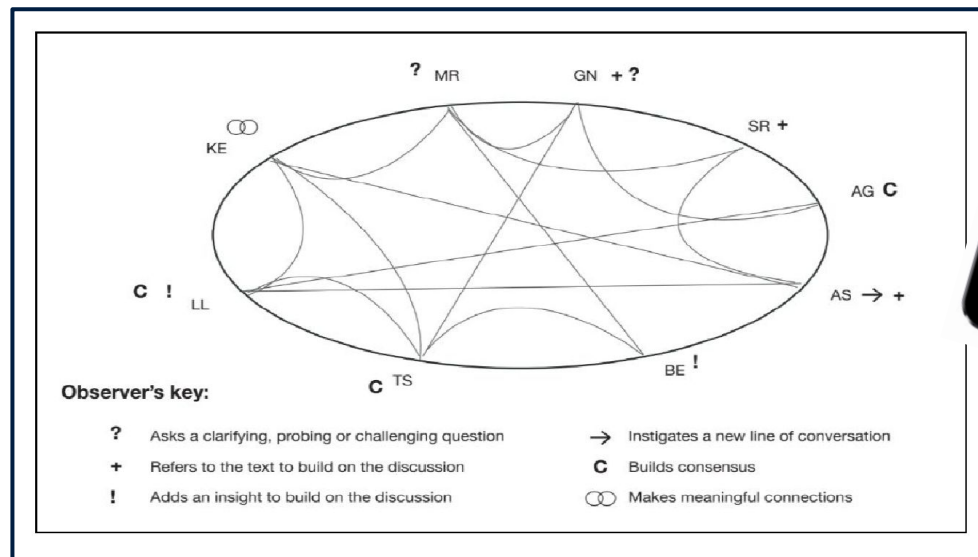
Harkness in 3 steps

1. Set up the environment
2. Talk to the students about Harkness
3. Choose a tracker and start

**Add observation key to
encourage quality of talk**



Equity



Voice21

4 Filming Talk



Filming talk provides students and teachers with **a record that can be analyzed.**

Showing students a clip of themselves speaking **helps them visualize their talk.**

It encourages them to **reflect upon what constitutes good talk.**



Action!

In a Think-Pair-Share talk task students **record their discussion** with their phones.

Then they play it back and reflect on **how effective their discussion was** and which areas might need improving....





BUZZ

THE MAGAZINE FOR BIG THINKERS

ISSUE 3

**EXPLORE
THE GREAT
UNKNOWN!**

**Ten ways to
help the planet –
what can you do?**

**Breakfast around
the world –
what do people eat in
other countries?**

The mystery of sleep

**FEAR
FICTION**
A teenage girl
deals with bullies

Let's go fly a drone!

Drones are everywhere now. They are great fun! Do you want a special selfie? Use a drone! Are you interested in a new sport? Have drone races and battles!

People use drones for work, too. They are quick, cheap and don't

Ten ways to help our planet

What can you do to reduce your environmental footprint?

- 1. Don't use disposable cups, glasses, plates or cutlery.**
Single-use plastic is bad for the planet. Don't use it.
- 2. Reduce waste.**
If you reuse more things, there will be less waste. You will save money, too.
- 3. Use less energy.**
Turn lights and computers off when you aren't using them. Unplug your phone charger when it isn't in use. Use less heating and air conditioning.
- 4. Eat and drink better.**
Eat more fresh, local food – transporting food thousands of kilometres requires packaging and energy. It produces more greenhouse gases.
- 5. Save water.**
Water is precious – don't waste it. Take showers, not baths. Turn off the tap when you brush your teeth.
- 6. Use solid soap, not liquid or gel.**
Liquid soaps need five times more energy to make, and 20 times more energy to package. Plus, you use seven times more gel than solid soap.
- 7. Use rechargeable batteries.**
This will save lots of money. If you must use non-rechargeable batteries, don't throw them in the general waste. Take them to a special recycling centre.
- 8. Use less paper.**
Use both sides of a page. Collect used paper in your classroom and at home. Ask your school to recycle it.
- 9. Shop with intelligence.**
Buy less plastic. Don't buy things in plastic bottles or containers. Always carry reusable shopping bags.
- 10. Drive less.**
Walk, or ride a bike. Use public transport.

Sustainability
Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Search
Search for information on the internet. Use the search engine to find the information you need.

Recycling
Recycling is the process of converting waste materials into new materials and objects. It is an essential part of the waste management system.

Greenhouse gases
Greenhouse gases are gases in the Earth's atmosphere that trap heat and cause global warming. The main greenhouse gases are carbon dioxide, methane, and nitrous oxide.

Plastic
Plastic is a synthetic material made from petroleum. It is used in a wide range of products, from bottles and containers to clothing and furniture.

Water
Water is a vital resource for all life on Earth. It is essential for drinking, cooking, and cleaning. We need to conserve water and protect our water sources.

Energy
Energy is the ability to do work. It is essential for all modern societies. We need to use energy efficiently and transition to renewable energy sources.

Transport
Transport is the movement of people and goods from one place to another. It is essential for trade and travel. We need to promote sustainable transport options like walking, cycling, and public transport.

Student responses

8. Any other reasons for learning how to speak and share your thoughts confidently?

23 risposte

To be more sure of yourself and to express your ideas.

I think that speaking is important because it is the easiest way to communicate with others, so it is used a lot by all of us. Also, if I cannot speak or share what I think with others, I could probably lose the ability to make relationships, so the lack of speaking could have a negative effect on the social side.

to communicate with people who can't speak italian or who don't speak italian well

in the future if I go to a country where my language is not spoken I should be sure of what I am saying

to discuss with my classmates and to know what they think

To travel and to find a job

Training is the best way to be more confident with yourself and your thoughts and if you repeat a lot of times you will share your ideas better.

Transforming classrooms through talk....



 **ORACY ITALY**
Facebook Discussion group



 **@oracyitaly**
smhowell@gmail.com