Oracy and Children’s Empowerment in the Classroom

Alice Kennedy
Year 4 Teacher and Oracy Lead
Torriano Primary School
Me – who am I?

• Alice Kennedy is Year 4 teacher and oracy lead at Torriano Primary School, Camden, where she has been experimenting with and leading the implementation of oracy rich classroom practice.

• She was part of the first national cohort for the Oracy Leaders Programme, run by Oracy Cambridge and Voice 21 set up to build capacity in the state school system to talk through talk.

• Previously, she was the English as an Additional Language specialist teacher at Churchfield Primary School, Edmonton, Enfield, where she worked alongside class teachers to develop good teaching for language development.

• She has previously worked as a Teacher of English as a Foreign Language and for organisations promoting refugee rights in UK and overseas (in Lebanon and Kyrgyzstan).
Today’s aims:
- Why and what of ‘oracy’
- Possible links to VIG
- Examples of it in practice in school
Why oracy?

Neil Mercer Hugh's Hall
https://chartered.college/oracy-dialogic-skills-power-spoken-

• Attainment of Pupil Premium children
• Engagement with society / job market
• Empowerment
“Dialogic teaching [...] explores the learner’s thought processes. It treats students’ contributions, and especially their answers to teacher’s questions, as stages in an ongoing cognitive quest, rather than terminal points. And it nurtures the student’s engagement, confidence, independence and responsibility.”

Prof Robin Alexander (2006)
Oracy is about being able to stand up in front of an audience and speak with confidence.

Oracy is about teaching children to speak like a posh person.

Oracy is just as much about listening as it is about speaking.

Oracy is about being able to articulate what you are learning and using speaking to help you to learn.
<table>
<thead>
<tr>
<th>Strand of oracy</th>
<th>What I will see children doing</th>
<th>Who is doing this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>The contribution made sense. It linked to previous points. It was on topic.</td>
<td></td>
</tr>
<tr>
<td>Linguistic</td>
<td>Used specific, relevant vocabulary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Used a range of grammar.</td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>Looking at the person talking / listening 😊😊😊😊😊</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clear voice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using tone of voice.</td>
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<tr>
<td></td>
<td>Correct volume.</td>
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</tr>
<tr>
<td></td>
<td>Gestures.</td>
<td></td>
</tr>
<tr>
<td>Social and Emotional</td>
<td>Able to take turns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Able to disagree respectfully.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confident.</td>
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</tbody>
</table>

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**Builder**

Develops, adds or runs with an idea.

Will say:

- “I agree and I’d like to add...”
- “Linking to your point...”
- “Building on that idea...”

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**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...”
Learning through talk

Learning to talk
How does oracy link to VIG?

• Turn-taking, importance of interaction - watch video
  https://www.weforum.org/agenda/2018/02/how-you-talk-to-your-child-changes-their-brain/

• Principles of attuned interactions
  • Being attentive
  • Encouraging and receiving initiatives
  • Deepening discussion: coming to joint decisions, naming contradictions
Friday 20th July 2018

I like to reflect on giving a speech.

Picture of me giving my speech.

<table>
<thead>
<tr>
<th>Feelings before giving speech</th>
<th>Feelings after giving speech</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Hand Pumping</td>
<td>&quot;I want to do it again!&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I don’t know anything about it</th>
<th>I know a little but I might need support</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am confident</td>
<td>I am confident enough to coach</td>
</tr>
</tbody>
</table>

If your confidence colour has changed - why?

My colour has changed because at the beginning of making a speech I couldn’t do much. But now I can do it as a speech anywhere.
Listening Ladder

- 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
- Giving eye contact to the speaker
- Being calm and still
- Giving 100% of their focus to the person speaking
Talk detectives feedback

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

<table>
<thead>
<tr>
<th></th>
<th>Who, or which group is doing this?</th>
<th>Further notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td></td>
<td></td>
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<tr>
<td>- Are they speaking loudly and clearly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Are they using hand gestures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Are they giving reasons for their opinions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linguistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Are they using ambitious vocabulary?</td>
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</tbody>
</table>
**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.
Silent summariser:

- All children can become confident, self-directed learners
- All children have a strong sense of right and wrong

I agree/disagree because ...

Linking to that ...

Summariser: It sounds like you both agree on ...
Developing our own discussion guidelines

May I suggest ...?

It might work better if ...

Could you change that to ...?

How about ...?
Does it work?

- Talk is given priority to enable pupils to articulate their thoughts and to reason, rehearse and evaluate new concepts. Progress is tracked rigorously, and pupils are aware of what they need to do next.

- Writing is underpinned by speaking, and pupils are encouraged to use ambitious vocabulary in their speech and writing. Pupils are taught skilfully to use grammatical structures to develop their writing. All writing is purposeful and linked to the creative curriculum. Teachers work hard over time to ensure that pupils develop resilience and the confidence to write at length for a variety of purposes.

- Oracy underpins all learning and pupils are encouraged to think about what they are learning. Most-able pupils are presented with a strong level of challenge.
Why I think it’s great

• Children get to reason for first time sometimes
• Even shy/ disempowered / low attaining children learn their voice matters
• Engagement in the class context, children given the scaffolding they need to manage to be in class
• Language rich classroom, great for EAL