



We



have

a



voice

EPA strategy

Why is Oracy important?

“The things we say and how we say them can inform, influence, inspire and motivate others and express our empathy, understanding and creativity. It is our ability to communicate that enables us to build positive relationships, collaborate for common purpose, deliberate and share our ideas as citizens.”

Beccy Earnshaw, Director, Voice 21 & Peter Hyman, Executive Headteacher, School 21,
in Will Millard and Loic Menzies 'The State of Speaking in Our Schools'



The oracy gap



On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers.



Without intervention, these gaps grow, as pupils with the strongest language skills make the most progress in all areas of the school curriculum.

Why is Oracy important at Evergreen Primary Academy?

Many of our children suffer disadvantage which leads to them have an oracy gap.

The oracy gap



On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers.



Without intervention, these gaps grow, as pupils with the strongest language skills make the most progress in all areas of the school curriculum.

On entry to school, economically disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps widen from just a few months (aged six) to five years difference (aged 14).



Left unaddressed, economically disadvantaged children are more likely to leave school with poor verbal communication skills and to suffer from mental health difficulties throughout their life.

Oracy is a priority because we understand the impact of teaching oracy on our children's life chances.

The impact of oracy



Oracy increases confidence, empowering students with the belief that their voice has value, developing the ability to articulate thoughts so others will listen



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



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



Oracy equips students to thrive in life beyond school, helping them to progress, access employment and engage in civic life



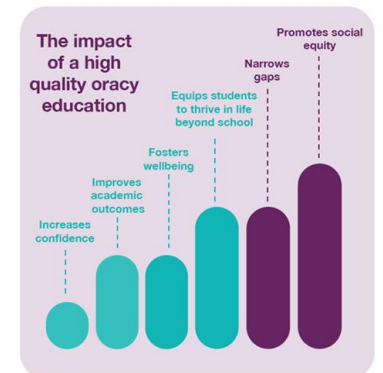
Oracy narrows gaps, enabling disadvantaged students to fulfill their potential

+6 months

Source: Education Endowment Foundation (EEF) evaluation of oral language interventions.



Oracy promotes social equity, leading to a fairer society where everyone, regardless of background, finds their voice for success in school and in life



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

Neil Mercer, Emeritus Professor of Education at the University of Cambridge & Director, Oracy Cambridge

At Evergreen, we are committed to developing equity through education.

Oracy | valuing everyone's voice (Teaching)

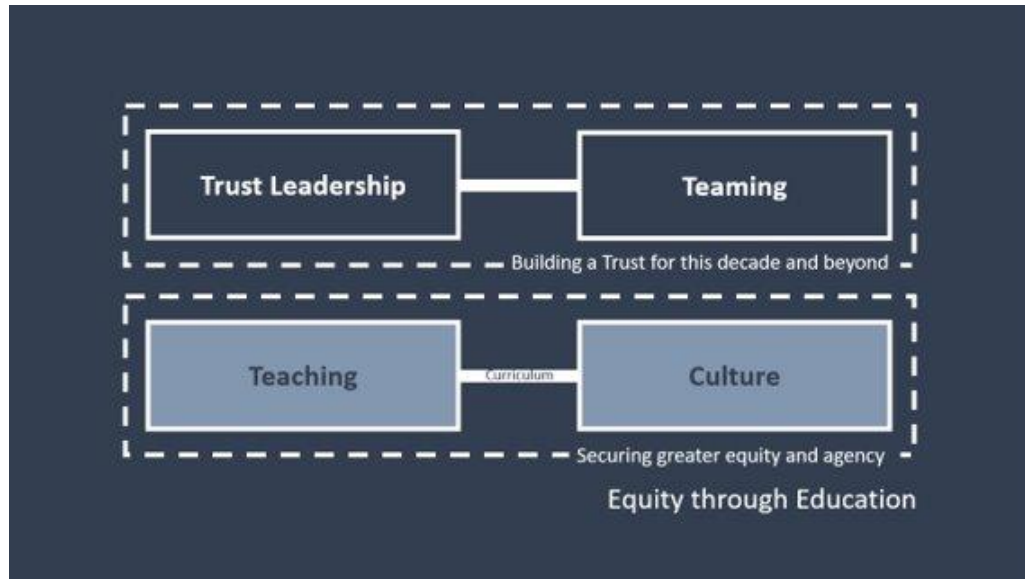
"It may seem an obvious thing to say, but one of the best things we can do with young children is to have interesting and enjoyable conversations with them." (Michael Rosen)

Oracy exposes language, vocabulary, thought, cultural capital and understanding to all. Our sentences and words open the window to our understanding and how individuals navigate the world. Disadvantaged learners need **full immersion in rich conversation, be given permission to listen, encouragement to be heard and the safety to articulate understanding out loud**. In doing so they fire the connections, build word wealth and secure schema that grows confidence, cognition and enables musing and exploration. It is why we should **be picky on full response, why we should provoke and encourage discussion and debate**. It is also on this sea of talk that great writing happens. We need to articulate our ideas and thoughts, our opinions and cogitations to bring colour to learning, to revel in thinking and for individuals to find their voice.

"If we are truly committed to empowering every young person regardless of their background, with the belief that their voice has value and the ability to articulate their thoughts so others will listen, then it is time to get talking in class." (Becky Earnshaw)

Extract from Dan Nicholls' blog

The world is getting darker – bringing light to those who need it most.



Teaching

Unswerving focus on Teaching and professional development, as the key lever for all children, in each of the 10000 learning episodes, each week; seeking greater equity

- **Professional Development** as a curriculum, the golden thread that secures high quality teaching. Influenced and bound by *standardised* principles and success measure and *empowered* to reach all colleagues across the Trust to raise standards.
- Continue to *clarify the core substantive concepts* and increase the quality of **disciplinary approaches** that secure the uniqueness of each subject and judiciously selects powerful knowledge. The liberation, immersion & celebration of the uniqueness of subjects to inspire a sense of self, place & greater self agency.
- Invest in **planning, sequencing and pedagogy**. Teachers talking, planning, sequencing, selecting pedagogy and practising teaching together. *Why this, why now, in this way;*
- Support and celebrate **teachers teaching**, a liberation of subject teaching. Teaching that explains, models, and provokes as a live, human experience.
- Promotion of **oracy** (including vocabulary) and **engaged classrooms**. Pupils and students debating, discussing & articulating understanding; *leaning-in*. Provoking and stimulating *deeper thought & application*.

Our intent

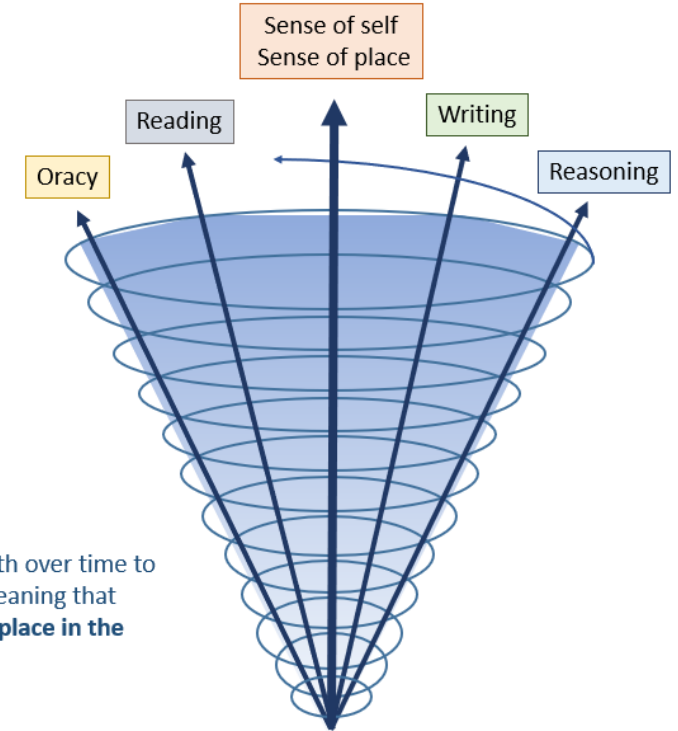
Evergreen Primary Academy provides children with the tools they need to support their understanding and ability to communicate both socially and academically. **Oracy is at the heart of everything we do.**

We intend for our children to speak clearly, confidently and proudly. Our children recognise that they have a voice and are confident to share their voice and opinions across all subjects and social situations. Children speak politely and respectfully to peers and adults. Oracy is developed throughout our wide and balanced curriculum. Teachers set high expectations and model the correct use of oracy for our children to allow them to become confident speakers for a range of different purposes and audiences. Children are explicitly taught oracy skills, using the oracy framework strands (physical, linguistic, cognitive and emotional & social), and new vocabulary. Children's bilingualism is valued and they recognise this as an important skill. Children leave Evergreen feeling secure in their sense of self and place and have a voice to communicate this effectively, increasing their chances for success in life.



CLF 3-19 Progressive Curriculum

Interleaved, revisiting to depth over time to secure understanding and meaning that develops a **sense of self and place in the world.**



National curriculum +

Spoken language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

At Evergreen, oracy is taught above the expectation of the National curriculum.

Implementation

Oracy is embedded into **all aspects of the school day** and into learning across the curriculum. Children work collaboratively in a range of groupings, enabling them to practise communication skills such as speaking and listening and turn taking, as well as an opportunity to **discuss their learning and verbalise their thoughts**. Children are provided with sentence stems which support their communication and discussion. These sentence stems are clearly displayed and modelled. Children are supported to share their opinion, agree or disagree with others, and encourage others in their group to speak.

Each class has a set of ground rules for talk which supports all children to feel **confident and comfortable** to have a voice. Teachers use visuals in their lessons and make use of resources such as real objects, knowledge organisers, experiential learning, role play drama and talk for writing. **Classrooms are designed for successful communication and are streamlined and purposeful**. A table-top display for each topic supports children's communication with objects, related high quality texts, pictures, key vocabulary and key questions. Classroom displays also feature key vocabulary.

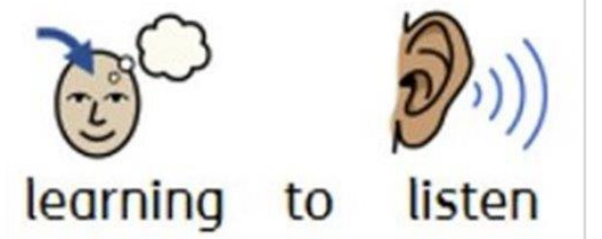
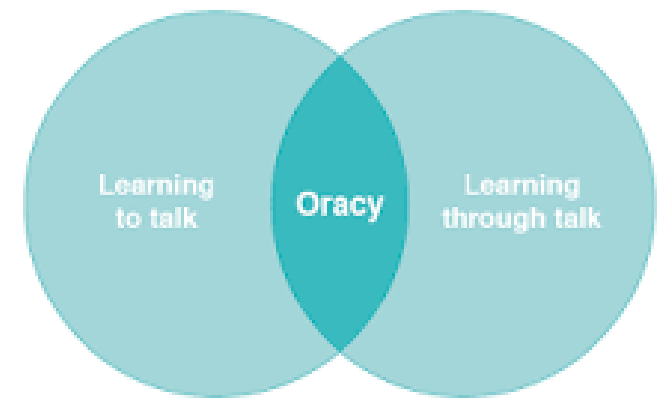
The Evergreen Curriculum is designed for children to make links and gain a wider knowledge base and vocabulary to **support communication across different areas of learning**. All parts of the day are structured to allow children the opportunity to practise oracy skills, including reading aloud, projecting their voice, using a good posture and making eye contact.

Implementation

At Evergreen, we have clearly defined ways to ensure the development of oracy skills. We ensure that our children **learn to talk, learn through talk and learn to listen.**

The fundamental oracy strategies are:

- Purposeful opportunities to talk in every lesson
- Children are discreetly taught how to talk using the Voice 21 oracy framework
- Children are encouraged to talk in full sentences all of time
- Effective use of casting and recasting correct vocabulary and sentence structure from all adults in the school community
- Presentational talk is valued where children stand to speak
- Exploratory talk is used to support deep understanding of learning
- Talk partners are used effectively in all year groups
- Discreet teaching/exploring of vocabulary
- During discussion, discussion guidelines are used along with the ABCD (agree, build, challenge, don't know yet) strategy
- Talk tactics are used effectively
- Use of WIDGETS
- Use of sentence stems (both verbal and written)
- Vocabulary rich learning environments including curriculum table-top displays
- Pupil voice groups
- Whole school democracy



Voice 21 oracy framework







The Oracy Framework

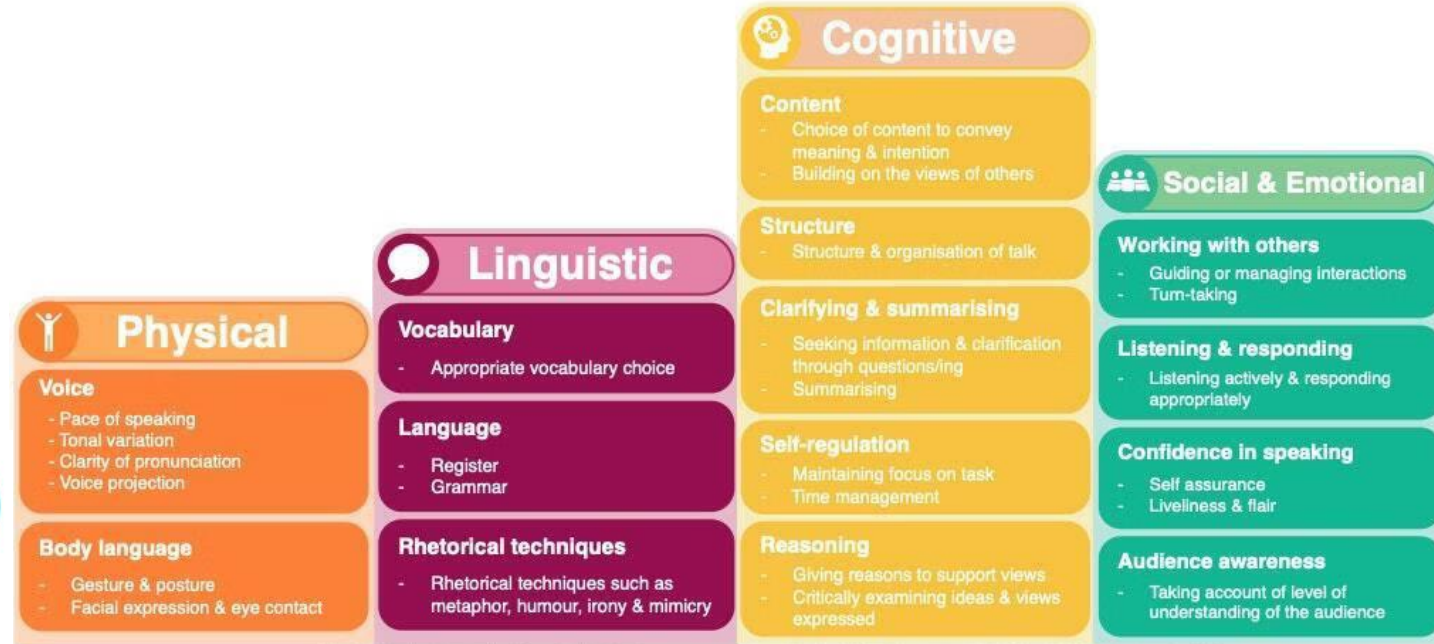
Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

At Evergreen, we use the Voice 21 oracy framework to discreetly teach the children to talk.

The Oracy Framework - An introduction

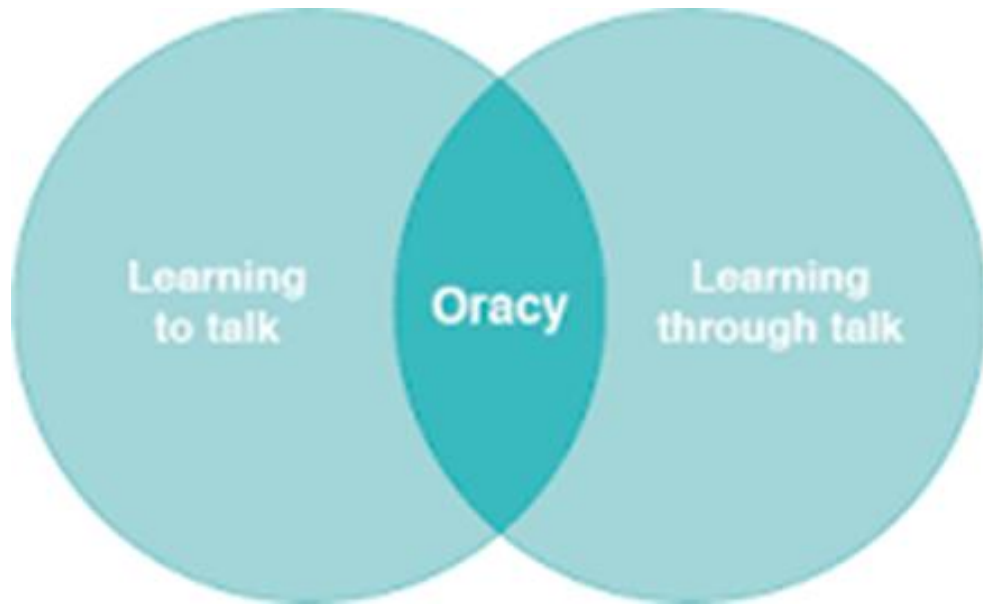
We have divided oracy skills into four categories:

- 
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



© Voice 21 2019 developed in partnership with Oracy Cambridge. Voice 21 operates as an organisation under the School 21 Foundation, a registered charity in England and Wales, registration number 1152672





Oracy Strands



Physical is...

voice and body language.



Linguistic is...

vocabulary.



Cognitive is...

thinking.



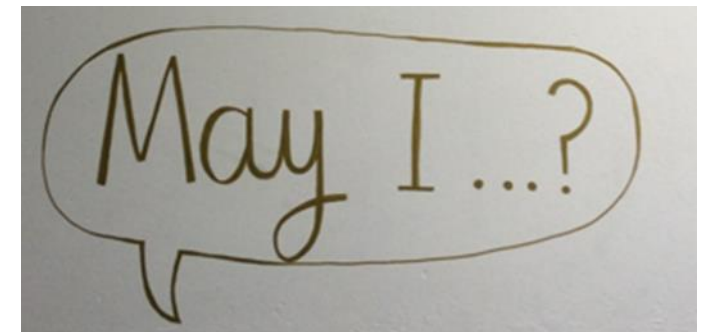
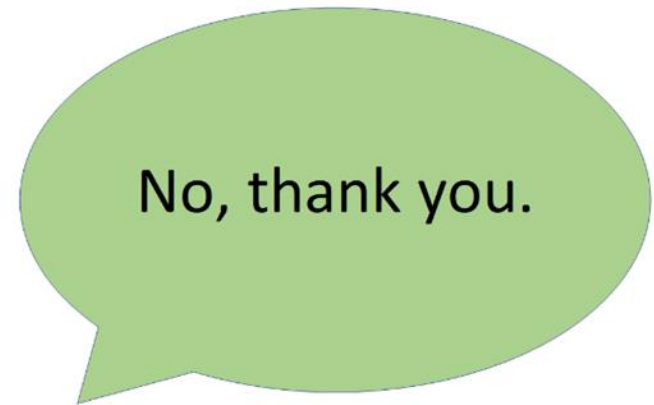
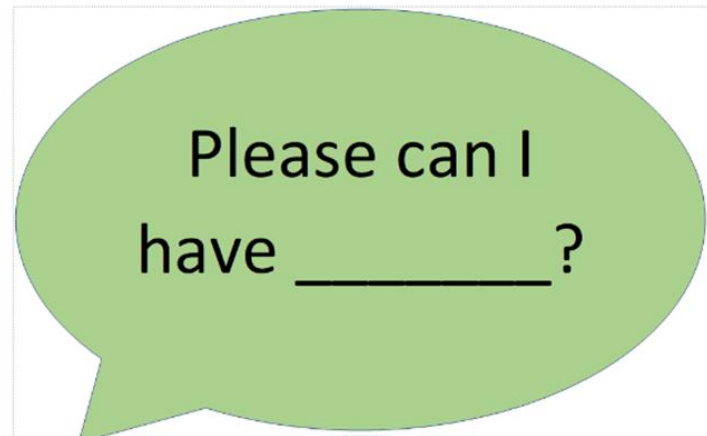
Social & emotional is...

working with others.



High expectations

At Evergreen, there is a high expectation for children to articulate themselves well using full sentences. Adults within the school, will cast and recast language where appropriate. Stem sentences are used effectively in both the oral and the written form to support children's use of language.



Vocabulary

Vocabulary is a key aspect of all learning. Vocabulary is discreetly taught/explored and all learning areas are vocabulary rich.

The word is...

What does the word mean?



The word means...

Where do we find it?



We find it...

Is it a short, medium or long word?



It is a _____ word.

How many sounds are in the word?



There are ___ sounds in the word.

What sound does it begin with?



It begins with...

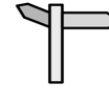
The word is...

What does the word mean?



The word means...

Where do we find it?



We find it...

Is it a short, medium or long word?



It is a _____ word.

What does it look like?



It looks like...

What is the root word? Can you use a suffix or prefix?



The root word is...

How many beats in the word?



There are ___ syllables.

Can you put the word in a sentence?



Reception Vocabulary

What does the word mean?



The word means...

Is it a short, medium or long word?



It is a _____ word.

How many sounds are in the word?

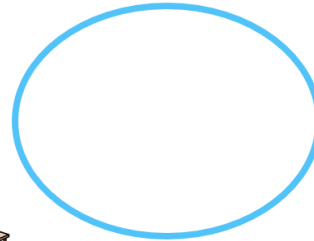


There are ___ sounds in the word.

What sound does it begin with?



It begins with...



Question Progression

In order to develop children's thinking, and subsequently oracy skills, teachers use the Voice 21 question progression.

Children will use sentence stems to provide full sentence answers.

EYFS	KS1	LKS2	UKS2
Knowledge – recall			
<ul style="list-style-type: none"> • Why did? • Where is? • What is? • Show... • Name... • Who was? • When did? 	<ul style="list-style-type: none"> • How did...happen? • List... • Find... • Can you select... • Can you recall... • When did...happen? • Choose... 	<ul style="list-style-type: none"> • Locate... • Which of these is true or false? • How does that work...? • What happened after? • Summarise in 10 words... • What happens here? 	<ul style="list-style-type: none"> • Define... • Examine...Teach me how to do that... • What do you mean by... • Can you compare?
Comprehension – organisation/selection of facts & ideas			
<ul style="list-style-type: none"> • Can you describe... • Can you tell me the main... • Put in order... • Can you predict? • Why, what...? 	<ul style="list-style-type: none"> • How do you know...? • Can you explain...? • Can you retell...? • What is the main...? • How do you know...? • Can you predict? • Why, what...? • 	<ul style="list-style-type: none"> • How would you summarise...? • How does x affect x? • What is the purpose of...? • Can you predict...? • Why, what...? • 	<ul style="list-style-type: none"> • How would you paraphrase...? • How would you convert, interpret, rephrase, rewrite, • Where does x originate from? • Can you predict...? • Why, what...? •
Application- use of facts/ rule/principles			
<ul style="list-style-type: none"> • Show me how... • Show me why... • Why is this important? • How do we use this...? • Give an example • Draw your learning about... • Make a model that shows... 	<ul style="list-style-type: none"> • Demonstrate how you know... • What can you find using... • Illustrate your thinking/learning on... • How can we solve...? • How would you solve this? 	<ul style="list-style-type: none"> • How could you find a pattern? • What other examples/instances can you give for this? • What can you conclude from • How is x related to y? • What did you do to solve? 	<ul style="list-style-type: none"> • How could you find a rule/principle? • How could you use this information to solve...? • Where else could this occur/happen? • Could this have happened to... why? • What other methods are there to solve this?

Groupings

Groupings

Different groupings support different types of talk

Trios

Talk with two other people. Alternatively, talk to a partner while a third person listens in and summarises or critiques the discussion. Or two people talk and the third listens in to summarise and critique the discussion.



Traverse

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



Pair

Talk to a partner



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.



Fishbowl

Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.



Onion

Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.



Nest

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



EPA Oracy Guidelines		
We have a voice!		
1		We value everyone's voice.
2		We listen to one voice at a time.
3		We are willing to change our mind.
4		We put our thumbs to chest when we have an idea (no hands up).
5		We use our ABCD gestures.
6		We invite others to contribute.
7		We use sentence stems.
8		We track the speaker.
9		We speak in full sentences.
10		We respectfully agree and disagree.

YR Talk Tactics



I agree with
_ because...



I want to
build on
what ___
said by...



I want to
challenge what
___ said...



I don't know
yet.

The groupings we use are...

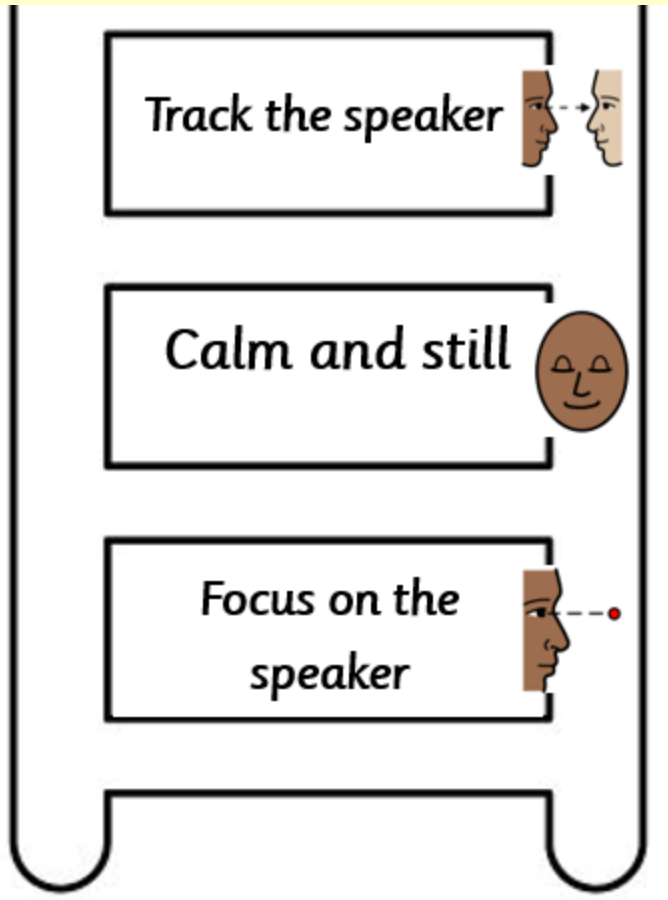


solo



pair

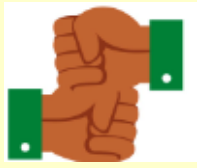
Listening Tactics



Y1 Talk Tactics



I agree with ___ because...



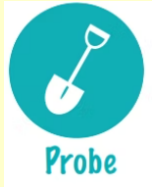
I want to build on what ___ said by...



I want to challenge what ___ said...



I don't know yet.



Why do you think...?



I would like to start by saying...



What do you mean when you say...?



The main ideas we discussed were...

The groupings we use are...



solo



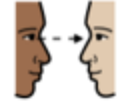
pair




traverse

Listening Tactics


Track the speaker



Calm and still



Focus on the speaker



Y2 Talk Tactics



I agree with ___ because...



I want to build on what ___ said by... I also think that...



I want to challenge what ___ said... I disagree with ___ because...



I don't know yet.



Why do you think...? Can you give me an example of...



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



What do you mean when you say...? Did you mean...?



The main ideas we discussed were... To summarise...

The groupings we use are...



solo



pair



traverse



trio

Listening Tactics

Offer nods of encouragement



Track the speaker



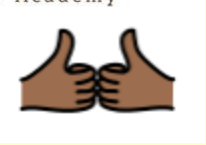
Calm and still



Focus on the speaker



Y3 Talk Tactics



I agree with ___ because...
I agree and also think that...



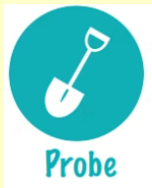
I want to build on what ___ said by...
I also think that...
___'s idea made me think...



I want to challenge what ___ said...
I disagree with ___ because...
Have you thought about...?



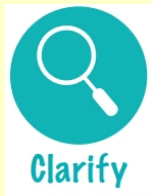
I don't know yet.



Why do you think...?
Can you give me an example of...
Convince me that...



I would like to start by saying...
We haven't talked about...
May I suggest that...
In my opinion...



What do you mean when you say...?
Did you mean...?
Expand on...
Can you tell me more about...



The main ideas we discussed were...
To summarise...
Overall, we decided...

The groupings we use are...



solo



pair



traverse



trio



circle

Listening Tactics

Asking questions to clarify

Reacting and refocusing

Offer nods of encouragement

Track the speaker

Calm and still

Focus on the speaker

Y4 Talk Tactics



I agree with ___ because...
I agree and also think that...



I want to build on what ___ said by...
I also think that...
___'s idea made me think...
Adding onto what you've said...



I want to challenge what ___ said...
I disagree with ___ because...
Have you thought about?
With respect, I disagree and...



I don't know yet.



Why do you think...?
Can you give me an example of...
Convince me that...
How do you know...?



I would like to start by saying...
We haven't talked about...
May I suggest that...
In my opinion...
To begin our discussion,



What do you mean when you say...?
Did you mean...?
Expand on...
Can you tell me more about...
I heard you say...



The main ideas we discussed were...
To summarise...
Overall, we decided...
So far, we have talked about...

The groupings we use are...



solo



pair



traverse

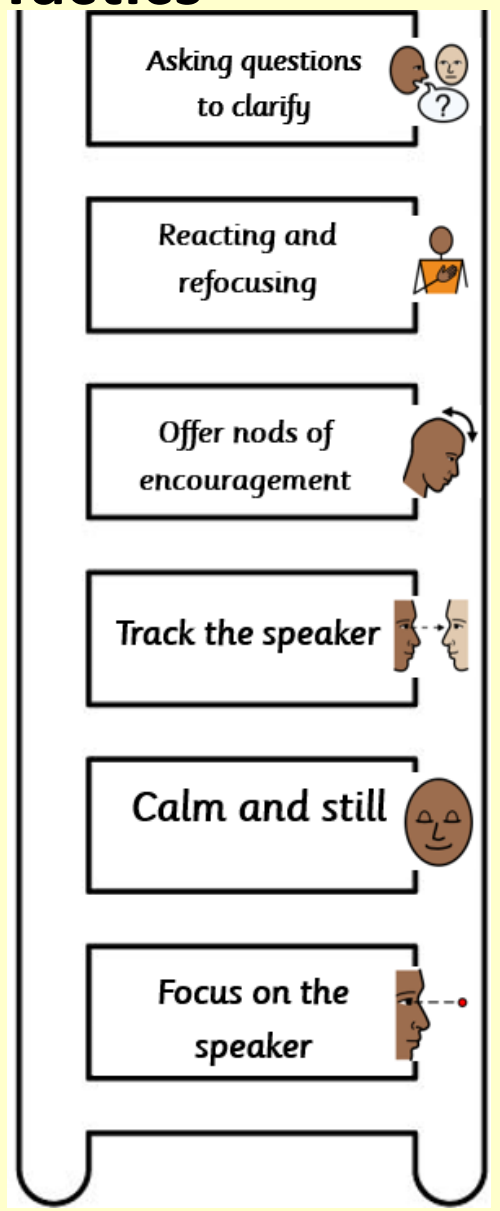


trio



circle

Listening Tactics



Y5 Talk Tactics



That was a good point, I would also like to add...
I agree, and would like to add...



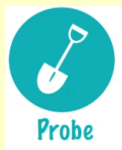
I also think that...
Could you tell me more about...?
Adding onto what you've said...
I would like to build/develop on...
...s idea made me think...



I disagree with __ because...
Have you thought about...?
With respect, I disagree and...
Does anyone have a counter argument?
Have you considered...?



I don't know yet.



Why do you think...?
Can you give me an example of...
How do you know...?
Does this remind you of anything we've learned before?



I would like to start by saying...
We haven't talked about...
Let's also think about...
In my opinion...
To begin our discussion,

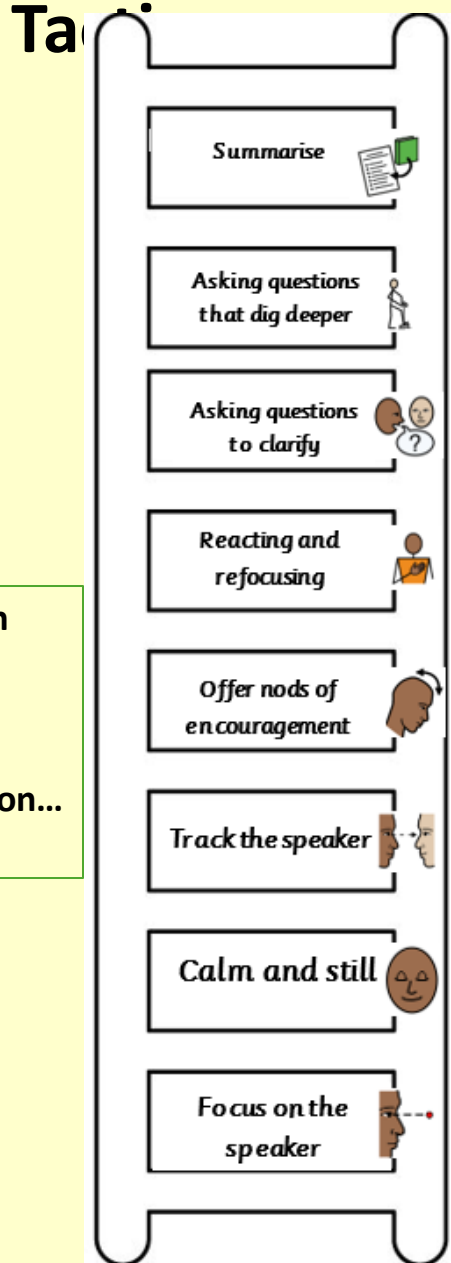


Did you mean...?
Could anybody clarify what ... said?
Can I check your understanding of...?
I understood... but could you clarify...?

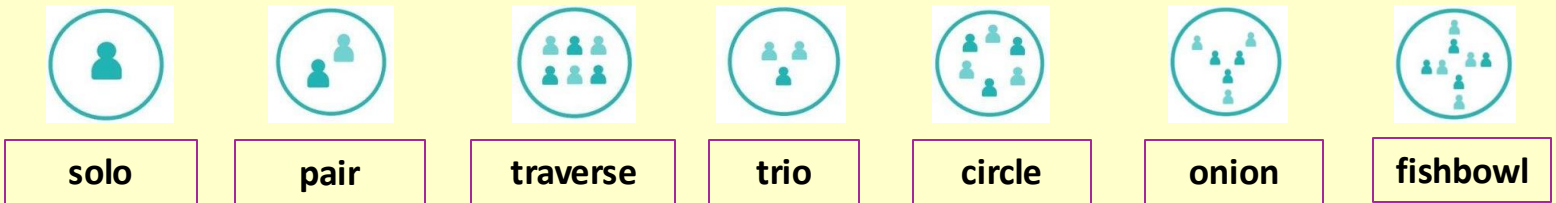


Who can recap the main ideas?
So far, we have talked about...
Our discussion focused on...
In a nutshell...

Listening Tactics



The groupings we use are...



Y6 Talk Tactics

Listening



That was a good point, I would also like to add...
I agree, and would like to add...



I also think that...
Could you tell me more about...?
Adding onto what you've said...
I would like to build/develop on...
...s idea made me think...



I disagree with __ because...
Have you thought about...?
With respect, I disagree and...
Does anyone have a counter argument?
Have you considered...?



I don't know yet.

Talk



Probe

Why do you think...?
Can you give me an example of...
How do you know...?
Does this remind you of anything we've learned before?



Instigate

I would like to start by saying...
We haven't talked about...
Let's also think about...
In my opinion...
To begin our discussion, We haven't yet thought about...



Clarify

Did you mean...?
Could anybody clarify what ... said?
Can I check your understanding of...?
I understood... but could you clarify...?
Would it be safe to say that...?
Can you explain more about...?



Summarise

Who can recap the main ideas?
So far, we have talked about...
Our discussion focused on...
In a nutshell...
The main ideas raised were...
To conclude...

The groupings we use are...



solo



pair



traverse



trio



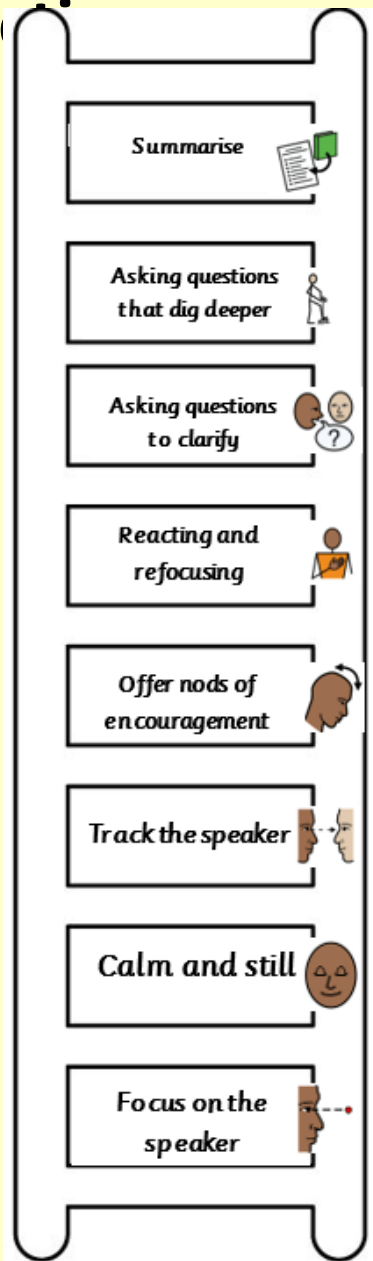
circle



onion

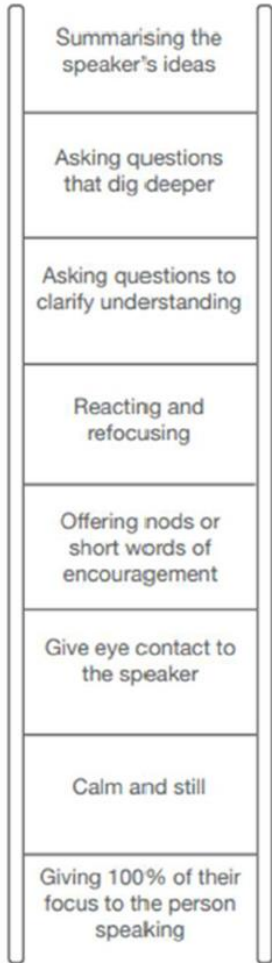


fishbowl



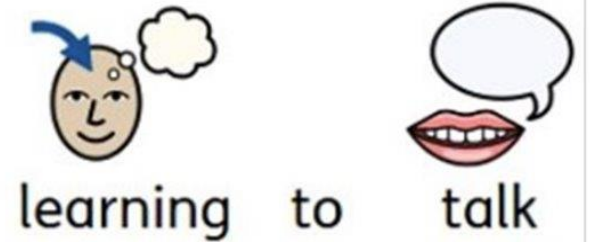
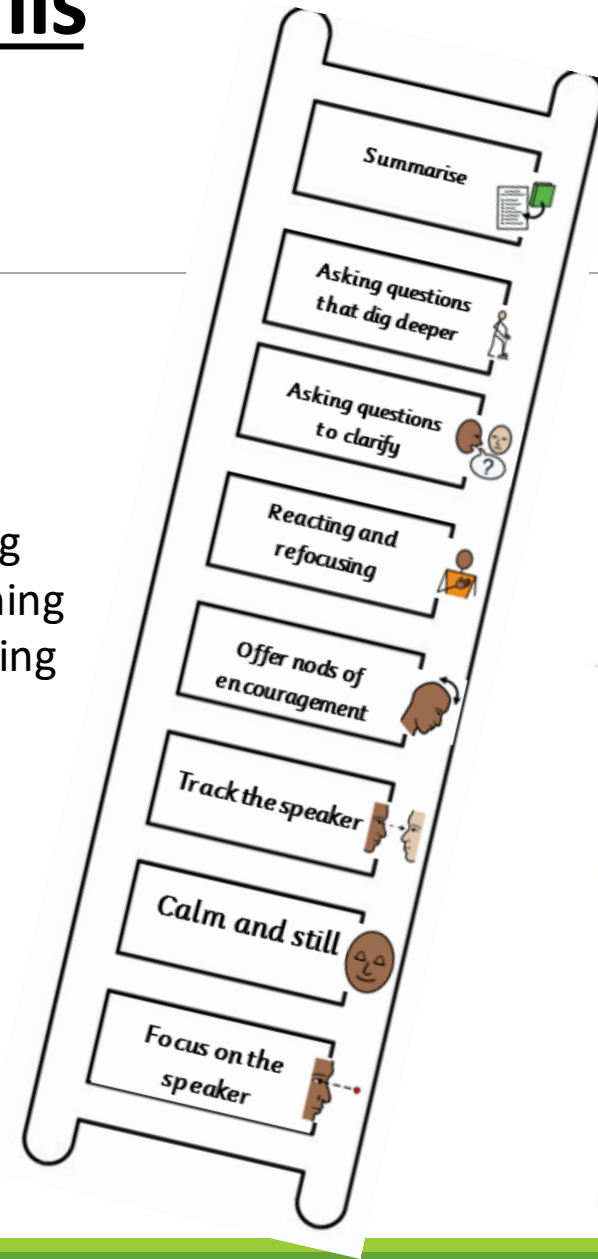
Discreet teaching of listening skills

The Listening Ladder



Key strategies:

- Tracking the speaker
- Facing the audience
- Praising good listening
- Modelling good listening
- Expecting good listening



Pupil Voice Groups

At Evergreen, we provide a range of opportunities and support to help children share their ideas and ensure that their voices are heard. This ensures that they can each take responsibility for their own learning, successes and achievements.

Each child in our school has an opportunity to become a member of a pupil voice group which helps them to become responsible citizens, effective contributors, successful learners and confident individuals, contributing to our local and global community to bring about positive change and work towards all children (and adults) receiving their rights.

Evergreen has the following pupil voice groups:

- Pupil Academy Council
- Health and Safety Committee
- Eco Committee
- Learning Champions
- E-safety Team



Whole school voting & debate

Each term a democracy question is introduced which will affect the way in which the school is run. Ideas are generated using a 'Wish Box'.

Children discuss this in their class and then join the rest of the school in a whole school debate. Children are given the opportunity to make their case 'for' or 'against' the question posed.

They are expected to use the discussion guidelines to support an effective discussion.





Questions have included:

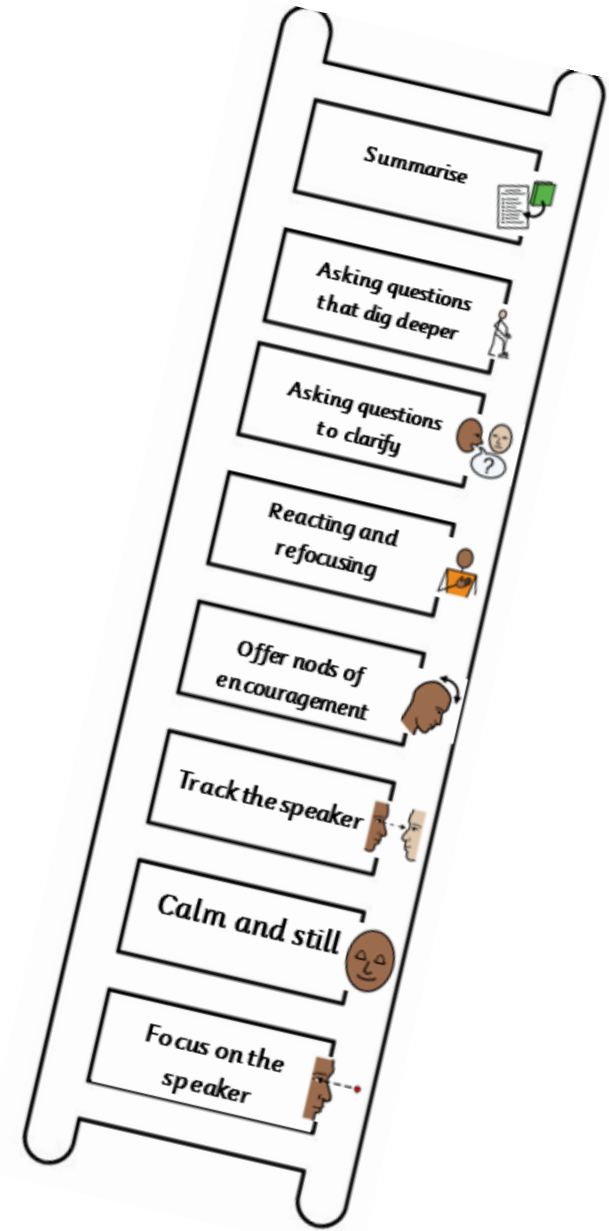
- Should we have music on the playground?
- Should we have a school dog?
- Should we have a sandpit?



Discussion

At EPA, we use discussion guidelines and ABCDs to support our learners to participation in discussion. During a discussion, children select one of the following to respond in a discussion.

			
A	B	C	D
<i>I agree with what said because...</i>	<i>I want to build on what _____ said because...</i>	<i>I want to challenge what _____ said because...</i>	<i>I don't know yet.</i>



Impact

Children **communicate with confidence in all situations**. They greet members of the Evergreen Community politely and speak confidently in front of their peers, speaking in full sentences.

Children speak confidently about their learning and articulate their thoughts and opinions, as well as reflect on their own progress and achievements.