

THE PLYMOUTH ORACY PROJECT

CAST COHORT 2022-2024



St. Catherine's has joined the Plymouth Oracy Project, which aims to:

- improve the oracy development and educational outcomes of pupils falling into the 'disadvantaged' category.
- 'Close the gap' between pupils from poorer socio-economic backgrounds and those from more affluent backgrounds.
- Extend the success of existing collaborative teaching projects across schools in the UK, such as that demonstrated in Voice Bradford, Voice 21 and Oracy Cambridge.

What is oracy and why does it matter?

“For every child to find their voice, metaphorically and literally.”

Peter Hyman, School 21



oracy

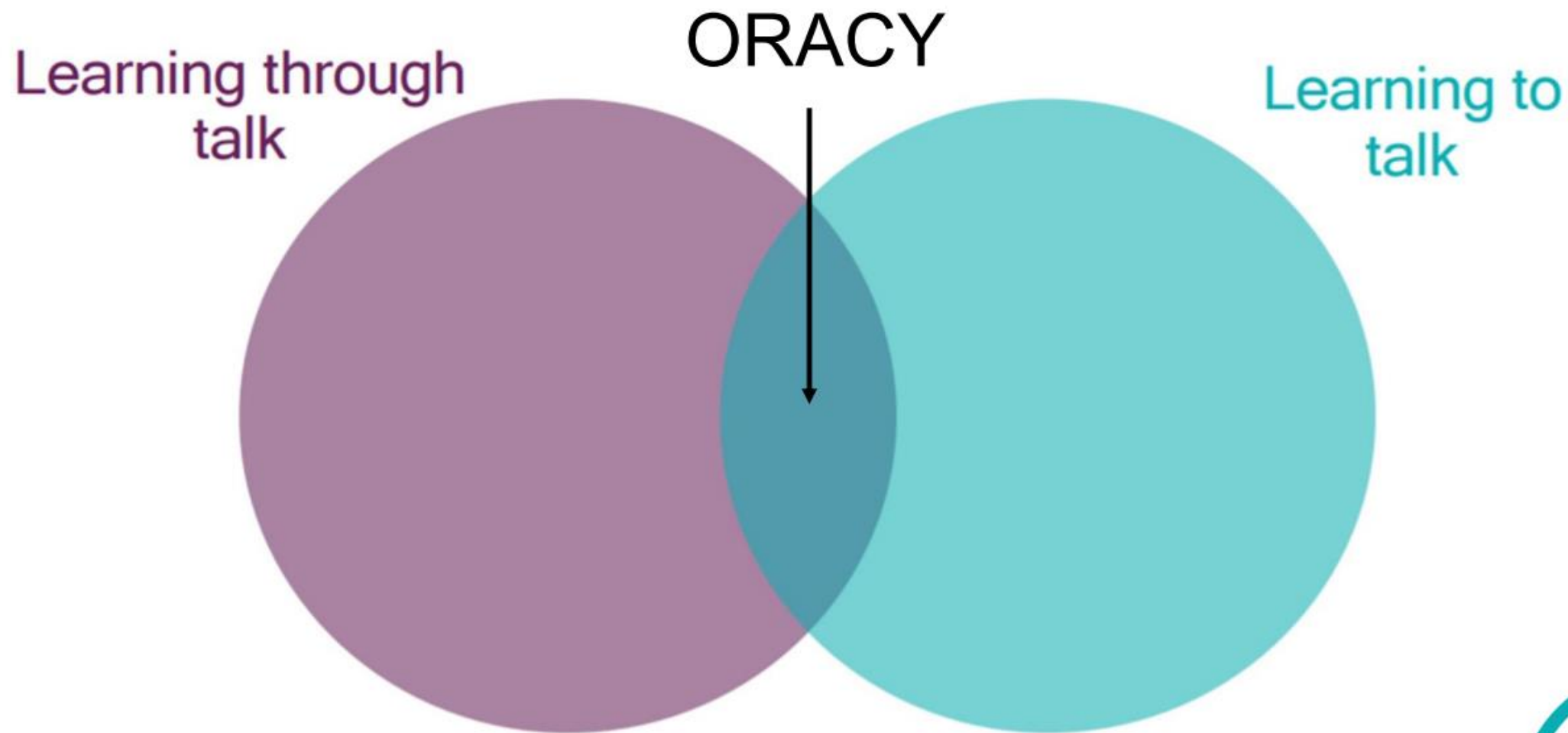
/ˈɔːrəsi/ 

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"

What is oracy and why does it matter?



1. What is oracy?

Oracy is a combination of learning to talk and learning through talk. This means that children will be taught specific speaking and listening skills and talk will be used as a central part of their learning across the curriculum. Learning through talk will be visible in all subjects in school from PSHE to Maths and PE to Writing.

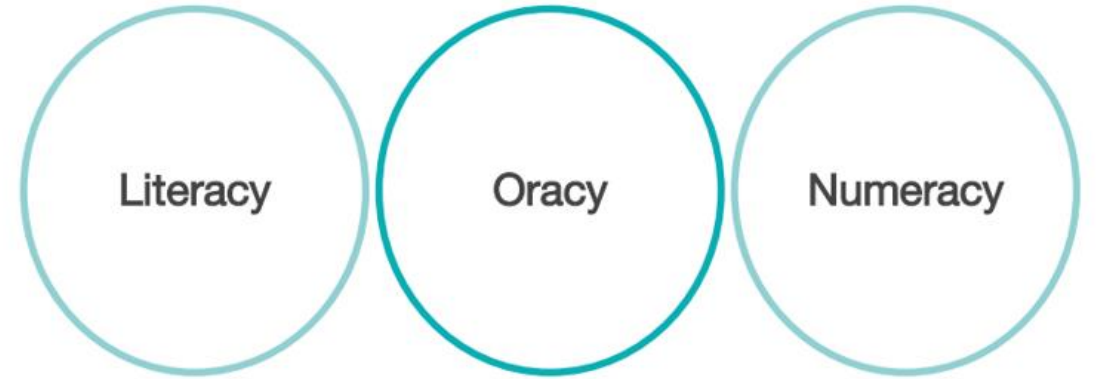
What is oracy?

What is Oracy?

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

Oracy develops students' confidence, articulacy and capacity to learn.

Voice 21



2. Why is oracy important?

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 skills framework – an introduction

A skills framework is designed to organise teaching and learning, rather than to fully describe the phenomenon of speech. Some of its distinctions are artificial; it is not the whole story; like all tools, it will be improved as people use it.

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

3. What is a high-quality oracy education?

Every voice is valued

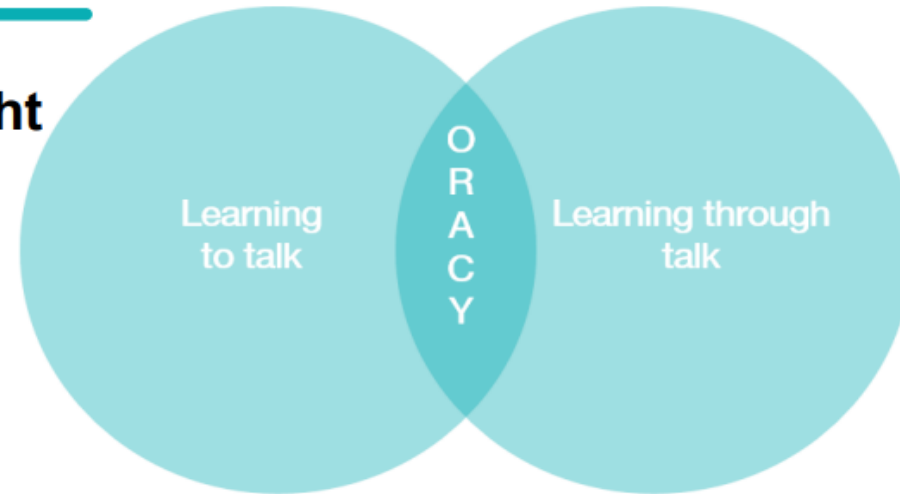
Oracy is taught explicitly

Oracy is central learning

The curriculum supports the progression of oracy skills

A strong culture of oracy is built across the academy

Oracy will elevate learning



How do our children already use talk?

Show and tell

Talk partners

Talking in pairs on the carpet, informally

Encouraging children to talk about and describe their feelings and emotions - zones of regulation

Whole class discussions

Role play

Chotting - The Write Stuff

Kind Calling Out - The Write Stuff

Exploratory talk in EYFS

Restorative conversations

Circle Time/PSHE

Prayers

Whole school Worship

Stem sentences in Maths - introduced

We want to build on what we already do, and for children to use talk more effectively.

How can we build on what we already do for children to use talk more effectively?



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



Feeding in facts & alternative views

Develop Use of talk



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.

We want build on what we already do and for children to use talk more effectively.

KEEP CALM AND NO HANDS UP

THUMBS IN

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



What are the next steps in our oracy journey?

Assess impact

Dialogic teaching, talking to engage interest

Develop Oracy Pastorally

Vocabulary development/Oracy into writing

Strategies and progression within Oracy

Staff training, amend plans to include oracy opportunities

Initial training & Maple Class trial some techniques