

Issue No 2: Spring 2023

Abbey Multi Academy Trust **Oracy Newsletter**

In partnership to **Educate, Nurture, Empower**



Welcome

It's been an exciting Spring term across the Trust in relation to oracy. All of our eight schools have started to implement our Trust-wide project which aims to diminish the word gap through teaching curriculum vocabulary through oracy. Each school has thought carefully about the curriculum area they wish to trial the project through and the key words that 'unlock the curriculum' for pupils. From the use of hexagons, word pyramids, images to Frayer diagrams, many of our young people are benefitting from a talk-rich approach to learning disciplinary vocabulary. Oracy leads are now refining the implementation of their projects and are very much looking forward to the end point where they will share their research project's impact with the wider oracy network.

Within our Secondaries, much work has been undertaken to establish an academy debate team, ready for our first Abbey Trust debate competition in May. We look forward to updating you on the first winners in our Summer edition of the newsletter.

Finally, two of our schools, Abbey Grange Academy and Holy Trinity Primary have been accepted to take part in a national pilot led by Voice 21 and Oracy Cambridge to develop a national framework to assess oracy as part of the curriculum. It's a fabulous opportunity for two of our Trust schools to be at the forefront of educational research into oracy.

Please take a moment to read over the spotlights on best practice at each of our schools.



Recommended Read this Month

CRACKS IN OUR FOUNDATIONS: ADDRESSING THE LONGSTANDING ATTAINMENT GAP IN ENGLAND'S PRIMARY SECTOR



Manston St James:

Our journey to close the word gap.

As part of our voice 21 journey, we have piloted an Oracy curriculum where History was used as the driving subject. Our main aim from this was to ensure lots of different opportunities for talk and for children to speak to a wide range of audiences.

We used the pilot curriculum to ensure that we focused upon the word gap project and made sure that vocabulary was high on our agenda when planning. Working alongside the history lead we ensured that all staff were aware of the specific vocabulary they needed to teach the child for the half term coverage. Each year group were given both tier 2 and tier 3 words which we explicitly wanted children to have the opportunity to explore.

This is a picture taken of an exemplar model of how a staff member has elevated the profile of understanding the importance of specific vocabulary choices.

The children are able to add new vocabulary once they have confidently been able to show their understanding through using them within their sentence stem structure.

Here are some photos taken from our Year 3 Stone Age museum tour! This was the final oracy outcome for the sequence of learning within year 3. The children had used a lot of oracy activities such as fed in facts and presentational talk skills to enable them to fully understand the new information they were learning. This final outcome highlighted how much progress the children had made in the half term, as they were able to speak like Historians, speak for purpose and all children were confident in speaking out loud to parents who attended.

We have just had our third developmental day and have worked with both the RE lead and Maths Lead for school and extended the pilot curriculum into both of these subjects. We are hoping that the oracy skills which are already embedded within our school will now be show cased more through specific Oracy activities e.g. concept cartoons, odd one out, maths talk and specific vocabulary sentence stems. Children will be exposed to more of the framework and will be working towards peer assessing others based on the explicit skills being taught.



Talking Point

Share this issue's Talk Point across your school, discuss it in the staffroom and go onto the Voice 21 Exchange to engage with other oracy schools.

'You shouldn't force a pupil to talk if they don't want to in lessons.'



Debating Successes! Abbey Grange



Our two entries into the ESU's Performing Shakespeare competition, monologue Nola Dover and duologue Ruby Heward and Lydia Bailey, have made it through the first two rounds and will soon be performing in the regional final. Our debate team are preparing for the final of the Leeds Salon, on the 29th March, and our Ethics Cup team are preparing for the national final in St. Andrews in May. We look forward to hosting the first Trust wide debating competition in May!

Diminishing the word gap: Bishop Young

In Geography the students have been working on a vocabulary project to learn new subject specific words (e.g. satellite image, hypothesis). We have explored various ways of learning these words, through the frayer model and oracy tasks to describe what you can see on images in pairs (using sentence stems to help support students). Our Y7 geography students especially like learning words associated with their fieldwork - studying the hypothesis 'The environmental quality around Bishop Young Academy is good.' They have learnt what a hypothesis is, how to complete a survey and how to analyse their data using the wider world context to acquire new vocabulary. Students are currently writing this up in lessons. This has helped them to learn about social and environmental issues.

Sentence stems all the way: Holy Trinity Primary

At Holy Trinity we are starting to see the impact of our structured and progressive sentence stems for discussion. This has enabled children to confidently participate in talk tasks. We are also excited to be taking part in the comparing talk project to develop our skills in assessing oracy.



Word out-put at St. Chad's: St. Chad's Primary

At St. Chad's, we have recently launched our pilot oracy curriculum which has been running alongside our RE teaching. The children have responded so positively and have loved having the opportunity to share their knowledge using the oracy skills they have developed. Our final outcomes ranged from a show and tell to a re-enactment of the parables to a whole school assembly about messiahs - Well done St Chad's!

Oracy at CCUA

Here at CCUA as we are embedding Oracy throughout our teaching, one element we are concentrating on is listening skills. We use adapted listening ladders to ensure progression and accessibility to all learners, therefore meeting the needs of all.

Listening ladders are constantly referred to within the classroom to bring learning back on track and, where necessary, and to promote a mutual respect for each other.

In Years 5 and 6 we use the more formal learning ladders from the Voice 21 programme.

Lightcliffe Primary

At Lightcliffe, children have been returning and presenting their home learning projects to each other and in front of the class. As always, there is work of outstanding quality and it is a fantastic opportunity for the children to share their learning experiences.

Listening Ladders at CCUA



In Early Years the children use the listening ladder used in the NELI programme.



Year 2



Year 3



Year 4

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