

Issue No 4: Autumn 2023

Abbey Multi Academy Trust **Oracy Newsletter**

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



Welcome

Welcome to our first Trust oracy newsletter of the academic year. Already, it has been a busy half term for our eight oracy leads, with plenty of exciting projects being implemented in schools. Following on from the compelling findings from last year's research project, this term our oracy team has begun planning for this year's project: Exploring the impact of Harkness on allowing for purposeful exploratory talk in the classroom. It is no secret that one of the most effective strategies in the classroom for teaching pupils new vocabulary is through a sequence of oracy. Where there are increased classroom opportunities for pupils to learn through talk, we, as teachers, can give pupils more feedback on the quality of their talk- with a particular focus of the vocabulary used. For the first time, our oracy network met face to face to undertake CPD around Harkness and explore the implications of implementing the research project in their school settings. We will share our latest impact findings in our next newsletter.

Abbey Grange Academy had great success with their annual Oracy Day earlier this term, you can read all about it below. In other news, it was great to be part of the re-launched Exchange at Bishop Young Academy, where pupils were busy discussing their aspirations and career choices over lunch- ranging from being an author to a doctor! It has also been positive to see so many new faces join our oracy team; we look forward to the contributions they will make to our oracy mission over the course of the year.

Finally, our Trust was selected to be part of an exclusive meeting with the newly appointed CEO of Voice 21. Kate Paradine was eager to draw on our expertise as a Talk-rich Trust and to hear our thoughts on helping to shape a national oracy movement. This was great recognition for the difference our focus on oracy is making to young people in our community.



Recommended Read this Month

Bridging Words to Life: Robust Vocabulary Instruction by Isabel L. Beck, Margaret G. McKeown and Linda Kucan

CCUA: Presentation Talk

At CCUA oracy is making its natural journey within our classrooms with many of the strategies for discussion now embedded in classroom practice. One area that the children struggle with is 'Presentational talk', in or even answering questions clearly and concisely in assemblies and the wider school. One of our focuses throughout school is reminding children to use a clear, loud voice when answering questions both within the classroom and assemblies. As the year progresses we will be inviting parents into individual Year Group Worship where children will be coached to read clearly and with volume. We are very proud of our Year 5 readers who have persevered and read beautifully at our Church service for the nativity.

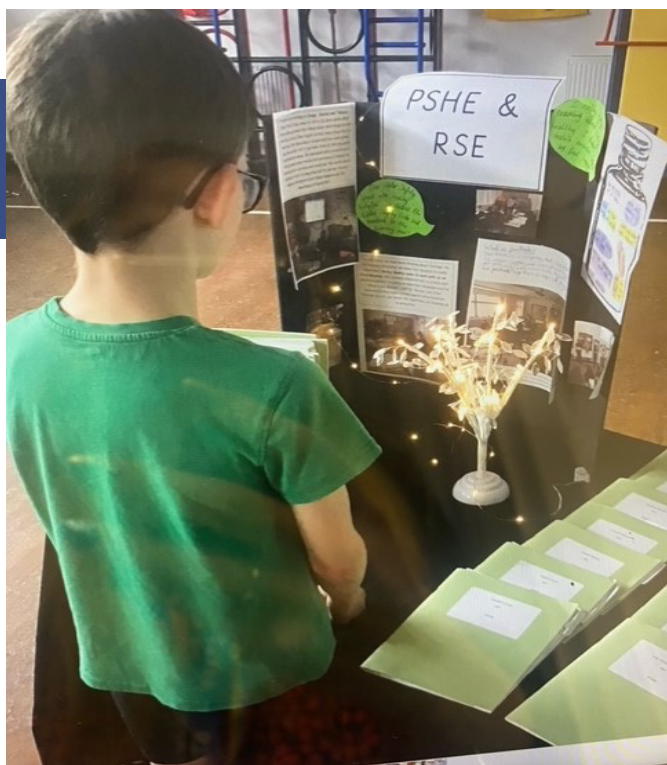


Talking Point

'Exploratory talk opportunities should be planned for before presentational talk opportunities'

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.

Holy Trinity: Learning Vocabulary through Talk



At Holy Trinity our children have been sorting and categorising new vocabulary, adding definitions, images and use across contexts. A range of activities build our children's confidence in the vocabulary and embed it. This is showing in their independent work where the vocabulary fuels progress.

Lightcliffe Primary

Every half-term, at Lightcliffe, we use a different springboard for talk activity to support talk in classes. Concept cartoons and consensus circles have proved effective in challenging group discussion ideas and developing ambitious subject specific vocabulary. Year 2 used both concept cartoons and consensus circles as part of their RE work to support discussion and develop ambitious vocabulary into children's written work .

Consensus Circle R.E. Assessment

What can we get rid of and still be able to tell the story of Jesus' birth.

I think ... should be saved because...
I agree/ disagree because...
In my opinion...
... and ... are quite similar so...
How about we compromise and put...?

Only Mary knew Jesus was God on Earth.

Only the Angels knew Jesus was God on Earth.

Many Christians believe ...

Jesus wasn't God on Earth so no one knew.

Only the wise men and shepherds knew Jesus was God on Earth.

Manston St. James: Growing Pupil Confidence

We have had a brilliant term so far at Manston St James as we have continued our oracy journey. We have prioritised and embedded subject specific vocabulary on our Medium Term Plans and have been impressed by the Tier 2 vocabulary being confidently used throughout school. We also have continued to develop our oracy trios to establish our rich discussions which are now becoming part of our daily exploratory talk practice.

Our Nativities and poetry performances have exhibited our pupils' growing confidence in presentational talk. Our pupils from Reception to Year 6 have impressed us with their clarity and poise, fully understanding the needs of the audience when performing!

We are hoping that the oracy skills which are already embedded within our school will now be showcased more through specific oracy activities in our core subjects e.g. concept cartoons, odd one out, maths talk and specific vocabulary sentence stems.



Lightcliffe Academy: Meet Our New Oracy Team

The start of the new academic year has seen a renewed focus on ensuring oracy at Lightcliffe Academy supports the Trust vision. This has meant a review of the current position to take into account staff changes and areas of responsibility and a new action plan created to support implementation. New oracy champions (Mel and Emily) have joined the oracy team and our first round of listening walks will be completed by the end of the first term. Moving forward into the new term at Lightcliffe Academy, we will see a renewed focus on 'Talk Tuesdays' and 'Talk Thursdays' and a revisiting of Teacher Tactics to support classroom practice.



Oracy at Bishop Young Academy

This year at Bishop Young Academy we were able to enter a group of our students into the prestigious National Cranmer Awards whereby competitors had to memorise their chosen passage from the bible and recite it from memory with passion and skill.

During the regional heat our Oracy Champion, Nelson Adewale (Year 7) took on a plethora of students from across Yorkshire aged 11-14 and was victorious, winning first prize. He will now go on to compete in the final heat which takes place at Hampton Court Palace in February. Good luck Nelson!

Abbey Grange: Talking about our Annual Oracy Day

This term, students and staff at Abbey Grange enjoyed the opportunity to use their voices in lessons on our annual Oracy Day. They were reminded about the oracy frameworks by playing some oracy based games and considering how we use the strands of oracy to become better orators. As well as presentations, there were some healthy debates and discussions going on in classes across school, highlighting the different ways we can use oracy to learn and make progress.

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St. Chad's: Scaling Up- Narrowing the Word Gap

At St. Chad's we are seeing the benefit of our continued work on narrowing the word gap project. In Year 1, children had been exploring different synonyms for the word 'sad', and the class teacher was delighted to hear that some of this vocabulary had been used in context at home too! A student, who when told to eat his pasta, said that if he was made to do that, he would be 'inconsolable'!

In Year 5, the emphasis has been on using a range of rich vocabulary which is now coming through in the children's writing, too. We have used a range of oracy methods to develop this vocabulary such as cline scales, Pam Hooks hexagons, word mapping and shades of meaning which has been very successful.

An ongoing focus for us is 'speaking like a specialist' and we plan on launching our specialist talk word mats in the Spring Term.

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