

Issue No 7: Autumn 2024

Abbey Multi Academy Trust Oracy Newsletter



In Partnership to **Educate, Nurture, Empower**

Welcome

Abbey MAT's oracy network is pleased to share with you our Autumn newsletter that shines a spotlight on some of the excellent oracy practice taking place within and across our family of schools.

We are also delighted to have been selected as one of the few Trusts nationwide to contribute to the evidence base gathered by the Oracy Education Commission, led by Geoff Barton. The report's recommendations are welcomed by our Trust, as it places a clear emphasis on oracy being seen as the fourth 'r' within education; taking an equal footing alongside writing, reading and numeracy. Please follow the link below: [We Need To Talk](#), to find out more. It is our recommended read this month.

The oracy network are also preparing to launch a third research project, which seeks to ascertain whether providing explicit feedback on talk (learning how to talk), improves pupils' oracy outcomes and also, progress within their learning. We look forward to sharing the findings with you all in our summer newsletter.

Please read on to hear all about the latest oracy initiatives and impact taking place across our academies. Finally, we wish you all a happy new year!



Recommended Read this Month

We Need to Talk: The report of the Commission on the Future of Oracy Education in England

Abbey Grange: Road to becoming a Centre of Oracy Excellence!

Oracy Day

The Abbey Grange student oracy day took place recently, with more students engaging with oracy strategies throughout the day than ever before. This year, we used different oracy strategies to revisit the 5 British Values. Students used the oracy framework and activities such as concept cartoons, fed-in facts, think, pair, share, consensus circle, the harkness model, talk tactics and talk detectives in activities including role plays, presentations, debating and discussion. The final lesson of the day involved students creating a group manifesto and then taking part in a mock election. Feedback from students and staff was really positive, highlighting our ongoing engagement with oracy strategies as a learning tool.

Staff oracy CPD

As part of the process of developing staff confidence with using oracy strategies, we dedicated part of the recent CPD day to trying various oracy strategies, whilst subject leaders continued to reflect and develop their curriculum maps so that oracy is firmly embedded into the fabric of teaching and learning at Abbey Grange. We used 'The Day' newspaper resource to develop oracy games that can be used in class, such as the 'um-err' game, 'I couldn't disagree more', 'where do you stand' and the harkness model.

Art

Year 7 students have visited Leeds art gallery in their own time and have analysed a piece of art and recorded a short speech. We are working on sharing this as an exhibition in school, such is the quality of work completed. A recent survey showed that some of our students are most concerned about doing presentations so this gave them the opportunity develop their presenting skills without a live audience. A great starting point in developing confidence with oracy.



Bishop Young: Oracy outside the curriculum

In the Autumn Term, students at BYA have had a plethora of opportunities to take part in Oracy events outside of the curriculum.

The Great Oracy Exhibition

Students travelled to Birmingham to showcase their oracy skills through demonstrating a Harkness discussion with over 50 delegates from across the country. The students read a passage with the delegates, used a Harkness discussion to track the talk, guided the discussion through using talk tactics and gave feedback to the delegates using the four oracy strands. Many of the delegates commented on how articulate, confident and engaging our students were.

Poetry By Heart

Twelve students travelled to London for the launch of the National Poetry by Heart. Year 10 students Nadia Boakyee and Izzah Khojah were selected to perform a poem of their choice on stage at the Sam Wanamaker playhouse during the launch of this year's Poetry By Heart competition. Both students

performed brilliantly and received glowing compliments from the event organisers. These students were also interviewed by BBC Radio Leeds as part of their coverage about the impact of oracy within schools. All of the students on the trip thoroughly enjoyed the experience.

Oracy Champions

This term students took part in a range of oracy activities for Oracy October in form time. Students were then nominated by their form tutor as Oracy Champions who will be involved in leading assemblies, meeting visitors and modelling talk around the school.



Talk tactics at Lightcliffe Academy!

This autumn, students at Lightcliffe Academy have been using the talk tactics in their planners to frame some great discussions around school. The talk tactics cards are equipping students with prompts to engage in high-quality independent discussion in any lesson. The photos show the roles of instigator, challenger and summariser to debate whether flooding is a natural phenomenon in geography and which method is most efficient when factorising quadrants in maths. In one DT lesson, it was great to overhear one pupil urging their peer to challenge them: 'Come on, prober!'



Manston St James: Open morning - work show case

Prospective parents were warmly invited to visit the school and explore its facilities. They attended a showcase event in the hall, where pupils proudly discussed their learning experiences. As part of the event, students shared insights into the curriculum, offering a glimpse into their educational journey. Pupils explained how manipulatives are used in mathematics lessons to support problem-solving and enhance their understanding. They also shared stories they had written in English lessons, showcasing their creativity and writing skills. To cap off the event, some parents enjoyed a special performance by the school's drum ensemble.



Building confidence through oracy at Holy Trinity

A chance to shine is what we aim for, for every child.

Over the year, we have planned a series of opportunities for all children to develop their presentational talk. From the well-embedded nativity, to debating and representing our school at events, there is a chance for all children to grow in confidence. We are excited to see the impact of this throughout the year.



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St Chad's: Developing talk detectives- meet our classroom oracy champions!

Sentence stems

This term, we've focused on embedding oracy across the school, with all classrooms displaying sentence stems to support speaking and listening. The children are beginning to use these stems to structure their ideas, challenge each other's thinking and articulate their thoughts more clearly and confidently during lessons.

Primary 100: St Chad's Word Wall

We've also started building our Primary 100 -Word Wall, which is on display as a vocabulary resource for children to use throughout the year. This exciting addition is designed to help children explore new words, expand their vocabulary and enrich their writing and discussions as their skills continue to grow. The weekly words are added to the wall by the children in our Monday worship and of course, reflected upon and reinforced in classroom displays too.

Classroom Oracy leaders

Oracy classroom leaders are a new role suggested by the children themselves as they wanted the opportunity to promote and celebrate oracy. Oracy classroom leaders champion those using the resources available to them such as the listening ladders, sentence stems and the 100 words, to recognise the contribution of others and ensure that oracy has a high profile throughout St. Chad's.



Embedding Oracy at Lightcliffe Primary

Our Lightcliffe 100 words took off at pace this year, with vocabulary displayed in classrooms, shared on the Newsletter and talked about in worship. Our youngest pupils are formally learning strategies to support their listening and speaking skills using sentences stems 'I think... because...' in their 'Think, Pair, Share' opportunities. We are currently preparing for our Christmas performances where we are focusing on developing the Physical strand of Oracy.

The journey begins!

CCUA – A Talk Rich School

This term we were pleased to welcome our **Voice 21** consultant into our school as we begin our work on gaining our **Voice 21 Oracy Centre of Excellence** accreditation.

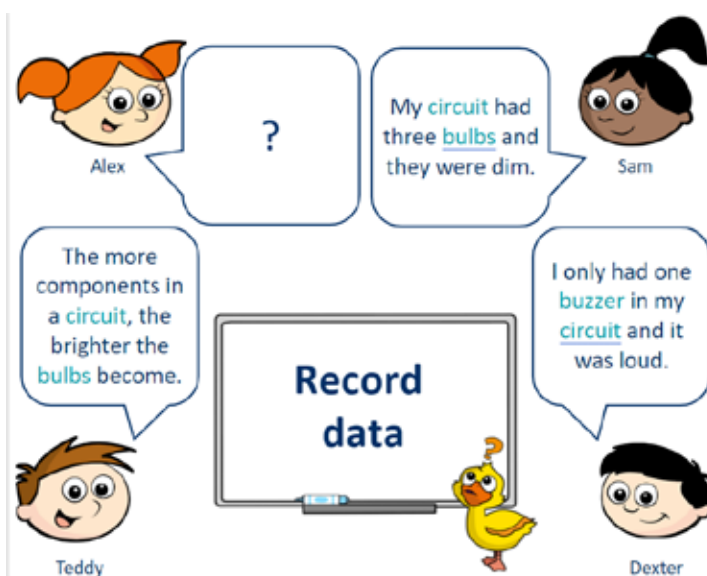
She was very impressed as we made our way through the day.

First, she joined us for our 100-word assembly where we looked at this week's words. We then went on a walk around school being met by greeters in years 1 and 2 who were able to welcome her into the classroom and talk about their learning.

We went on a listening walk. We visited **Year 1** who were busy discussing their science learning about what happened to ice when it melts, using the Harkness model to record their learning.

In **Year 5** students were discussing the novel *Charlotte's Web*. Students were talking about the meaning of the word runt and discussing it in the context of the story. This was recorded using the Harkness model and we saw some excellent summarising and challenges within the group.

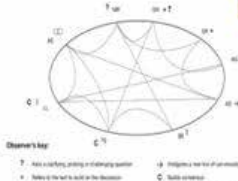
In **Year 6** they were using Concept Cartoons to discuss their previous lesson on circuits in science. Again, students were given the opportunity to showcase their understanding and used excellent scientific vocabulary to explain their thoughts.



Activate Schema

- Let's do a Harkness model.
- Should runts on the farm be killed by the farmer, or are all animals equal?
- What is the difference between a pet and a farm animal, and what is Wilbur?





Questions for you own Harkness

1. Charlotte makes a big sacrifice for Wilbur by helping him survive. Do you think her actions were fair to her own needs, or do you think she gave up too much?
2. Templeton the rat is often selfish, yet he still helps save Wilbur. Do you think someone can be selfish and helpful at the same time? Why or why not?
3. Wilbur says, "It is not often that someone comes along who is a true friend and a good writer." What does this say about Charlotte's character? How do you define a true friend?
4. How do you think Wilbur feels knowing that Charlotte used her talents to save him? Do you think he could ever repay her?

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