



Talk for learning (Oracy)

Anna Taylor
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anna.taylor@driveryouthtrust.com
[@driveryouthtrust](https://www.instagram.com/driveryouthtrust)



Good morning !

What is talk for learning/oracy?

Oracy at Blackboys and Framfield

Key skills – thinking, talking and listening

How I can help at home?

What do we mean by oracy?

“the ability to use oral skills of speaking and listening” (Wilkinson 1968)

voice21

The logo for 'voice21' is displayed in a bold, white, sans-serif font. The text is centered on a dark purple rectangular background. Below the text, there is a faint, semi-transparent reflection of the logo, creating a sense of depth. The overall design is clean and modern.

Evidence base



Bercow: Ten Years On

An independent review of progress for all children and young people with speech, language and communication needs in England

March 2018



[Professor John Hattie](#) also found that teaching strategies with high quality student talk prioritised produced the biggest effect sizes.



The development of Oracy skills in school-aged learners

Part of the Cambridge Papers in ELT series
November 2018

November 2018

Benefits of oracy in the classroom.....

Cognitive gains, including improved results in English, maths and science, the retention of subject-specific knowledge, and 'transference' of reasoning skills across subject areas (Jay et al., 2017);

Personal and social gains, including attitudes towards learning, enhanced self-esteem and self-confidence, and a reduction in anxiety (Hanley P et al., 2015); (Gorard et al., 2015);

Increasing children and young people's ability to **debate issues**, while also **increasing understanding about social issues and ability to manage differences with others** (Nagda and Gurin, 2007).

Statistics

1 in 10 children have Speech, Language and Communication Needs (SLCN) and this prevalence does not diminish into adolescence

Impact:

Educational attainment

Just 26% of children with SLCN made expected progress in EYFS compared to 69% without SLCN

Just 15% achieved expected standards in reading, writing & Maths at end of KS2 compared to 61%

Just 20% achieved 4/C in Eng & Maths compared to 63%

SEMH

81% children with emotional/behavioural disorders have undiagnosed SLCN
Young people referred to mental health services are 3 x more likely to have SLCN

Life chances

Children with poor vocabulary are 2x likely to be unemployed
60% of young offenders have low language skills

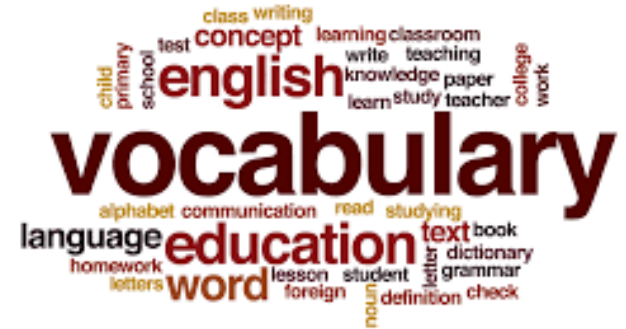


Bercow: Ten Years On

An independent review of provision for children and young people with speech, language and communication needs in England

Vocabulary

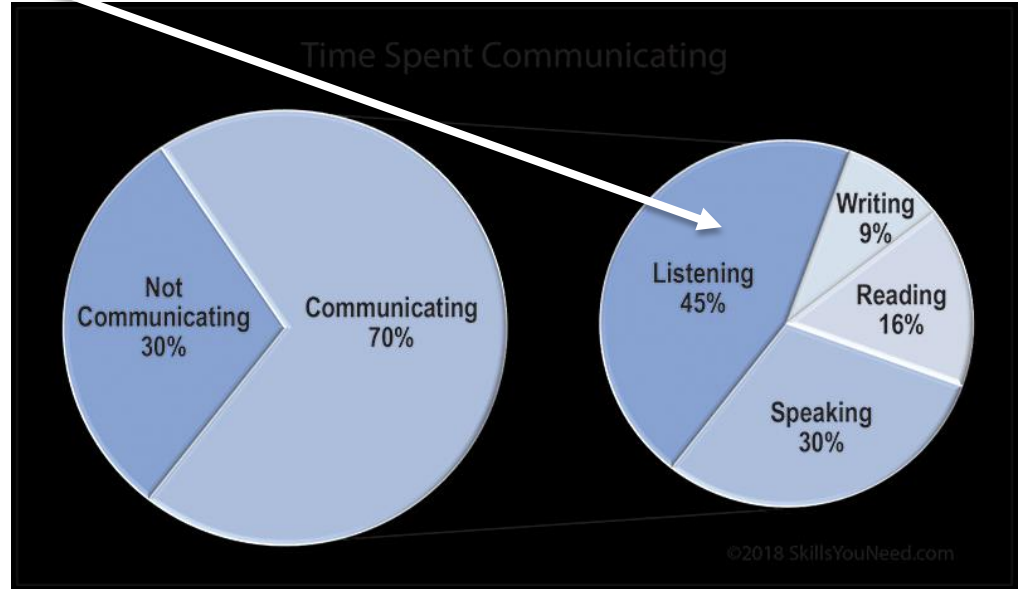
- Children need to have a rich vocabulary that continually grows through language and literacy experiences, in order to comprehend and construct increasingly complex texts, and engage in oral language for a variety of social purposes.
- Focus on vocabulary is useful for developing knowledge and skills in multiple aspects of language and literacy. This includes helping with decoding (phonemic awareness and phonics), comprehension, and also fluency.



Don't forget listening!

► Children need to know.....

1. **Why** they should listen; the impact this will have on learning
2. **How** to listen; physical factors and focussing attention
3. That the **effort** of listening will not be unnecessary



Oracy at Blackboys and Framfield

INSET DAY – 25th February

Observations

Learning walks

Staff training

Staff mentoring

Whole school discussion guidelines

Parents morning – 24th May



Primary milestones

What's typical talk at Primary?

This poster describes the stages of typical language development, with examples of what you might see and hear in a classroom or school environment.

Language development in the primary years steadily builds on the solid foundations that are established during the early years. Children's attention, listening, understanding, vocabulary, grammar, punctuation, story-telling and conversations all develop further in terms of skills, knowledge and complexity.

Children develop at different rates and this poster is to give you what to expect of different ages. Although it is not an assessment, the information could help you identify children who are not developing language skills as expected.

Children with English as an additional language are at the same risk of gaps in, language and communication needs as any other child; however, it can be more difficult to identify.

Attention, Listening and Understanding

4-5 years

- Knows to look at who's talking and think about what they're saying.
- Listens to oral instructions, instructions about what they are doing, without needing to look at you.
- Understands 2 to 3 part spoken instructions.
- Follows your picture book and oral copy when asked to read it.
- Can answer a 'How' or 'Why' question.
- Understands the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

5-7 years

- Starts to ignore unimportant information.
- Is one who makes a message its own.
- Understands complex 2 to 3 part instructions.
- Follows your picture book with a picture and a picture.
- Understands the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

7-9 years

- Focuses on key information and makes relevant comments.
- Can answer a 'How' or 'Why' question.
- Understands the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

9-11 years

- Sustains active listening to learn what is said and respond to it.
- Follows longer instructions that are the result of a sequence of events.
- Understands the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

Vocabulary

- Understands a range of related words to describe thoughts, feelings, actions and objects.
- Knows where on the page the group and can give a simple description.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

- Composes words, one way they talk, nouns or verbs.
- Can guess the words from clues on the lines and using context, punctuation, etc.
- Uses new words in a specific or appropriate way.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

- Uses a range of words related to one area of interest.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

- Makes choices from a wide range of words to describe things.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

Speech Sounds, Grammar and Sentence Building

- Says words clearly enough for people to hear.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

- Speech is clear in occasional circumstances, especially with consonants.
- Has good knowledge of sounds in words.
- Asks lots of questions to find out specific information.
- Understands more specifically the meaning of words.

- Speech is clear, uses words with three syllables together or words with lots of syllables.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

- Uses long and complex sentences.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

Verbal Storytelling and Narrative

- Uses events with some details.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

- Tells stories that set the scene, make a choice for one or sequence of events.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

- Stories have a good structure with a distinct plot, an exciting twist, clear resolution and conclusion.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

- Tells anecdotal entertaining stories with one that of various descriptions.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

Conversations and Social Interaction

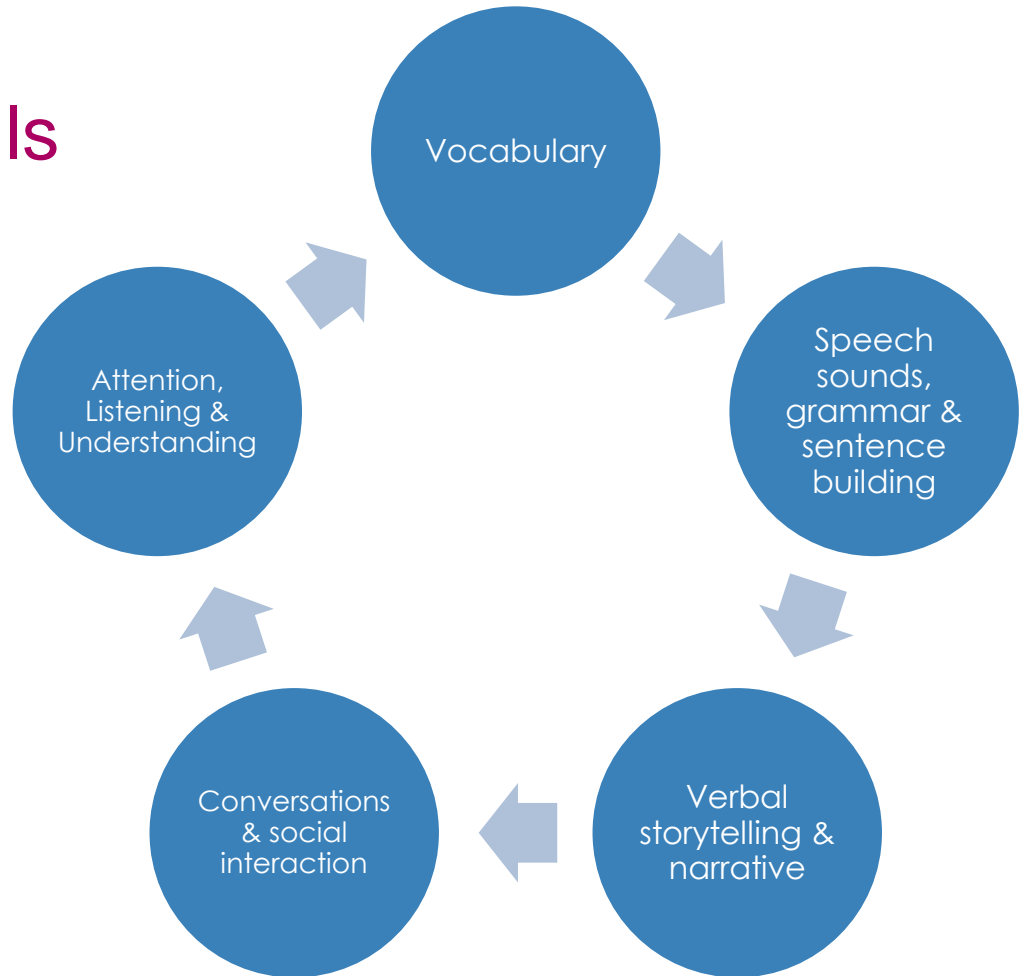
- Confidently starts and takes part in dialogue or group conversations.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

- Takes turns to talk, listen, and responds in the way of conversations and groups.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

- Uses formal language when appropriate in school contexts.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

- Uses different language depending on whether they are with their own family or in school.
- Understands more specifically the meaning of words.
- Knows the meaning of "Oh yes we made something" and "Oh stop the sun shining on my face."

Typical Talk-Key skills



Match the age

Identifies clearly when they haven't understood:

e.g. "What's maize?" or "Get a blue what?"

Age 7-9

Makes choices from a wide and varied

vocabulary: e.g. 'Leap' instead of 'jump',
'terrified' instead of 'frightened'.

Age 9-11

Retells favourite stories - using some of their own

words: e.g. ".....and she said what a nice mouth
you got and the wolf said, 'I can eat you!' Gulp!"

Age 4-5

Uses different ways to join phrases to help explain

or justify an event: e.g. "I'm older than you so I will
go first."

Age 5-7

What can I do at home?

Pre-school/Reception

- Attention and Listening
- Developing spoken language

Older children

- Developing oracy



Pre-school/Reception

What helps attention and listening?

- Observe your child's interests them and join in by following their lead.
- "People games" (tickles, singing, rhymes etc) to get your child's attention.
- Choose one of your child's toys and play with it in a different way.
- Keep activities short and use facial expression and varied tone to engage child.
- Use pauses during play can build in an element of anticipation.
- Try to get your child to complete an activity. For games with a definite end point encourage the child to complete the final step.
- Allow more time for positive attention than negative.
- Use gesture/contact to reinforce attention and listening.

Pre-school/Reception

What helps develop spoken language?

- Children need to hear new words from others before they will use them by themselves. Name objects and talk about what is happening around your child, point out things you see - cars, birds, animals etc.
- Have a special time (5-10 minutes) with your child each day to play with toys or look at picture books.
- Comment on your child's play and copy their actions.
- Model simple pretend play such as giving a sweet to Mr Potato Head and comment on what you are doing.

Older primary aged children developing oracy

- Reduce technology time
- Play board games
- Eye spy games
- Word of the week challenge
- Sunday debate
- Conversation Roles

Takeaways!

Pre-school/Reception/KS1 parents/carers

- ▶ Top Tips and games to play
- ▶ Talk together booklet

KS2 parents/carers

- ▶ Question Matrix
- ▶ Conversation roles

All parents/carers

- ▶ Primary milestones poster



Any questions?



www.driveryouthtrust.com



anna.taylor@driveryouthtrust.com



0203 897 0341



@DriverYouthTrust