

ORACY

Intents

To enable students to be confident speakers: to have a voice in all areas of their life both personal, academic and professional. We aim for all of our students to, with increasing confidence and skill, be able to:

- Talk in small groups to secure ideas on a topic - often as a precursor to writing
- Share ideas and debate different opinions in a safe classroom setting
- Participate in more formal speaking events - often to a wider community
- To be prepared for the expectation of GCSE class based discussions

Implementation

Students are offered many 'think-pair-share' tasks throughout the curriculum to support less confident students to use their voice to explore their learning in an informal set up.

In Year 5 and 7 students are asked to deliver persuasive speeches and poems that they have written themselves to a whole class. All students are supported and encouraged to experiment, in a safe, low stakes activity, with speaking formally to a group of students.

Opportunities to develop more confidence in speaking to larger audiences (whole year), and audiences outside of the pupils and staff (relatives and carers) are given in two competitive events - Poetry Slam Competition (Y5), Persuasive Speech Competition (Y7)

Preparation for GCSE style learning in English is delivered through the 'Let's Think in English' schemes in Year 8. Students spend an hour a week discussing a range of ideas and texts in a low stakes, non-written format.

Impact

By regularly identifying opportunities to use oracy to support learning, writing and confidence our students feel ready to participate in the more oral style of learning at GCSE. They are also more equipped for interviews and the world of work.

6/2019

Writing to persuade

MV This house believes big factories should cut down less trees for paper.

1st D Hi, I'm Mia and today, I'm going to talk to you about why big factories should cut down less trees for paper. Now, I think we should re-use paper and not keep on store loads you should be able to keep a little bit because loads and loads of animals are at risk of losing their homes and dying out. I know I still have quite a bit of paper. But do you want your favourite animals to die? I don't. Also later on I will talk about saving wild life, factories should stop destroying natural life, more about re-using paper and save us and the trees. By the way this is not in order.

CD In this point I'm going to talk about re-using paper! You should. Okay so read labels ^{carefully} when buying writing paper, toilet paper and tissue paper. There is a type of paper called post consumer paper, making one tonne of recycled post consumer paper can save up to 17 trees. You could go on ^{Google} and search 'post consumer paper' and see for yourself. See if I'm right.

CD In my second point I will speak about, Should factories stop destroying natural life. Did you know that around 2,500 acres of rainforests is being cut down every single hour? Also I know hundreds of companies are going deforestation-free but it may not be enough to stop the clearance for palm oil, soy, pulp and paper. There is some good news it is that Asia pulp and paper the worlds largest pulp and paper company is thinking about going deforestation-free.

? How could you save trees? I'm going to tell you now. Start by growing a tree, I have trees in my back garden I think there both apple trees not sure. You might ^{also} re-use and recycle paper and you can buy recycled products. I think being a vegetarian helps. Just because you want to you can hug trees but if you don't want to you don't have to.

? My last point is to save wildlife! ^{you} But animals will suffer if we keep cutting down trees and destroying their homes, how would you feel? So when we talk about the grey whale, Black rino and timber wolf, its not just that we save the endangered species for ^{we} are there own good. ? But also for ours. he would want to be saved?

	3 Writing Assessment PERSUASIVE WRITING	Pink or green
	Use paragraphs to organise ideas. The opening paragraph states the issue and the last paragraph sums up the points made.	
	Capital letters and full stops are used accurately.	
	Present tense is used throughout.	
D	Direct address is used to engage the listener.	
?	Rhetorical questions have been used to engage the listener.	
P	Personal emotional experiences have been used.	
MV	Modal verbs are used to convey instructions.	
SUB	Subjunctive form has been used to convey instructions formally.	
Teacher comments / next steps		
Good research, effective eye-contact, strong volume and humour. IP - more preparation		
Pupil comments as you stumbled over reading a bit		



Can you write a sentence for your conclusion that uses the subjunctive form.

If I were you I would ~~not~~ want to be saved, wouldn't you?

The lost words poem - Starling - winner!

Sensational, birds never ending serene imagination, with a coat of pure stars, they are the star-lit birds.

There just wonderful, a beautiful coat with the blue-of-steam, the purple-of-galaxy and the glittery gleam-of-gold and so much more! They are out a sight for sore eyes.

As the flock flies with the silkiest feathers on earth, and with the wind following slowly behind, they will go anywhere in the world.










Realize what starlings are, just stop, breath, can you hear it there heart pumping? There wings flapping?

Legends, you will never catch them, you will never find forget them, they will be here untill the end of the world, not one time will this bird be dull and grey.

I know, that not one time will this bird be not twinkle for miles to see, under neath a sun-kissed sky.

Not ever will I not wish I was a starling, gracefully soaring through crowds-of-clouds.

Gracefully flying, flying? Doesnt everyone wish they could fly, and to think that such birds... are not lost when flying but there name forgotten.

5 Speaking and Listening Performance Poetry		
	In my poem I have:	
KEN	I have used more than three hyphenated words.	
MET	I have used a metaphor	
PER	I have used personification	
ALL	I have used alliteration	
ONO	I have used onomatopoeia	
SIM	I have used a simile	
	In my performance I have:	
	Shown articulation, rhythm and pace	
	Controlled breath and projection	
	Used gesture and movement	
Teacher comments / next steps		
<p>Lovely pace and tone in your articulation. Could you include gestures?</p>		

Well done for making it through to the finals! Thank you

Let's Think in English or Cognitive Acceleration in English

Introduction

Let's Think in English Introduction

Teaching

- Teachers encourage speculation.
- Questions probe rather than test.
- Avoid saying "good" or "wrong" and ask children to explain why they have given their answer.

Let's Think in English Introduction

Teaching

- Teachers use tentative language e.g. "What do you think about...?", "There are different ways of looking at this..."
- Pupils are given sufficient time to formulate ideas before teacher speaks.
- Teacher is a good listener.
- Very little writing.

Let's Think in English Introduction

Teaching

- Teacher moves away from "ping pong" questioning and may ask multiple questions of the same student to encourage higher order thinking.
- Allow discussions to follow the direction of pupils' logic and thinking.
- Focus on stimulating high order thinking not explicit learning.

Let's Think in English Introduction

Students

- Talking.
- Enthusiastic and enquiring.
- In control and responsible for their learning.
- Stretched and challenged.
- Risk taking.
- Adapting and re-formulating ideas.

Let's Think in English Introduction

Classrooms that promote higher thinking...

Failure seen as a positive learning strategy

Just ahead of pupils' development

Discussions follow direction of pupils' logic

Clear agenda

Atmosphere of risk taking

Mental modelling in groups

Children think about their own thinking

Teacher as mediator

Not necessarily a right answer

Benefits of thinking together clear

Pupils responsible for their own learning

Whole class decide what/how their thinking has improved

Let's Think in English Introduction