



**Develop  
Your A Level  
Teaching**

How do we  
create the  
nurturing  
conditions?

**Juliette Claro**

*Assistant Headteacher  
Teaching & Learning  
Gumley House School*



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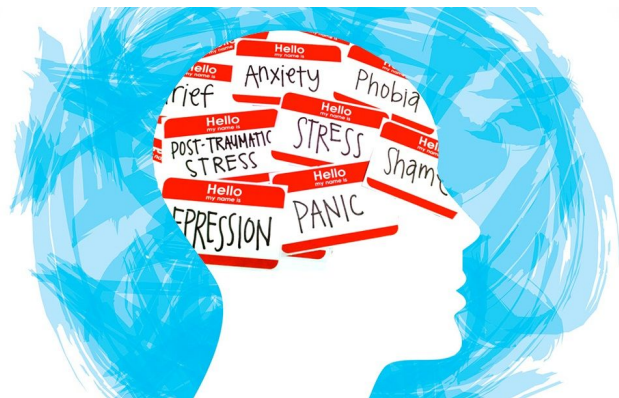
***“It is because you make  
me feel I can do it, so I  
feel I can do it”  
( Year 12 French student  
October 2021)***



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Year 12: Year 11 without uniform...


Year 13: learning to fly...




## Every Child Needs a Champion


TedTalk by the late, great Rita Pierson




★  James Comer: "No significant learning can occur without a significant relationship."


★ Kids don't learn from people they don't like 

Human Connection is key 

★ Teacher: "You were chosen to be in my class!" 


★  Student: "You made me feel like I was somebody"

★ Teaching and learning should bring joy

★  TEST 19x 2v **BRAVO!**

★ Every child deserves an adult who will never give up on them

★ This job is tough but we can do it. We're educators and we were born to make a difference. 

 **YOU CAN DO IT!!**

@sylvia.duckworth



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**What  
educational  
research  
underpins the  
importance of  
oracy?**

**Lottie Chettle**

*Assistant Headteacher*  
**Logic Studio School**



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# Why Oracy?



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1. Employers rank verbal communication as the most important skill for employees
2. In areas of deprivation 50% of children start school with below average language skills
3. On average, teachers do 90% of the talking with individual students saying approximately four words per lesson R. Page 2005
4. For the sake of social equality, all schools should teach children the spoken language skills that they need
5. Oral rehearsal reduces cognitive load and enables better writing.
6. Vygotsky suggests that talk represents our thoughts therefore the higher the quality of our students' speech, the higher quality of their thinking.

WHY NOW?



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When it comes to your understanding of oracy, which Boris best describes your students?



### **What are the biggest challenges you've noticed since being back in the classroom?**

“Getting some students to talk eloquently in class”

“Getting students to talk!”

“Perhaps the biggest challenge has been that pupils are very resistant to feeding back and sharing their ideas.”

“Lack of responses and input from students, not a buzzing atmosphere!”

“Much less willing to **think** before they speak than they were before”

“Student focus; range of oracy skills”

“Getting students to talk (subject related) - oracy - particularly with Y10 students are not very confident responding verbally in full sentences and thinking about what their answer needs to include - e.g. they will say the first word that comes in to their head!”

### **What are the (non mask related!) barriers to learning you've noticed since students have been back?**

“Student talk in lessons, not just chatting”

“Year 10 - Speaking! They have not had to pronounce hard words.”

“Thinking, or the lack thereof”

“Students seem quieter and have lost confidence”

“They are very quiet. They are a bit shell shocked and reluctant to speak.”

“Very poor oracy, low motivation, low aspiration.”

“Not connected to the mask - getting some of my classes to make verbal contributions”

“Some students losing their confidence and not being as vocal in lessons”

# Top oracy tips and strategies

## Sarah Skafi

*Head of Humanities*  
Logic Studio School



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The classroom is a **safe space** in which all pupils feel confident to talk.

(The teacher is creating a culture of praise and support.)

---

There are clear guidelines for how students are expected to talk and listen.

(Are there talk guidelines? What are the expectations for talk in the class?)

---

Teacher is modelling good talk that is appropriate to the **context**.

(The teacher is consistently modelling what is expected from the students' talk)

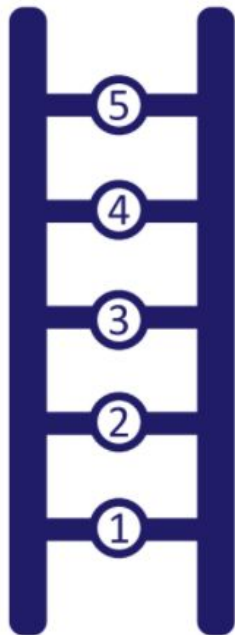
EXPECTATIONS



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# LISTENING LADDER



**I can connect my listening to prior knowledge;**  
it has enabled me to form an opinion or ask a relevant question.

**I can summarise what I have listened to and apply it in class work.**

**I can build on a key point made;**  
connecting it to my own prior knowledge or a peers answer.

**I can identify key points/words from the conversation.**

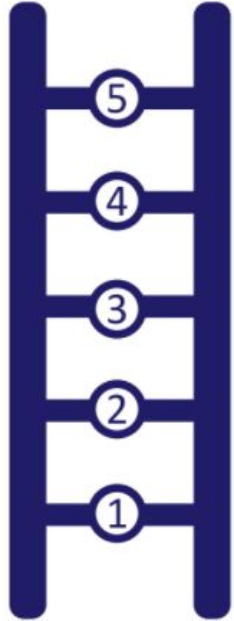
**I am sitting up straight, focused and looking at the person speaking.**



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# SPEAKING LADDER



I am able to speak at length, with authority and confidence, linking to new or prior knowledge.

I have invited someone to contribute to the discussion and I'm able to question or challenge another person's response in an appropriate manner.

I can confidently give a reason for my answer or build on someone else's, incorporating Tier 2/Tier 3 vocabulary.

I can speak using Tier 2/ Tier 3 vocabulary, in full sentences.




I can read/speak aloud and answer a simple question in front of my peers, in a clear voice.

The teacher has modelled reading aloud, answering in full sentences with accurate keyword use.



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# Discussion

| See Think Wonder   |  |  |
|--|--|--|
|  <u>SEE</u><br>What do you see? |  <u>THINK</u><br>What do you think is going on? |  <u>WONDER</u><br>What does it make you wonder? |
|  |  |  |



1. In this photo,  
I can see...

(give a  
description)

2. I think this could  
be referring  
to/linked to...

This is because...

3. It makes me  
wonder/question  
/challenge...

## Vocabulary:

vaccination  
recommendation  
Health Minister  
risks  
benefits  
short term  
long term  
impact



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‘The German Economy was in Ruins’

What Makes You Say That?

# Claim Support Question

|   |  |   |
|---|--|---|
| <p>What <b>claim</b> can you make about the German Economy?</p>   | <p>What evidence do you have to <b>support</b> this claim?</p>   | <p>What <b>question</b> do you still have about this claim?</p>                           |
| <p>The German Economy was in ruins because they had to pay back reparations for starting the First World War.</p> | <p>The reparation sum was £6.6 billion. Germany could not afford to pay this. Germany only made one repayment and then the USA were forced to step in to loan them money - known as the Dawes Plan 1925.</p> | <p>Did the reparation ever end?<br/>What would happen if America recalled their loan?</p> |

# This week's Big Q: How do I assess my progress this term?

## Practice makes perfect!

Let's talk it through:

Partner A - how well are you listening?

Partner B - how well are you speaking?

## Explain why there were economic problems in the Weimar Republic from 1919 to 1923

You may use the following in your answer:

- Reparations
- The French Occupation of the Ruhr

You **must** also use information of your own

### Vocabulary:

Reparations

The Ruhr

Passive resistance

Hyperinflation

Occupation

War debt

One reason why there were economic problems in the Weimar Republic 1919-1923 is because of....

For example, in 19....  
This was when...

This lead to...

As a result of this, there were economic problems because...

The table below shows data about different ways to power electric cars.

|   | Hydrogen fuel cell | Rechargeable lithium-ion battery |
|---|--------------------|----------------------------------|
| Time taken to refuel or recharge in minutes                 | 5                  | 30                               |
| Distance travelled before refuelling or recharging in miles | Up to 415          | Up to 240                        |
| Distance travelled per unit of energy in km                 | 22                 | 66                               |
| Cost of refuelling or recharging in £                       | 50                 | 3                                |
| Minimum cost of car in £                                    | 60 000             | 18 000                           |

Evaluate the use of hydrogen fuel cells compared with rechargeable lithium-ion batteries to power electric cars.

Use the table above and your own knowledge.

**Talk through each row of data with your neighbour.  
Remember linking words 'so', 'but', 'and' to link that data to your own knowledge.**

Looking at time taken to refuel I can see that.... so ....

Looking at distance travelled I can see that....so....



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## Find out more...

- Harvard Project Zero  
Thinking Routine Toolbox  
<http://www.pz.harvard.edu/thinking-routines>
- Voice 21  
<https://voice21.org/oracy/>

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EXPECTATIONS



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**Top oracy  
tips/activities/  
strategies**

**Raveena  
Kyriacou**

*Whole school literacy  
coordinator and post 16  
teacher*

**Heston Community School**



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# Students Speaking Like an Expert in Our Fields

- Create an expert statement, which makes unique oracy demands of discipline clear from the start, and have these *constant* expectations for oracy regarding this:

## When they speak, an economist:

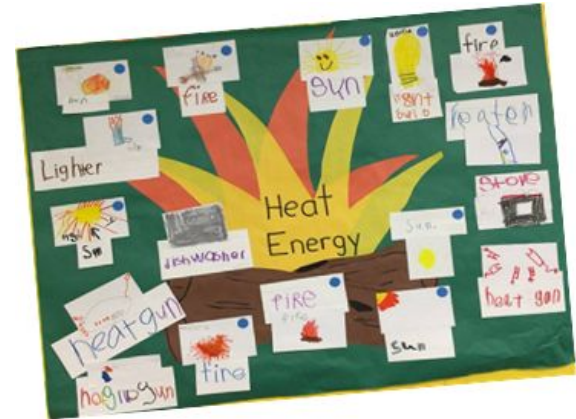
- Avoids 'they', 'it' and 'them' and provides clarity regarding which economic agents are being referred to
- Uses words such as 'could', 'may', 'should'
- Avoids slang
- Uses evidence to explain the point made
- Uses the specialist economic terminology when they are speaking
- Thinks before they speak



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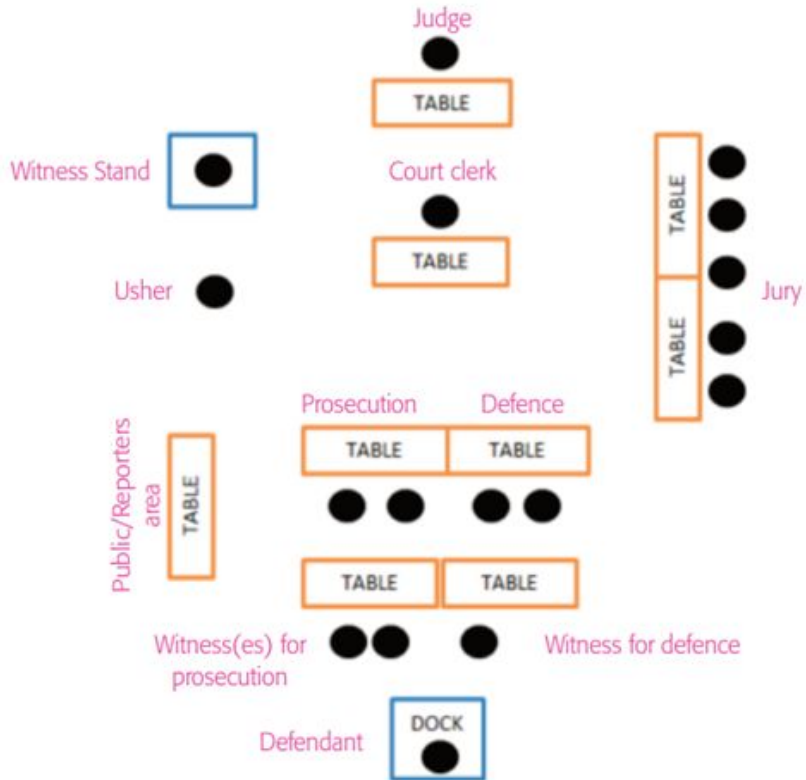
# Engaging Stimulus for oracy: Tier 3 (subject specific) and Tier 2 (academic) language

- Encouraging students to think, then speak..
- Constantly expose students to the specialist language of the subject, but also to Tier 2 academic language too
- Use displays to your advantage, to provide stimulus for rich quality talk





# Mock Trial: Theories/Theorists on Trial



## Learning through talk

- Place an idea, character, theory and theorist on trial and create a law court in your classroom, assigning roles of jury, judge, prosecutor and defender:
- **Science: Newton on trial:** Newton was the most influential scientist
- **Art: Abstract art on trial:** it is the best form of expression
- **Maths: 0 on trial:** 0 is the best number

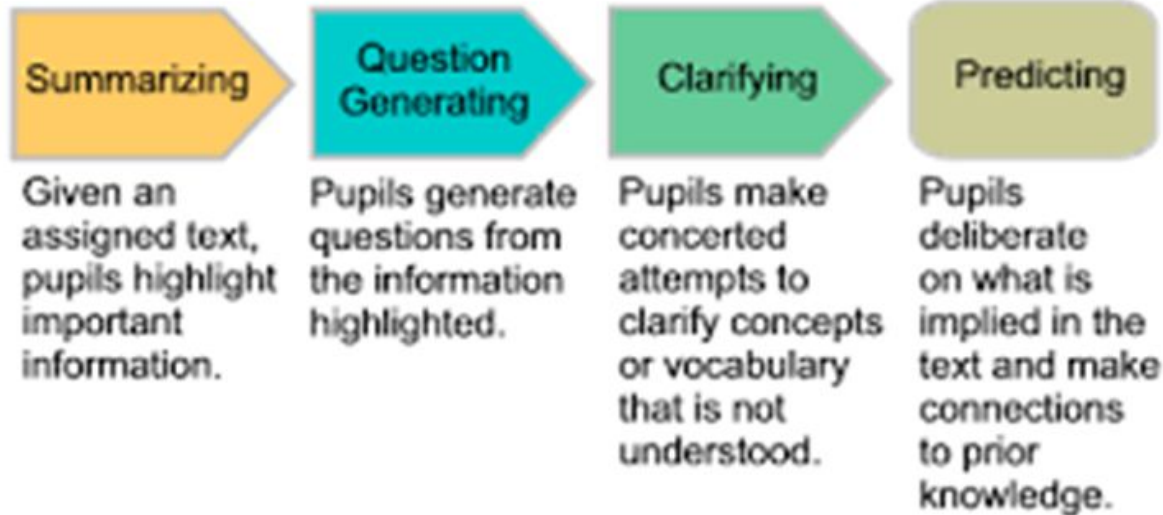


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# Reciprocal Teaching

- **Reciprocal teaching** is based on **Vygotsky's** theory of the fundamental role of social interaction (dialogue) in the development of cognition
- Use this method to allow oracy to help engage and make sense of text

## Reciprocal Teaching Strategy



This can be done individually, as a group or led by a teacher, to help students with the comprehension of text, through providing feedback orally on a assigned role



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## Rebuttal Tennis

|                                  |  |
|----------------------------------|--|
| What is the exercise?            | Students are paired and practice quickly responding to and refuting arguments  |
| Planning and materials           | Topics and possible pairings   |
| How many students?               | 2+   |
| How it works                     | Pairs of students sit opposite each other.<br>One student makes a statement for, and the other immediately disagrees.<br>Then the first student disagrees back – the winner is the person who keeps going the longest  |
| Adaptations and Differentiations | Adaptation: To introduce students to the format show them the video on the noisyclassroom website first<br><br>Adaptation: Make it a 'volleyball' match with one half of the class 'for' and one half of the class 'against'<br><br>Adaptation: Pick a pair of students to come up to the front to 'model' the activity<br><br>Adaptation: Give all pairs the same topic, then get them to feedback at the end. Use class discussion to make rebuttal better and more precise.<br>In form time; in a club; in a lesson |
| Best used                        | As a plenary; as a starter;<br>In primary schools; in secondary schools<br>With a whole class; with smaller groups<br>To introduce a topic;  |
| Your notes:                      |  |

### Rebuttal Tennis (noisy classroom)

This can be used as starter to recall material from past lessons, and as a quick form of debate, to see how quickly they can access their knowledge.

Can also be used for synonyms, and more academic language swaps.



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You have been selected as the talk detective for this lesson. Walk around the room and try to listen in on conversations, but try to not make it obvious.



Who gave evidence to support their view?

Who respectfully disagreed?



Who included someone else in the discussion?

Who asked clarifying questions?

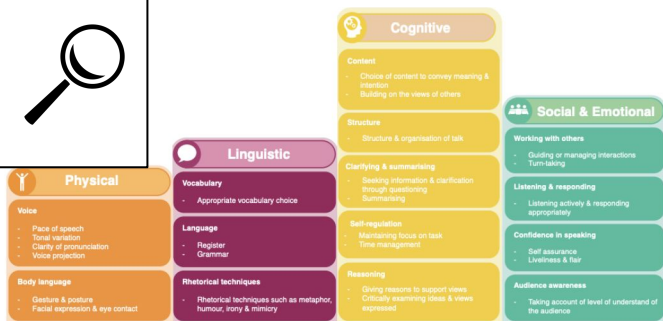


## Talk Detective - Voice 21

Students assessing high quality talk of their peers...

Make expectations for the language for the discussions clear.

What tier 2 and tier 3 language



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# Speed debating questions

This mimics a speed dating scenario.

It is a way to rehearse answering an essay or extended answer *before* writing.

## Sociology

'Applying material from item C and your knowledge, evaluate the contribution of Marxist approaches to understanding today's society'

Step 1: provide a stimulus piece

Step 2: assign half the class 'for Marxist approaches and their contribution' and the other against.

Step 3: give students time to think of points

Step 4: assign the students who will keep their seats, and the others move three times, with a bell signalling transition.

Step 5: writing essay time



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# Top tips for boosting academic oracy in the classroom

## Lilla Rebellato

*i/c KS3 English*

The Green School for Girls

## Nicola Hayward

*i/c KS3 History*

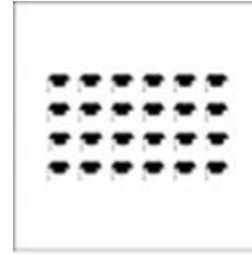
The Green School for Girls



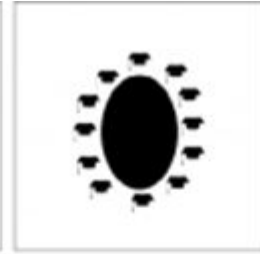
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# Utilise your seating plan

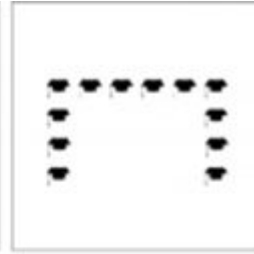
- Usually overlooked at KS5
- Think about your pairings, e.g. quiet with confident, Med-ability with Low-ability (avoid LA with MA)
- Think about who's around them (i.e. so can turn to table behind for different groupings) and shapes



Traditional



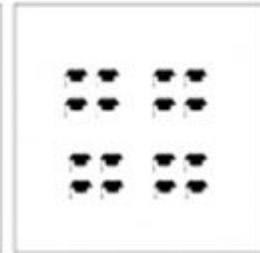
Roundtable



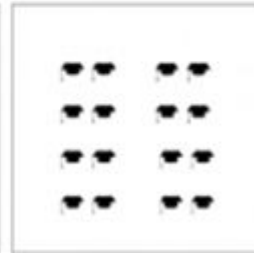
Horseshoe  
or Semicircle



Double  
Horseshoe



Group Pods



Pair Pods



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# Use questioning effectively

> Use probing questions / 'say it again better'

## *Teaching WalkThrus: Visual Step-By-Step Guides to Essential ...*

by Oliver Caviglioli and Tom Sherrington

Your aim is to set a standard for the depth of verbal responses you expect from students and to support them to produce high quality responses.

If you accept short, shallow responses without further development, it sets low expectations and students will assume half-formed answers is the norm.



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# Use questioning effectively



## COLD CALLING

1 2 3 4 5



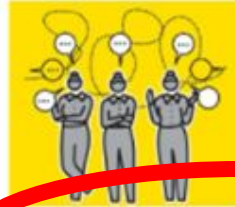
ASK THE CLASS THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE TO RESPOND



RESPOND TO THE ANSWERS



SELECT ANOTHER STUDENT AND RESPOND AGAIN



This extract takes place shortly before Inspector Google entered the house and is in the initial stages of the encounter with the Berling family which will ultimately lead to the gradual death of Eva Smith. This section reflects Sheila as Materialistic, however, RESPECTFUL.

for 30 seconds  
for 1 minute  
during class  
before class

turn to your neighbor  
walk across the room  
group size = 2  
group size = 3 or 4

with the whole class  
with another group  
verbally  
in writing

## THINK - PAIR - SHARE

Ask students to respond to a question independently.

Have students compare answers in small groups.

Ask students to share their work with the class.

with pen and paper or a laptop

come to consensus  
agree to disagree

via polling software  
via whiteboard

in writing  
as you doodle

explain your reasoning  
share your opinion

class discussion  
time for telling



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# Use probing questions / say it again better

1. Use one of the questioning techniques (think/pair/share, cold calling, check for understanding)
2. Acknowledge first response: *“Yes OK that’s a good start. But let’s develop it further” / “Good try but that’s not quite right; let’s see how we can get it right”.*
3. Give supportive feedback, i.e. ask the student to consider how to improve their answer
  - *What’s the more formal/technical term for that idea?*
  - *Can you use one of the evaluative phrases from the placemat at the start of your answer?*
  - *Does the graph just ‘go up’ or is there a more complex pattern you could describe?*
  - *Can you include a reason for that opinion to back it up - remember we should be aiming for ‘I believe x is true because...’*
4. Invite the student to **‘say it again better’**. This is important because in giving the improved answer, you can check that they’ve understood at the same time as giving them an opportunity for practice & feeling more successful.
5. Respond to the improved response, i.e. **why it’s a good response**



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# Check for understanding



- 1) “Louisa, what have you understood?” / “How did you reach that answer?” (not “Louisa, do you understand?”) *Louisa now has to construct a response which shows what she has understood about the question in hand, helping her to develop the knowledge in her long-term memory*
- 2) Ask for clarity / probe further
- 3) Select another 2 students & repeat the process (same or developed question - potentially using Louisa’s responses in their answer).
- 4) **Explore differences - ie. which answer is more accurate/appropriate/sophisticated? Have words and concepts been used correctly? Is each answer equally valid?**
- 5) Work out if you need to reteach this or move on



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# Idea 1: 'Centre of the Universe'/Ranking

**Especially useful for:** any subject that requires judgements to be made between different options.

- After studying a text, ask students to create their own 'argument' in a statement which sums up a chapter, character, poem etc: "*The poet believes that....*".
- This initial step is particularly useful in helping students distinguish between a theme ("*This poem is about death*") and an argument ("*This poem argues that it is only by accepting death that can we live*").
- Sift through the best ones and root out any overlaps.
- Clear the desks and identify a place in the classroom that is 'the centre of the universe'. Students to stand up holding their 'statement' in front of them.
- The class have to arrange the arguments from most apt/justified (centre of the universe) to least. Encourage students to challenge each other and ask for a reason/evidence.
- **Benefits:** develops the exercise further than simply 'Do you agree/disagree with...'; is a visual representation of key ideas about a text; encourages students to use the text to support their reasoning; doesn't feel like a discussion task.



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## Idea 2a: What Questions Do You Have?

**Especially useful for:** poetry, novels, plays; historical events; tackling new mathematical or scientific problems.

Three different types of questions:

- **Ask an expert:** the answer is obtained from further research, the teacher, the internet
- **Use Your Imagination:** the answer is not implied in the text so you can only imagine.
- **Deeper Thinking:** questions that require further interrogation of the text; answers can only be arrived at by further discussion.

After reading a text, students take a few minutes to write their own Deeper Thinking Questions that they want to discuss further to help their understanding.

This can be done in pairs too.



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## Idea 2b: Question Marketplace

- Lay out all the questions on a central table and give students time to read them and choose the two to or three questions they would like to 'buy'.
- In 2s or 3s, students spend time discussing various possible responses to the question, using the text to support their ideas.
- Present their findings to the rest of the group.
- **Benefits:** this task helps students break down a possibly daunting (unseen) text, mathematical or scientific problem into a more manageable series of questions; encourages students to view questions as part of the process of understanding, and not a dead end ("I have so many questions I don't even understand what this is about!") or as something only teachers ask; encourages students to use prior knowledge.



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## Idea 3: Still Image

**Especially useful for:** poetry, plays, novels, historical moments, religious ceremonies, a biological/chemical/mathematical process; a visual and involving way of understanding concepts.

- After studying a text, choose the concept you want to explore: *choose two/three/four characters and visually represent how their relationships develop throughout the play; chart how close the poetic voice is to the event being described at three key moments.*
- In groups, ask students to use a specified number of still images to convey the idea or concept as it develops across the text.
- Depending on subject, encourage students to think about the use of proxemics, body language, facial expression as a symbol for the way the concept shifts, changes and develops in a text - not necessarily **literal** portrayals of the concept.
- **Benefits:** engages students in a discussion of structure, character or thematic development in a visual way; engages students in a more in depth discussion about poetic voice or narrative perspective; easy access to sophisticated ideas; doesn't feel like a discussion task.



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