



Imagine If...

Imagine If...

*Voice 21's
Sam Martin-Beagle
Lily Rowell*

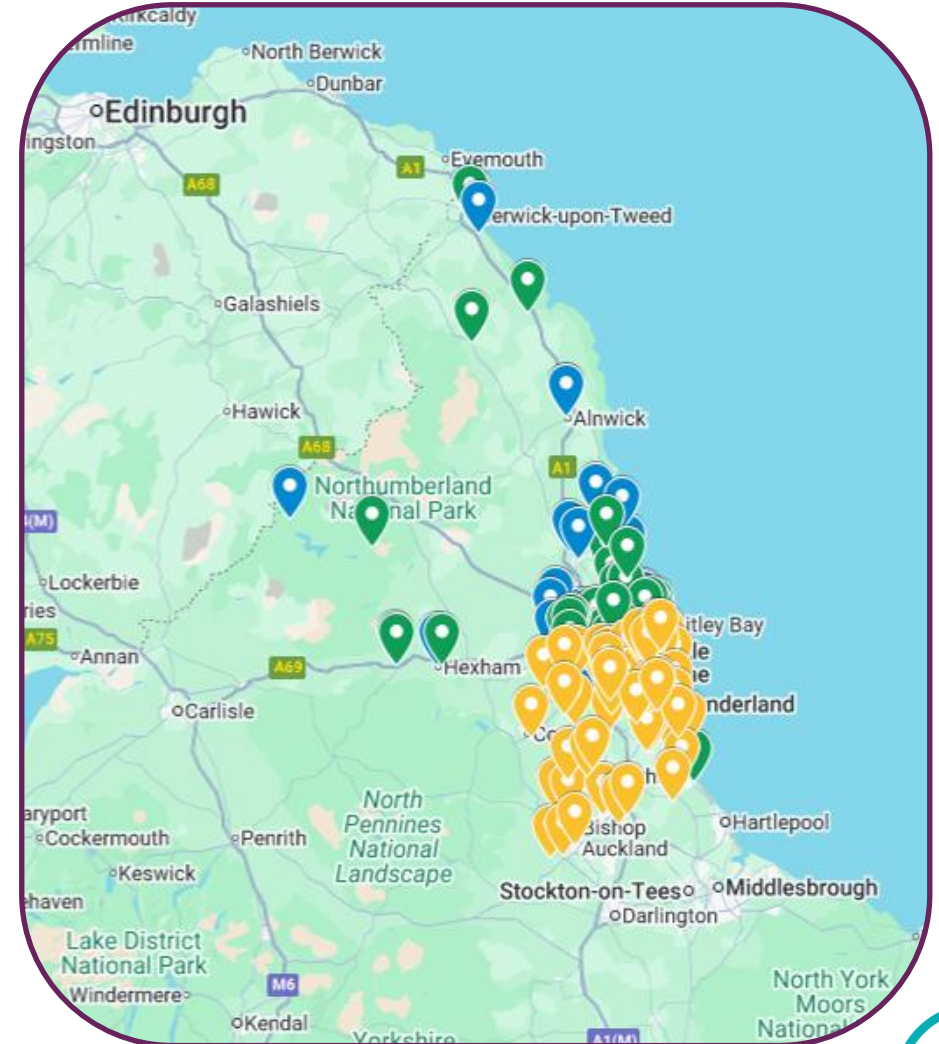


*Sorrel Price and pupils
Westgate Hill Primary Academy*



Introduction

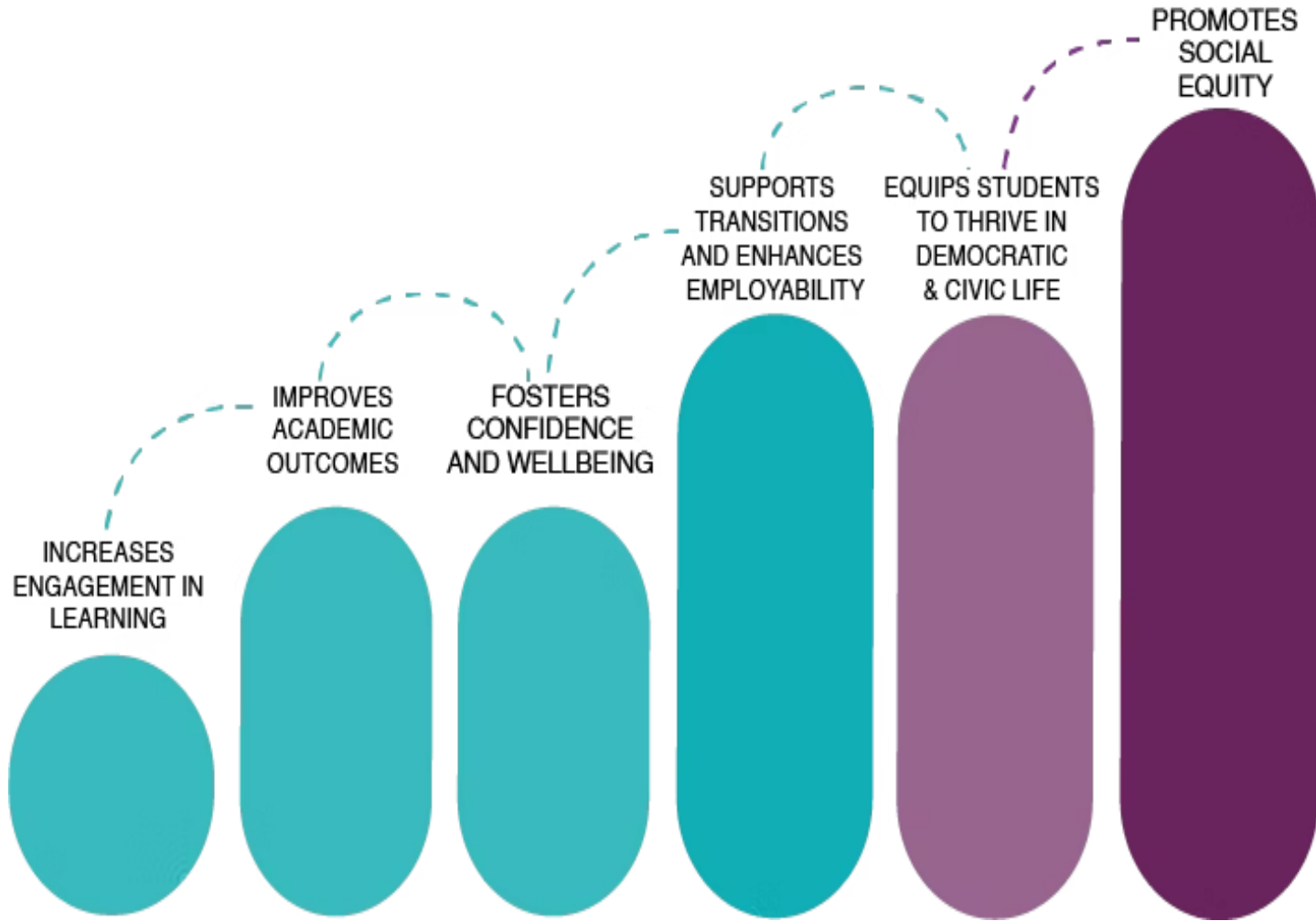
- **Voice 21:** The national oracy education charity; we are on a mission to transform learning and life chances of young people through talk
- Supporting over 1,271 schools across the UK to embed high-quality oracy education 25-26
- Voice North East 3 year project
- 202 schools within the North East Combined Authority
- OCE



What is oracy?

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, listening and communication.

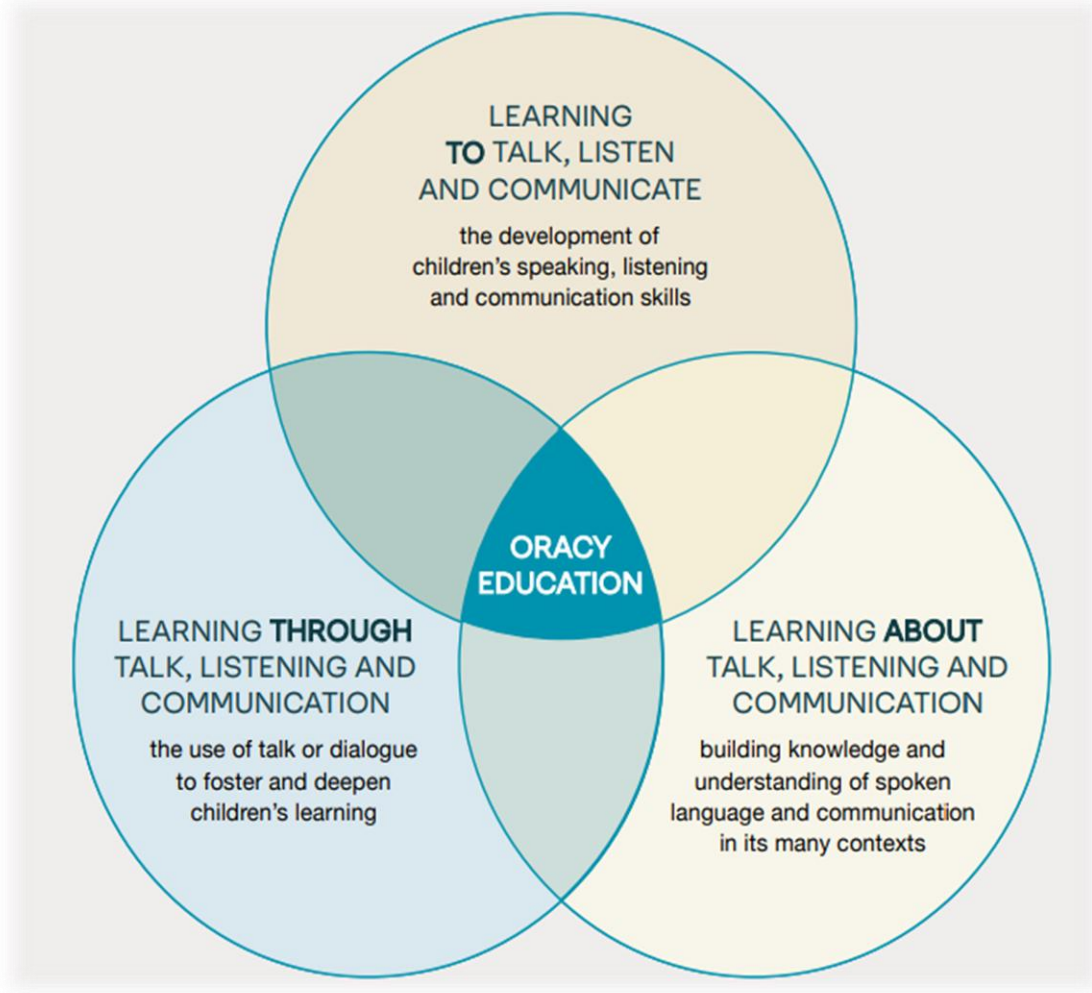
Why oracy?



**“The evidence of
the power of talk
is indisputable**

Becky Francis, CEO, Education
Endowment Foundation

What is Oracy Education?



We call on the government to incentivise schools to provide a broad curriculum to access the value of the expressive arts and citizenship as contexts for oracy

Open Letter (2024)

Imagine If... 2025

Imagine if.... teaching across the
North East was truly

**inclusive, creative and
empowering**

Poem

Difficult Damsels by Nikita Gill Performed by Maria



Social & Emotional

Confidence in speaking

- Self assurance
- Liveliness & flair

The Oracy Framework



Physical

Voice

- Pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact



Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self assurance
- Liveliness & flair

- ✓ Break it down
- ✓ Focus on one element at a time
- ✓ Reduces cognitive load

Context of Westgate Hill Primary Academy

- Westgate Hill Primary Academy is the largest primary school in Newcastle
- 723 pupils on roll
- Last year 106 left and 159 joined
- Diverse range of cultural backgrounds - 49 languages spoken and 94% are multilingual
- Socio-economic challenges- 47% pupil premium
- Cultural Capital
- Arts Mark journey - Heritage

Poem

People Ask by Seni Senviratne Performed by Khatija



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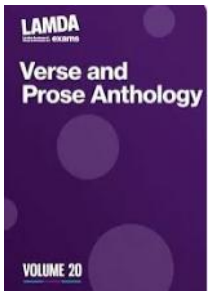
LAMDA

At Westgate Hill Primary Academy, we inspire and empower learners to be confident communicators.

The London Academy of Music & Dramatic Art is a prestigious programme that helps young people develop speech, drama, and communication skills.

Our pupils have had the opportunity to take internationally recognised graded examinations, which allow them to develop their vocabulary, spoken English and memorisation skills, setting them up for future success.

In **presentational talk**, the speaker's attention is primarily focussed on adjusting the language, content and manner to the needs of the audience.



Poem

Say How You Feel by Joseph Coelho Performed by Nakshathra



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Click once
inside the
wheel to
start it
spinning.

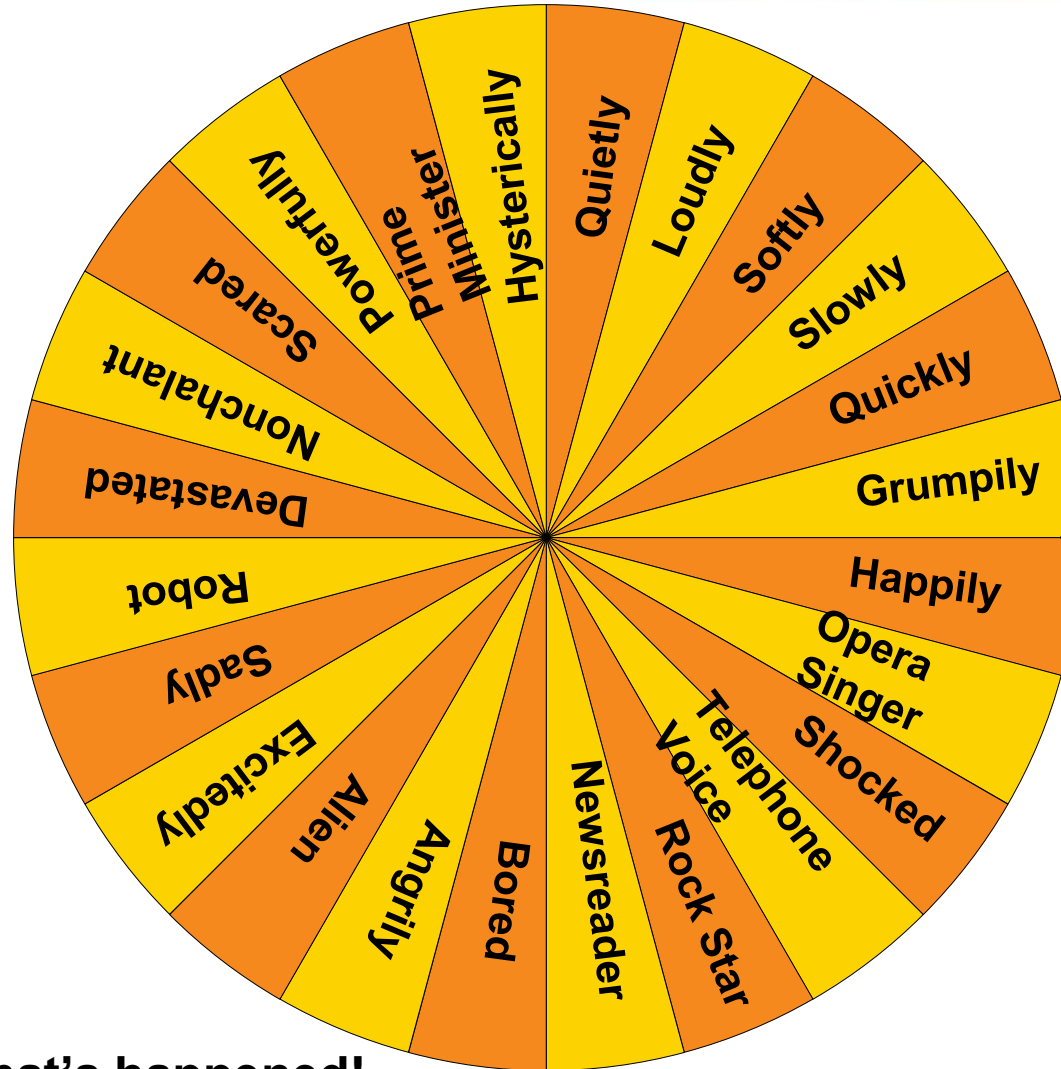
Click
again
inside the
wheel to
stop it
spinning.

Tongue twisters

Peter Piper...

She sells sea shells...

The lips, the teeth,
the tip of the tongue



What are you doing here?

What happened to Francesca?

I can't believe you did that!

Do not do that donut!

Come over here and look what's happened!

Poem

Do not Stand at my Grave and Weep

by Mary Elizabeth Frye

Performed by Darin



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Poem

Baby ate a Microchip by Neil Levin Performed by Ariya & Ebony-Rose

The infographic is a vertical stack of three rounded rectangular boxes. The top box is light green and contains an icon of three people and the text 'Social & Emotional'. The middle box is a darker green and contains the text 'Working with others' followed by a bulleted list: '- Guiding or managing interactions' and '- Turn-taking'. The bottom box is a teal color and contains the text 'Listening & responding' followed by a bulleted list: '- Listening actively & responding appropriately'. The last item in the list is circled in orange.

 **Social & Emotional**

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

KS1 Whole Class Strategies

Read and Roll



Get off my lunch!



I'll trick those seagulls.



This lunch is yummy!



Yuck! This lunch is horrid.



Help!
I feel sick.



Yum!

LI: To speak audibly and clearly



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Poem

I Tried to do my Homework by Kenn Nesbit Performed by Sophie



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Poem

Empty House by Gareth Owen

Performed by Zainab



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LKS2 Whole Class Strategies

A great shadow loomed over him. Blodin the Beast was on the crest of the dune, rearing up to blast him with his fire. Hosea stared down at the water.
“But I cannot swim” he cried.

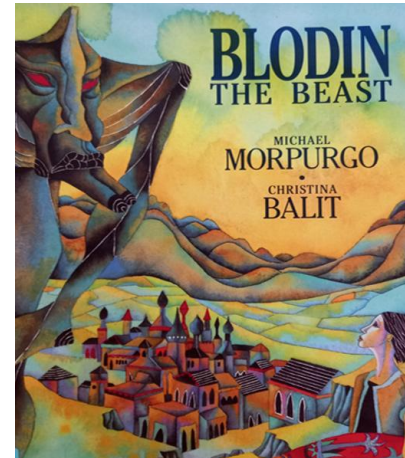
Fluency for reading.

I do – model reading

we do – choral reading, echo reading

you do – shared reading

A – speak B – listen
B give A feedback on
their reading
Swap roles



Reading Fluency Checklist



Accuracy

I read the words accurately



Rate

My reading rate is just right – not too fast and not too slow!



Expression

I read with expression –NOT like a robot!



Punctuation

I read in phrases and show I understand the punctuation in the text.



Poem

Bush Fire by Jackie Kay

Performed by Avitaj & Khizer



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Poem

Waterfall Song by Zaro Weil Performed by Elias



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UKS2 Reader's Theatre



Step 1: Adult as model	Step 2: Echo reading	Step 3: Text allocation
The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated choral reading	Step 5: Close reading	Step 6: Text marking
In their groups, children read their section aloud, echoing the initial reading by the adult.	In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.	Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise	Step 8: Perform	Step 9: Reflect
Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).	Children evaluate their own and/or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.

Poem

How to cut a Pomegranate by Imtiaz Darkher Performed by Aadam



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Prose

Planet Omar by Omar Performed by Ilyas



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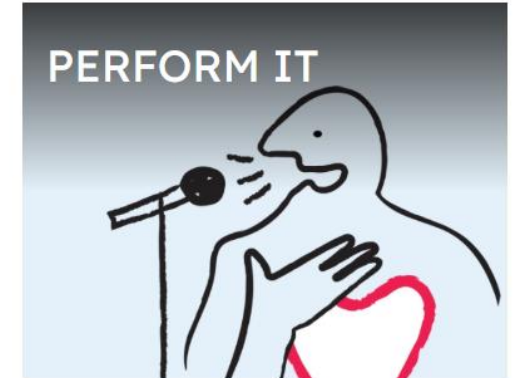
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Voice 21 Module - Poetry by Heart

POETRY BY HEART



Finalists perform their poems on the stage of
Shakespeare's Globe in London

Any Questions?



Give oracy a try

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kate@voice21.org

SCAN TO DOWNLOAD
**ORACY
STARTER KIT**



voice21.org

