

Schools resource

The All Party
Parliamentary
Group on oracy
wants to hear
from you!



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As part of a parliamentary inquiry to improve oracy education in every school, we're gathering the voices and views of students from across the UK about **oracy (speaking and listening)** and why it's important to develop your oral communication skills at school.

This is a chance for students to engage with the democratic process and have their views heard directly by MPs. To support this, **we've included some resources below to instigate and capture a discussion on the importance of speaking and listening.**

We are hugely grateful for your support, and the input of your students and schools to help raise the status of oracy education across the UK and ensure every child has the opportunity to develop their speaking skills in school.

Details about the inquiry and how to submit evidence are included at the end of this document.

For any queries about the inquiry please contact, Gemma Carroll, inquiry@oracyappg.org.uk.

We've included a number of Talking Points below to get students across the UK discussing oracy and their experience of using their voice.

We've also included an overview of oracy and how you could set up your students for the discussion.

Most importantly, there is guidance below on how to share your students' insights with us at the end of their discussions.

We want to collect as many student voices as possible during this Inquiry, and we are very grateful for your support.

What is oracy?

Oracy is to speech what literacy is to writing and numeracy is to maths. The ability to speak eloquently, articulate ideas and thoughts, influence through talking, collaborate with peers and have the confidence to express your views, are fundamental skills that support success in both learning and life beyond school.

There are two aspects to oracy - learning to talk and learning through talk. Speaking effectively is about a lot more than just the words you say, it's about your tone and pace, how you engage your audience and the words that you choose, for example. Using oracy in the classroom also deepens understanding and develops critical thinking skills.



[You can download the Oracy Framework for free here.](#)

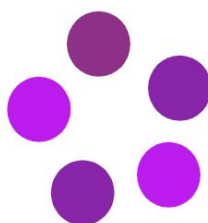
Setting up the discussion

How many students are in each discussion?

By using groupings, you can ensure that everyone has a chance to have their voice heard. Why not try...



Trios



Circles



Traverse

What roles are your students taking in each discussion?

Roles can help to structure talk. Students don't have to stick to one role during the discussion. Encourage students to think about which role they are taking and which would help move the discussion on.

A sheet of discussion roles is included for you to print off at the end of this document.

Discussion Roles

Discussion roles help students to manage talk and encourage the development of certain speaking and listening skills.



Instigator

Starts the discussion or opens up a new topic for discussion

Will say:

I would like to start by saying ...
I think we should consider ...
We haven't yet talked about ...
Let's also think about ...

Prober

Digs deeper into the argument, asks for evidence or justification of ideas

Will say:

What do you think would be the effect of ...?
Why do you think ...?
Can you provide an example to support what you are saying?

Challenger

Gives reasons to disagree or presents an alternative argument

Will say:

I disagree with you because ...
You mentioned X but what about ...
To challenge you X, I think ...
I understand your point of view, but have you thought about ...?

Clarifier

Simplifies and makes things clearer by asking questions

Will say:

What do you mean when you say ...?
Can you explain a bit more about ...?
Does that mean ...?
Please can you clarify what you meant by ...?

Summariser

Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.

Will say:

Overall, the main points were ...
The main ideas raised today were ...
Our discussion focused on ...
The three main things we talked about were ...

Builder

Develops, adds to or runs with an idea

Will say:

I agree, and would like to add...
Building on that idea, I think ...
Linking to what X said, I think...

Get talking in class

Use the **Talking Points** below to instigate a discussion with your students. You can use one of the Talking Points, or let your students decide which ones they want to discuss in their groups.

1. Students should do more of the talking in class than the teachers
2. It's more important to be able to listen than to speak
3. Anyone can become a confident public speaker, if they are taught how
4. At the end of the day, more than exam results, communication skills are what help you get on in life
5. Great speakers aren't born they are made
6. Every job requires you to have good oracy skills

After the students have had their discussion, gather summaries from each group on their key points.

Then, follow the instructions below to share their summaries and points of view with our Inquiry!

Have your say!

1. **Write down your best quotes** - Get your students to take note of their best points to share back with the class.
2. **Submit your responses immediately** - Select 2 or 3 students to enter the best quotes or comments for each question directly into this online survey:
<https://www.surveymonkey.co.uk/r/ZLTHLFW>
3. **Film it** - Capture your students in discussion or presenting their ideas back to camera or the class. These videos can be submitted as evidence too but must be no longer than 2 minutes each. Further video submission guidance is here: <https://www.oracyappg.org.uk/submit-evidence-here>

NB: Permissions

Before sending through the recordings of your students, please make sure they have the correct permissions that meet the safeguarding standards in your school. The APPG will seek additional permission sign off from you in the instance that the recordings are chosen to be used publicly.

About the Oracy All-Party Parliamentary Group Speak for Change Inquiry

All-Party Parliamentary Groups (APPGs) are informal groups within Parliament that are interested in various issues or geographical areas. Members of both the House of Commons and House of Lords can be members of an APPG. They do not have an official role within Parliament to oversee the work of Government (like select committees do on various topics) but they undertake very important work through inquiries which investigate many different policy areas, in order to shine a light on specific issues that the government should be addressing.

Emma Hardy, a former teacher turned MP, set up the Oracy APPG in order to help raise the profile among parliamentarians regarding why oracy skills are so important. MPs leading the APPG are concerned that oracy is being undervalued and overlooked within our education system, denying the majority of children and young people the opportunity to develop these vital skills and hampering social mobility, educational achievement, wellbeing and future employability.

The Group wants to ensure every child can benefit from being extensively taught oracy and having the opportunity to practice their oracy skills in school. The *Speak for Change* inquiry is investigating why this isn't happening in every school and what the Government, school leaders, teachers and others can do to change this. The inquiry will run over a year, taking written and video evidence as well as organising events to take oral evidence and include the views of young people and other professionals who can help the Inquiry. The final report will be published in Autumn 2020.

Specifically, the inquiry is exploring the following questions:

- i) Value and impact:** What is the impact of oracy education at different life stages from early years through to employment, and how can the delivery of effective oracy education contribute to individual and societal outcomes?
- ii) Provision and access:** What is the current state of provision of oracy education across the UK, who is missing out and what factors create unequal access to oracy education?
- iii) Barriers to improving oracy education:** What are the barriers to provision of a quality oracy education for all, and what is the role of government and other bodies in incentivising provision?

The Inquiry will result in practical recommendations for government, policy makers, educational bodies, and school leaders to ensure every child receives quality oracy education.

To find out more information please visit: www.oracyappg.org.uk

Or email: Gemma Carroll, inquiry@oracyappg.org.uk