

Oracy at OJS

During this time, to ensure the safety of our pupils and staff we have adapted this subject by taking physical distancing and sharing of resources into account.

We:

- ventilate rooms well.
- windows are kept open.
- seat children side by side, facing the same direction.
- avoid large gatherings – ensure this is taken into consideration for groupings.
- clean hands and surfaces before and after lessons.
- clean equipment down before and after use.
- have videos and demonstrations on the board so that children can visually see what they are expected to do.
- children have their own equipment.
- any other necessary equipment is shared between a bubble.
- quarantine any resources or equipment in classrooms or in storage for 48 hours before returning to a communal area.
- unfortunately, we are not yet planning any of our usual gatherings in school to celebrate our creative curriculum such as parent volunteers, open evenings where we celebrate children's work.
- groupings for conversation or talk opportunities need to be well thought out, where we avoid face to face conversations and stick to the guidelines of social distancing (see the attached sheet).

'Covid-secure' Oracy protocols

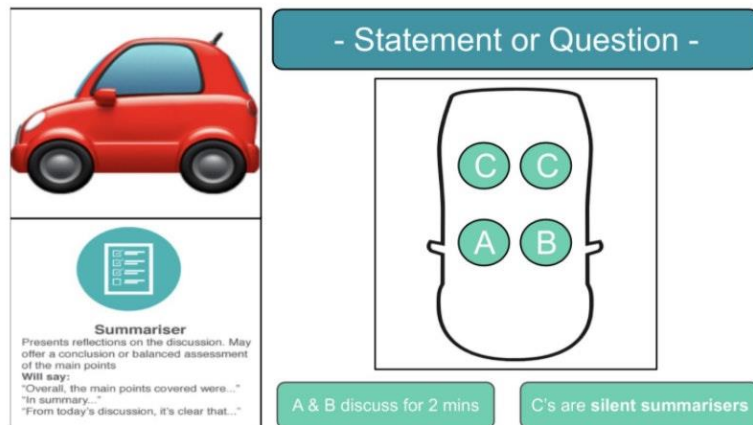
The following Oracy protocols are fun, light hearted examples of ways to develop in the 'Covid-secure' classroom. Each protocol provides a way of developing students' understanding of the 'discussion roles' explored in the previous lesson.

They are highly structured and won't always lead to authentic discussion (as students can't necessarily choose the role they wish to use as part of discussion) but they will develop students verbal dexterity, encouraging them to play roles they might not have chosen to otherwise, familiarising them with the roles we can play as part of a discussion.

Discussion roles:

Roadtrip

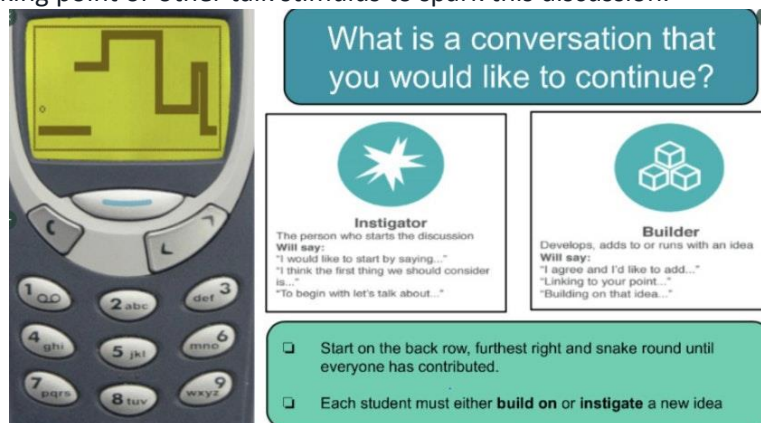
This protocol shared by the Oracy Department at School 21, provides a structure for students to discuss a question or idea and reflect on the discussion, summarising the key points.



Students sit in fours, facing the front (this could be done at existing desks). Provide students with a statement or question to discuss for approximately two minutes. Students A and B (in the front of the car) discuss while Cs (in the back of the car) listen in. At the end of the discussion, the Cs summarise the main points of the discussion.


Snake

Another protocol shared by the Oracy Department at School 21. Your students might not be familiar with the classic Nokia game 'Snake' but introducing it might spark a fun discussion about life before smartphones! In this protocol, you 'snake' round the room (students sitting in rows facing the front), each building on the previous person's idea or instigating a new idea. You could provide students with a picture, talking point or other talk stimulus to spark this discussion.



Mexican wave

In this protocol shared by the Oracy Department at School 21, students take it in turns to stand up and present a quick-fire snapshot summary (of a discussion, text, concept or idea), creating a Mexican wave of sorts. This focuses on the physical strand of Oracy as students must stand up, considering their body language and posture as well as how they project their voice to the room. You could dial up the cognitive and linguistic elements of this task by asking them to summarise in just 5 words, for example, meaning they have to choose the most pertinent idea to share and explain it using only 5 carefully chosen words!




Linguistic

Physical

Starting from the left, each pair **stand up and present a snapshot summary** using as many key words as possible.

Have a go in your rows first, then we will try as a class.

Challenge: focus on your **projection and body language** when presenting.




Summariser
Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points.
Will say:
"Overall, the main points covered were..."
"In summary..."
"From today's discussion, it's clear that..."

Key Words


Popcorn

A simple way to generate ideas. Students 'pop up' and share an idea. The focus here is on airing as many ideas as possible rather than building on or developing others' ideas.

To add a social-emotional element, don't signal to students when to 'pop up'. Encourage them to wait for a space before jumping up and sharing their idea. At first, half the class might pop up at once, providing lots of laughs. Don't worry, just encourage students to sit back down and wait for a space.



Statement or question



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 ...

Dominoes

Provide students with a statement or question. In turn, along their rows students must provide a challenge, either to the statement or the preceding person's idea, until they are unable to offer any more challenges.

You could incorporate a focus on challenging politely, providing students with sentence stems to support them to do this.



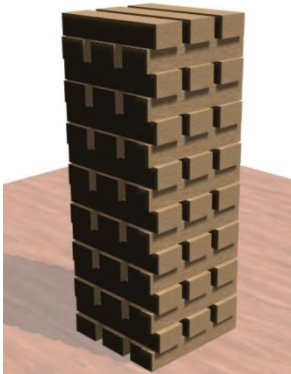
Statement or question

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 ...?



An alternative way to visualise this is by using a Jenga tower; the tower is the argument and each time you remove a block (challenge) you are destabilising the argument, until it eventually falls down.

An online version which you could display on your interactive whiteboard can be found [here](#).

Mrs L Brown and Miss N Obhi – Oracy leads.