

Oracy & Story Telling

ECAD4008

Professional & Pedagogic Studies:

Leading the Learning: what, how and why am I teaching?

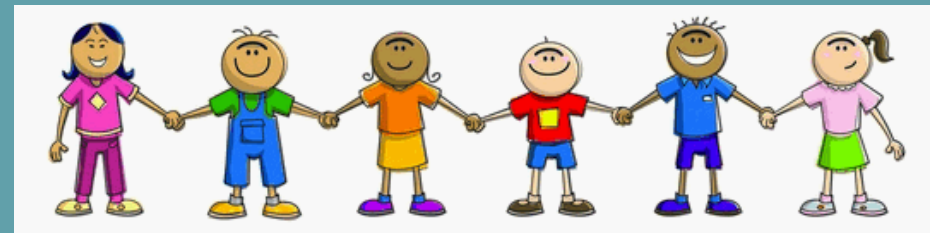
Language, Literacy & Communication

Session 1 (2hours)

October 2023



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



If you have any
questions
following today's
session, please
contact me



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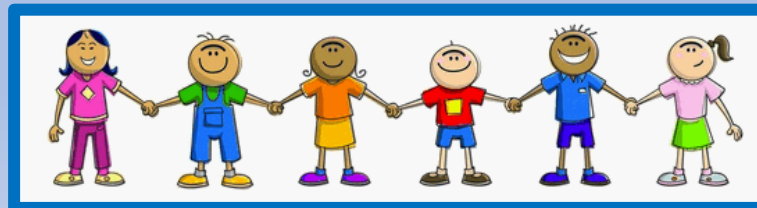
Overview of this series of lectures

1
Oracy
Story telling

2
Reading

3
Writing

Please take notes
throughout this session
because I will not be
providing accompanying
notes.



Aims of this lecture



Introduce you to the What Matters Statements (WMS), especially WMS4

Think about your own oracy skills and how they can impact on children

Deepen your understanding of oracy

Find some ideas about how you can develop oracy skills in the classroom

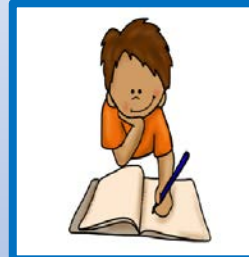
Gain an understanding about why stories are so important to us as human beings

Identify the characteristics of a good storyteller

Develop story telling skills;

Curriculum for Wales

The Languages, Literacy and Communication part of Curriculum 2022 is split into 4 **What Matter Statements**



WMS1:
Languages
connect us

WMS2:
Understanding
language is
the key to
understanding
the world
around us

WMS3:
Expressing
ourselves
through
language is key
to
communication

WMS4:
Literature
fires
imagination
and inspires
creativity

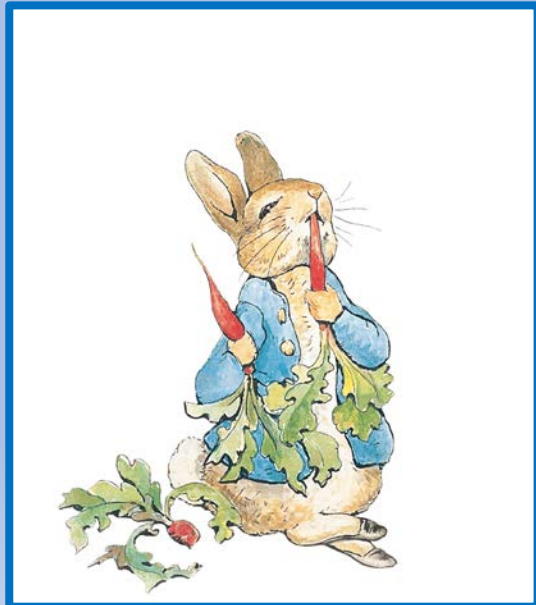


Languages, Literacy & Communication Progression Steps



LLC Progression
Steps.pptx

<https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/>



The meaning of progression

Progression in learning is how a learner develops and improves their skills and knowledge over time. This means increasing their breadth and depth of knowledge, deepening their understanding, and refining their skills, all while becoming more independent and applying their learning to new situations.



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WMS 2: Expressing ourselves through languages



- Clear and effective communication through spoken and written language is an important life skill. It calls for the ability to use and adapt language in a range of roles, genres, forms, media and styles and in a suitable **register**. In a bilingual and multilingual context, this also calls for the ability to choose an appropriate language and to **mediate**.
- In this Area, learners should be given opportunities to speak and write in order to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding and build relationships. The learning and experience supports them to develop an awareness of how they use language as they experience opportunities to express themselves for different purposes and audiences in both Welsh and English as well as international languages.

WMS 3: Understanding languages



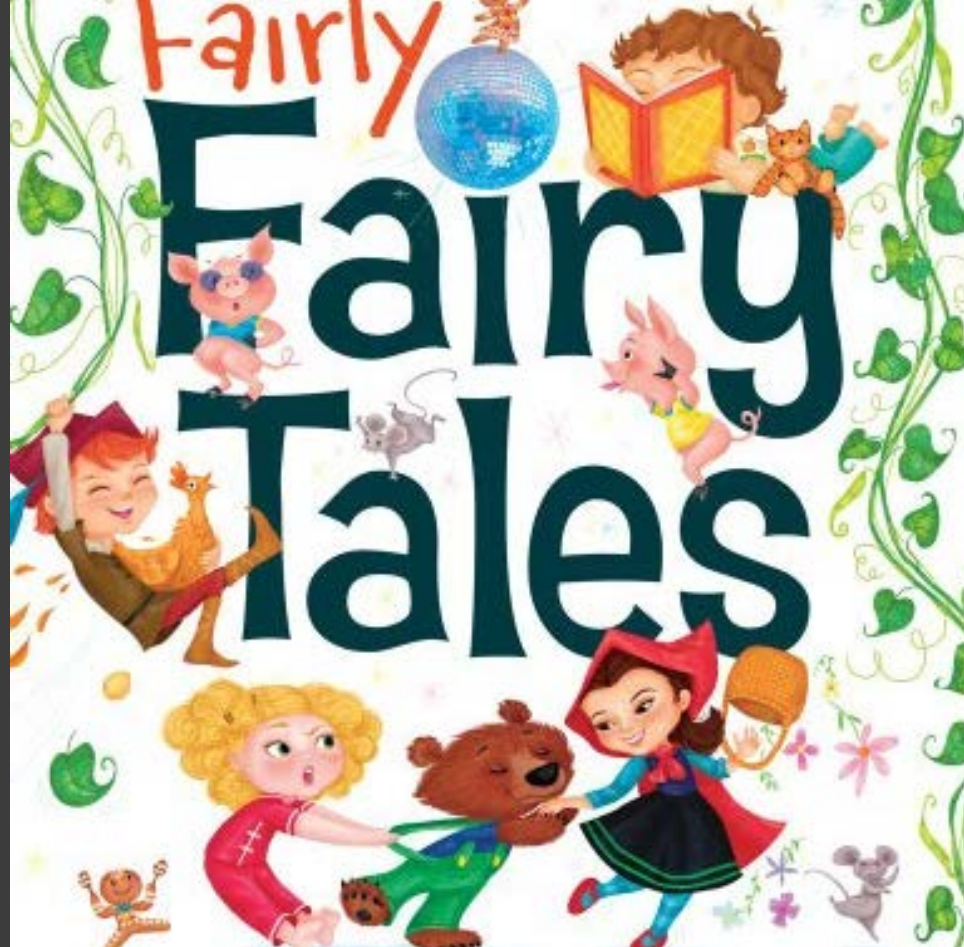
- Languages and **literacy** are fundamental to human communication. They enable us to make sense of what is heard, read and seen, and thus to develop our understanding, empathy and our ability to respond and to **mediate** effectively.
- This Area aims to provide learners with opportunities to experience spoken and written language, as well as images, in a range of forms and **genres**. The rich and varied nature of these experiences can improve learners' ability to become creative and enterprising in their use of Welsh, English and international languages. They can also help learners to develop the skills to become unbiased and critically-aware interpreters of what they hear, read and see in order to interact as capable, informed citizens of Wales and the world.



Part 1

Oracy

Language is
best taught
embedded
in a context

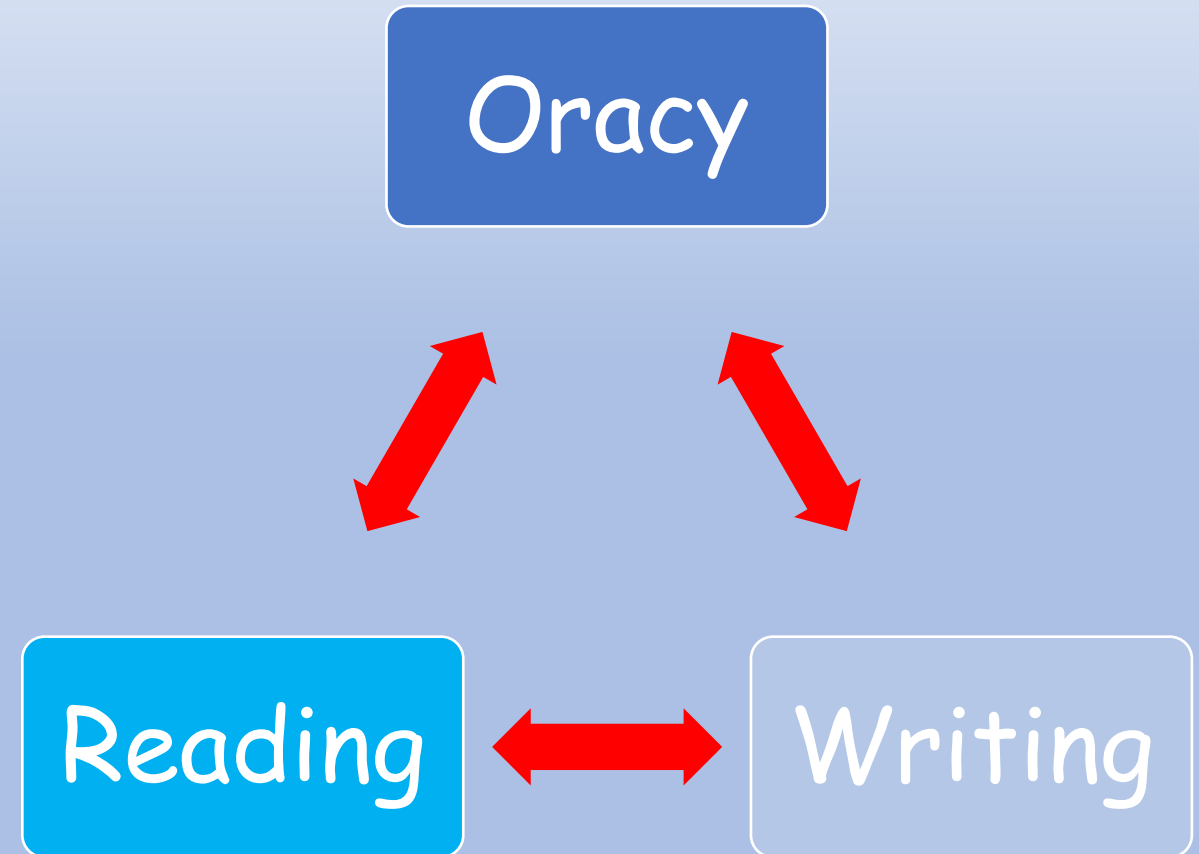


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“Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.”

Welsh Government (2015) *English Programme of Study*



Oracy - why use the word? What is it?



*"It is what the school
does to support the
development of
children's capacity to
use speech to express
their thoughts and
communicate with
others, in education and
in life."*

Oracy in Wales

"Being able to listen attentively and speak lucidly and understandably, or to use non-verbal communication effectively, are crucial attributes in learning and life more generally. Developing oracy - the capacity to develop and express ideas through speech - is of central importance to both thinking and learning."

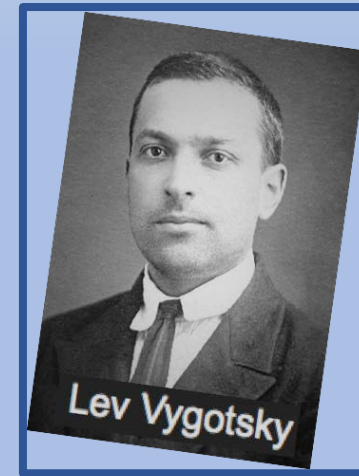
Donaldson (2015)

"Spoken language skills need to be taught, just as pupils are taught the skills of literacy, mathematics, science, and so on. Likewise, they need to be provided with knowledge about spoken language, so that their learning and use of those skills is underpinned by an informed awareness of how spoken language works. Teaching oracy should not be viewed simply as a pedagogical concern: rather, it should also be seen as a curricular concern."

Mercer & Mannion (2018)

Is it
important
that children
get the
opportunity
to speak?

Exploratory talk?



Dialogic classrooms?

**OVER
BY
THERE**

"The ability to communicate clearly and directly in Standard English underpins all effective teaching, so it is vital that beginning teachers learn to develop a clear speaking voice."

English words that take on a different meaning in Wales...



Neat	← "Tidy" →	Good
 Sound a bubble makes	← "Pop" →	 Any fizzy soft drink
 Lots of green vegetation	← "Lush" →	Very nice
 A hot drink	← "Tea" →	 Evening meal
Derriere	← "Butt" →	Friend
This instant	← "Now" →	 At any point in time
 People who are bathing	← "Bathers" →	 Your swimming costume
 A low humming noise	← "Buzzing" →	 Unpleasant

Other Welshisms you need to know...

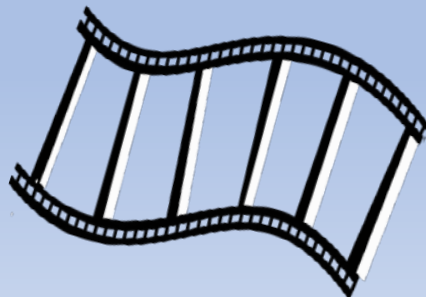
- Cwch = Cow
- Shwenn = Shrimp
- Eiddo = Shop
- Rodd = Road
- Garddwr = Gardener
- Llanfryn = Farmhouse
- Ffrwydd = Fruit
- Enffentri = Entertainment
- Teg = Nice
- Blaed = Very strong colour
- Sgwâr = Square
- Gerddwr = Gardener
- Throsg = Threshing
- Ynys = Island
- Pŵl = Pond
- Safon = Quality
- Ynys = Island
- Ynys = Island

bluestone

..... but the way YOU speak AND listen
can have an even greater impact



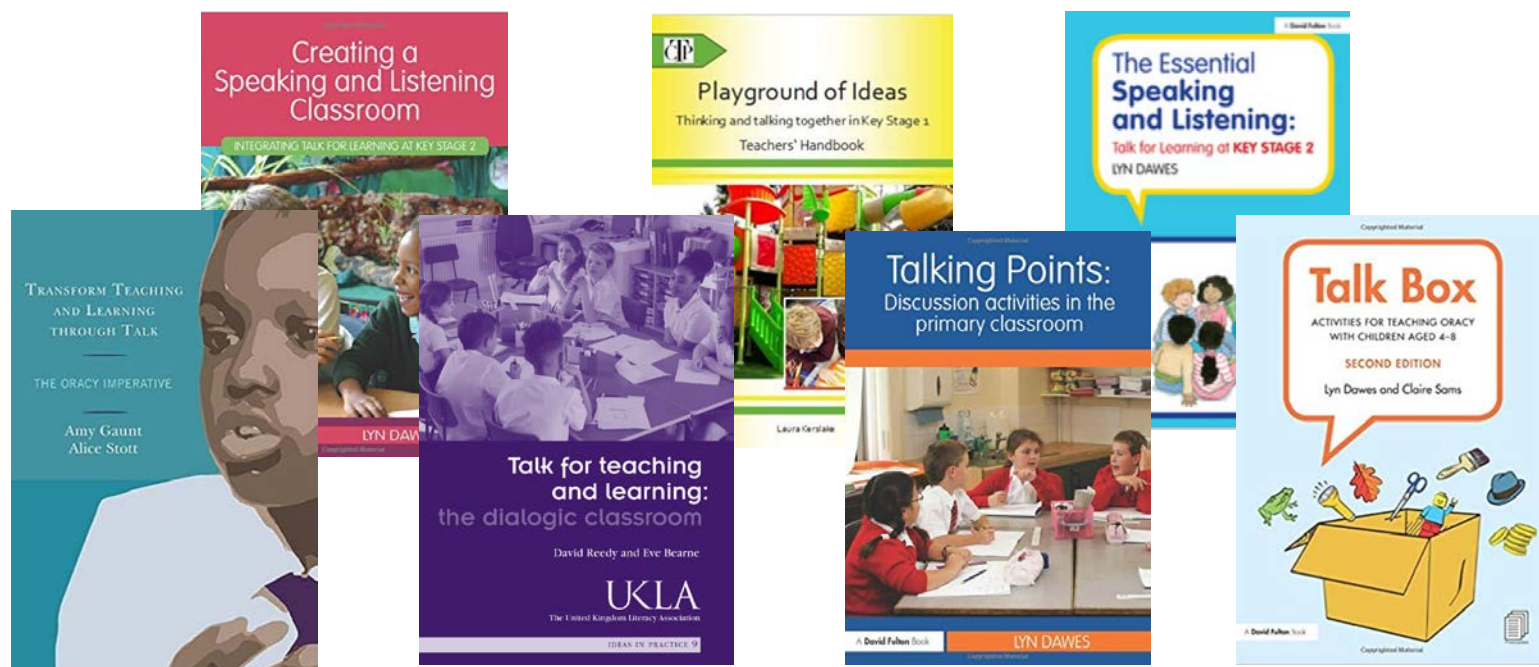
http://www.huffingtonpost.com/entry/eye-opening-video-will-make-adults-reconsider-the-way-they-talk-to-children_us_57b36f62e4b0edfa80d9ddcc



Task

1. Watch the video on slide with the heading " but the way YOU speak AND listen can have an even greater impact". It begins with a boy getting on to a school bus.
2. After watching the video, discuss with your group the messages you took away from the video.
3. Decided on 5 key messages that you would give to other teachers about the way they use verbal and non-verbal language, and the way they behave towards pupils if they want to encourage children who are **ambitious, capable learners**.

These books
will help you to
develop oracy
skills with
your classes.



The way you listen and speak makes a big difference - a simple idea

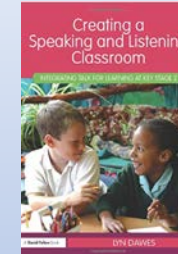
Tune-in: YOU MUST LISTEN. If you take the lead from the child by picking up the child's focus of attention, then vocabulary development is more rapid than if you try to move the child's attention to something different.

Recast: repeat back in the right form but do not correct the child's speech.

Expand: comment on what the child is doing/saying with an expanded response.



The teacher's talk toolkit: talk for learning



1 Ask questions

Authentic, but which we already know the answer

2 Create a working relationship with children

Find out what children do or do not know or understand.
Check what they are interested in.
Ensure motivation and engagement with the topic in hand.
Attend to children's emotional state.

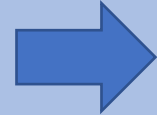
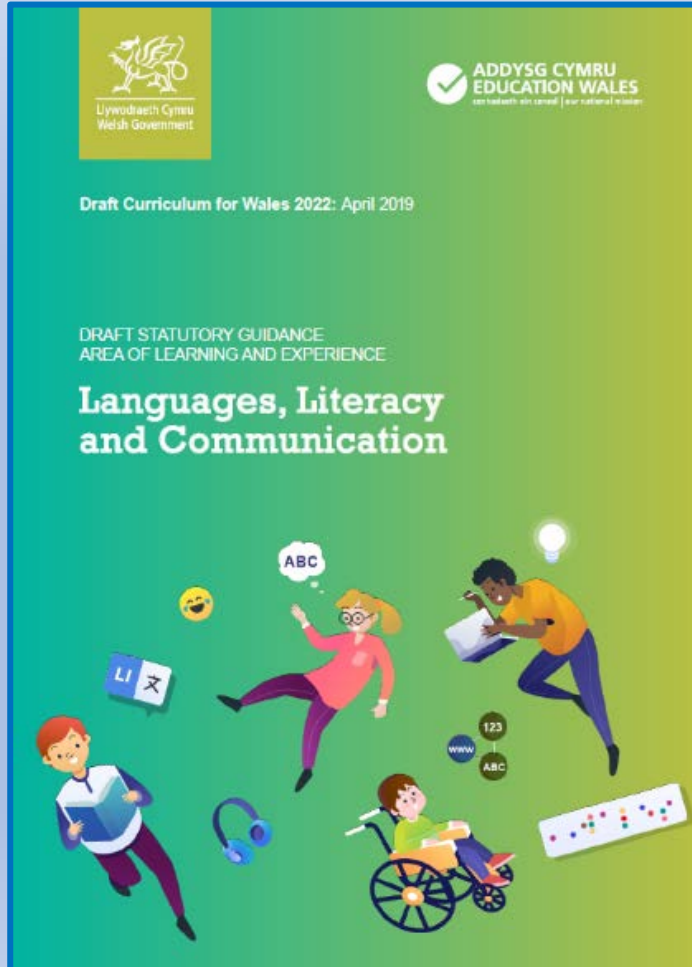
3 Give clear explanations

Use resources to describe and demonstrate.
Tell children what they need to know.
Tell stories, read text, evaluate and analyse problems.
Model effective ways of talking and thinking.
Answer children's questions.
Instruct and cheque for understanding.

4 Help children to explain what they think and why.

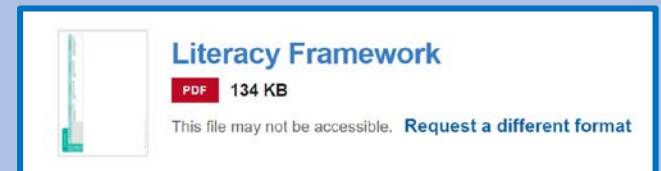
Orchestrate whole class dialogue.
Ask thought-provoking questions.
Chain ideas into a line of thinking.
Support children's elaboration of ideas.
Illicit hypothetical or uncertain ideas.
Talk through misconceptions and errors.
Help children to evaluate and analyse ideas.
Help children to synthesise new ideas.

Where do schools get the learning intentions from?



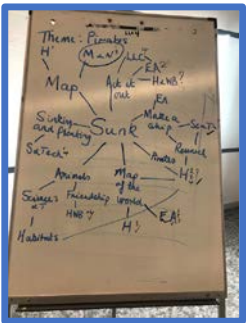
[LLC Progression Steps.pptx](#)

Link to LLC AoLE curriculum document
<https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/>



Link to NEW literacy framework
<https://hwb.gov.wales/api/storage/4d852cbe-03d6-4c36-8175-c281461c8690/literacy-framework.pdf>

Using stories as a stimulus for teaching oracy skills



Very Simple
Oracy
Activities.docx

Task

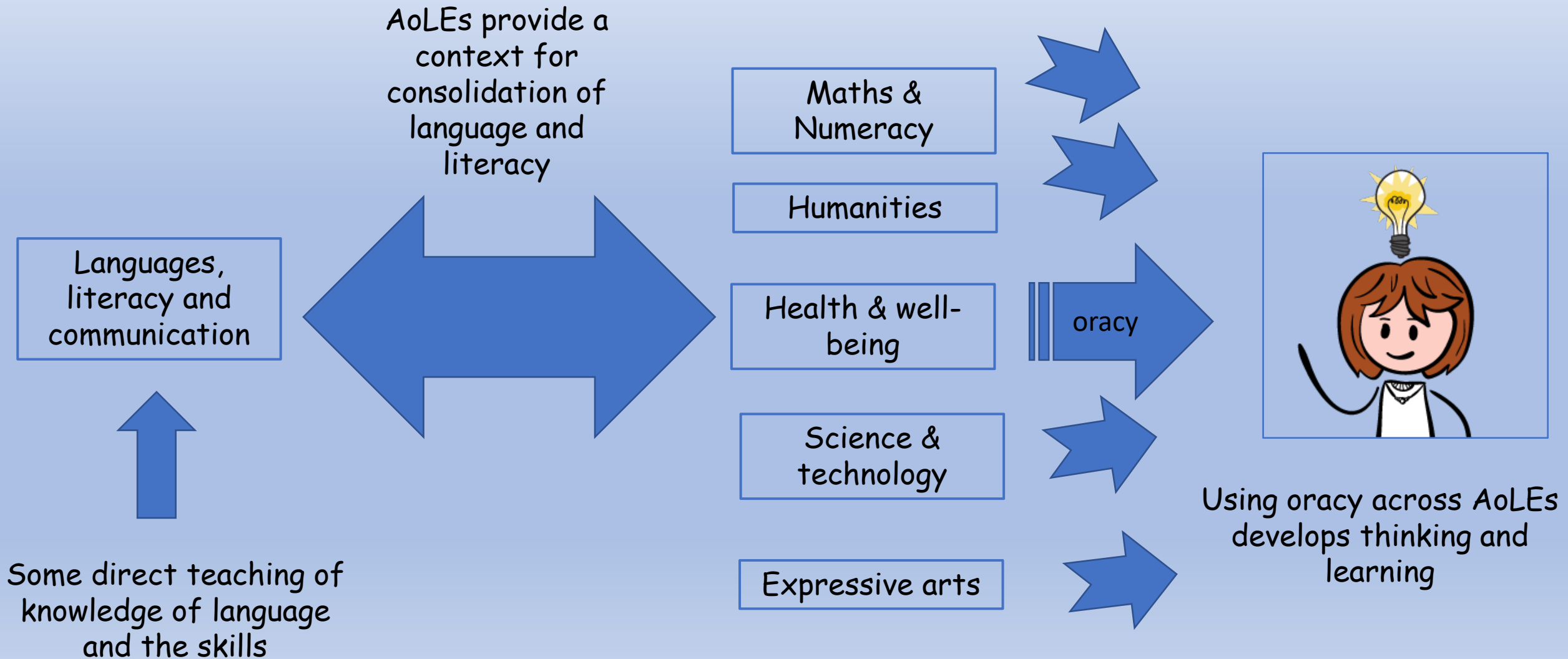
1. Read this book and look at the cross-curricular planning sheet I have put in the file;
2. Look at how I have drawn out part of the story to use as stimuli for work in other AoLEs;
3. Working as an individual, think about how you might incorporate some learning activities that would develop the children's language and literacy skills alongside the other AoLEs - I have done the first one for you. I have provided some ideas for you on the "Very simple oracy activities " sheet. You can also use ideas from the "How to develop thinking and assessment ..." booklet (P.37-90). You can also look for ideas on the internet. Don't confine yourself to only oracy activities;
4. When you are finished, compare our ideas with the others in your group;



Read



Summary of how LLC and the other AoLEs work together to enhance learning at primary level



Part 2



Storytelling



WMS 4: Literature
fires imagination
and inspires
creativity.

Literature expands horizons. In all its forms it can inspire and motivate us, while also helping us to learn more about language and communication.

This Area provides learners with literary experiences that can engage them as listeners, viewers, readers, narrators and creators. These experiences support them to appreciate a creator's craft as well as develop their own creative skills. They should be encouraged to experience and respond to a variety of literature that gives them insight into the culture, people and history of Wales as well as the wider world. Through this, as their understanding of their own and other people's experiences, beliefs and cultures is enhanced, learners can develop their ability to demonstrate empathy. This in turn can contribute to their emotional and mental well-being. In all, the literary experiences offered aim to spark learners' imagination and creativity and help to build a lifelong love of literature.

Why are stories important?

No matter what we are talking about, whether it is about a science experiment or a funny incident, we tend to tell it as a story. Telling a story is a basic skill which underlies all other forms of language, so its important that students are very familiar with it;

Good stories engage and motivate students;

Stories help students become familiar with language;

Stories help students develop their vocabulary;

The material in stories can be used as a stimulus for speaking, listening and writing;



Stories help us to empathise with other people. They are important in our development as human beings;

As students think about stories, they are developing their thinking skills;

Stories help us to empathise with other people. They are important in our development as human beings;

Stories give us a window on the world.

<https://www.youtube.com/watch?v=hEgREFpqFfA>



What the characteristics of a great storyteller?

Task

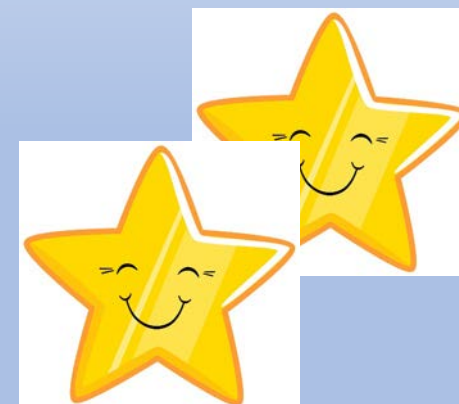
1. Watch the video;
2. As a group or individually, make a list of the strategies (characteristics) that Neil Griffiths uses.



Now it's your turn

Task

1. Look at your lists of strategies / characteristic and compare;
2. Each on of you needs to choose a story book from the file;
3. Individually think about the strategies you would use from your list if you were going to read this book to a class of Y1 or Y2 children;
4. Read aloud to each other;
5. Provide feedback using two start and a wish;
6. Could you have used success criteria to assess each other?



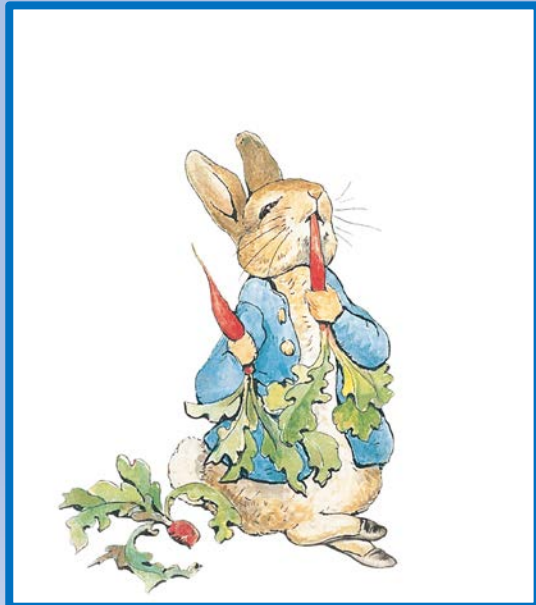
It is so important that you read children's literature

What
are you
reading
now?





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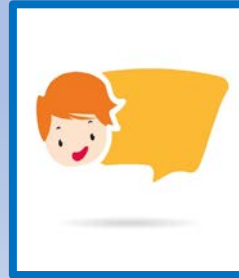




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How has this lecture prepared you to meet the needs of Foundation Learning?
How has it prepared you to meet the needs of KS2 Learners?

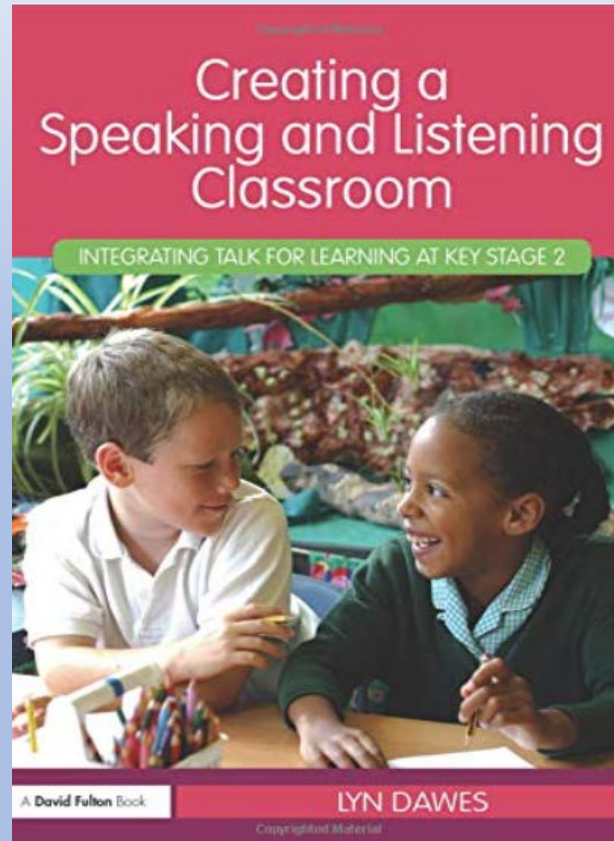
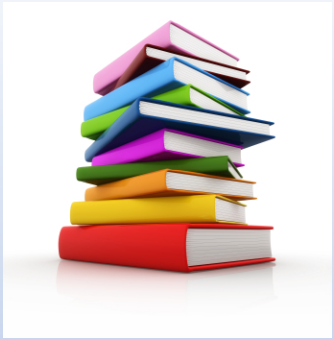




Review

- Two things you learnt today and one thing you wish you had learnt





Must read:
Chapter 1

Further
reading

Oracy across the Welsh curriculum

**A research-based review: key principles
and recommendations for teachers**

Professor Neil Mercer and Dr James Mannion
Hughes Hall, University of Cambridge

July 2018

Oracy Cambridge
The Hughes Hall Centre for Elective Spoken Communication

 **EAS**
Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
I Dde-ddwyrain Cymru


Llywodraeth Cymru
Welsh Government

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Mercer, N. (nk) *What has the study of classroom talk told us that can improve the quality of education?* Available at: <https://www.slideshare.net/margarubiosoto/exploratory-talk-in-professor-neil-merc>

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Vygotsky, L. (1986) *Thought and Language*. The MIT Press: Cambridge, Massachusetts P