

## Vocabulary and Oracy Project

### Progress Check, May 2022

<b>School:</b>	Crookhorn College
<b>Focus Group:</b>	Oracy
<b>Context:</b> why did you get involved in this project?	<p>Crookhorn has got literacy as a significant focus. The students arrive with us significantly below national average and on FFT banding 41% are low attaining. Approx 33% of our two most recent cohorts is SEN and what we are finding is that the majority of these students are boys. For example, out of the 60 SEN students in Year 8- 43 are boys- which is 72%. We believe that this is to do with significant gaps in learning, due to the ways boys engaged with remote learning over the last 2 years.</p> <p>The pandemic has compounded our situation and we are noticing more and more students with significant gaps in their vocabulary, and this impacts their reading and comprehension, which then impacts the quality of their writing as they are not using tier 2 or 3 language. Their sentence structure is weak and their ability to articulate an answer lacks confidence.</p> <p>Prior to the pandemic we had started to focus on the techniques in the Writing Revolution by Professor Hochman. However, the pandemic interrupted this work. This year with the re launch of our literacy strategy we are focussed on 3 strands:</p> <ol style="list-style-type: none"> <li>1. DEAR time- whole College reading programme for Years 7-9</li> <li>2. Oracy</li> <li>3. Mechanics of writing</li> </ol>
<b>Learning:</b> what have you learned from the training?	<p>The main initial learning for us, has come through the student voice that Tor did, where the SEN students were able to explain that standard pedagogical practices such as Cold Calling, were not having the desired effect in the classroom- with regards to CFU. Instead, they were increasing the lack of confidence that students felt about their learning.</p> <p>Taking a lot of the focus on vocabulary as presented in the training- we have decided to build confidence through going back to basics and using the AWL to build student understanding and subsequent use of the most frequently used tier 2 words</p>
<b>Action planning:</b> explain aims, success criteria	Please see appendix 1

<p>and the actions you are taking.</p>	
<p><b>Progress:</b> what progress are you making?</p>	<p>Please see appendix 2</p>
<p><b>Learning:</b> what have you learned throughout the process?</p>	<p>That students are responding very well to focussing on tier 2 words and having their confidence restored with using language that they are beginning to understand.</p> <p>We have also learnt the importance of starting small. Being encouraged by Tor to focus on just 5 subjects who will take it on board and run with project has made a significant difference.</p> <p>To embed Oracy in the actual lesson- not always as a Do Now task - to stop it becoming a bolt on activity. Oracy is NOT an activity- it is general pedagogical practice which needs to be planned for and if done well offers the richness of language, expression and communication- delivered and retrieved continuously.</p>
<p><b>Evaluation:</b> what is working, what isn't and where next?</p>	<p>English- has been encouraged to focus on this sharply, and not assume that it is part of their practice. There also needs to be consistent delivery across all members of the department.</p> <p>Getting each department involved in the project to identify 10 words and then synthesising the most popular 10 from this to work on first has worked well. We are just about to move onto the next 10 words. We are now on our second set of words- but the next half term will involve retrieval of the first set of 10 words.</p> <p>Techniques such as the Freyer Grid have worked well and are relatively easy for a teacher to deliver without much input from them. The focus for the planning is on which word to use in the Do Now- that most benefits the component of learning that they are currently focussed on.</p> <p>The focus going forward will not be to always do this in the Do Now- but to use a number of other tactics which involve the exploration of vocabulary and often in a more discursive way.</p> <p>Next steps:</p> <ol style="list-style-type: none"> <li>1. Group discussion- ground rules for discussion being formulated entirely through student voice using the tutor forums then House council and finally College Council.</li> </ol>

2. Developing the use of effective 'Think; Pair; Share' through coaching. There is a real need to slow this down and give it the time it requires in a lesson. Teachers tend to rush this and so its effective use is lost.
3. Revisiting Cold Call- and re coaching staff on its effective use in the classroom.
4. Develop basic pedagogical activities such as:
  - Use the key Tier 2 words meaningfully in a sentence connected to the current subject specific terminology.
  - Can you connect some of the tier 2 words into the same sentence?

**Pupils' voices:  
(Focus on SEN  
Support)**

*We used to just copy the word into our glossary- with the definition on board. Now in certain subjects we are developing our understanding of keywords through different activities.*

*We do this in Geography, history, RE and science.*

*We either write it into our own sentence or we put it into boxes- and do different things with it to help us remember it.*

*I can remember the picture and then I make the connection back to the word. The picture helps me make the first link.*

*We feel more confident in using the words in our longer writing. (All students in the feedback group felt this).*

*It has made us more confident with the spelling of the word- because we can picture it more.*

*It makes my writing more interesting, so I enjoy writing more.*

*We use different planning techniques as well to help us plan our writing.*

Examples given were:

PEE

Boxed success criteria

Because, But So

Single Paragraph Outline

**The students could not tell the difference between tier 2 and tier 3 words – This needs to be part of our next step.**

## LITERACY PRIORITY 2: Oracy work and how this is built into the literacy strategy

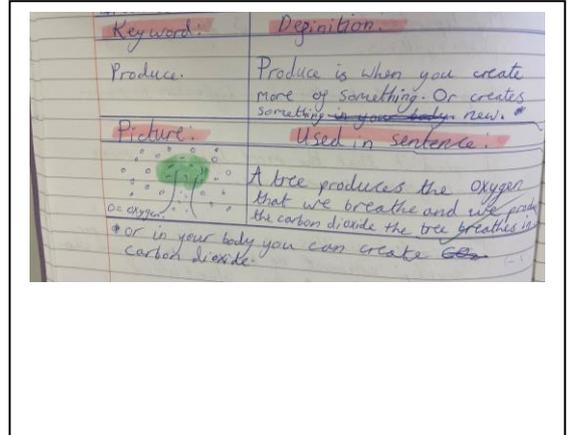
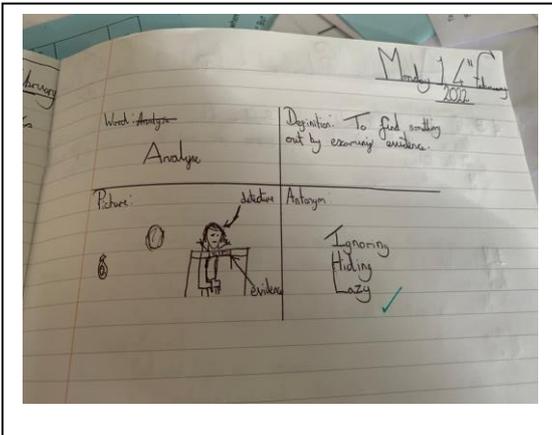
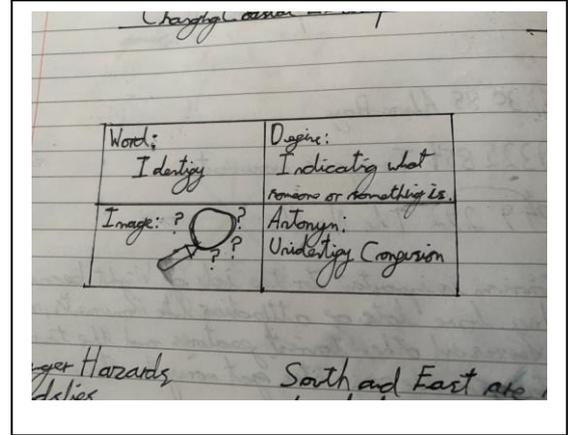
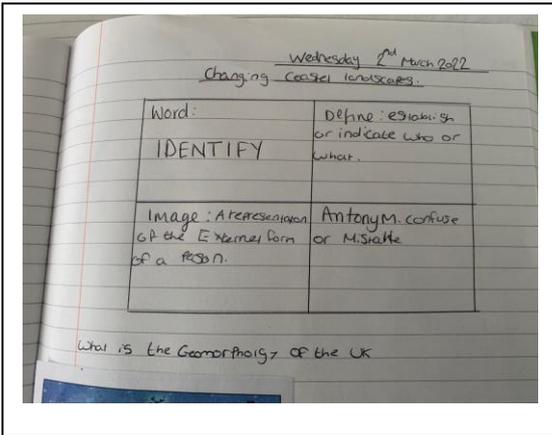
Actions to be taken	By whom	RAG	Success criteria	Impact
<ul style="list-style-type: none"> <li>Engagement with strategies to deliver the Oracy Framework through the Hampshire Oracy project</li> <li><b>Physical</b> (Voice; body language)</li> <li><b>Linguistic</b> (Vocab; language, rhetorical techniques.</li> <li><b>Cognitive</b> (Content; structure; clarifying and summarising; self-regulation; reasoning)</li> <li><b>Social and emotional</b> (Working with others; listening and responding; confidence and speaking; audience awareness)</li> </ul>	SB/JC	R	<ul style="list-style-type: none"> <li><b>Oracy becomes common practice within lessons and in plans (Evidence will be coaching/its learning)</b></li> <li><b>An increase in disadvantaged/SEN contributions to oral discussions in class</b></li> <li><b>Staff and student surveys to show increasing confidence from students in quality of writing and getting a greater depth.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Coaching focus spring term- 50% of staff now say that they are confident with the delivery of oracy in their curriculum as a result of coaching.</b></li> <li><b>Trial has been positive so far. Subjects involved are: history, geography, science, English and RE. Second round of Tier 2 words now in place for Summer 1 half term.</b></li> <li><b>Book looks show increased frequency of the Freyer grid and other methods being used to introduce new vocabulary. 92% of students in KS3 feel confident in using the first 10 tier 2 words when writing independently</b></li> </ul>
Read the Oracy Imperative and the documentation around the bench marking tool. (January/Feb 22) SLT and teaching staff identified for Oracy project to complete benchmarking tools from School 21. (Jan 22)	SLT/Key teachers	A		
Process student voice from Tor Flynn visit and consider pedagogical focus for coaching team Spring 22 (Cold Calling- how effectively is it used?) <b>Done- Focus on cold calling which students do not like. This has led to us looking at a better blend of questioning using different strands, such as..</b>	JC/KK	R		
<ol style="list-style-type: none"> <li>Vocabulary focus: Tier 2 words need to be built into plans for explicit instruction:</li> <li>Identify 10 Key Academic words from Avril Coxhead AWL- Column 1 for the 5 subjects in the project to work on explicitly teaching.</li> <li>SB and JC to then plan the next 10 words and so on- to work on a 3-4-week rotation. <b>Now a termly rotation and we are on the second set of words.</b></li> <li>Analysis to be done of student work across the 5 subjects to see how the students have developed their writing using the key words. <b>Student voice and in-depth book look Summer 2</b></li> </ol>	SB/JC	R	<p>Pending Impacts</p> <ul style="list-style-type: none"> <li><b>APS score of GCSE cohort on target</b></li> </ul>	

<p>5. Going deeper with vocabulary- the 5 subjects to use a variety of techniques such as 'wallow on a word' and the 'Freyer grid' to really develop student understanding of identified tier 2 words. (Other techniques to be considered are: Sentence stems, make connections, morphological knowledge, inferring word meaning, examples or non-examples.). Quick wins visited with students- starting with Year 10. Add in Tier 2 words, re-read work, talk it through in your head to make sure the punctuation is right.</p> <p>6. Can we move the shift away from 'Do Now' tasks for oracy to an oral task somewhere in the lesson- or a Do Now task but more discursive. This avoids the Oracy imperative becoming a bolt on, tick box exercise. Examples such as</p> <ul style="list-style-type: none"> <li>• Would you rather?</li> <li>• Diamond 9</li> <li>• Which is the odd one out and why?</li> </ul> <p>7. Retrieval practice involving the first 20 words- so that the students develop a deep understanding and rich use of these words through the regularity of their use in class.</p> <p>α.</p>				
<p>Oracy Pedagogy:</p> <p>1. Develop the effective use of 'Think- Pair- Share'. Coaching team to consider carefully how this is used in class. Status built in for the Think part; consider what should happen in the pair section- and what that pairing looks like; consider that share- does not have to be whole class discussion- but can be through use of MWB. Discussed at review stage that this is still a bolt on activity in a lot of lessons and not being used as an effective part of learning through talk in the classroom. Remains a key focus for coaching. Teachers need to build adequate time in for this in the lesson and to enable meaningful learning from the talk.</p> <p>2. Consider the use of Cold Call- and how this is used effectively so it builds confidence and is not used as a tool for terror! Teachers to plan</p>	<p>SB/JC/ SPR/RJF/ TSB/CJB/CC W VLM/BHE/ZL M/PJJ</p>	<p>R</p>		

<p>questions specifically, and plan for who will answer these questions.</p> <p>3. Explore the 'Good to Talk' from the British Council.</p>				
<p>Student Voice- development of ground rules for discussion:</p> <ol style="list-style-type: none"> <li>1. Develop a template for rules for discussion</li> <li>2. Template to be discussed in tutor groups- and feedback through the forum on House page.</li> <li>3. House council- to synthesis feedback from TG forums- <b>done</b></li> <li>4. College council to synthesis feedback from House Councils- to create a whole College ground rules for discussion. <b>Happening this Thursday</b></li> <li>5. Design and print discussion rules poster for each classroom.</li> </ol>	DL/KH/HOH /Student senior team	G		
<p>Research into tactics/pedagogy to create the 'ask friendly' classroom. <b>Develop classroom layouts to enable talk friendly classrooms</b></p>	SB/JC/NAH	G		
<p>Plan training to introduce oracy to staff including how to deliver the discussion rules session (carousel- Summer term). <b>Planned for next year</b></p>	JC	R		
<p>Liaise with the SEN teacher- to include their input in developing oracy confidence across the curriculum. <b>Classroom layout, MA classrooms, upgrading vocabulary, insisting on re read and redraft.</b></p>	NAH	R		
<p>Assessment structure to adapt for 22-23. To include the 4 C's to develop oracy into types of assessment.</p>			• <input type="checkbox"/>	•
<ul style="list-style-type: none"> <li>• Cross curricular links between subjects to develop an overview of when students are using oracy in the classroom. <b>English and History to team up to discuss the history oracy project with speaking assessments and the introduction of speech writing in the Year 7 curriculum.</b></li> <li>• SMART start focus that this is part of the ethos of the College.</li> </ul>			• <input type="checkbox"/>	•

Appendix two

Vocabulary



Mechanics of writing:

