Lancashire Secondary Oracy Conference

Every Voice, Every Classroom: Building a Culture of Talk Across the Curriculum

Monday 23rd November 2026

LPDS
Lancashire Professional Development Service

Lancashire County Council

Welcome and introductions

LPDS
Lancashire Professional Development Service

Lancashire County Council

Overview of the day

From 8:45am	Arrival and refreshments
9:20am	Welcome
9:30am	**KEYNOTE SPEAKER: Geoff Barton** **We Need to Talk: Helping children to thrive in the age of the robots**
10:30am	Discussion time
10:40am	Break
10:50am	**INPUT 1** **Disciplinary oracy: developing a robust whole-school approach to oracy in secondary schools** Amanda Moorghen, Director of Research and Impact at Voice 21
11:35am	Discussion time
11:45am	**INPUT 2** **School input: 'Oracy at the centre of learning: driving improvements in pupil outcomes at Corpus Christi'.** Liam Hankin, Assistant Headteacher, Whole School Teaching and Learning Lead, Corpus Christi Catholic High School, Preston
12:30pm	Discussion time

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12:40pm	Lunch
1:30pm	**INPUT 3** **School input: 'Explicitly teaching oracy through induction, routines and the form time curriculum'** Jen O'Malley, Curriculum Leader for English and Oracy Lead, Archbishop Temple Church of England High School, Preston
2:15pm	Discussion time
2:25pm	Break
2:35pm	**INPUT 4** Delegates may choose two workshops from the following: 1. **School input: the power of disciplinary oracy in maths at Corpus Christi** Liam Hankin, Assistant Headteacher, Whole School Teaching and Learning Lead, Corpus Christi Catholic High School, Preston 2. **Talking like a scientist, seven steps to improving disciplinary literacy** Andy Pearson, LPDS Teaching and Learning Consultant 3. **From silence to success: inclusive oracy strategies for EAL pupils** Roxanna Sardais, LCC EAL Team Leader 4. **Unlocking oracy through shared choral reading and echo reading across the curriculum** Katy McWean, LPDS Teaching and Learning Consultant 5. **Supporting the voice of the reluctant speaker with a positive whole-school climate for oracy** Lorraine Field, Assistant Headteacher, English Curriculum Lead Hope High School
3:30pm	Closing remarks & summary of the day

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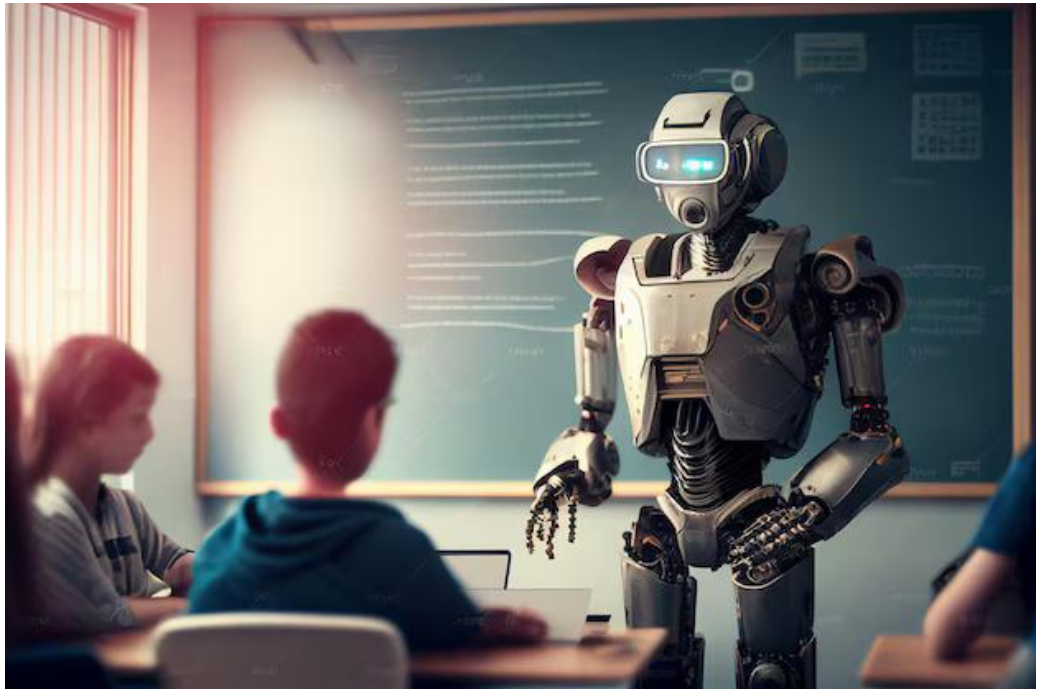
Housekeeping

- Emergency evacuation
- Toilets
- First break at 10.40 and lunch at 12.40pm (dietary requirements)
- PowerPoint and other resources (bonus Primary session)
- Raffle ticket
- Social media photos



‘We Need to Talk’:
Helping young people to thrive in the age of the robots



Geoff Barton
Chair of the Oracy Education Commission, 2024
Chair of the IPPR Inclusion Taskforce, 2025
24 November 2026

Oracy Education Commission

1 Children & young people

2 The potential of oracy

3 Where next?

Oracy Education Commission



Oracy Education Commission



‘Children are the living messages we send to a time we will not see’

Neil Postman

Fewer pupils enjoying school as sense of belonging falls



The proportion of students enjoying school has fallen across all secondary age groups, alongside a declining sense of belonging, government figures show.

The Department for Education's latest parent, pupil and learner voice survey found that 56 per cent of key stage 3 pupils enjoyed school every day or most days in June, down from 61 per cent in May 2025.

Tes, 10 November, 2026

Teachers face ‘alarming’ rise in verbal and physical abuse from pupils

Increase in challenging behaviour from children and parents is impacting teachers’ mental health and wellbeing, charity warns

20th November 2024, 12:01am

Mark Gould



Teachers say their mental health and wellbeing are suffering as a result of an “alarming” rise in challenging behaviour, including verbal and physical abuse from parents and pupils.

Primary school pupil suspensions in England double in a decade



Kate McGough and Elaine Dunkley
BBC News

21 November 2024, 00:10 GMT
Updated Just now

The rate at which primary school pupils are being suspended from state schools in England has more than doubled in a decade, BBC analysis suggests.

RHACC
English Tutor (Variable Hours)
Richmond and Hillcroft Adult & Community College
View job

SEND

SEND delays 'making children vulnerable' to violence – report

Inspectorates, including Ofsted, warn delays in assessing SEND needs are 'putting children at greater risk of harm'



Samantha Booth

20 Nov 2024, 12:06

More from this author

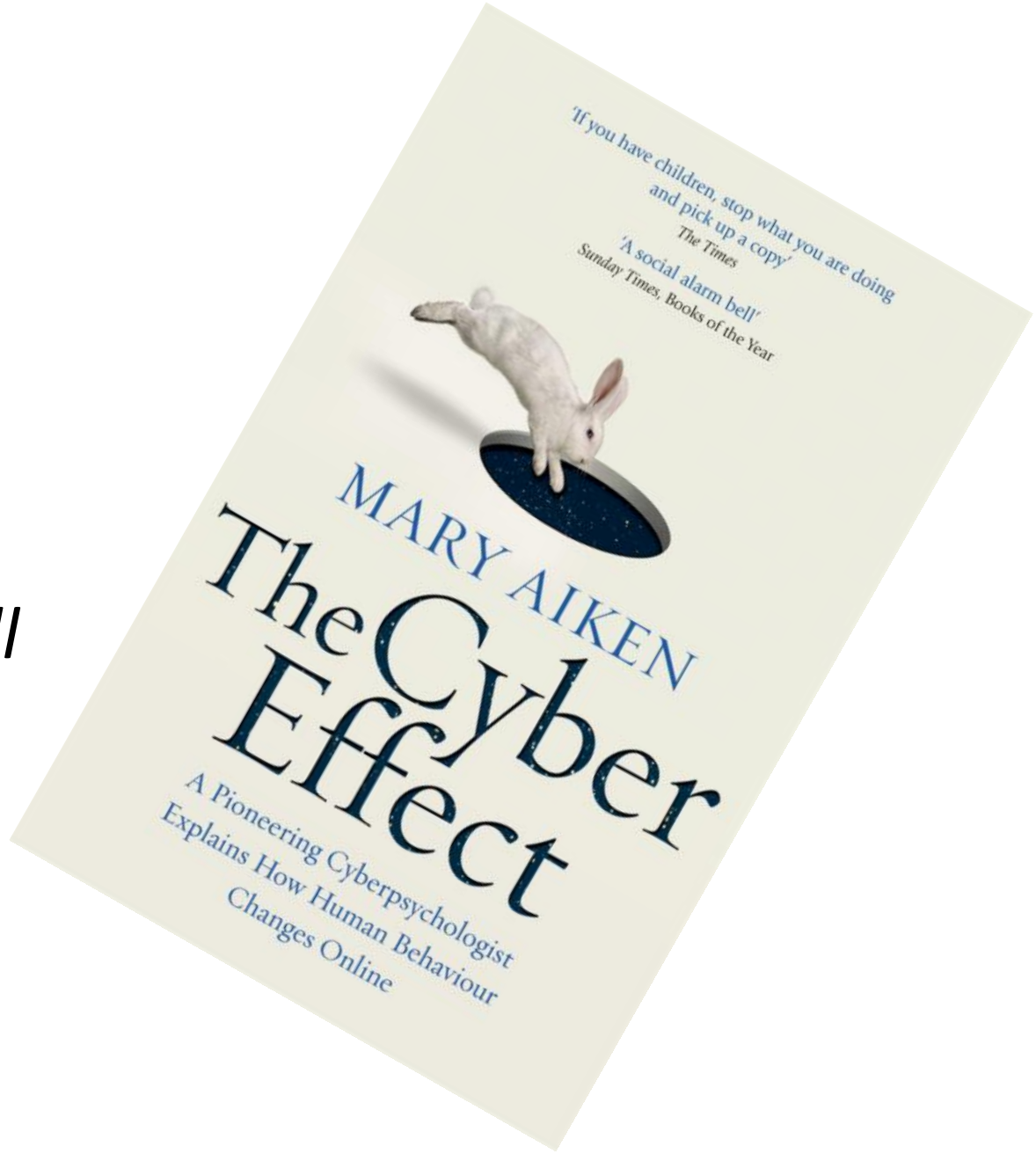
See discussion



Oracy Education Commission

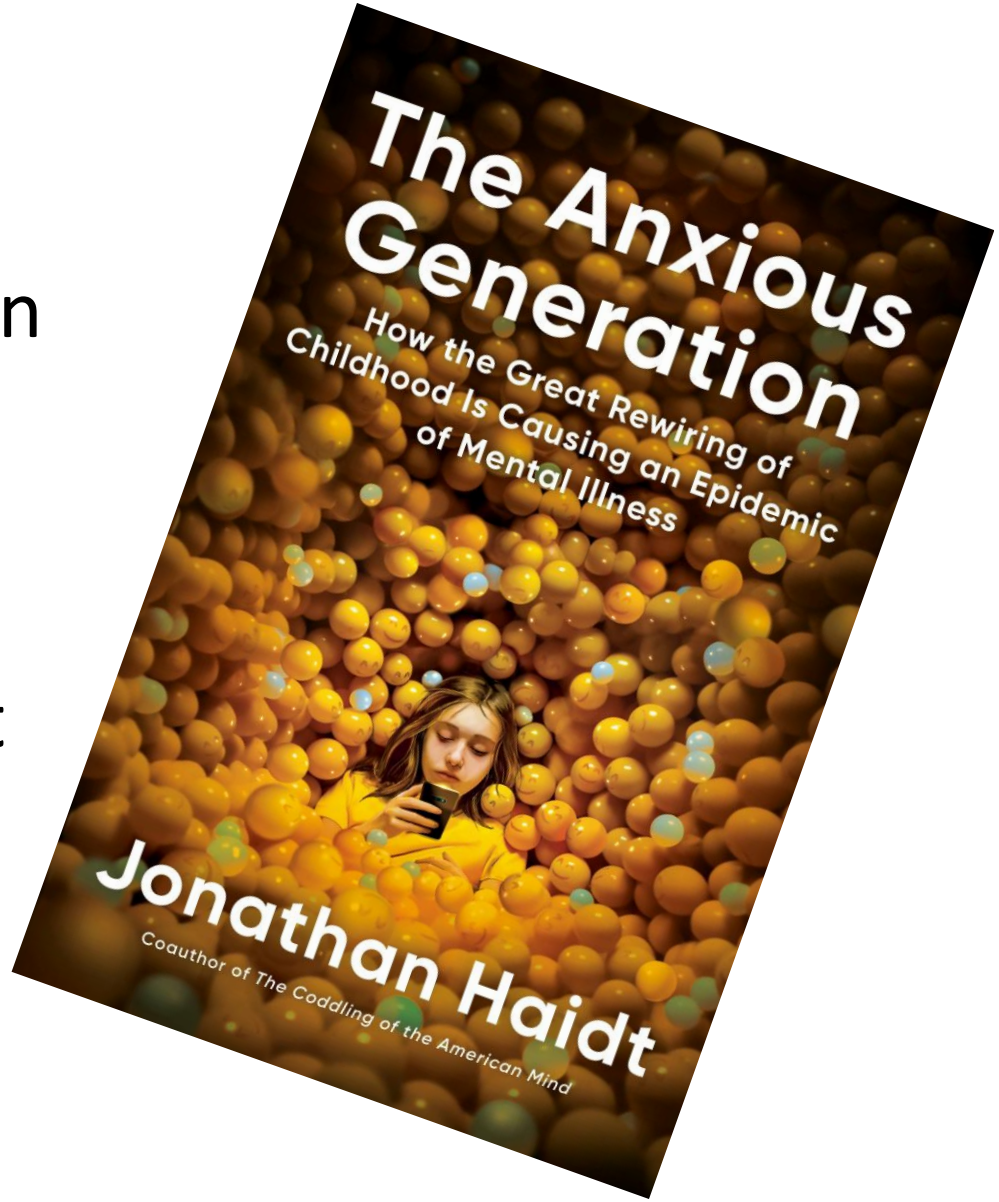
Clinical psychologist Michael Seto:

‘We are living through the largest unregulated social experiment of all time – a generation of youth who have been exposed to extreme content online’



Oracy Education Commission

"Gen Z became the first generation in history to go through puberty with a portal in their pockets that called them away from the people nearby and into an alternative universe that was exciting, addictive, unstable, … and unsuitable for children and adolescents"



THE FORGOTTEN THIRD



ASCL Association of School and College Leaders



7 November 2024

I want children to do well and be happy in school too. I want all children to **achieve** and **thrive**.

Every child should go to a school where they are free to be themselves, free to make friends, free to explore their talents.

A happy, healthy child who knows, that deep down inside, they **belong**.

So that up there alongside attainment is the wellbeing of our children.

Because exam results are only achieved when children's wellbeing is prized too.



2 August 2026

“I absolutely don’t want schools to dumb down. My kids might say I’m a tiger mum. You know, I’m a tiger mum for all our kids – every single child that’s in our education system achieving excellence, achieving what they can do.

”Those Tory politicians who oversaw the system for years have to take some responsibility for creating … a system that has left over a million young people now not in education, training or employment.

“The current approach has left too many behind.”

Oracy Education Commission

1 Children & young people

2 The potential of oracy

3 Where next?


Why oracy? Why now?

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“The limits of my language mean the limits of my world”

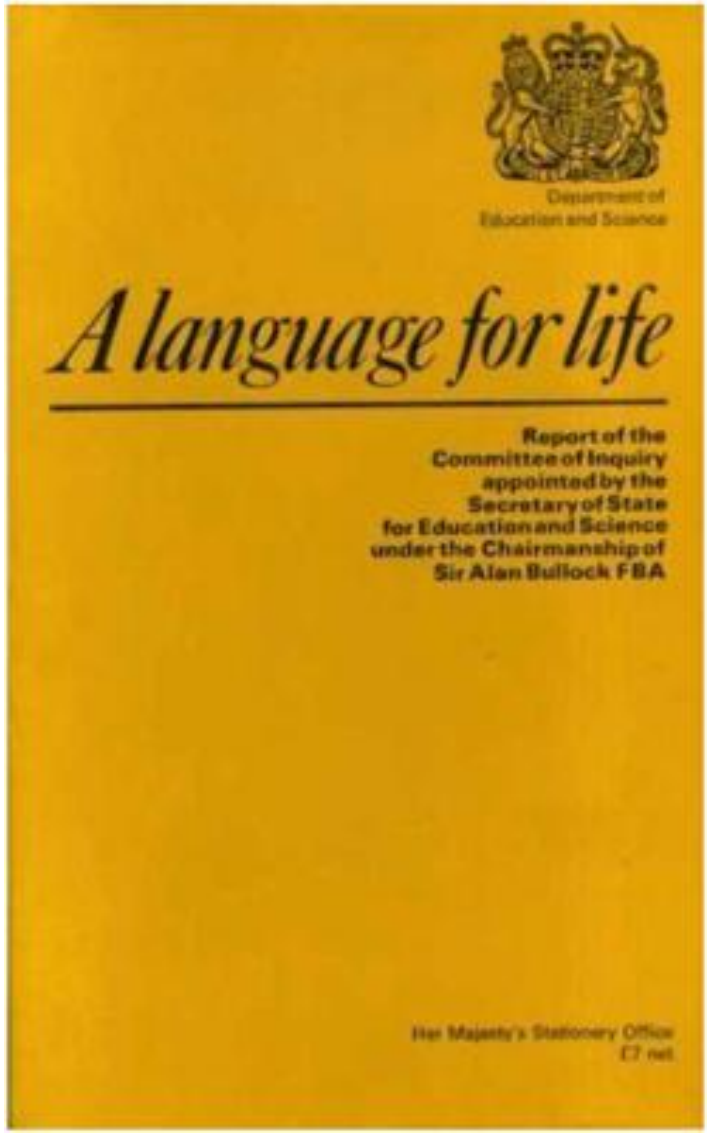
Ludwig Wittgenstein



Oracy Education Commission

Bullock Report, 1974:

‘A priority objective for all schools is a commitment to the speech needs of their pupils and a serious study of the role of oral language in learning.’



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Teacher training, GCSE reform and investment needed to make oracy the 'fourth R'



Freddie Whittaker

8 Oct 2024, 0:01

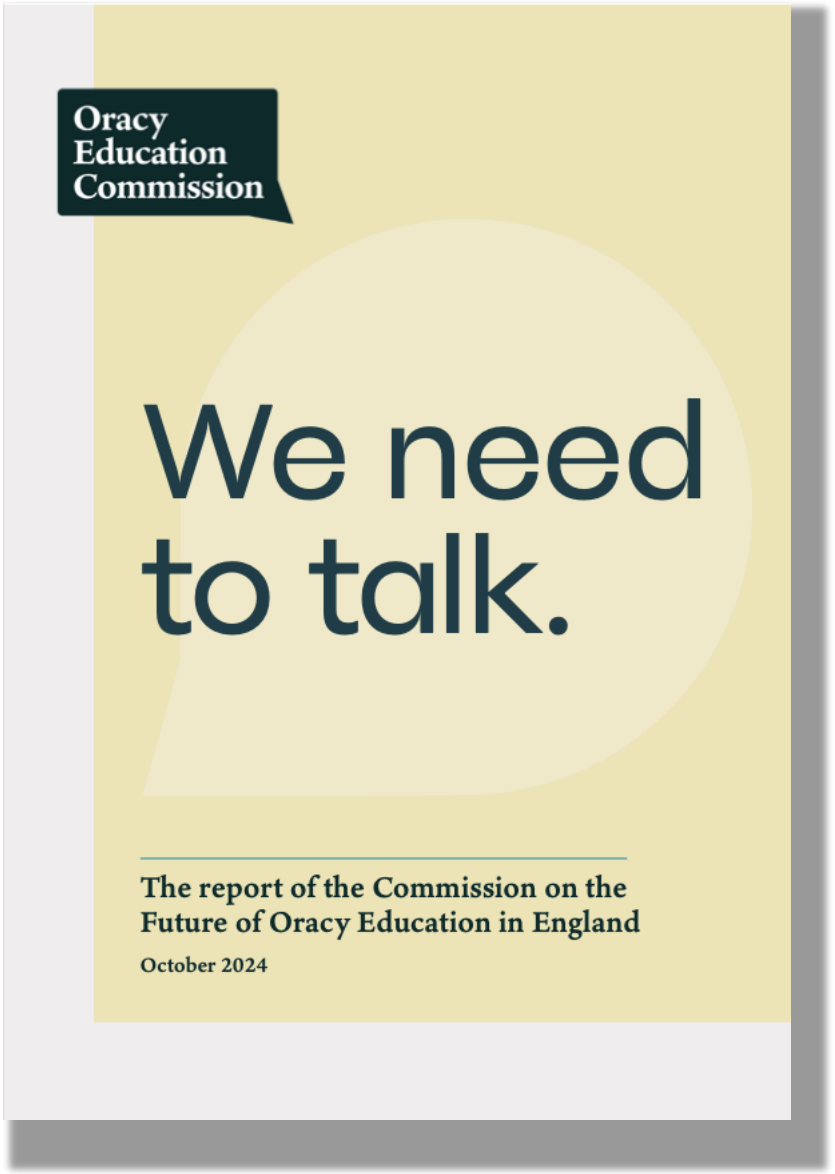
More from this author

See discussion

Oracy Commission sets out how to embed speaking, listening and communication throughout the curriculum



Oracy Education Commission



Oracy Education Commission

Meet the Commissioners

Oracy Education Commission

1. **Sally Apps:** Education Director, Cabot Learning Federation
2. **Jeffrey Boakye**: educator, broadcaster, journalist and author of *I Heard What You Said* and *Black, Listed*
3. **Stephen Coleman**: Professor of Political Communication, University of Leeds
4. **Christine Counsell:** curriculum thinker, historian and teacher training expert
5. **Rob Drummond:** Professor of Sociolinguistics, Manchester Metropolitan University
6. **Sarah Houghton:** Director of Mental Health Workforce Development, Place2Be
7. **Rufus Norris**: Artistic Director and Chief Executive of the National Theatre
8. **Sonia Thompson:** Head Teacher, St Matthew's CE Primary School, Birmingham

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Learning TO talk & listen

Learning THROUGH talk

Learning ABOUT talk

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Our recommendations …

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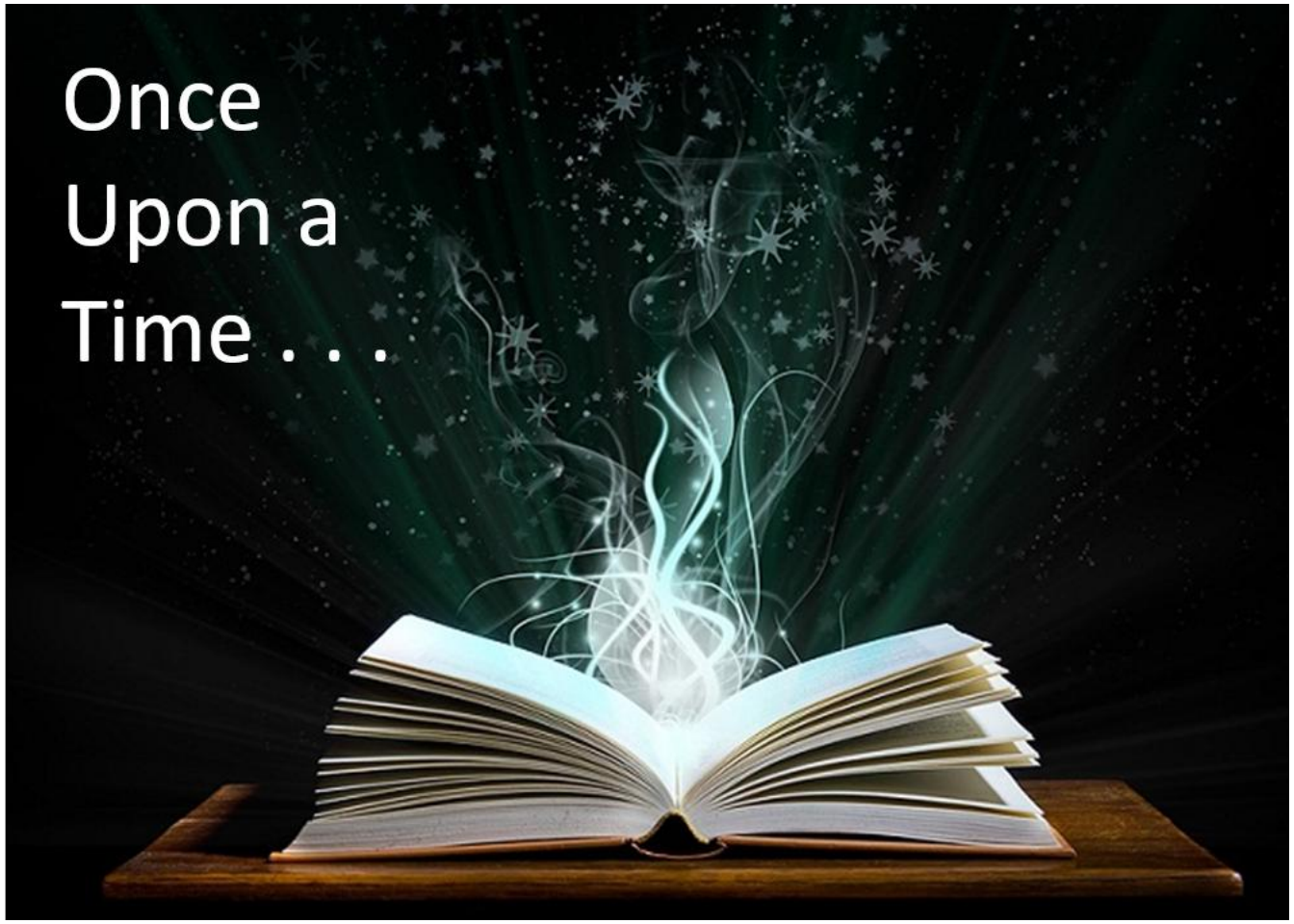

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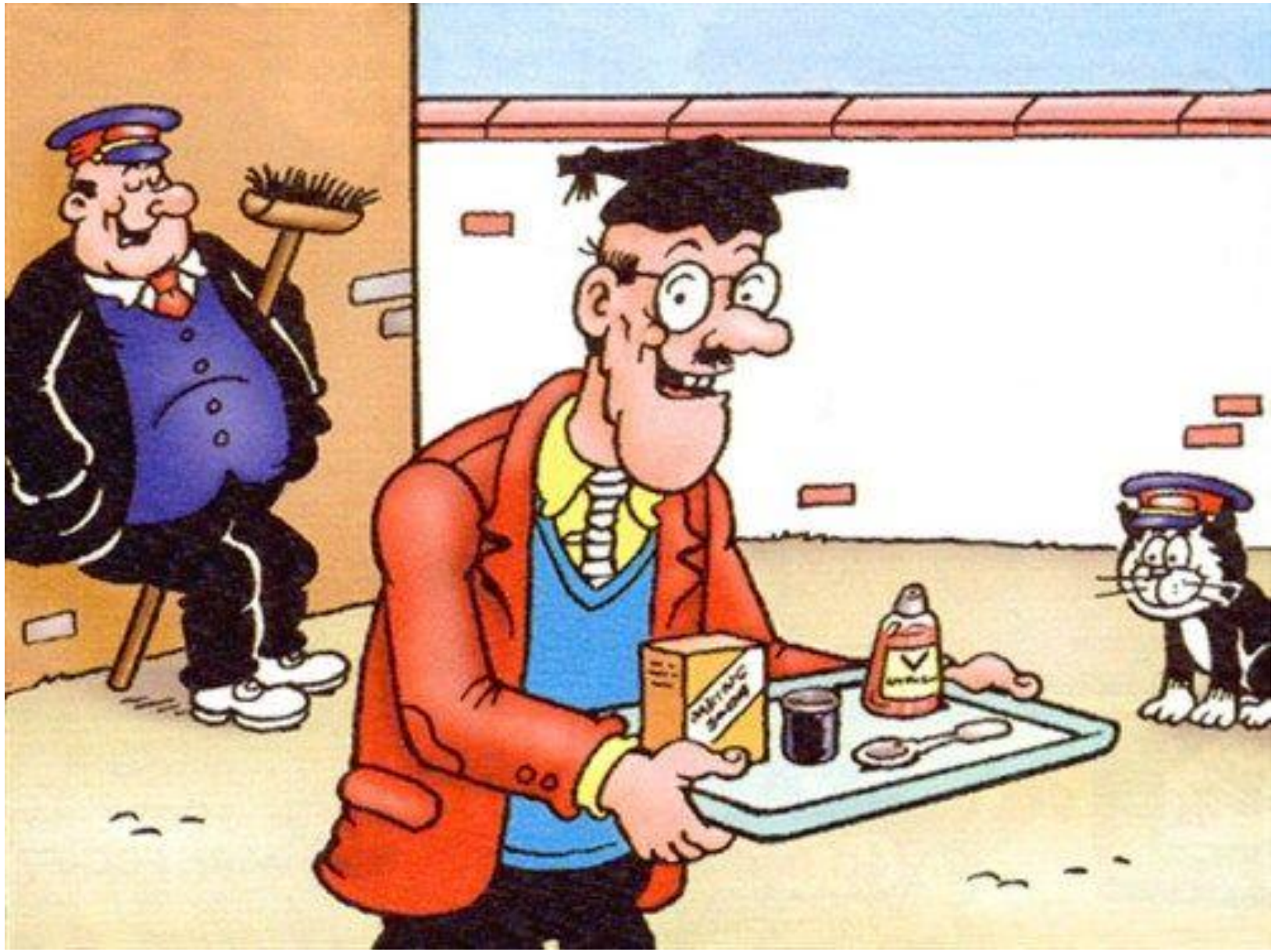

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GCSE

ENGLISH LANGUAGE

Thursday 23 May 2024 Morning

Time allowed: 1 hour 45

Materials

For this paper you must have:

- **Source A** – provided as a separate insert.

Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of

For Exar
Question
1
2
3

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Plus …

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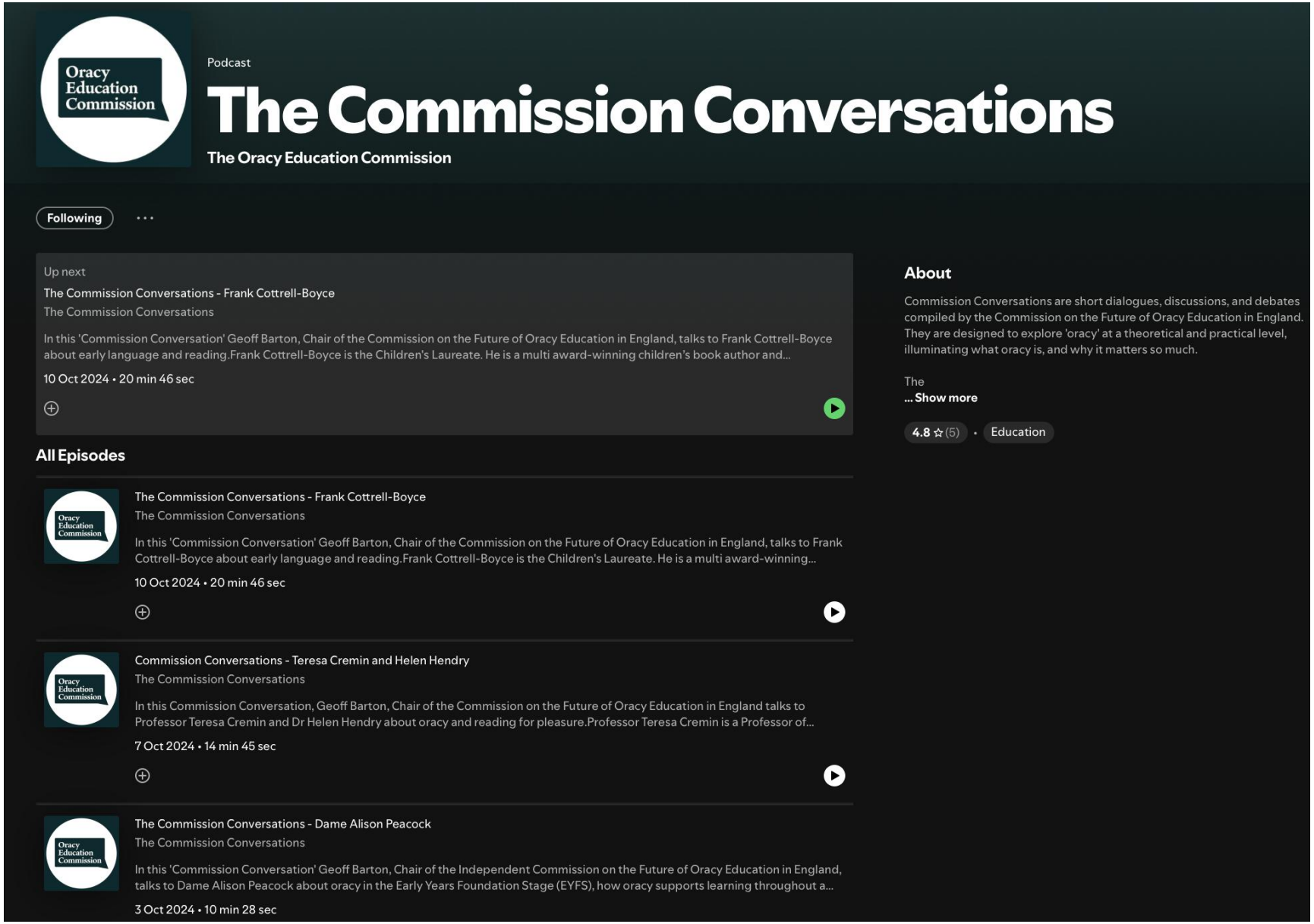
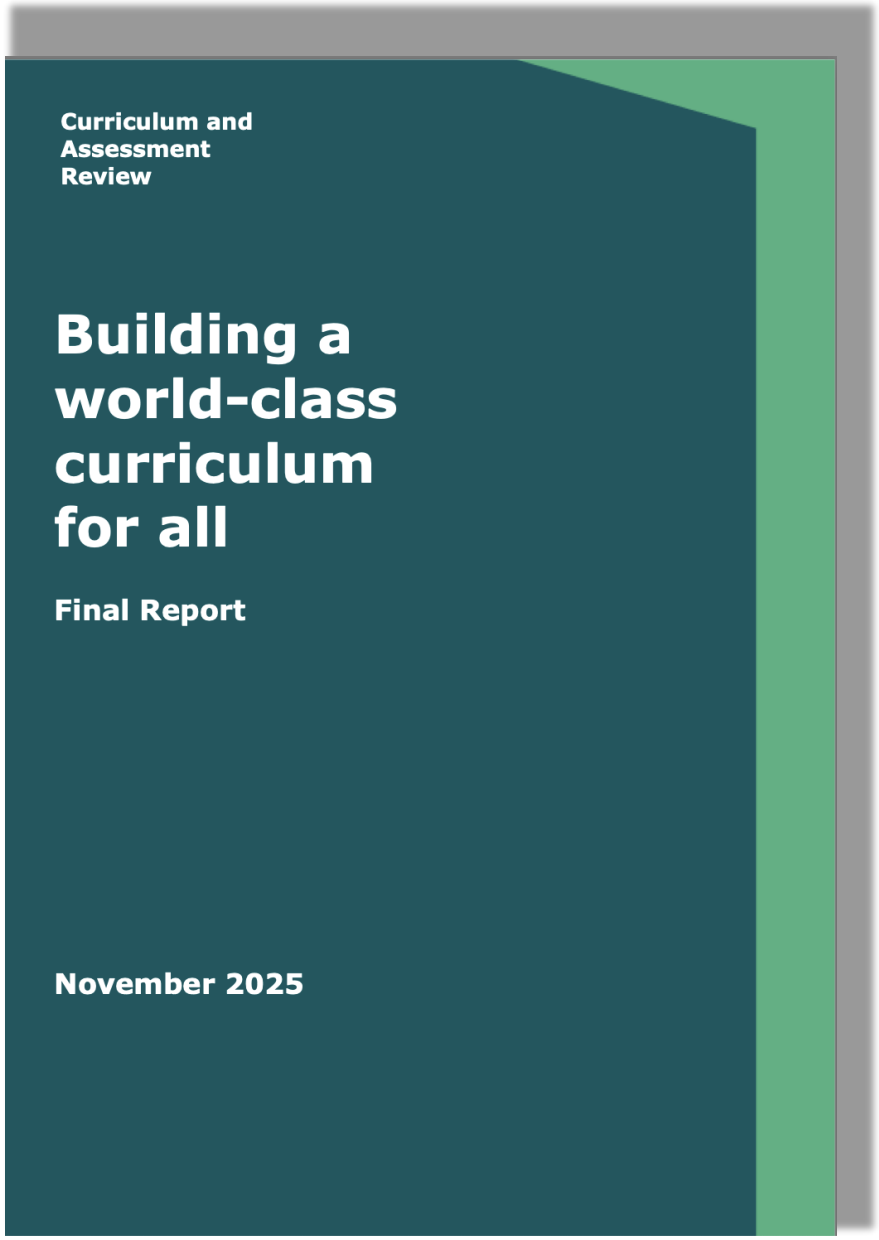


Spotify / Apple Podcasts

Oracy Education Commission



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ORACY

The evidence for the benefits of oracy for young people's learning and life chances is well established. According to the Education Endowment Foundation (EEF), **oracy interventions lead to significant improvements in student outcomes.**

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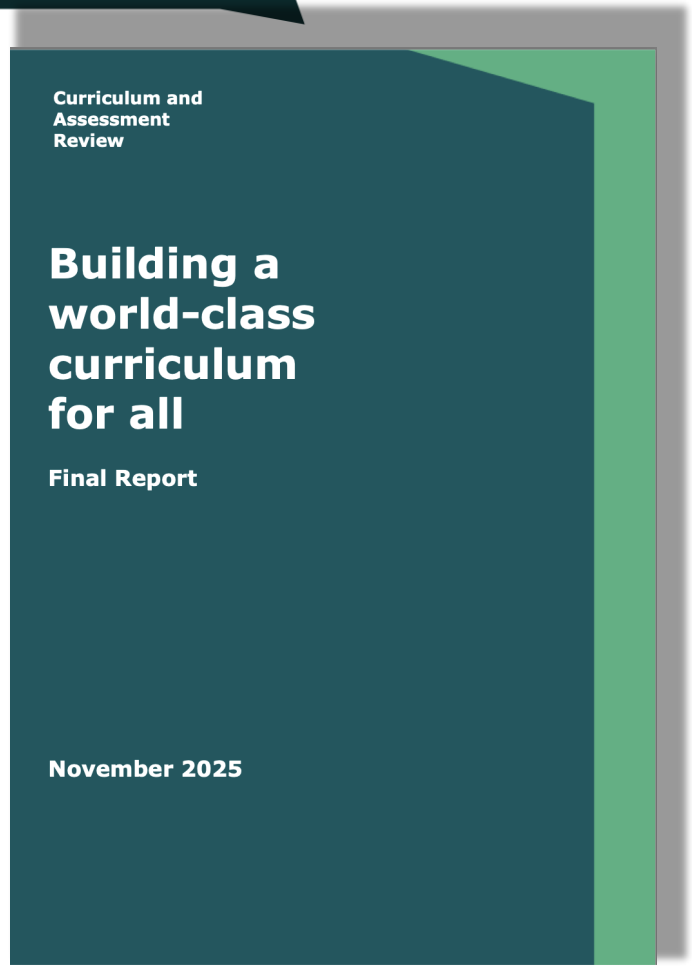
The current national curriculum has some emphasis on spoken language, including in the overarching curriculum aims and individual Programmes of Study throughout the key stages, including the English, Maths and Science curricula at primary and secondary …

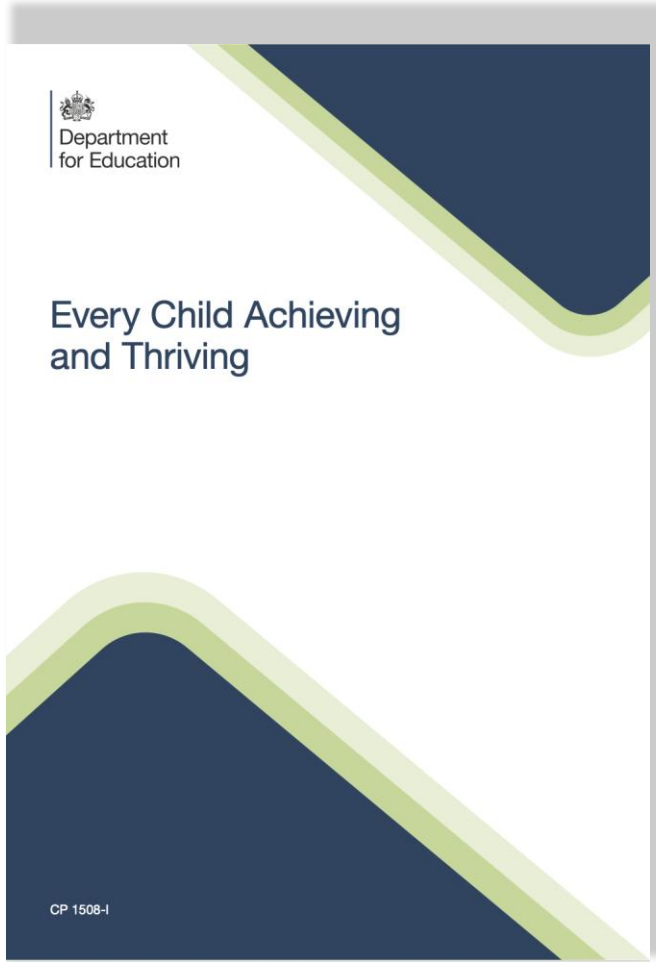
However, we have also heard clearly that these are not sufficiently widespread and that **the attention to oracy is insufficient.**

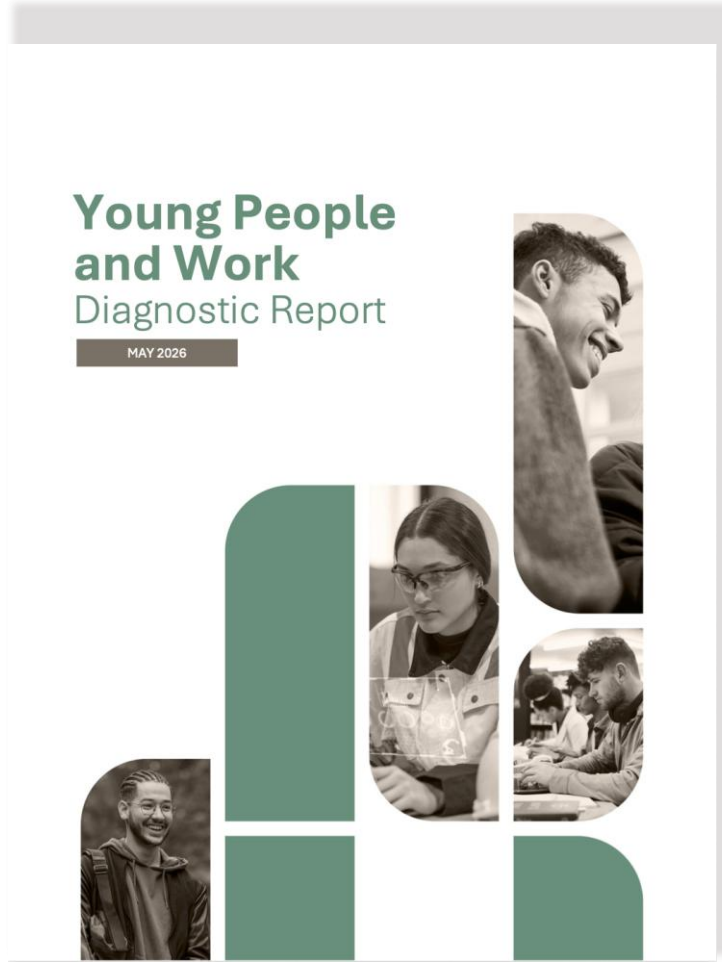
Where Next?



Oracy Education Commission

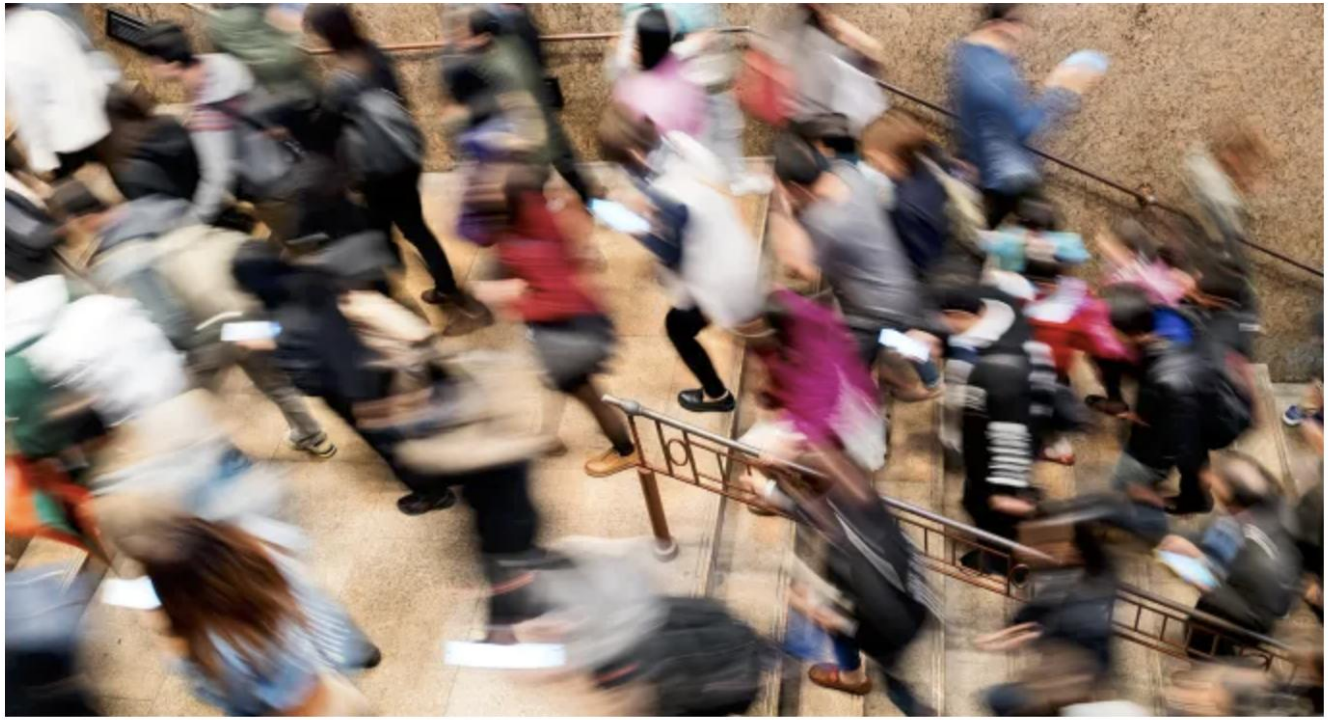






Oracy Education Commission

Will the DfE's two-year GCSE mandate actually change anything?



Schools will be instructed not to teach GCSE content before Year 10 in the finalised national curriculum, the education secretary has announced.

Lucy Powell has warned that too many students in key stage 3 are being "rushed towards exams without grasping the fundamentals or developing deeper understanding".

However, it is unclear what will actually change for schools and whether Ofsted will be asked to inspect schools against the additional expectations.

TES, 9 November 2026

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Where next?

1 Framework for oracy
2 Disciplinary oracy in revised National Curriculum
3 The Arts are back
4 Assessment …?
5 Enrichment

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1 Children & young people

2 The potential of oracy

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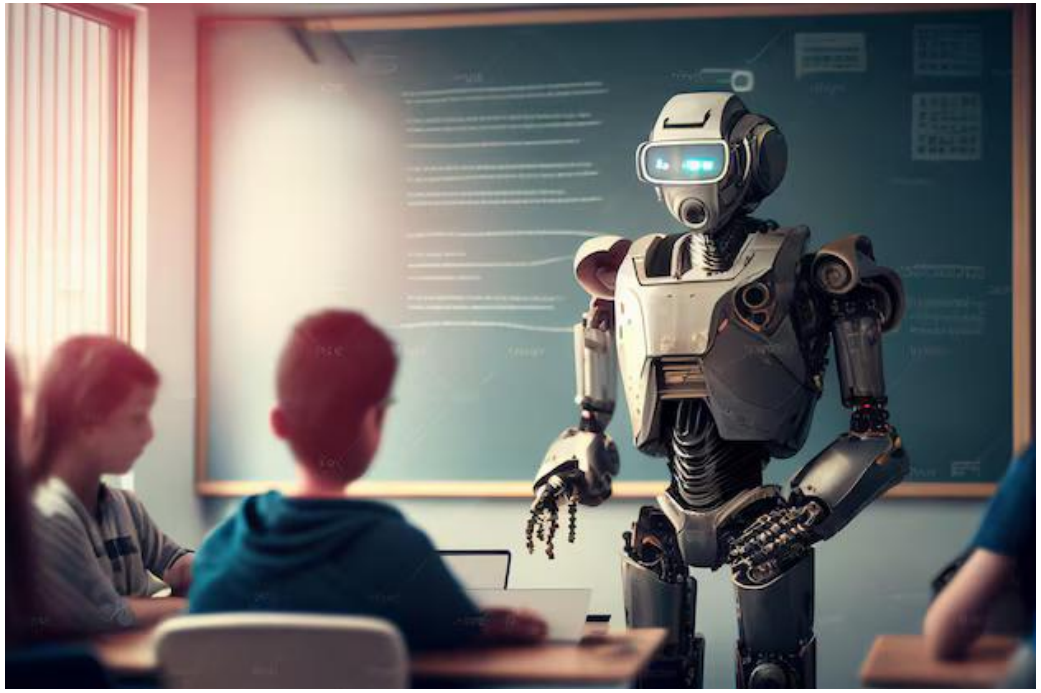
‘Children are the living messages we send to a time we will not see’

Neil Postman

‘We Need to Talk’:
Helping young people to thrive in the age of the robots



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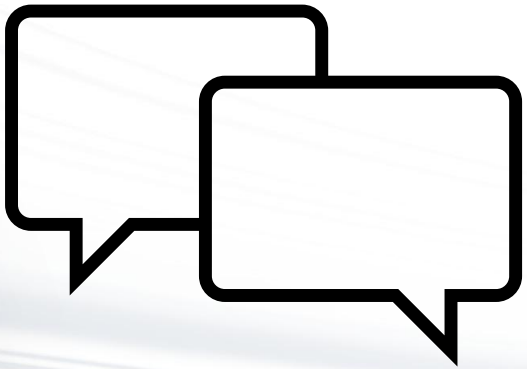

Discussion time

What message or key point in the keynote resonated most with you and why?

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Short break

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Black Friday Consultant Course Offers

SECONDARY TRAINING

- **Wednesday 2 Dec 2026** - Teaching KS2 Science in a Secondary Context for students working Towards KS3 Readiness (SCI239) Only £99 (saving £76)
- **Monday 7 Dec 2026** - A Successful Start: Essential English Teaching for ECTS in KS3 & KS4 (LIT206) Only £99 (saving £76)
- **Friday 22 Jan 2027** Inclusive Practice in the Secondary Maths Classroom (NUM245) Course date - (saving £120)

Lancashire County Council



Disciplinary Oracy

Amanda Moorghen,
Voice 21

Voice 21

We are working with **1100 Voice 21 Oracy Schools** who are integrating speaking and listening into learning, the curriculum and wider school life.



Agenda for today

- What is oracy?
- Disciplinary oracy
- Oracy across the school

What is oracy?



Oracy is articulating ideas, developing understanding and engaging with others through spoken language and communication.

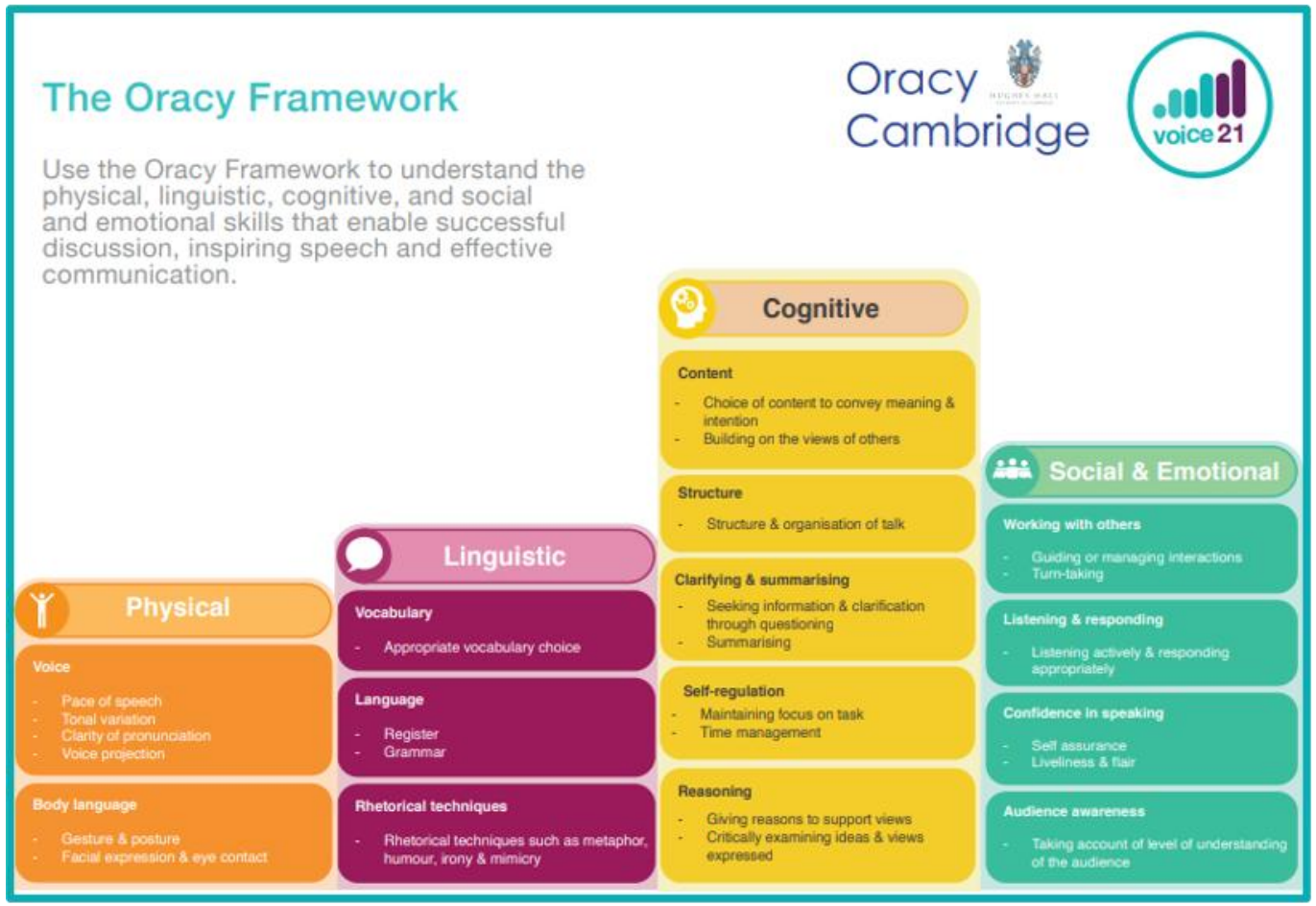
Breadth of oracy education

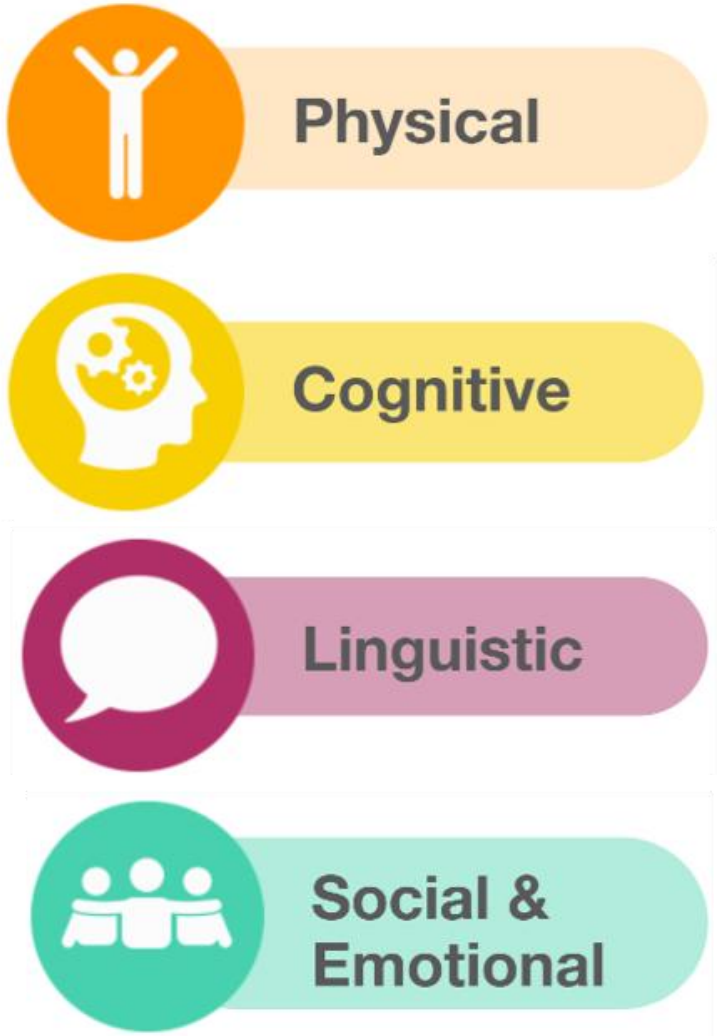


- Presentational *and* exploratory
- Purpose (subject)
- Audience

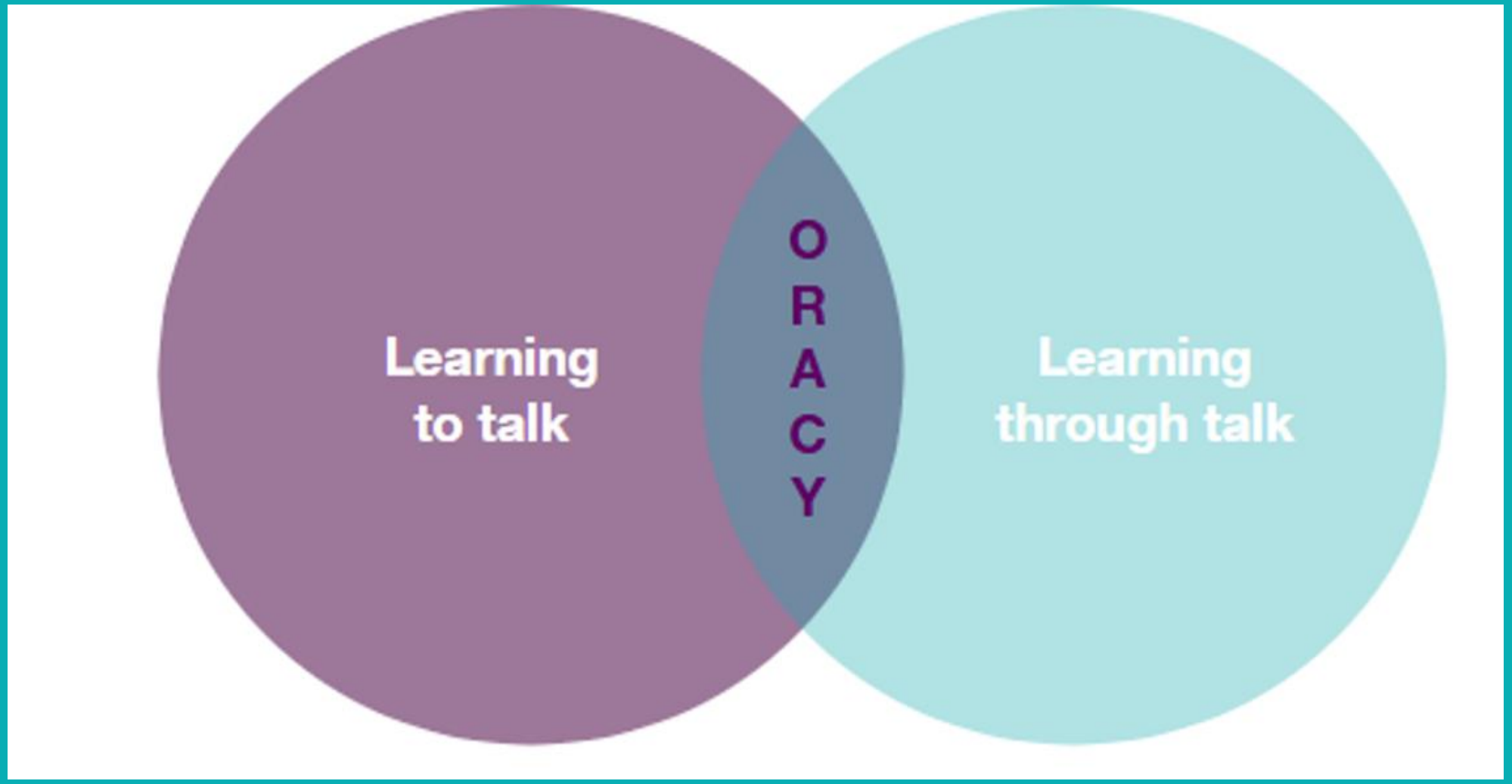
- Linguistic repertoire

The Oracy Framework

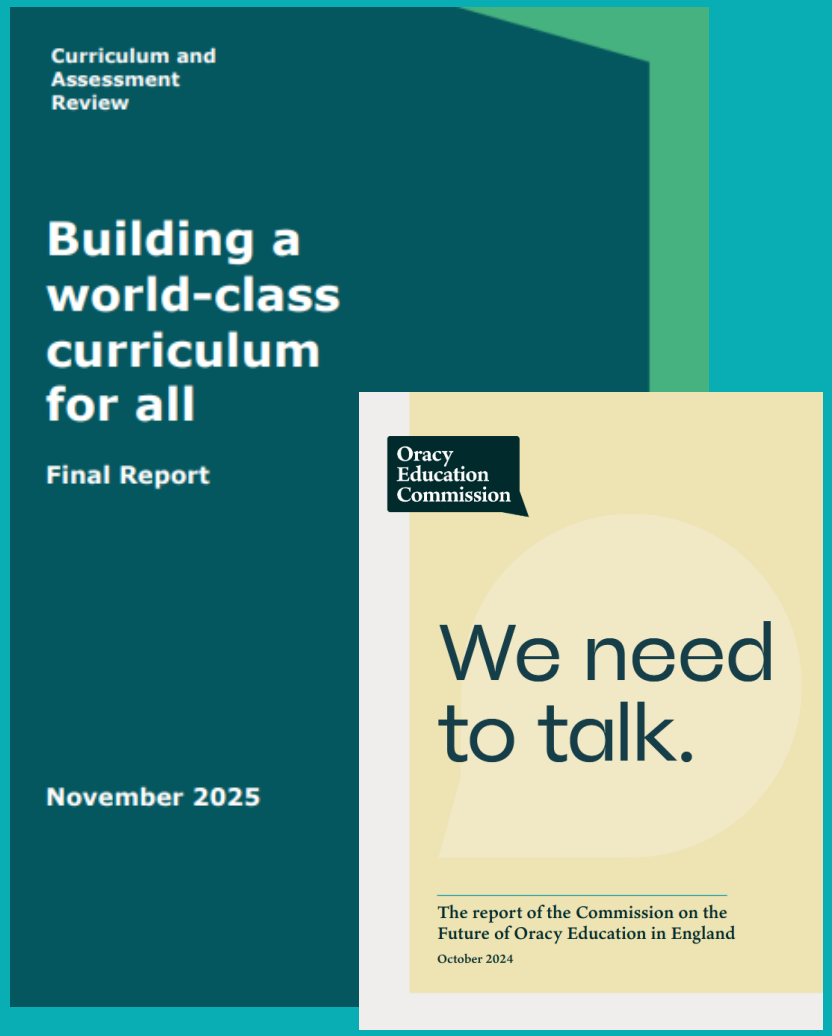




… to and through talk



Oracy on the Agenda



- Speaking, listening and communication - a core part of every child's education
- Oracy included in the English programme of study, and across the curriculum
- Non-statutory guidance on oracy for primary and secondary schools

Disciplinary oracy

> It is an effort, ultimately, to transform students into disciplinary insiders who are able to approach literacy tasks with some sense of agency and with a set of responses and moves that are appropriate to the specialized purposes, demands, and mores of the disciplines

Shanahan & Shanahan, 2012.

Speak like a specialist





Let’s watch…



Planning for disciplinary oracy

The Oracy Teacher Benchmarks

1. Sets high expectations for oracy
2. Values every voice
3. Teaches oracy explicitly
4. Harnesses oracy to elevate learning
5. Appraises progress in oracy

Across the school

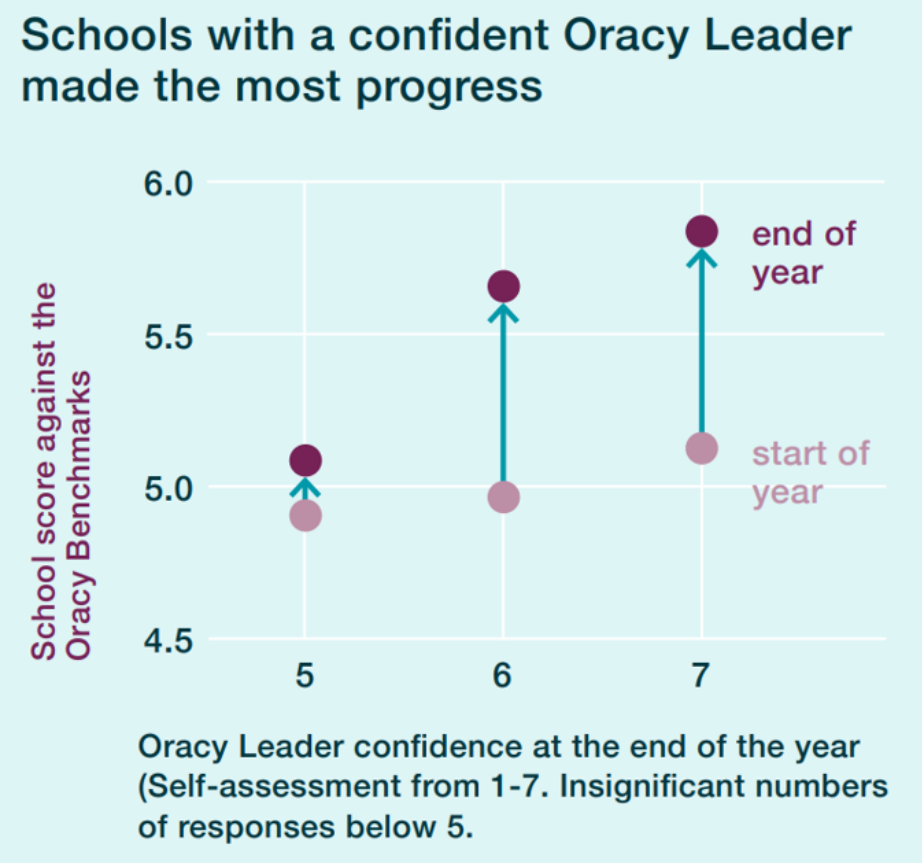
Breadth & progression - mapping across subjects & KS

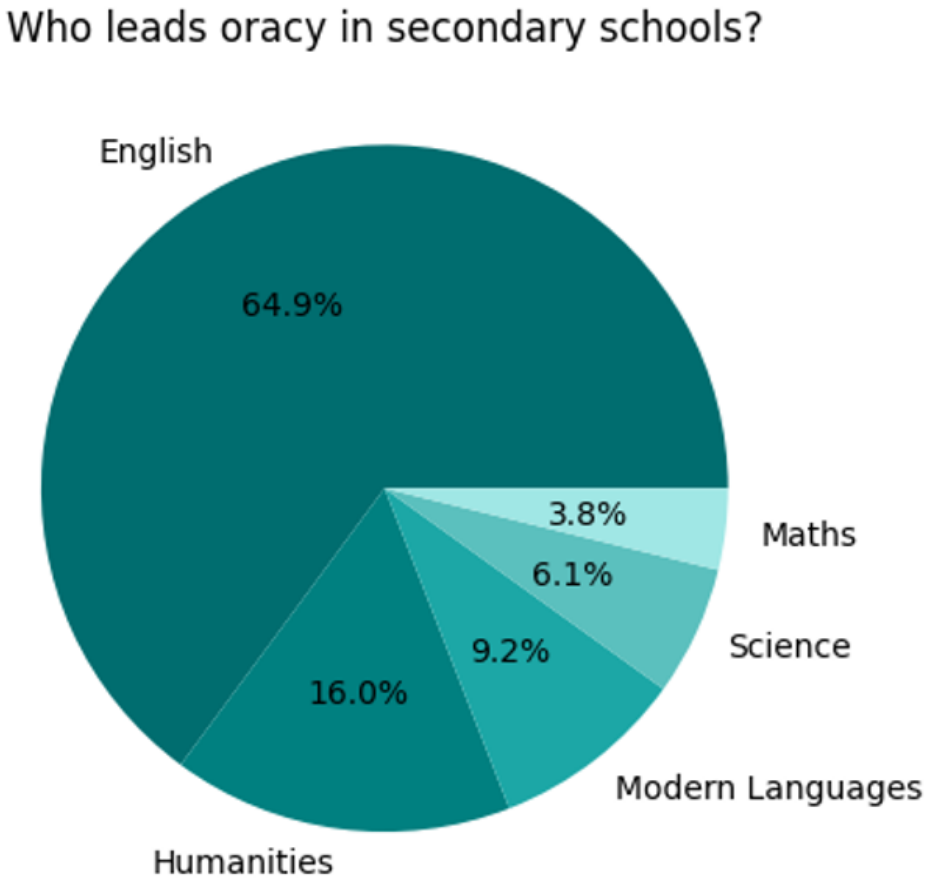
Intent - school vision, values and professional learning

Shared approaches and routines; opportunities for talk

Co-curricular offer

Leadership matters





Recap

What is oracy?	Breadth - repertoire - intent
Disciplinary oracy	The thinking that matters in my subject
Oracy across the school	One step at a time…

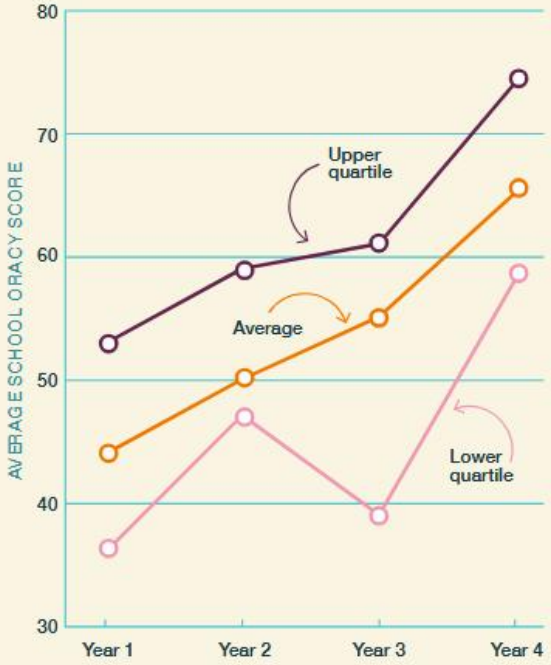
The impact of oracy

OVER TIME, STUDENTS IN VOICE 21 ORACY SCHOOLS DEVELOP SIGNIFICANTLY STRONGER ORACY SKILLS

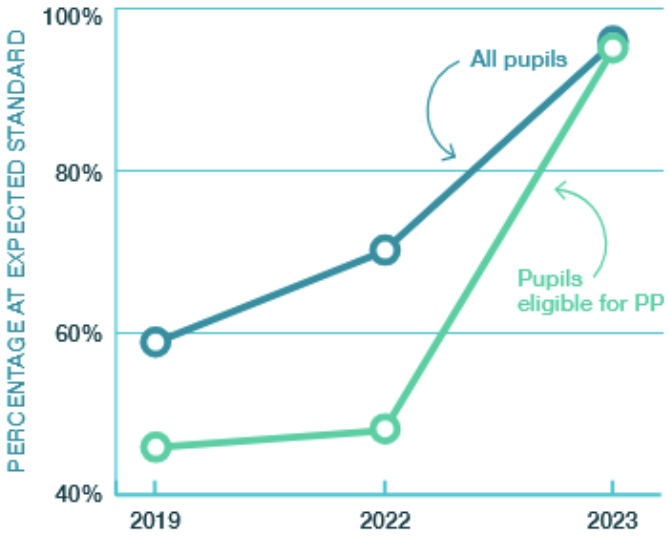
We used innovative comparative judgement technology to assess the oracy skills of 463 Year 5 students in 55 Voice 21 Oracy Schools across England and Wales, generating an average school oracy score.

This average score improves by 50% when we compare first and fourth-year Voice 21 Oracy Schools.



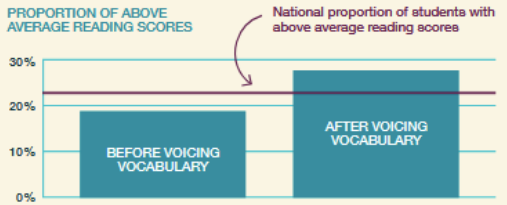


Key Stage 2 Maths SATS results



Maths

STUDENTS IN VOICE 21 ORACY SCHOOLS MADE ACCELERATED PROGRESS IN READING



After completing our Voicing Vocabulary project to establish and evaluate an oracy-led approach to vocabulary development, Year 6 and 7 students in participating Voice 21 Oracy Schools were more likely to have an above average reading score than their peers nationally.

Reading

The impact of oracy

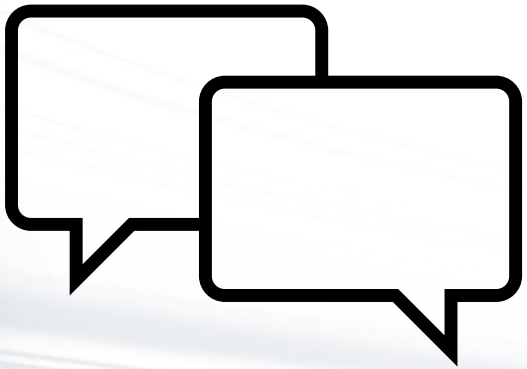


"Oracy means that I have a voice and I use it. I feel that I'm more of myself now. I'm not just hiding my creativity, I'm actually showing it. "

What students have to say



amanda@voice21.org



Discussion time

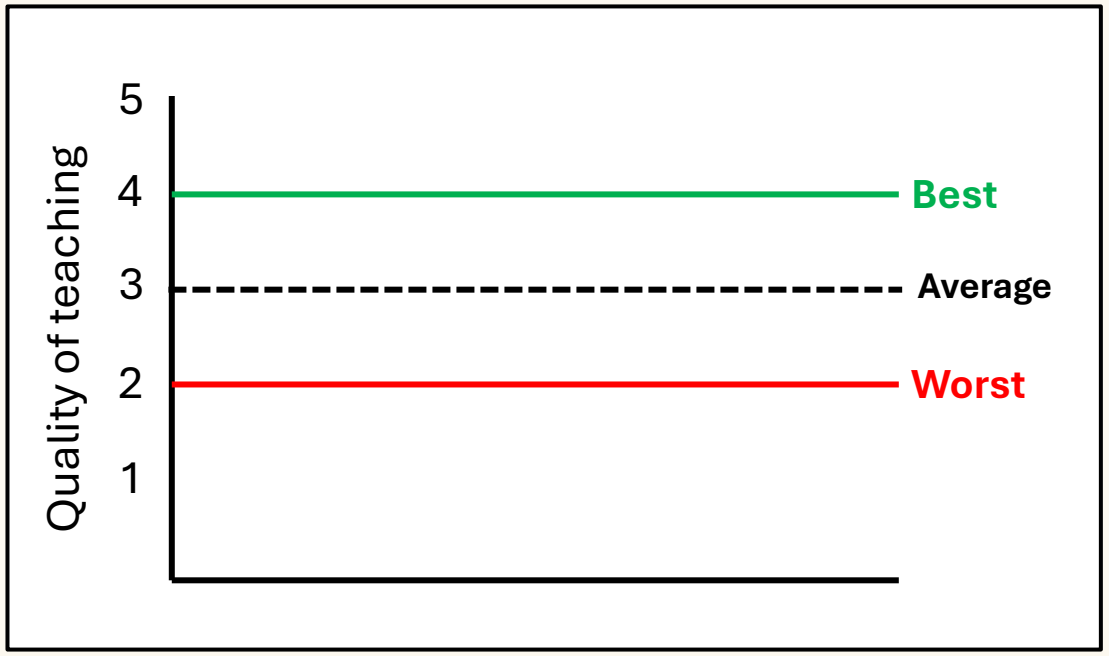
To what degree is oracy explicitly taught across the curriculum in your school?

Lancashire County Council

Oracy at the centre of learning

Driving improvements in pupil outcomes at Corpus Christi




Quality of teaching
5
4
3
2
1
Best
Average
Worst


Quality of teaching
5
4
3
2
1
Best
Average
Worst

Focus on raising the floor, not the ceiling.



Pupils do not experience our potential; they experience our habits.

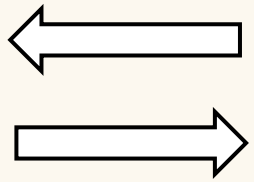
Process

Product

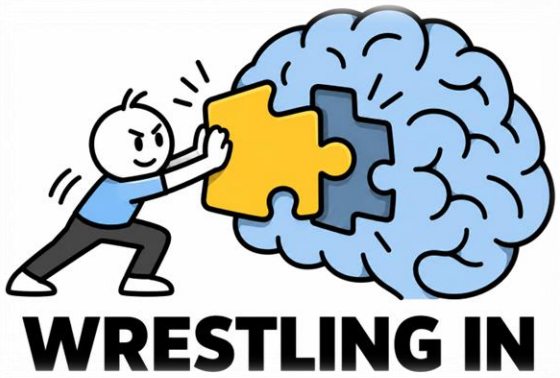
Learning

Learning

Thinking



Knowledge



WRESTLING IN

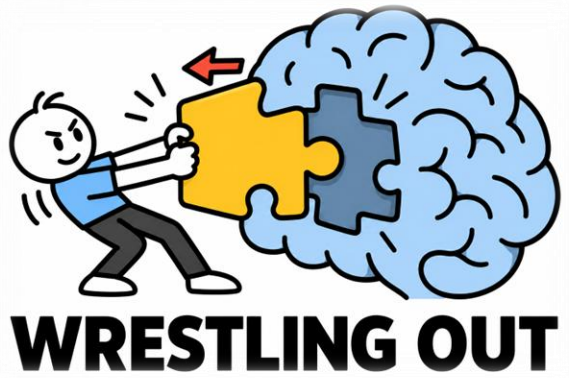
LONG TERM MEMORY

Learning

Remembering

WORKING MEMORY

FORGOTTEN



WRESTLING OUT

Compliance vs. Engagement

Interactive

All learners contribute, refine ideas and engage in dialogue with peers.
High-quality teacher feedback required.

Constructive

Learners summarise in own words, make connections beyond what is taught and predict outcomes.

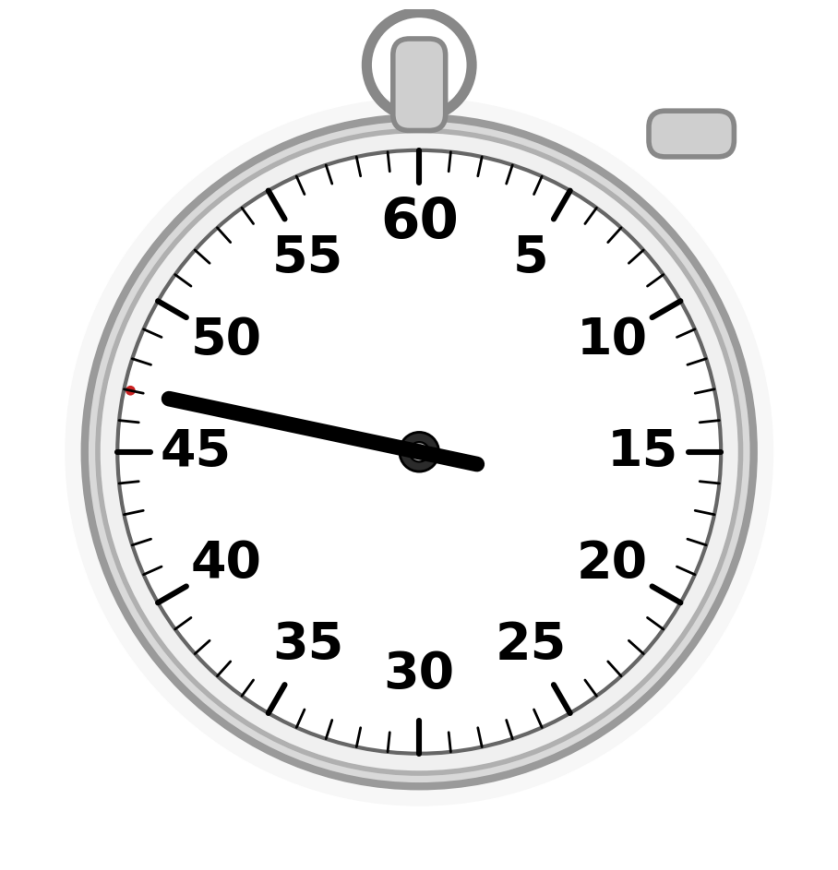
Active

Learners do something with the information.
Underlining text, highlighting, repeating information.

Passive

Learners receive information, minimal visible engagement, no interaction.

Attention in the classroom



47 seconds

‘The average attention span in classrooms has dropped to just

47 seconds

before students begin to lose focus’

How to plaster a wall

- Prepare the wall, remove dust and apply PVA glue.
- Add plaster powder to water, mix to smooth consistency.
- Use a hawk and trowel, spread evenly from bottom to top.
- Go over with a clean trowel, remove ridges.
- Apply a thin layer to refine the finish.
- Lightly mist with water and polish with trowel.

- Prepare the wall, remove dust, apply PVA glue.
- Add plaster powder to water, mix to a smooth consistency.

Preparation

- Use a hawk and trowel, spread evenly from bottom to top.
- Go over with a clean trowel to remove ridges.

Layer 1

- Apply a thin layer to refine the finish.
- Lightly mist with water and polish with a clean trowel.

Layer 2

Preparation

- Prepare the wall, remove dust, apply PVA glue.





- Add plaster powder to water and mix to a smooth consistency.





Preparation









- Prepare the wall, remove dust, apply PVA glue.
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Layer 1

- Apply a thin layer to refine the finish.
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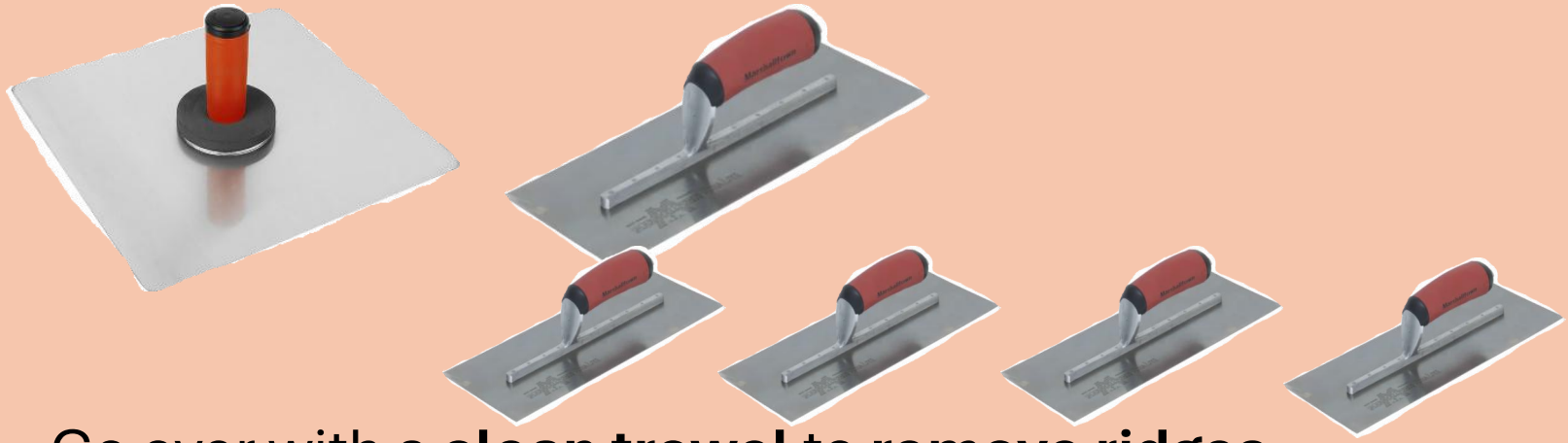
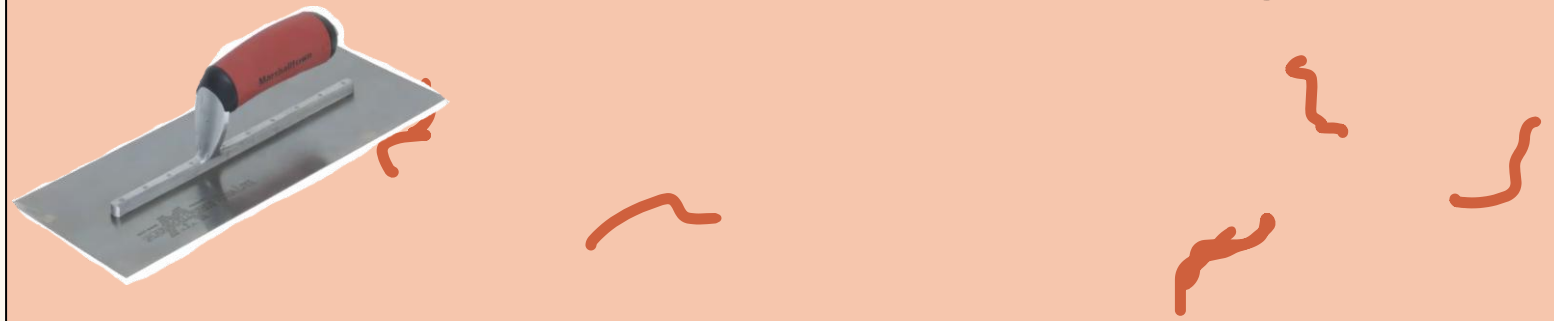
Layer 2

Layer 1

- Use a **hawk and trowel**, spread evenly from **bottom to top.**



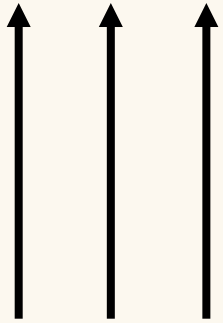
- Go over with a **clean trowel** to **remove ridges**.



Explain the two steps of the **Layer 1** process







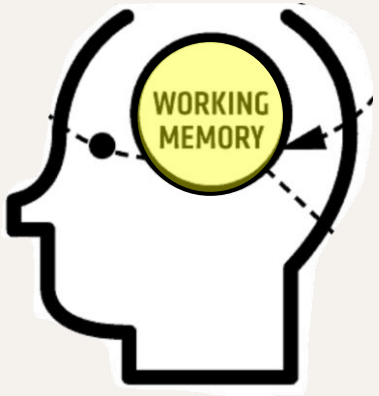
How to plaster a wall

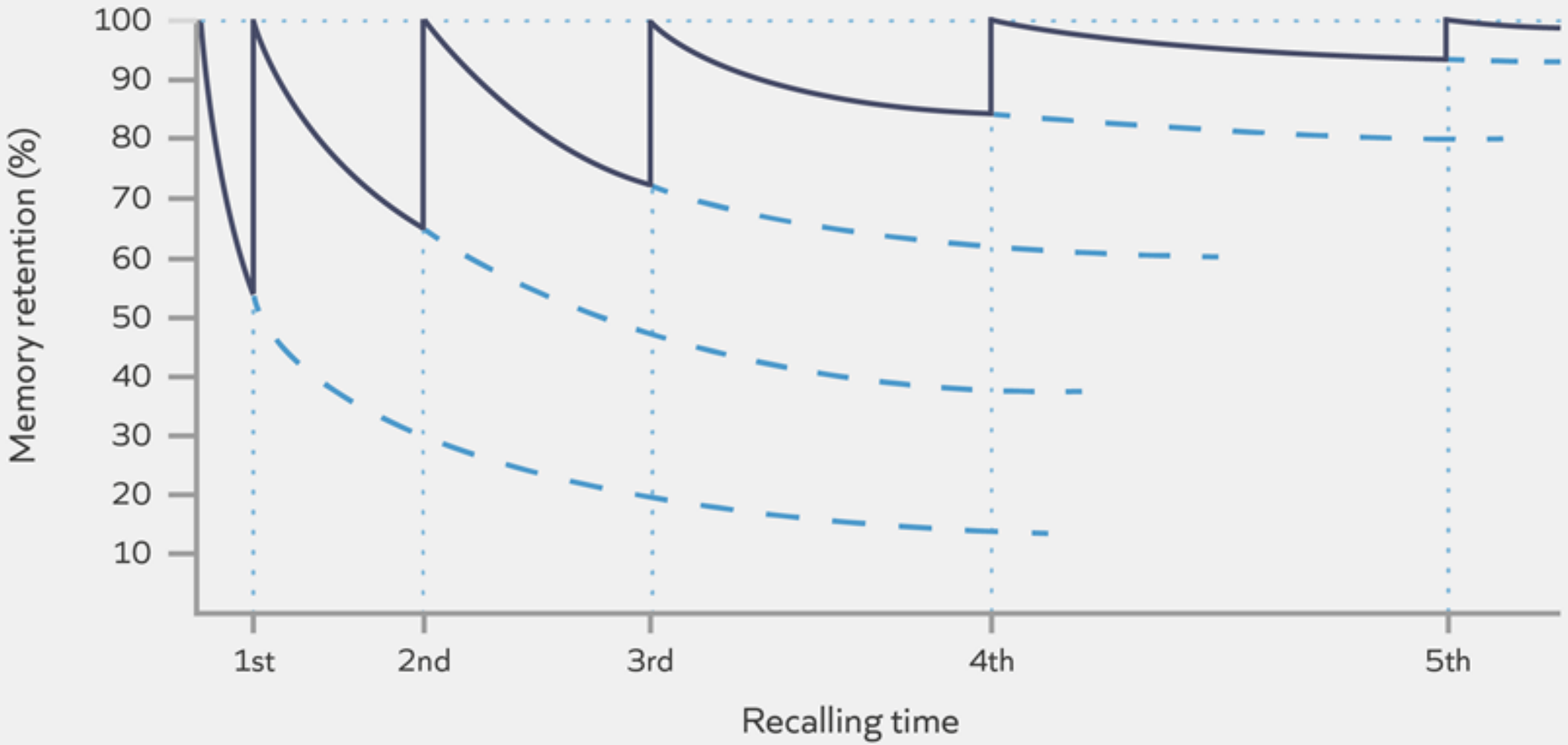
- Prepare the wall, remove dust and apply PVA glue.
- Add plaster powder to water, mix to smooth consistency.
- Use a hawk and trowel, spread evenly from bottom to top.
- Go over with a clean trowel, remove ridges.
- Apply a thin layer to refine the finish.
- Lightly mist with water and polish with trowel.

Paired discussion forces pupils to ‘wrestle in’

Thinking is visible	Organising half-formed ideas into sentences.
Low stakes	Safer to be wrong in front of one person rather than thirty.
Immediate feedback	Misconceptions surface immediately, not after marking.

Thinking





Adapted from Ebbinghaus, 1885

Explain the two steps of the **Preparation** process





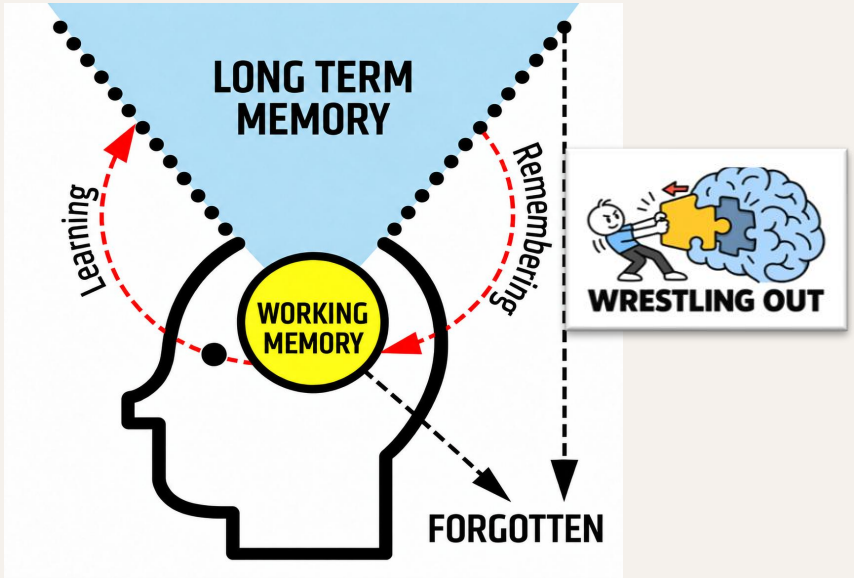
Explain the two steps of the **Preparation** process

Wrestling out

Every time a pupil effortfully retrieves knowledge from memory:

1. The pathway strengthens
2. The memory becomes more accessible
3. Gaps reveal themselves

   A golden opportunity for teachers



Knowledge is not made through repeated input

Knowledge is made through repeated output

Repeated exposure

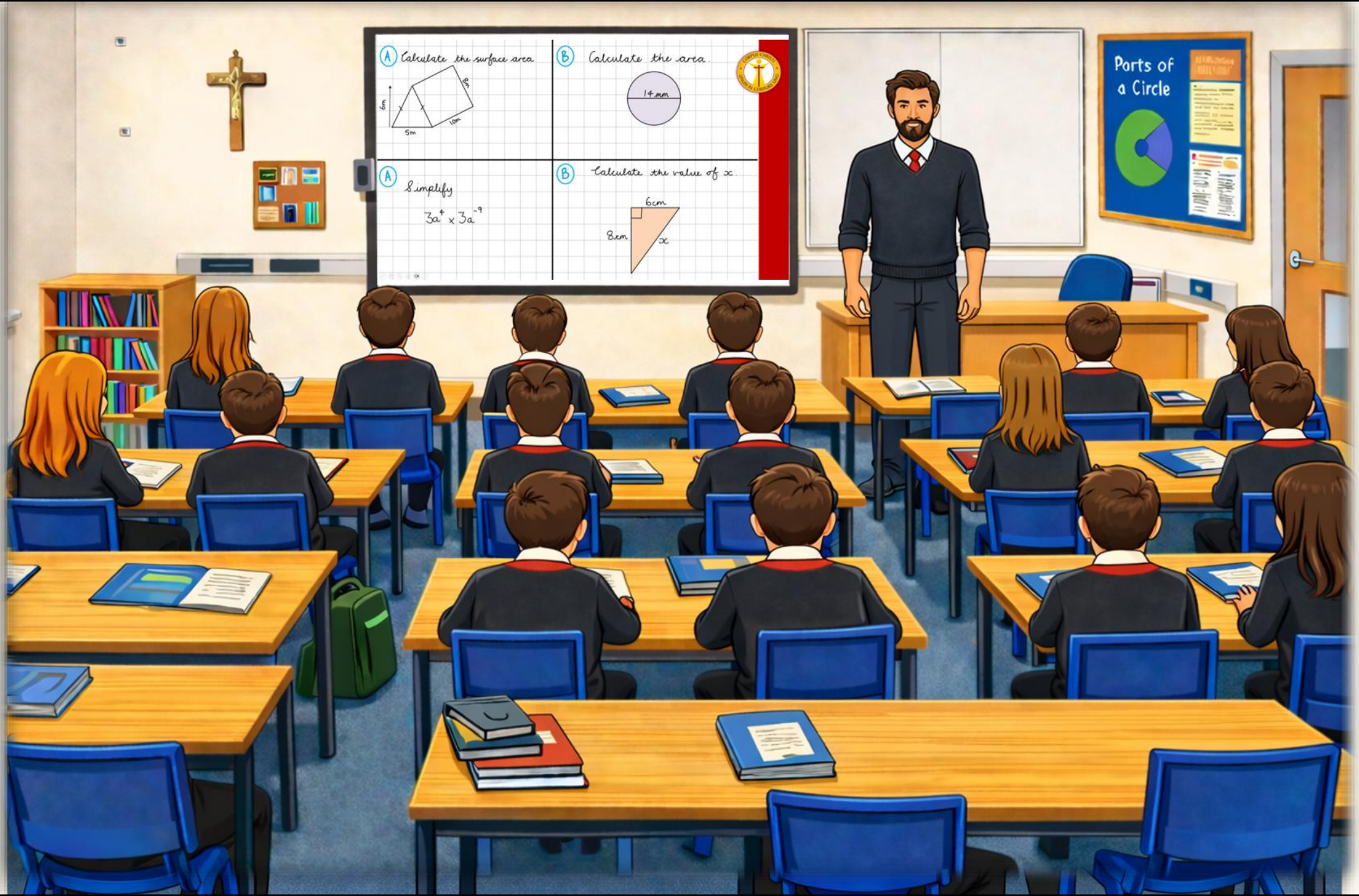
Repeated exposure feels productive,

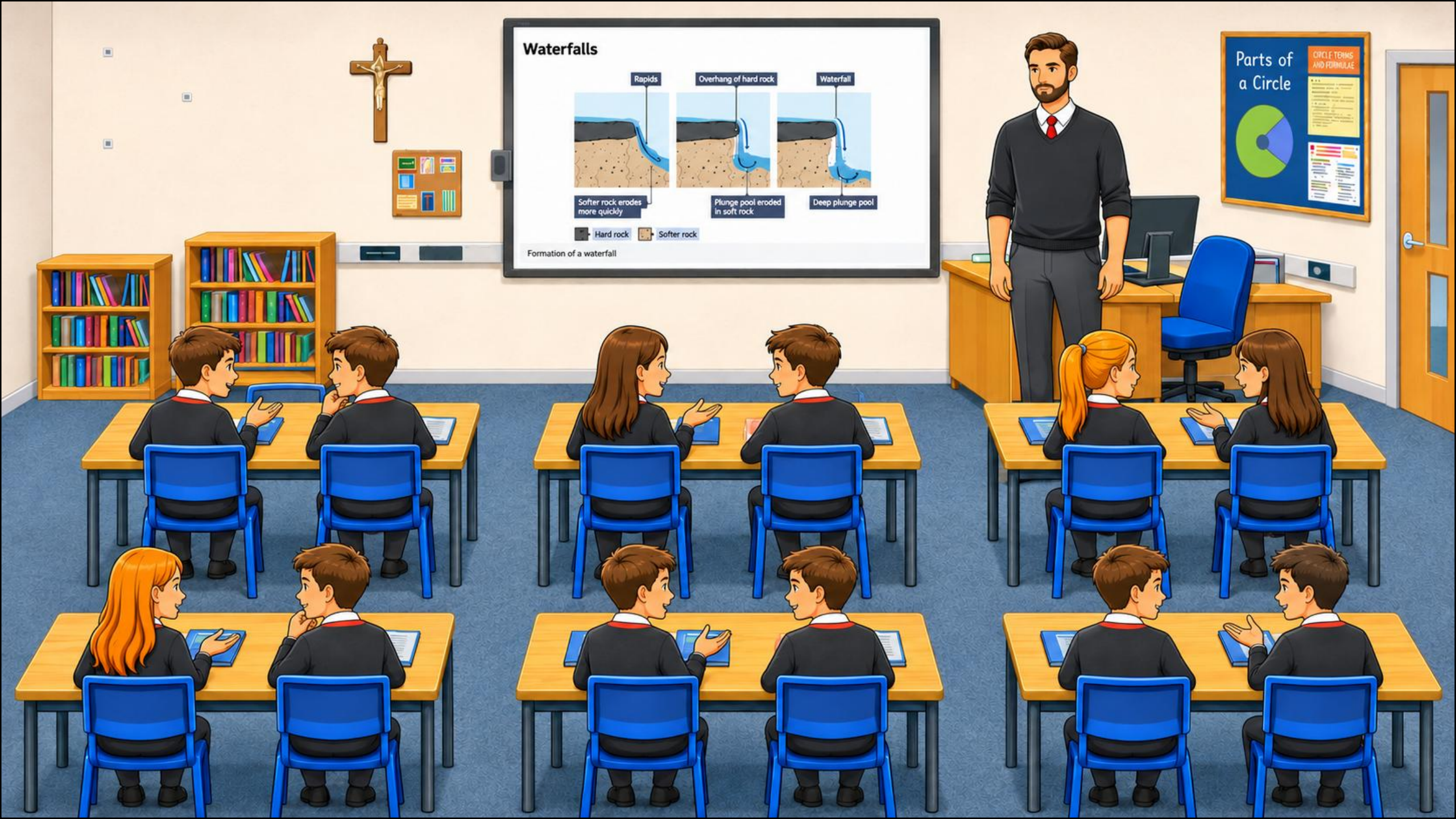
but it is almost useless

1. Re-reading
2. Re-watching
3. Highlighting
4. Listening again

These create familiarity, not memory.


The Industrial Revolution


A Calculate the surface area
6m
8m
5m
10m
B Calculate the area
14mm
A Simplify
$3a^{4} \times 3a^{-9}$
B Calculate the value of x
6cm
8cm
x
Parts of a Circle


Waterfalls
Rapids
Overhang of hard rock
Waterfall
Softer rock erodes more quickly
Plunge pool eroded in soft rock
Deep plunge pool
Hard rock
Softer rock
Formation of a waterfall
Parts of a Circle
CIRCLE TERMS AND FORMULAE

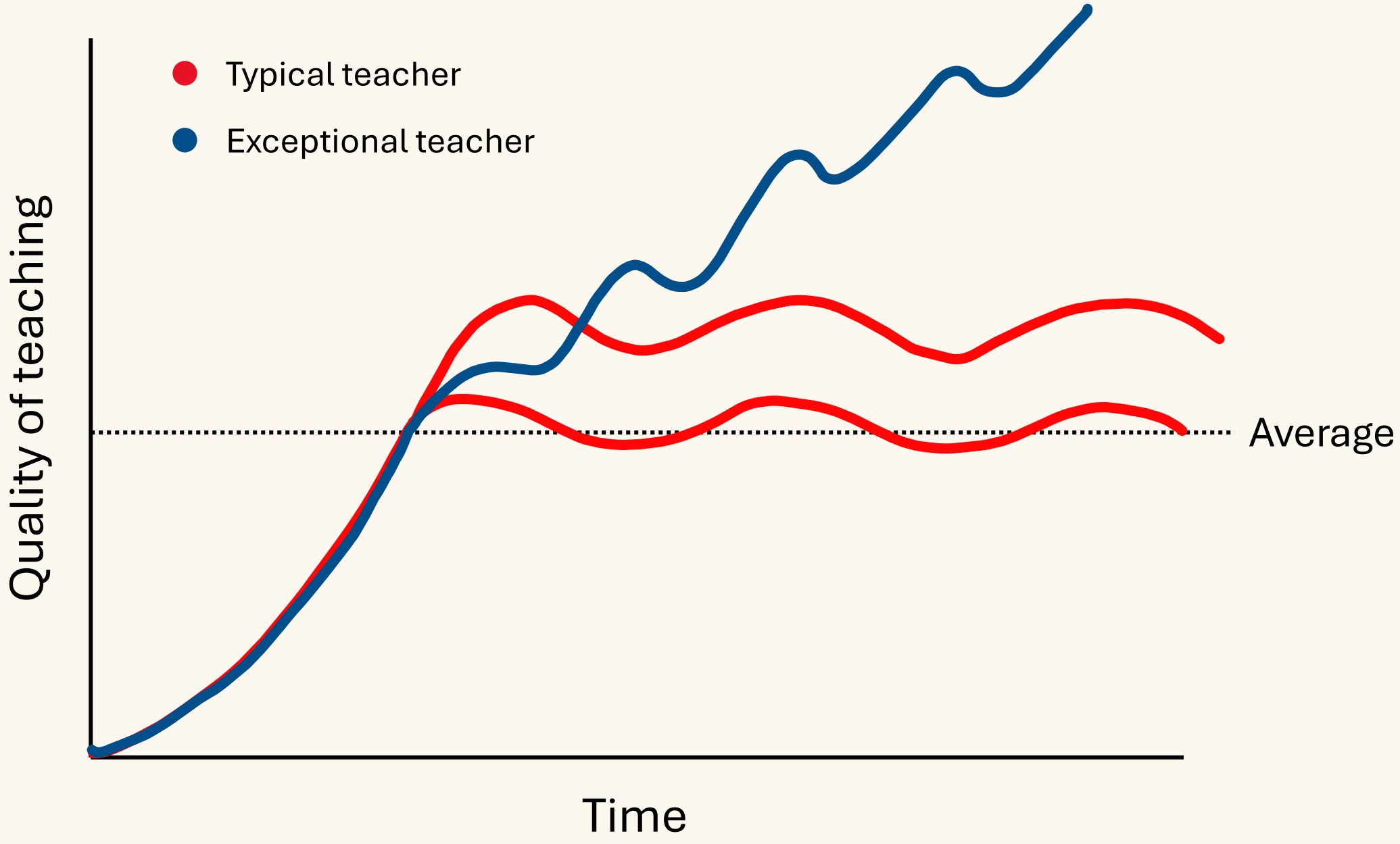
Paired discussion checklist

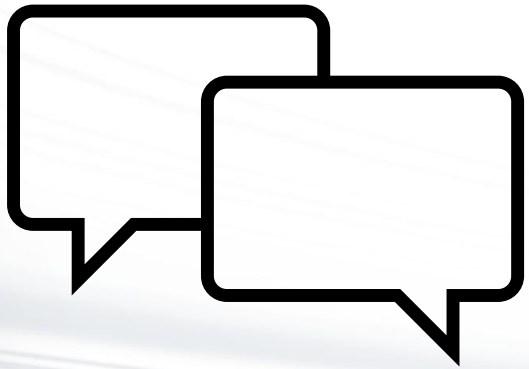
- Does every pupil know what is expected of them during the process? Are there any passive pupils?
- Are you setting the pupils up to succeed?
- Is the seating plan optimal?
- Is the discussion too long, leading to a loss of intensity?
- Are you listening to the discussion?
- Are you satisfied that the knowledge is secure before moving on?

Whole-school practice

How do we establish effective paired discussion across a whole school?

- Show the way, don’t point the way.
- Things may get worse before reaping the rewards.
- Focus on one area to utilise paired discussion at a time.
- Momentum is key for establishing whole school consistency.


Typical teacher
Exceptional teacher
Quality of teaching
Average
Time



Discussion time

What message or key point in the last presentation resonated most with you and why?

Lancashire County Council

Lunch

Lancashire County Council

Workshop timings and room numbers

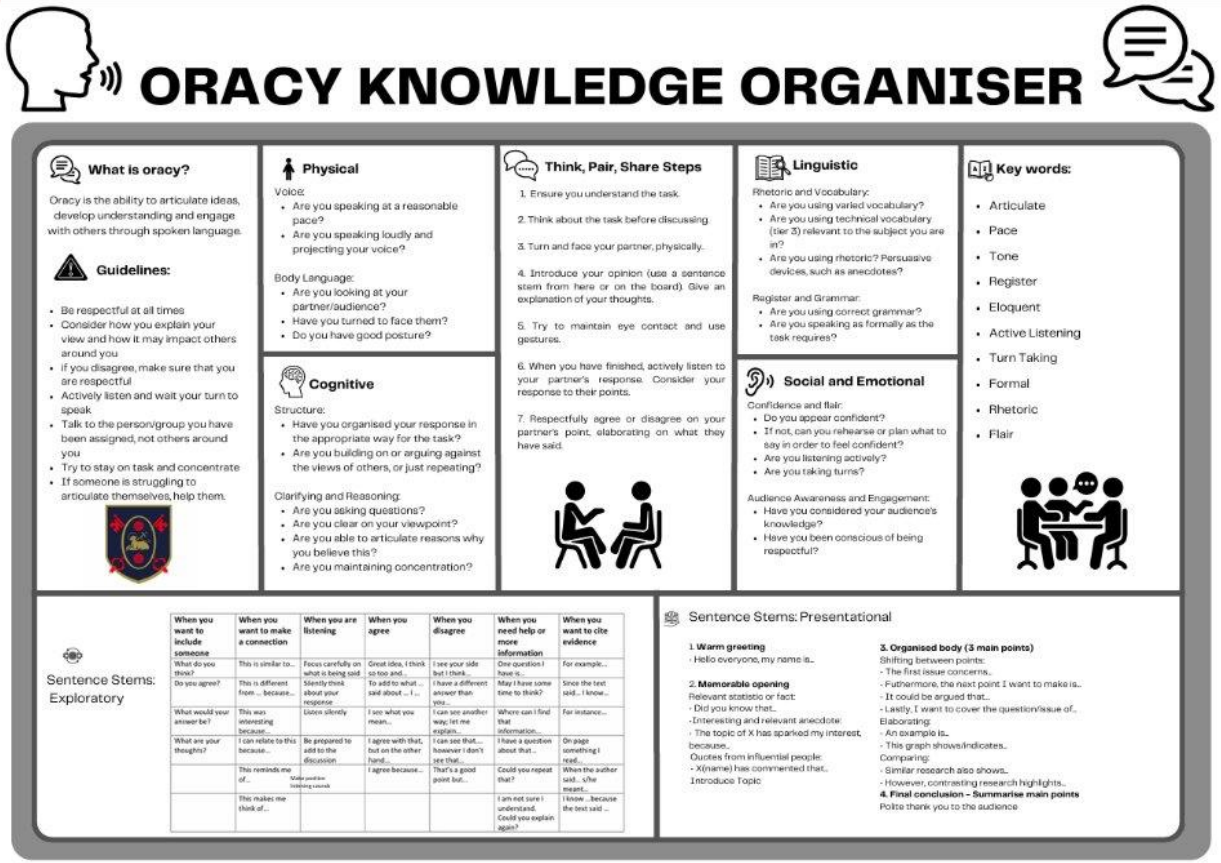
	Time	Room	Time	Room
Workshop 1 - School input: the power of disciplinary oracy in maths at Corpus Christi	2.35 – 3.00pm	7		
Workshop 2 - Talking like a scientist, seven steps to improving disciplinary literacy			3.05 – 3.30pm	7
Workshop 3 - From silence to success: inclusive oracy strategies for EAL pupils	2.35 – 3.00pm	2	3.05 – 3.30pm	2
Workshop 4 - Unlocking oracy through shared choral reading and echo reading across the curriculum	2.35 – 3.00pm	8	3.05 – 3.30pm	8
Workshop 5 - Supporting the voice of the reluctant speaker with a positive whole-school climate for oracy	2.35 – 3.00pm	Savoy	3.05 – 3.30pm	Savoy

Welcome back!

Lancashire County Council

Explicitly Teaching Oracy through induction, routines and Form Time Curriculum

Jennifer Wozniak-Rush (Senior Assistant Head) and Jen O'Malley (Head of English)



ORACY KNOWLEDGE ORGANISER

What is oracy?

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

Guidelines:

- Be respectful at all times
- Consider how you explain your view and how it may impact others around you
- If you disagree, make sure that you are respectful
- Actively listen and wait your turn to speak
- Talk to the person/group you have been assigned, not others around you
- Try to stay on task and concentrate
- If someone is struggling to articulate themselves, help them.

Physical

Voice:

- Are you speaking at a reasonable pace?
- Are you speaking loudly and projecting your voice?

Body Language:

- Are you looking at your partner/audience?
- Have you turned to face them?
- Do you have good posture?

Cognitive

Structure:

- Have you organised your response in the appropriate way for the task?
- Are you building on or arguing against the views of others, or just repeating?

Clarifying and Reasoning:

- Are you asking questions?
- Are you clear on your viewpoint?
- Are you able to articulate reasons why you believe this?
- Are you maintaining concentration?

Think, Pair, Share Steps

1. Ensure you understand the task.
2. Think about the task before discussing.
3. Turn and face your partner, physically.
4. Introduce your opinion (use a sentence stem from here or on the board). Give an explanation of your thoughts.
5. Try to maintain eye contact and use gestures.
6. When you have finished, actively listen to your partner's response. Consider your response to their points.
7. Respectfully agree or disagree on your partner's point, elaborating on what they have said.

Linguistic

Rhetoric and Vocabulary:

- Are you using varied vocabulary?
- Are you using technical vocabulary (tier 3) relevant to the subject you are in?
- Are you using rhetoric? Persuasive devices, such as anecdotes?

Register and Grammar:

- Are you using correct grammar?
- Are you speaking as formally as the task requires?

Social and Emotional

Confidence and flair:

- Do you appear confident?
- If not, can you rehearse or plan what to say in order to feel confident?
- Are you listening actively?
- Are you taking turns?

Audience Awareness and Engagement:

- Have you considered your audience's knowledge?
- Have you been conscious of being respectful?

Key words:

- Articulate
- Pace
- Tone
- Register
- Eloquent
- Active Listening
- Turn Taking
- Formal
- Rhetoric
- Flair

Sentence Stems: Exploratory

When you want to include someone	When you want to make a connection	When you are listening	When you agree	When you disagree	When you need help or more information	When you want to cite evidence
What do you think?	This is similar to...	Focus carefully on what is being said	Great idea, I think so too and...	I see your side but I think...	One question I have is...	For example...
Do you agree?	This is different from ... because...	Silently think about your response	To add to what ... said about ... I...	I have a different answer than you...	May I have some time to think?	Since the text said... I know...
What would your answer be?	This was interesting because...	Listen silently	I see what you mean...	I can see another way, let me explain...	Where can I find that information...	For instance...
What are your thoughts?	I can relate to this because...	Be prepared to add to the discussion	I agree with that, but on the other hand...	I can see that... however I don't see that...	I have a question about that...	On page something I read...
	This reminds me of...	Make positive listening sounds	I agree because...	That's a good point but...	Could you repeat that?	When the author said... s/he meant...
	This makes me think of...				I am not sure I understand. Could you explain again?	I know ...because the text said ...

Sentence Stems: Presentational

1. Warm greeting
- Hello everyone, my name is...

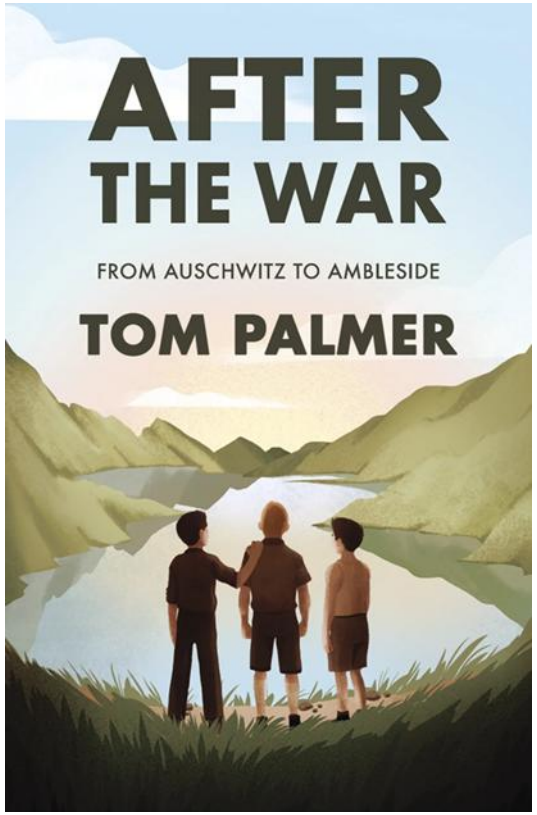
2. Memorable opening
Relevant statistic or fact:
- Did you know that...
- Interesting and relevant anecdote:
- The topic of X has sparked my interest, because...
Quotes from influential people:
- X(name) has commented that...
Introduce Topic

3. Organised body (3 main points)
Shifting between points:
- The first issue concerns...
- Furthermore, the next point I want to make is...
- It could be argued that...
- Lastly, I want to cover the question/issue of...
Elaborating:
- An example is...
- This graph shows/indicates...
Comparing:
- Similar research also shows...
- However, contrasting research highlights...

4. Final conclusion – Summarise main points
Polite thank you to the audience

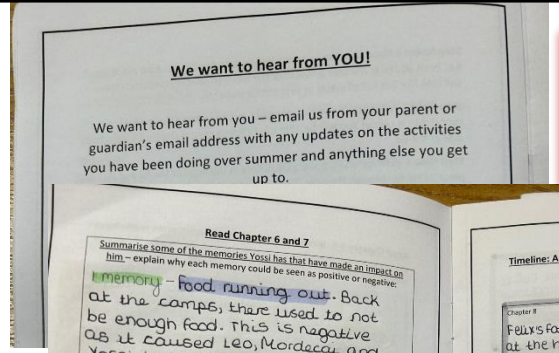
Transforming Key Stage 3 – Transition Week

Before summer, pupils are given a transition pack that includes this book:



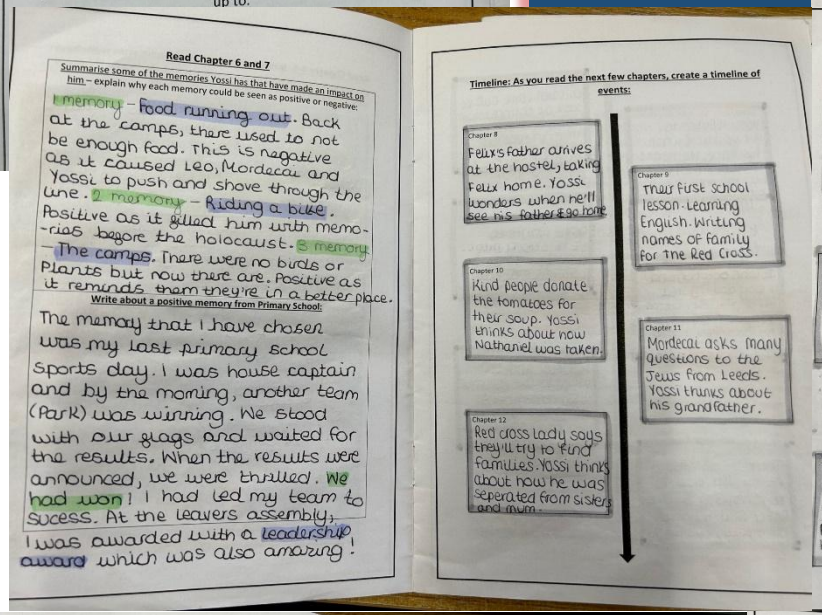
- Dyslexia friendly
- Lake District
- Non-fiction/Fiction
- Links to term 1 RE
- Links to History, Geography, Science…
- Begins the pathway for transition
- Audio-book available

Transforming Key Stage 3 – Summer Booklet



We want to hear from YOU!

We want to hear from you – email us from your parent or guardian's email address with any updates on the activities you have been doing over summer and anything else you get up to.



Read Chapter 6 and 7

Summarise some of the memories Yossi has that have made an impact on him – explain why each memory could be seen as positive or negative:

1 memory – Food running out. Back at the camps, there used to not be enough food. This is negative as it caused Leo, Mordecai and Yossi to push and shove through the line. 2 memory – Riding a bike. Positive as it filled him with memories before the holocaust. 3 memory – The camps. There were no birds or plants but now there are. Positive as it reminds them they're in a better place.

Write about a positive memory from Primary School:

The memory that I have chosen was my last primary school sports day. I was house captain and by the morning, another team (Park) was winning. We stood with our flags and waited for the results. When the results were announced, we were thrilled. We had won! I had led my team to sucess. At the leavers assembly, I was awarded with a leadership award which was also amazing!

Timeline: As you read the next few chapters, create a timeline of events:

Chapter 8: Felix's father arrives at the hostel, taking Felix home. Yossi wonders when he'll see his father & go home.

Chapter 9: Their first school lesson. Learning English. Writing names of family for the Red Cross.

Chapter 10: Kind people donate the tomatoes for their soup. Yossi thinks about how Nathaniel was taken.

Chapter 11: Mordecai asks many questions to the Jews from Leeds. Yossi thinks about his grandfather.

Chapter 12: Red cross lady says they'll try to find families. Yossi thinks about how he was seperated from sisters and mum.

Chapter 13: Children came out to look at thunderstorm. Yossi had to bring them in. Feathers brought memory of mum & sisters ashes.

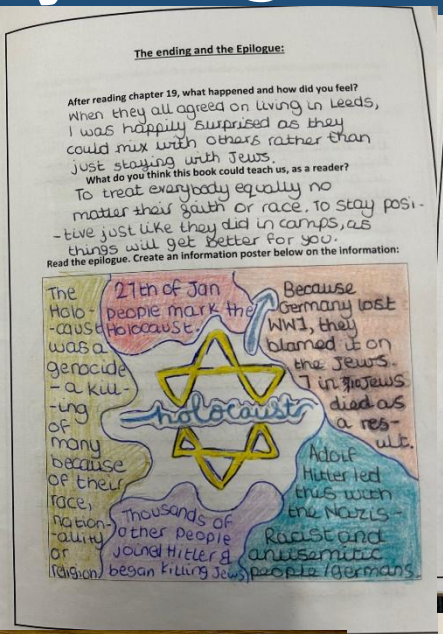
Chapter 14: Yossi refuses to get up, eat & wash his face. He hears a voice. Then remembers the only thing he could do was wash face.

Chapter 15: Yossi sees a doctor as he wants to be a strong pilot. He talks to Jack Lawrence about his brother who's dead.

Chapter 16: It was october, and a boy got injured by a Jewish German player. Yossi remembers Aaron and a burning ceremony happens.

Chapter 17: Mordecai and Leo want to live elsewhere. Yossi remembers losing his father. Leo confesses about going back to poland.

Chapter 18: The Red Cross found no family, but Yossi spots Soldier Peter and reunites him with his family.



The ending and the Epilogue:

After reading chapter 19, what happened and how did you feel?

When they all agreed on living in Leeds, I was happily surprised as they could mix with others rather than just staying with Jews.

What do you think this book could teach us, as a reader?

To treat everybody equally no matter their faith or race. To stay positive just like they did in camps, as things will get better for you.

Read the epilogue. Create an information poster below on the information:

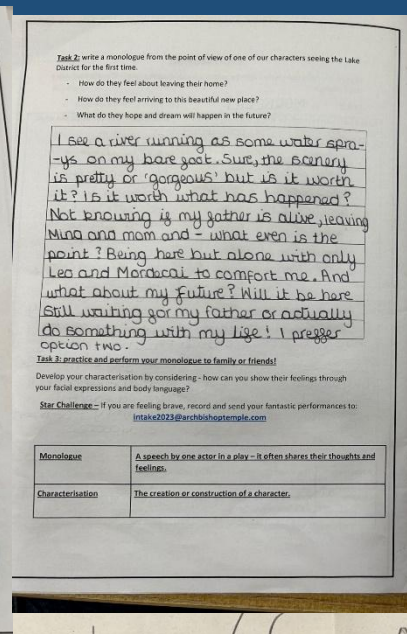
The Holocaust was a genocide – a killing of many because of their race, nationality or religion.

27th of Jan people mark the Holocaust.

Because Germany lost WWI, they blamed it on the Jews. 7 in 10 Jews died as a result.

Adolf Hitler led this with the NAZIS – Racist and antisemitic people/germans.

Thousands of other people joined Hitler & began killing Jews.



Task 2: write a monologue from the point of view of one of our characters seeing the Lake District for the first time.

- How do they feel about leaving their home?
- How do they feel arriving to this beautiful new place?
- What do they hope and dream will happen in the future?

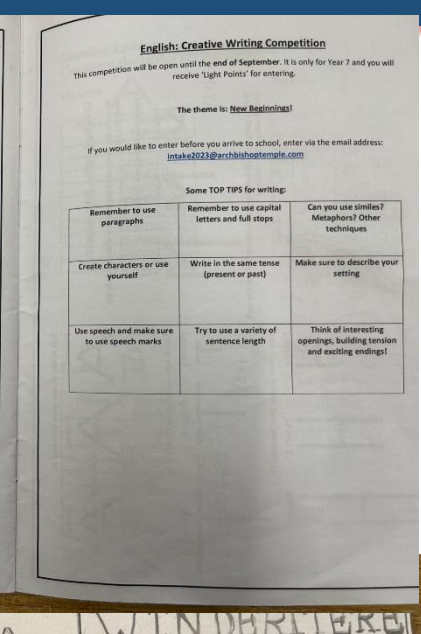
I see a river running as some water sprays on my bare face. Sure, the scenery is pretty or 'gorgeous' but is it worth it? Is it worth what has happened? Not knowing is my father is alive, leaving Mina and mom and – what even is the point? Being here but alone with only Leo and Mordecai to comfort me. And what about my future? Will it be here Still waiting for my father or actually do something with my life! I prefer option two.

Task 3: practice and perform your monologue to family or friends!

Develop your characterisation by considering – how can you show their feelings through your facial expressions and body language?

Star Challenge – If you are feeling brave, record and send your fantastic performances to: intake2023@archbishoptemple.com

Monologue	A speech by one actor in a play – it often shares their thoughts and feelings.
Characterisation	The creation or construction of a character.



English: Creative Writing Competition

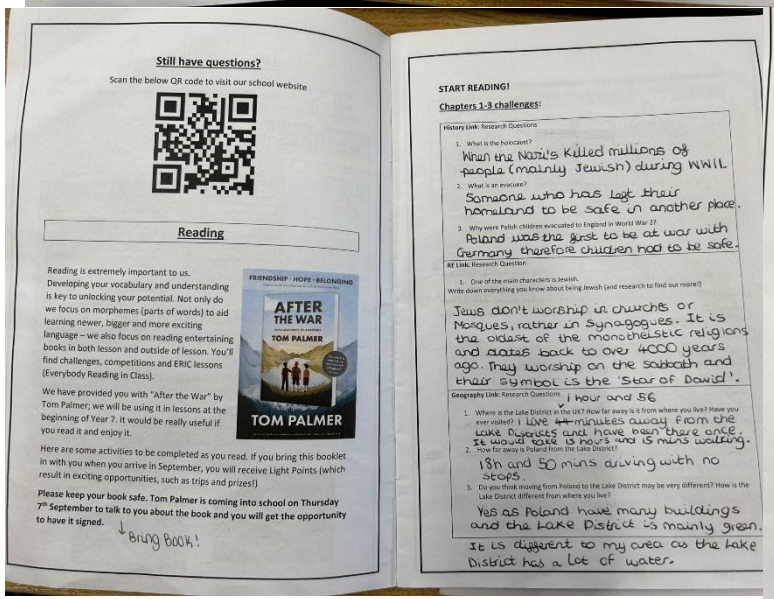
This competition will be open until the **end of September**. It is only for Year 7 and you will receive 'Light Points' for entering.

The theme is: New Beginnings!

If you would like to enter before you arrive to school, enter via the email address: intake2023@archbishoptemple.com

Some TOP TIPS for writing:

Remember to use paragraphs	Remember to use capital letters and full stops	Can you use similes? Metaphors? Other techniques
Create characters or use yourself	Write in the same tense (present or past)	Make sure to describe your setting
Use speech and make sure to use speech marks	Try to use a variety of sentence length	Think of interesting openings, building tension and exciting endings!



Still have questions?

Scan the below QR code to visit our school website

Reading

Reading is extremely important to us. Developing your vocabulary and understanding is key to unlocking your potential. Not only do we focus on morphemes (parts of words) to aid learning newer, bigger and more exciting language – we also focus on reading entertaining books in both lesson and outside of lesson. You'll find challenges, competitions and ERIC lessons (Everybody Reading in Class).

We have provided you with "After the War" by Tom Palmer; we will be using it in lessons at the beginning of Year 7. It would be really useful if you read it and enjoy it.

Here are some activities to be completed as you read. If you bring this booklet in with you when you arrive in September, you will receive Light Points (which result in exciting opportunities, such as trips and prizes!)

Please keep your book safe. Tom Palmer is coming into school on Thursday 7th September to talk to you about the book and you will get the opportunity to have it signed.

↓ Bring Book!

START READING!

Chapters 1-3 challenges:

History Link: Research Questions

1. What is the holocaust?
When the Nazi's killed millions of people (mainly Jewish) during WWII.
2. What is an evacuee?
Someone who has left their homeland to be safe in another place.
3. Why were Polish children evacuated to England in World War 2?
Poland was the first to be at war with Germany therefore children had to be safe.

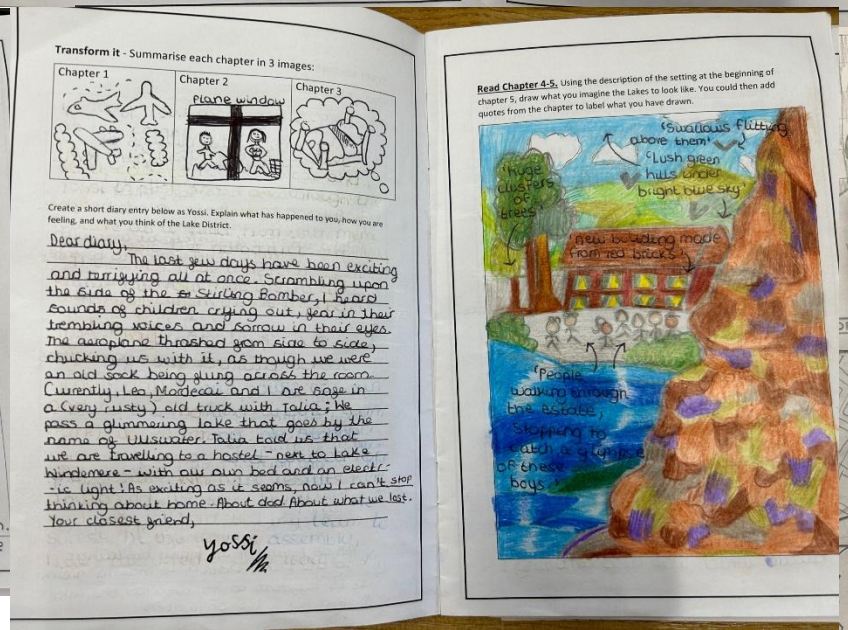
RE Link: Research Question

1. One of the main characters is Jewish. Write down everything you know about being Jewish (and research to find out more!)

Jews don't worship in churches or Mosques, rather in Synagogues. It is the oldest of the monotheistic religions and dates back to over 4000 years ago. They worship on the Sabbath and their symbol is the 'Star of David'.

Geography Link: Research Questions

1. Where is the Lake District in the UK? How far away is it from where you live? Have you ever visited? I LIVE 4 minutes AWAY FROM THE Lake Districts and have been there once. It would take 15 hours and 15 mins walking.
2. How far away is Poland from the Lake District?
18h and 50 mins driving with no stops.
3. Do you think moving from Poland to the Lake District may be very different? How is the Lake District different from where you live?
Yes as Poland have many buildings and the Lake District is mainly green. It is diffferent to my area as the Lake Distrct has a lot of water.



Transform it - Summarise each chapter in 3 images:

Chapter 1 | Chapter 2 (plane window) | Chapter 3

Create a short diary entry below as Yossi. Explain what has happened to you, how you are feeling, and what you think of the Lake District.

Dear diary,

The last few days have been exciting and terrifying all at once. Scrambling upon the side of the ~~a~~ Stirling Bomber, I heard sounds of children crying out, fear in their trembling voices and sorrow in their eyes. The aeroplane thrashed from side to side, chucking us with it, as though we were an old sock being flung across the room. Currently, Leo, Mordecai and I are safe in a (very rusty) old truck with Talia; We pass a glimmering lake that goes by the name of Ullswater. Talia told us that we are travelling to a hostel – next to Lake Windermere – with our own bed and an electric light! As exciting as it seems, now I can't stop thinking about home. About dad. About what we lost.

Your closest friend,

Yossi

Read Chapter 4-5, Using the description of the setting at the beginning of chapter 5, draw what you imagine the Lakes to look like. You could then add quotes from the chapter to label what you have drawn.

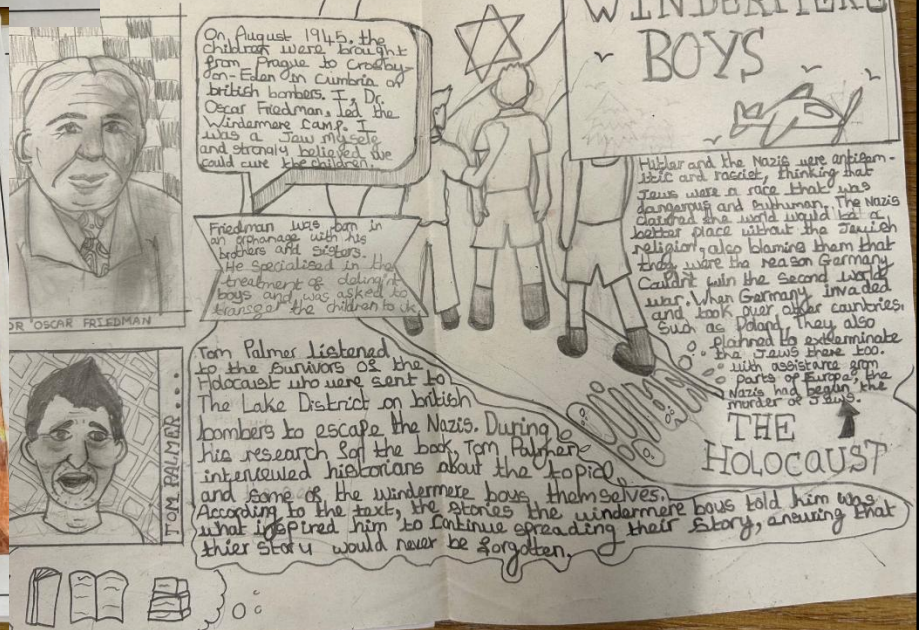
'Huge clusters of trees'

'Sunlight flitting above them'

'Lush green hills under bright blue sky'

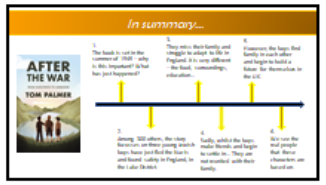
'new building made from red bricks'

'People wading through the estate, stopping to catch a glimpse of these boys'

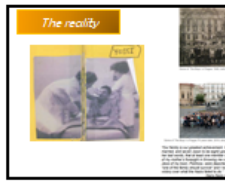


Transforming Key Stage 3 – Transition Week



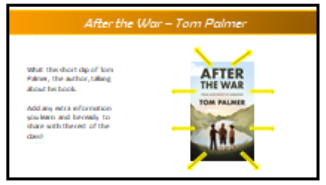






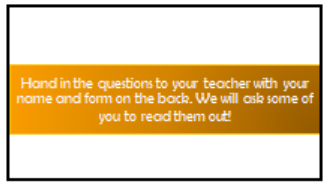




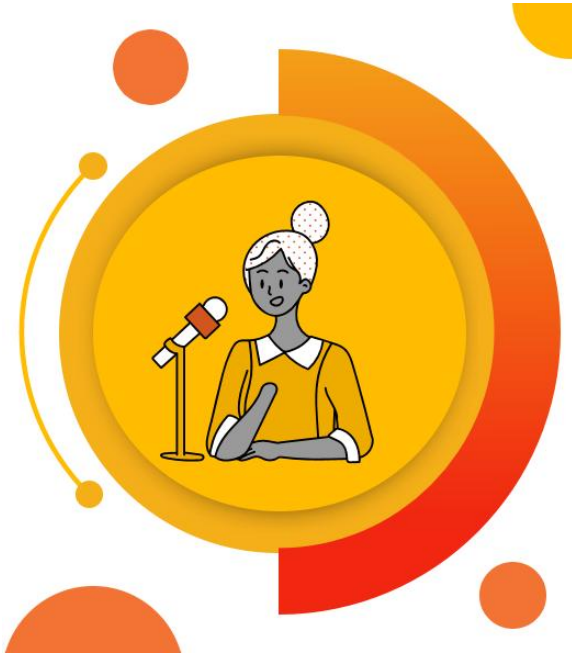












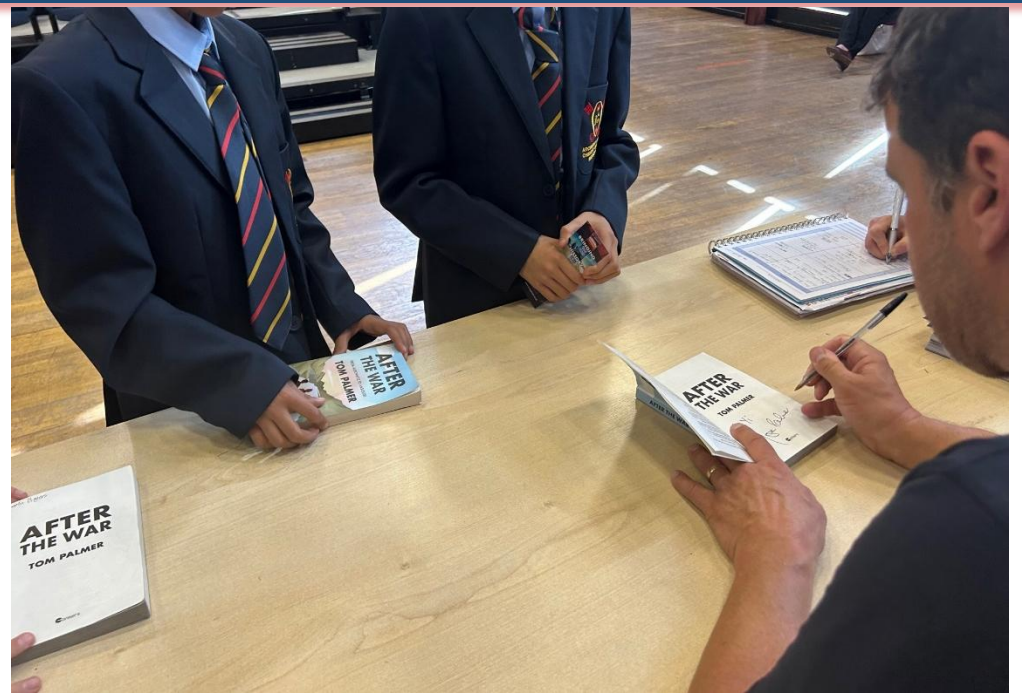
Title: WHAT IS ORACY?

Year 7 Induction Week

Transforming Key Stage 3 – Transition Week

Tom's visit





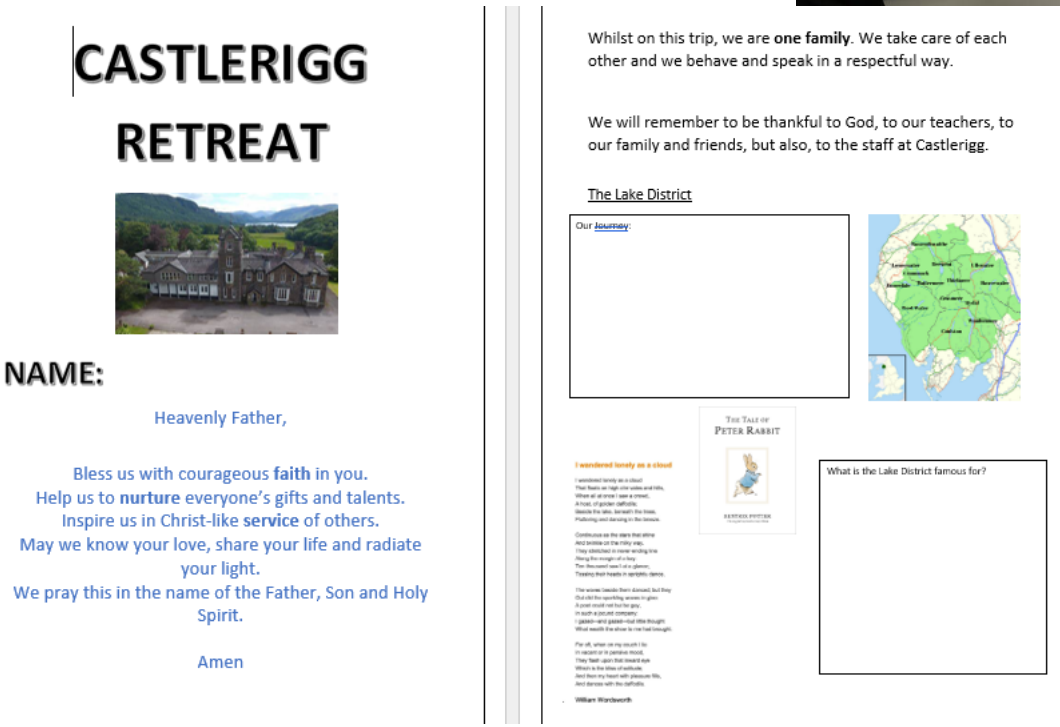


Transforming Key Stage 3 – Transition

Tom's visit







CASTLERIGG RETREAT

NAME:

Heavenly Father,

Bless us with courageous **faith** in you.
Help us to **nurture** everyone's gifts and talents.
Inspire us in Christ-like **service** of others.
May we know your love, share your life and radiate your light.
We pray this in the name of the Father, Son and Holy Spirit.

Amen

Whilst on this trip, we are **one family**. We take care of each other and we behave and speak in a respectful way.

We will remember to be thankful to God, to our teachers, to our family and friends, but also, to the staff at Castlerigg.

The Lake District

Our ~~Journey~~:

What is the Lake District famous for?

Three elements of speaking

Public Speaking/Performance

- Talk – Loud, slow, enthusiastic
- Fluency – Rehearsed
- Body – Eye contact, body language

Debate

- Prepare – Research, plan
- Listen
- Respectful response

Peer discussion

- Turn taking – with only your directed partner
- Formal – context of discussion
- Respectful disagreeing

Year 7 Pathway

Introduction to public speaking

Identity Poetry – Poetry By Heart

Rhetoric – speech performance/introduction to debating

Interviewing a parent (This is then completed in Music lessons)

Questioning the literary canon – speech and debate



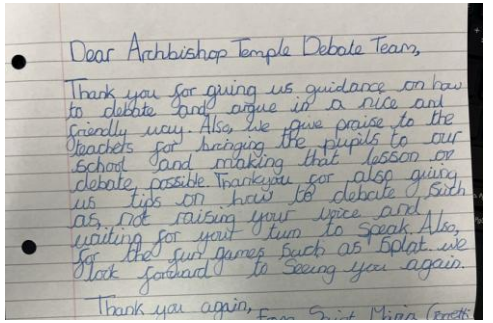
Animal Farm – Squealer Speech. Reading aloud/paired reading.

The Tempest Duologue

Intervention to…



Extra-curricular





Part of our Curriculum and Assessment

Term 2 Year 7





Grandad (Poppy)

I'm a long way from the steps you took,
all around your primary schools,
and on the way to your bus.

I can imagine you playing marbles,
with all of your pals,
then you moved on to cricket,
where you smacked that ball into the close.

But soon your time had come,
to move on,
and have loads more fun.

In highschool you ran,
you grabbed the ball,
and pushed through them,
like a ram.

Once a week you would go to scouts,
Sometimes you went to Yorkshire Wood.
where you jumped in the pool,
with loads of frogs and trouts.

Before you got ill

Before you gott ill,
We would walk in the park,
Take walks up to the mill,
Talk for hours after dark,

Before you got ill,
I understood you like first kin,
I hoped I would still,
But I could never win,

Dementia took you over,
I didn't think it would last,
I waste luck on a 4 leaf clover,
Time just goes too fast,

I miss our fun days out,
But now I doubt,
If you'll ever be the same,
Do I take the blame?

Sometimes I'm me,
Other times I'm someone else,
But only I will see,
The way it hurts like grief,

Memories

From the day I left
that one school
there are many shows
that I still know

As I become the oldest
but also the coldest
the winter flew by
at the christmas party trail

The spring was the same
exams came
it was a big shame
teachers were blamed

Monday to Friday
day after day
I sat with my friends
some comments were made

But even in this day
I still can say
There are many things to come
coming my way
including the memories
in my head

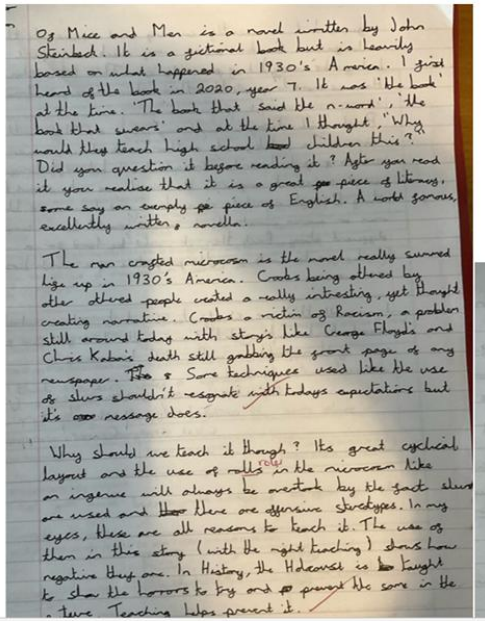
God Own State

I was born In Kerala
I warn you its very beautiful
Dont think its full of homeless
I wish I can go back
To gods own beautiful state
This is located in India
There is beautiful scenary
There are beautiful lake
There are beautiful trees
There are tasty dishes
And there is nothing similar to India

Term 2 Year 9

Should we teach banned books in school?

in the 1930s would have been a very different place to live than today



Of Mice and Men is a novel written by John Steinbeck. It is a fictional book but is heavily based on what happened in 1930's America. I first heard of the book in 2020, year 7. It was 'the book' at the time. 'The book that said the n-word', 'the book that swears' and at the time I thought, "Why would they teach high school children this?" Did your question it before reading it? After you read it you realise that it is a great piece of literacy, some say an example piece of English. A well sorrow, excellently written novella.

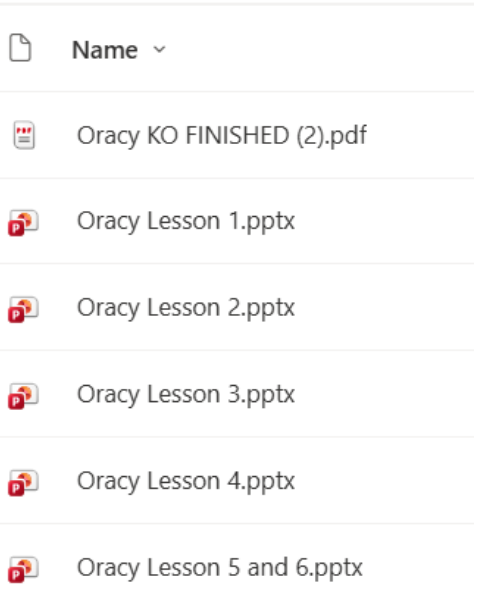
The non-conformist microcosm in the novel really summed life up in 1930's America. Crooks being allowed by other allowed people created a really interesting, yet thought creating narrative. Crooks a victim of Racism, a problem still around today with stats like George Floyds and Chris Kabia's death still grabbing the front pages of any newspaper. The Some techniques used like the use of slurs shouldn't resonate with todays expectations but it's core message does.

Why should we teach it though? Its great cyclical layout and the use of rabbits in the microcosm like an ingenue will always be overtook by the fact slurs are used and there are offensive stereotypes. In my eyes, these are all reasons to teach it. The use of them in this story (with the right teaching) shows how negative they are. In History, the Holocaust is taught to show the horrors to try and prevent the same in the future. Teaching helps prevent it.

ingenue but is secretly cunning and subverts the male gaze. Crooks seems very weak and quiet but grabs every bit of power he can. This helps show there is more to people than their skin or sex or disability

People will disagree with my how can a white, male author... sexism & is he hasn't witnessed... wise, it improves the no... story through a white mans len... man or woman wrote it, it would... different story. Back then it was... black man to write from the persp... nice mean.

Temple Time – Form time.



30-minute form time delivered by all staff.

Current Temple Time – Once a week (Year 7 – Open Evening preparation – speaking to adults and others / Learning Matters usual routines)

Year 8 – New pupils, staff and interviews internally. Debating conventions.

Year 9 – Formal discussion in preparation for Year 9 EOY speech.

Year 10 – Work Experience and other opportunities.

Year 11 – College and Jobs, world of work and life, staff careers.

Temple Time– Form time.

Term 1 – Temple Time History Project – focus on presentational oracy

Term 2 – RE Speech on the environment using the same criteria used by English

Term 3 –
End of Year Speech on something they are passionate about!

Watch an example and review it:

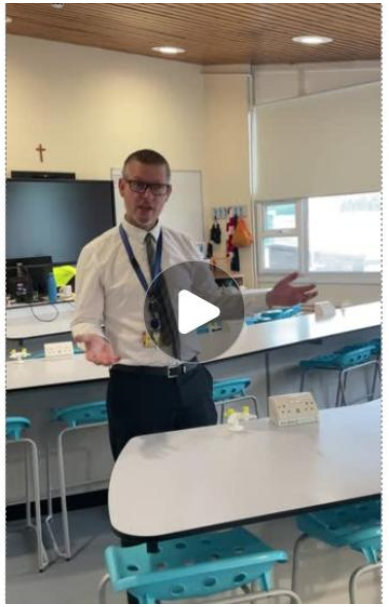
In the video, I think that _____ went well because... Also...

However, next time, maybe they could....

WHAT WENT WELL?

EVEN BETTER IF?

CLASS CRITERIA USING YOUR KNOWLEDGE ORGANISER



Watch this example.

Temple Time– Form time.

SCENARIO:

"You will be expected to take part in interviews and talk about yourself.

For the role at (college/apprenticeship/job) you are asked to tell the interviewers about your interests, hobbies, experience…"

Discuss:

How would you talk in this situation?

What things would you say?

(Don't forget your turn and talk rules)

"I don't have any experience"

We hear this a lot! You do…Every day has equipped you with a wide range of experiences…
Working on your own – create a list that details experiences you have had from the lists below.

Choose between 3 and 5 of these to detail.

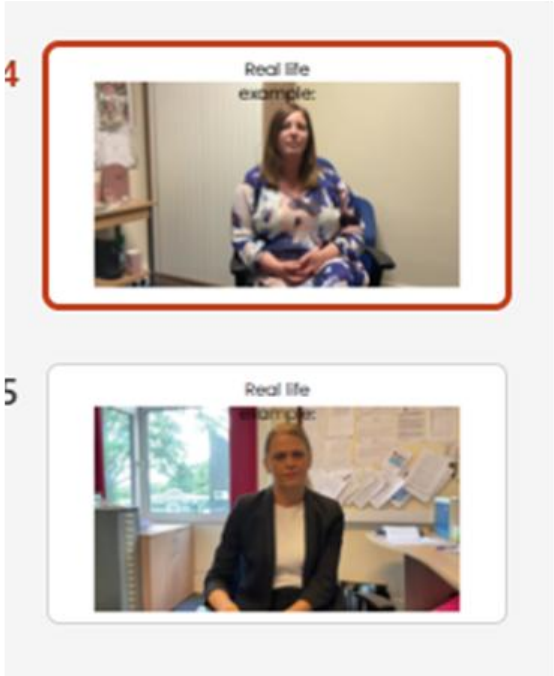
Exams Household chores Volunteering
Coursework Babysitting Paid work
Projects Looking after siblings Hobbies
Presentations Solving problems Awards / Certificates
Sports Teams Playing an instrument Clubs
Drama/Music Productions Visiting the elderly How you spend your time

How does David use anecdotes and express himself?



PLAN:

-Introduce yourself and use pleasantries
-Introduce your interests and why you are applying for that role
-What hobbies do you have
-What experience do you have (school, outside of school, jobs…?)
-What qualities do you have?
-Ask questions



Give each other tips and support:

Question 1. What are you applying for and why? (Job/College/Apprenticeship…)

Question 2. Tell us a little bit about yourself - what experience do you have linking to this role?

Question 3. What are your main qualities? Can you use examples of when you have shown these?

Question 4. What else do you enjoy doing? What are your main hobbies?

CLASS CRITERIA USING YOUR KNOWLEDGE ORGANISER

WHAT WENT WELL?

EVEN BETTER IF?

In the conversation, I think that _____ went well because…

Also…

However, next time, maybe they could….

The form-time curriculum teaches it. Classrooms have to normalise it.

THE RISK

ORACY = ENGLISH
Pupils practise talk in one place, then revert to passive listening elsewhere.

“TALK TO YOUR PARTNER”
Talk is unstructured, optional and often dominated by confident pupils.

ONE-OFF CPD
Staff hear a strategy once, but there is no shared routine or follow-up.

OUR AIM

Every pupil rehearses, listens, explains and justifies in every subject.

- **Predictable routines**
- **Full participation**
- **Subject-specific talk**
- **High expectations**

Implementation question: what must staff know, practise and experience so that this becomes normal?

ORACY KNOWLEDGE ORGANISER

What is oracy?

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

Guidelines:

- Be respectful at all times
- Consider how you explain your view and how it may impact others around you
- if you disagree, make sure that you are respectful
- Actively listen and wait your turn to speak
- Talk to the person/group you have been assigned, not others around you
- Try to stay on task and concentrate
- If someone is struggling to articulate themselves, help them.

Physical

Voice:

- Are you speaking at a reasonable pace?
- Are you speaking loudly and projecting your voice?

Body Language:

- Are you looking at your partner/audience?
- Have you turned to face them?
- Do you have good posture?

Cognitive

Structure:

- Have you organised your response in the appropriate way for the task?
- Are you building on or arguing against the views of others, or just repeating?

Clarifying and Reasoning:

- Are you asking questions?
- Are you clear on your viewpoint?
- Are you able to articulate reasons why you believe this?
- Are you maintaining concentration?

Think, Pair, Share Steps

1. Ensure you understand the task.
2. Think about the task before discussing.
3. Turn and face your partner, physically..
4. Introduce your opinion (use a sentence stem from here or on the board) Give an explanation of your thoughts.
5. Try to maintain eye contact and use gestures.
6. When you have finished, actively listen to your partner's response. Consider your response to their points.
7. Respectfully agree or disagree on your partner's point, elaborating on what they have said.



Linguistic

Rhetoric and Vocabulary:

- Are you using varied vocabulary?
- Are you using technical vocabulary (tier 3) relevant to the subject you are in?
- Are you using rhetoric? Persuasive devices, such as anecdotes?

Register and Grammar:

- Are you using correct grammar?
- Are you speaking as formally as the task requires?

Social and Emotional

Confidence and flair:

- Do you appear confident?
- If not, can you rehearse or plan what to say in order to feel confident?
- Are you listening actively?
- Are you taking turns?

Audience Awareness and Engagement:

- Have you considered your audience's knowledge?
- Have you been conscious of being respectful?

Key words:

- Articulate
- Pace
- Tone
- Register
- Eloquent
- Active Listening
- Turn Taking
- Formal
- Rhetoric
- Flair



Sentence Stems: Exploratory

When you want to include someone	When you want to make a connection	When you are listening	When you agree	When you disagree	When you need help or more information	When you want to cite evidence
What do you think?	This is similar to...	Focus carefully on what is being said	Great idea, I think so too and...	I see your side but I think...	One question I have is...	For example...
Do you agree?	This is different from ... because...	Silently think about your response	To add to what ... said about ... I ...	I have a different answer than you...	May I have some time to think?	Since the text said... I know...
What would your answer be?	This was interesting because...	Listen silently	I see what you mean...	I can see another way; let me explain...	Where can I find that information...	For instance...
What are your thoughts?	I can relate to this because...	Be prepared to add to the discussion	I agree with that, but on the other hand...	I can see that.... however I don't see that...	I have a question about that...	On page something I read...
	This reminds me of...	Make positive listening sounds	I agree because...	That's a good point but...	Could you repeat that?	When the author said... s/he meant...
	This makes me think of...				I am not sure I understand. Could you explain again?	I know ...because the text said ...

Sentence Stems: Presentational

1. Warm greeting
- Hello everyone, my name is..

2. Memorable opening
Relevant statistic or fact:
- Did you know that..
- Interesting and relevant anecdote:
- The topic of X has sparked my interest, because..
Quotes from influential people:
- X(name) has commented that..
Introduce Topic

3. Organised body (3 main points)
Shifting between points:
- The first issue concerns..
- Furthermore, the next point I want to make is..
- It could be argued that..
- Lastly, I want to cover the question/issue of..
Elaborating:
- An example is..
- This graph shows/indicates..
Comparing:
- Similar research also shows..
- However, contrasting research highlights..

4. Final conclusion – Summarise main points
Polite thank you to the audience

One joined-up implementation cycle

Not another initiative. One shared approach, reinforced over time.

1

DEFINE

Classroom Companion

Shared routines & language

2

REHEARSE

INSET / CPD

Model it, practise it, refine it

3

IMPLEMENT

Every subject

Frequent low-stakes use

4

QA

Steplab + pupil voice

Patterns, not snapshots

5

RESPOND

Recap + CPD

Next improvement focus

The important bit is the loop: QA does not finish the process, it tells us what to teach, model and coach next.

The Classroom Companion turns “do more oracy” into teachable routines

I SAY, YOU SAY

Accurate subject language

SPEAK LIKE AN EXPERT

Disciplinary vocabulary & register

DIALOGUE

Developing dialogue

FRAYER MODEL

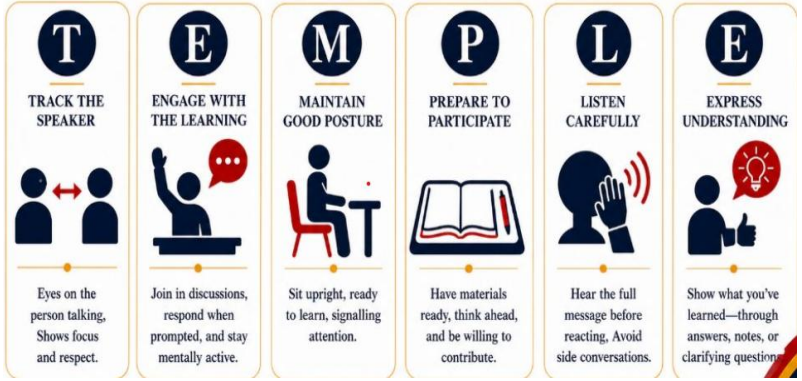
Build the words pupils need to speak

THINK / PAIR / SHARE

Structured rehearsal before public response

TURN & TALK

Structured rehearsal



The Companion is our “how”: specific enough to create consistency, but not a script for every subject.

Knowledge first!

Pupils need something worth talking about.

“What knowledge am I asking pupils to think with, and how will this talk help them know it better?”

The point is not talk for talk’s sake: talk is used to strengthen learning.

Professional development: staff experience the routine before we expect them to embed it

Turn & Talk: short, structured rehearsal, not simply “talk to your partner”

THINK
Brief individual thinking time

→

PARTNERS, GO
Both pupils rehearse in full sentences

→

TEMPLE 3,2,1
Return attention quickly

→

SAMPLE
Warm/cold call a response

→

REPEAT
Feedback → rehearse again if needed

Steplab: quality assure implementation without turning it into a performance

✓ **PARTICIPATION**

Are all pupils expected to think and contribute?

✓ **STRUCTURE**

Is talk deliberately cued and time-limited?

✓ **LANGUAGE**

Are pupils supported to answer in full, subject-specific sentences?

✓ **LISTENING**

Is attention reset so responses are heard and built upon?

✓ **RESPONSE**

Does the teacher use what pupils say to adapt / deepen learning?

WHAT IMPLEMENTATION CAN LOOK LIKE ACROSS SUBJECTS

HISTORY

Cold call after rehearsal

SCIENCE

MWB check → "why?" discussion

RE

Think-Pair-Share on evaluative questions

COMPUTING

Shoulder-partner explanation / error diagnosis

QA question: "Is this becoming typical?", not "Did I spot the technique today?"

Pupil voice tells us whether the routine is experienced, not just intended

What happens before the teacher asks someone to answer?

Do you usually get time to rehearse an answer with someone?

Does everyone have to contribute, or mainly pupils with hands up?

How do teachers help you use the right subject vocabulary?

What helps you feel confident enough to speak?

TRIANGULATE

DROP-INS
What leaders observe

PUPIL VOICE
What pupils experience over time

WORK / OUTCOMES
What pupils can explain and justify

Quality assurance should create the next improvement cycle

1. DEFINE
A small number of shared routines

→

2. PRACTISE
Model and rehearse with staff

→

3. CHECK
Steplab + pupil voice

→

4. DIAGNOSE
What is secure?
What is inconsistent?

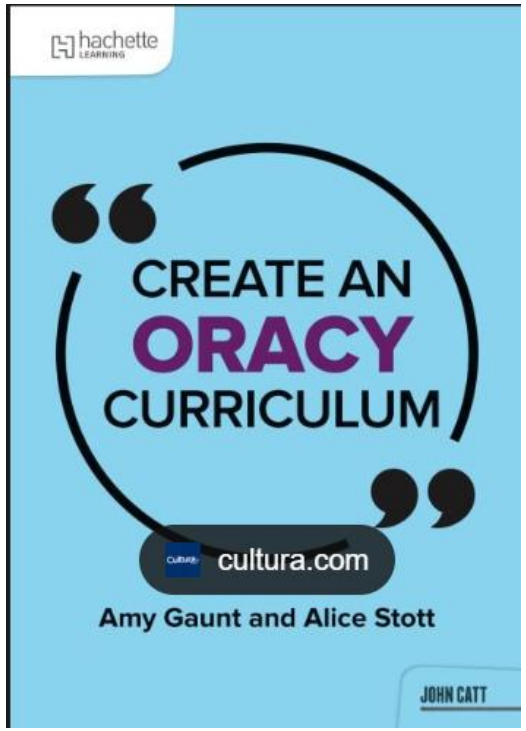
→

5. RESPOND
CPD / re-modelling

The end goal: pupils do not think "Now we are doing oracy." They simply know that thinking, listening and speaking are part of learning.

Are we there yet?

ABSOLUTELY NOT!





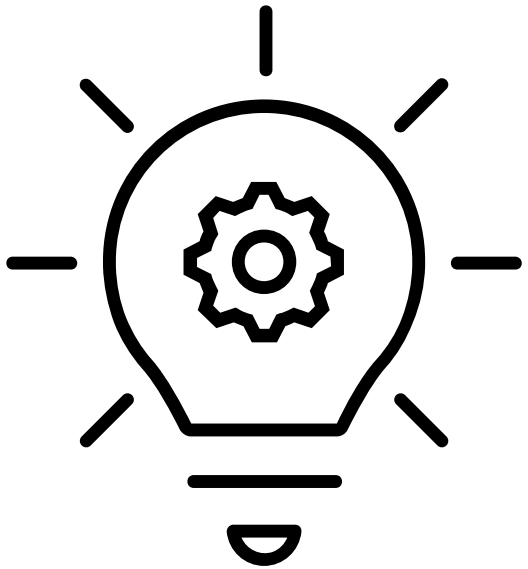
Discussion time

Lancashire County Council

Short break

Lancashire County Council

Any questions?



Lancashire County Council

Next Senior Leader briefing

- Tuesday 2nd February 2027
- 1.30 - 4.00pm
- Networking lunch from 12.45pm

Future briefings:

Summer 1 – Wednesday 5th May 2027

Summer 2 - Monday 28th June 2027

LPDS
Lancashire Professional Development Service

Lancashire County Council

As we bring the day to a close…

- **BIG FREE CPD SESSIONS**
- **Secondary Consultant courses**
- Resource packs and PowerPoint
- **Feedback forms**

LPDS
Lancashire Professional Development Service

Lancashire County Council

Thank you

Have a safe journey home
and see you soon!

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