

# Curriculum evening for parents

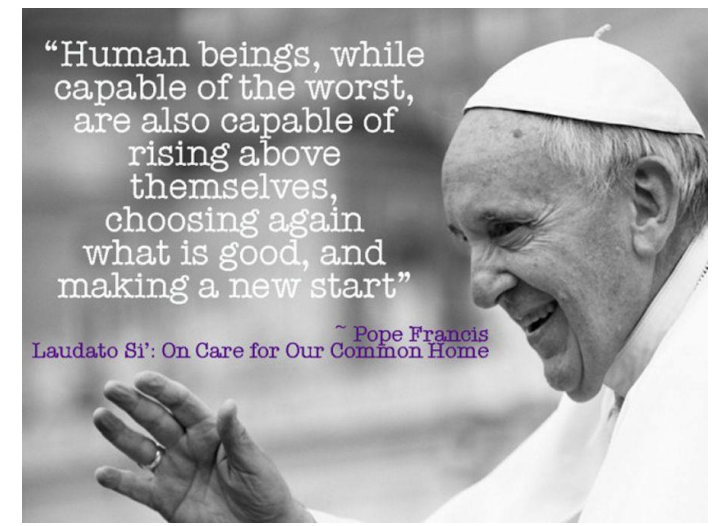
November 2019

# Changes this year...

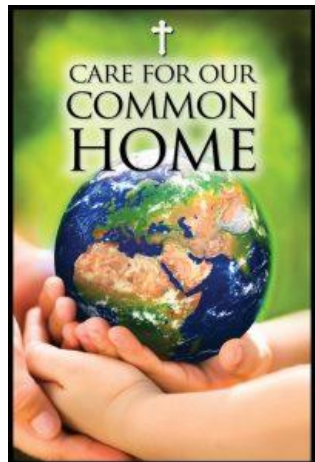
- Gospel values are at the heart of what we do
- Cross curricular approach is used to link ideas in a learning journey
- Oracy is a significant focus of teachers planning and classroom practice
- Learning is experiential where possible

# The big picture

Terms 1 & 2 Care for our Common home	Terms 3 & 4 Love your neighbour	Terms 5 & 6 Seek the truth
English:	English: Amazing Grace	English: Leon and the place Between
Geog: Madagascar	Geog: Bangladesh	Geog:
History:	History: History of St Bon's	History: The Great Fire of London
Science: Living things and their habitats	Science: Plants Animals inc. humans	Science: materials
RE: Creation Advent Prayers, Saints + Feasts	RE: Christmas Revelation Lent	RE: Easter Pentecost Sacrament
PSHE: Being me in my world	PSHE:	PSHE:

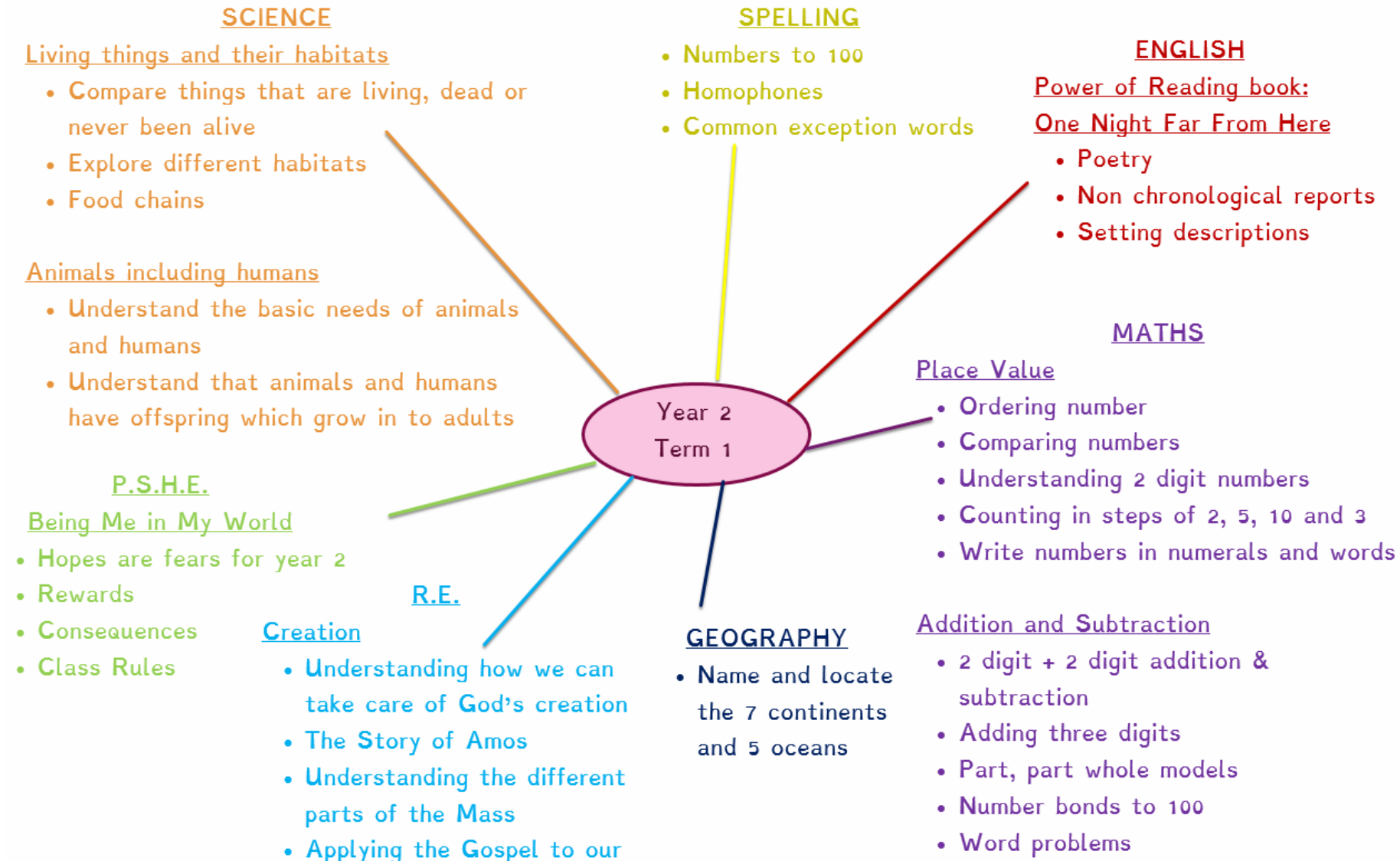


# Care For Our Common Home



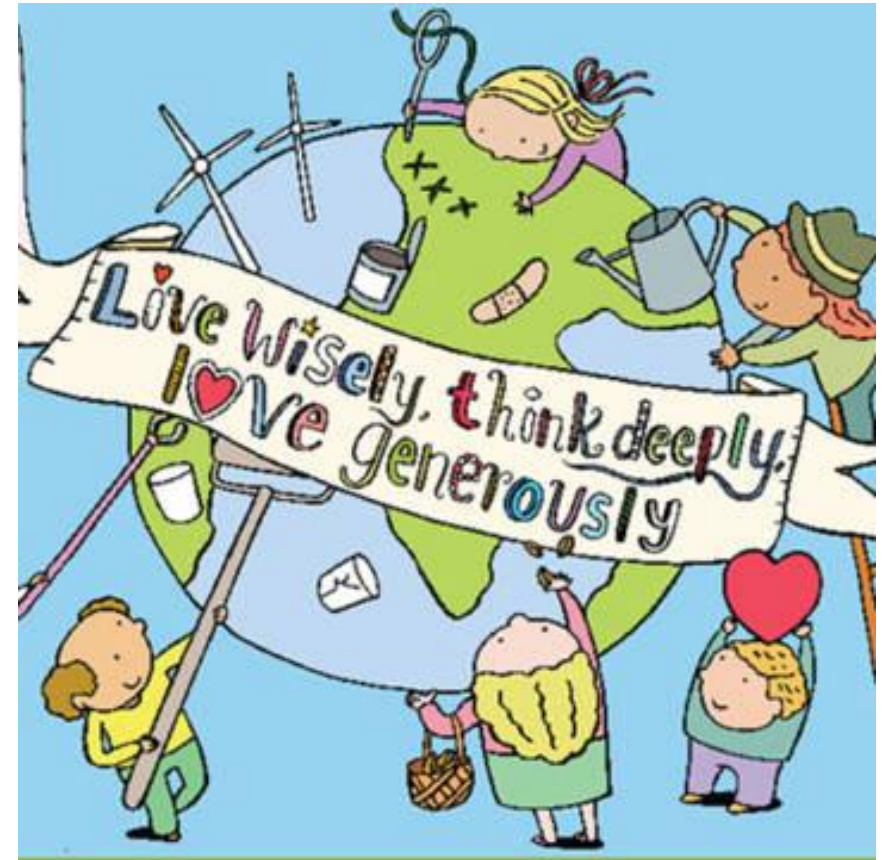
# Linking it all together

## Care For Our Common Home





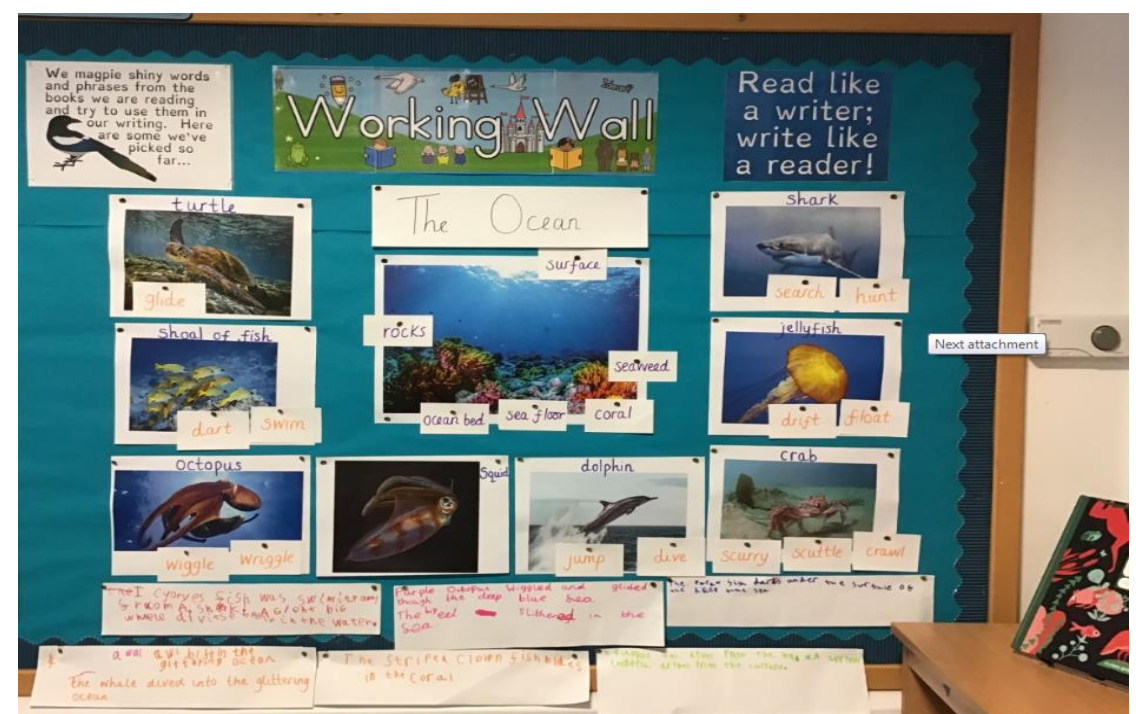
# A 'hook'



# The Power of Reading











# CARE FOR OUR COMMON HOME





[illegible]



Deloitte accountants did a survey the types of questions that were asked at interview. 70% were oracy based.

Academics will get you to the door, oracy will get you in.

## Oracy

The ability to articulate ideas,  
develop understanding and  
engage others through spoken  
language.

# The Oracy Framework







# Physical

## Voice

- Pace of speaking
- Tonal variation
- Clarity of pronunciation
- Voice projection

## Body language

- Gesture & posture
- Facial expression & eye contact

“It’s going to snow today”

Excited

Disappointed

Nervous

Ecstatic

Confused

Worried

Angry



## Social & Emotional

### Working with others

- Guiding or managing interactions
- Turn-taking

### Listening & responding

- Listening actively & responding appropriately



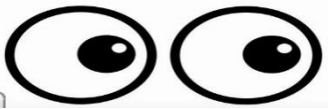

### Confidence in speaking

- Self assurance
- Liveliness & flair

### Audience awareness

- Taking account of level of understanding of the audience



Summarising the speaker's ideas
Asking questions that dig deeper
Asking questions to clarify understanding
Reacting and refocusing
Offering nods or short words of encouragement
Giving eye contact to the speaker
Being calm and still
Giving 100% of their focus to the person speaking



video



# Cognitive

## Content

- Choice of content to convey meaning & intention
- Building on the views of others

## Structure

- Structure & organisation of talk

## Clarifying & summarising

- Seeking information & clarification through questions/ing
- Summarising

## Self-regulation

- Maintaining focus on task
- Time management

## Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed

If I ruled the world, I would.... because...

I couldn't disagree more because...



### To challenge or disagree politely:

- I am not sure I agree with you because...
- Whilst I understand your point, I think that...
- I am not sure about that point, could it be instead...



### To agree and develop:

- I agree with X, I think there is more evidence if you think about/ look at...
- I think that's a really valid point but I wonder if we can take it further...

### To encourage people to expand:

- That's an interesting point, could you explain why you think that...?
- Is there more evidence to back your idea up?

### To instigate a different line of discussion:

- We haven't talked about X. I was wondering what peoples' thoughts were on this?
- Can we spend a bit of time discussing X?



# Linguistic

## Vocabulary

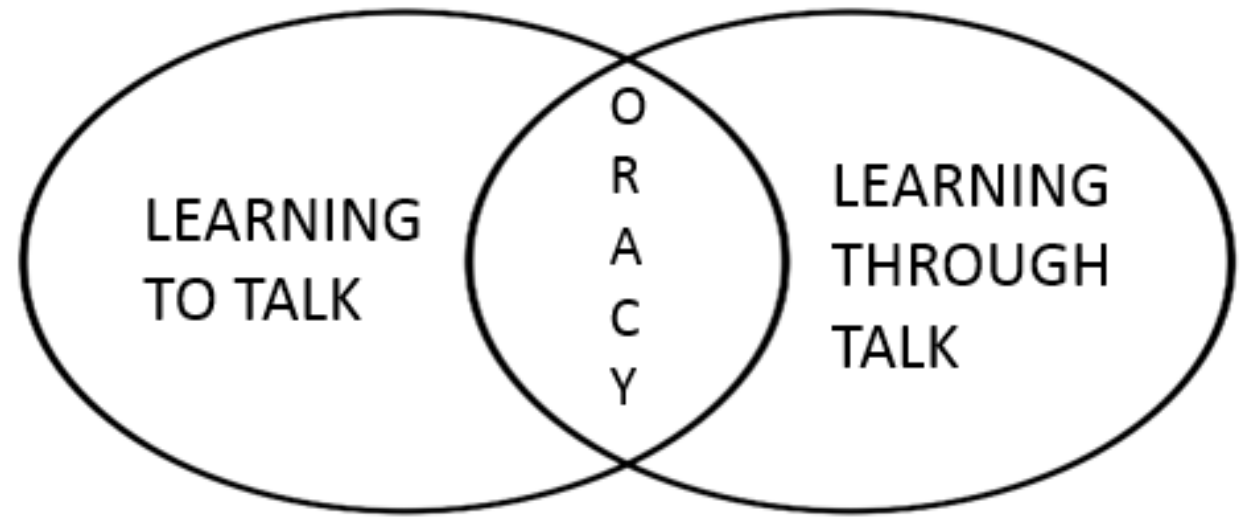
- Appropriate vocabulary choice

## Language

- Register
- Grammar

## Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry



How could oracy trios be used in lessons?

- MATHS: Problem solving and reasoning
- ENGLISH: discussing characters choices and decisions, choosing an appropriate writers voices
- SCIENCE: Discussing and explaining experiments and findings
- TOPIC: researching, summarising and presentating ideas
- PSHE: resolving friendship issues



Think of a word to do with the topic:

Plants

You must describe this word without using the actual word or gestures or actions.

# Groupings

Different groupings support different types of talk

## Trios

Talk with two other people. Alternatively, talk to a partner while a third person listens in and summarises or critiques the discussion. Or two people talk and the third listens in to summarise and critique the discussion.



## Traverse

Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.



## Pair

Talk to a partner



## Circle

Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.



## Fishbowl

Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.



## Nest

Stand apart from each other and whisper your ideas to yourself.



## Onion

Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.



## **So what can parents do to help children improve in Speaking, Oracy and Communication?**

- Talk to your children whenever you can! It's true that in busy households it's becoming more and more difficult for families to spend quality time talking in a reflective way about what everyone's been doing. Mealtimes can often be the best time for families to get together like this.
- Help your children to develop their vocabulary by suggesting better words they might have used in your conversations, in a constructive and friendly way!
- Talk about books and films. e.g. Why do they think the character did what they did?
- Encourage them to take part in activities that involve presenting to an audience, such as a school assembly, parents' evening, at a place of worship or community centre.
- Discuss topical subjects of concern with them, for example, caring for the planet.
- Encourage them to take part in social activities to broaden their experience of using talk, for example, drama groups, making and performing music with others, and taking part in voluntary or community work. This could start in the home-everybody enjoys a homemade play!
- **Whole school family oracy tasks as well as class oracy homework.**



What's going on with the colours?

Why are the red ones all red?



# STEAM DAYS





# STEAM DAYS

- Monday 21st October 2019 – Geography
- Monday 23rd March 2020 – History
- Tuesday 5th May 2020 – Science

# WORKING WALLS



# JOURNEY PLANNING

