CLOSING THE GAP SECONDARY ORACY PROGRAMME







The Closing the Gap Secondary Oracy programme

The Closing the Gap Oracy programme emphasizes the importance of developing academic language, a wide vocabulary, and competency in oral communication. The programme focuses on access to learning **mathematics** through talk, and **literacy** with an emphasis on exposing students to vocabulary rich contextual learning experiences, as well as providing students with opportunities to discuss their thinking.

The programme aims to support learning and teaching by;

- Supporting teachers to develop frequent opportunities for pupils to explain their thinking through talk and thereby develop their understanding within English and Maths.
- Using questioning frames to help direct their questioning and act as a guide to maintain the focus of discussions and clarify when necessary.
- Engaging pupils in dialogue which supports deeper understanding of concepts, and helps pupils to increase their use of technical and formal language.

The Mathematics programme aims to produce learners who will:

- Use discussion to support the mathematical learning of everyone in the class.
- Develop and communicate their mathematical reasoning.
- Listen carefully to the mathematical ideas of others, make links and connections, and re-state them in their own words using appropriate terminology.
- Ask questions about and provide insights into mathematical ideas, and be able to explain the use of mathematical formulae.

The English programme aims to produce learners who will:

- Listen carefully to the ideas and opinions of others and create their own.
- Use discussion to support the learning of everyone in the class.
- Ask questions to stimulate thought and build their technical vocabulary.
- Apply verbal reasoning and the ability to think constructively and critically in response to written texts.
- Use spoken Standard English effectively.

What does the programme look like? Key factors:

- 5 Vocabulary building activities
- 5 Learner talk activities
- 5 'Steps to Talk' strategies for staff
- Peer Assessment
- Higher order thinking
- Expansion questioning





ldentify the department area

implementation identification of Senior leaders agree on data involved, year group and/or programme department areas, staff classes for driven

Gather baseline data

questionnaires and Current attainmen learning walks with and progress data findings is shared an Oracy focus collated. Pupil Feedback on and specific carried out.

Share aims & team teach

Programme objectives Staff are shared.

team teaching delivering the planning and confident in programme strategies requested •Lesson where

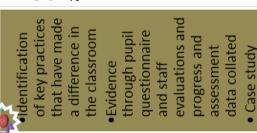
development areas

are identified and

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programme and agreed •Impact of the the programme shared Objectives identified for next shared stage

Programme

The Closing the Gap Oracy programme will be useful for all learners, particularly **Black** and **Minority Ethnic** learners, Learners of **English as an additional language**, and learners who are eligible for the **pupil premium** grant and those from other **vulnerable groups**.

Preparation

- Baseline data collection
- Questionnaires/Speaking and Listening Audit

Lessons

- Teacher uses the 5 stages of talk and talk frames in lessons
- Teacher uses the 5 activities that promote talk skills
- Teacher uses the 5 activities that promote vocabulary building

Support

- Team teaching/guidance support
- Observations/feedback
- Progress monitored
- Evaluation

School Commitment

- Use strategies within agreed classes
- Monitor the effectiveness of the programme through pupil engagement, attainment, progress, pupil voice, and teacher feedback
- Share outcomes of the programme with SLT and another department
- Department to complete a case study of the programme
- Evaluation and next steps

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