

# Speaking and listening observation guidance

Over the course of the Bradford Stories Festival project we are aiming to improve pupils' ability to share their own stories and understand the stories of children from different areas of Bradford. The collage workshop focused on developing a Youth Tree will be the first opportunity to observe your pupils working with children from a different school.

We would like you to **select two or three pupils** who have demonstrated difficulties or reluctance in speaking and listening activities and observe them during the collage workshop. We will explore your observations during a teacher training session focused on oracy in the Spring Term.

The framework we have provided is an adapted version of the Oracy Assessment Toolkit developed by Professor Neil Mercer at the University of Cambridge.

**Step 1:** Before the workshop, ensure the pupils understand that they will have the chance to talk to children from another school and create a consensus about what good speaking and listening will look like – ensuring the elements specified on your chosen framework are covered.

**Step 2:** During the workshop, pay particular attention to how well the children you are observing achieve these objectives. If possible, make notes on your observations.

**Step 3:** If possible, at the end of the lesson, allow all the students the opportunity to self-assess their speaking and listening skills (use any existing AFL methods you have already established).

**Step 4:** Keep a record of your observation notes and the self-assessment records from the children you selected. You are welcome to email them to [Nabeelah.Hafeez@literacytrust.org.uk](mailto:Nabeelah.Hafeez@literacytrust.org.uk) or bring them in person to the oracy teacher training session in the Spring Term.

## Oracy Assessment Toolkit, Professor Neil Mercer (adapted)

Group talk tasks should enable everyone in the group to express their ideas and views. Often this will involve coming to a group decision about the issue under discussion, though they may of course 'agree to disagree' on certain points. Within any group task the students should have the opportunity to show how well they can:

- pronounce clearly what they are saying
- use eye contact and facial expression to help to get an idea across or to support what someone else is saying
- speak in a way that is right for a discussion that is more formal than a chat between friends (register)
- build on other people's ideas, and summarise their own views and the views of others when necessary
- give reasons to support their views and critically examine the views expressed by others
- organise the discussion and take turns with others
- listen carefully and respond to the views of others.

We have provided a teacher observation sheet for you to use.

For more information please see: <https://www.educ.cam.ac.uk/research/projects/oracytoolkit/>

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## Teacher observation sheet

For each skill a student is assessed on a three-point “GOLD/SILVER/BRONZE” scale:

- GOLD: consistently demonstrates this skill
- SILVER: demonstrates this skill some of the time
- BRONZE: ‘rarely or never demonstrates this skill yet

Oracy skill	Pupil A	Pupil B	Pupil C
<b>Physical</b>			
1 c) clarity of pronunciation			
2 b) facial expression and eye contact			
<b>Linguistic</b>			
4 a) register			
<b>Cognitive</b>			
7 b) building on the views of others			
8 b) summarising			
9 a) maintaining focus on task			
10 a) giving reasons to support views			
10 b) critically examining ideas and views expressed			
<b>Social and emotional</b>			
12 a) guiding or managing the interactions			
12 b) turn-taking			
13 listening actively and responding appropriately			
<b>Overall assessment</b>			

Please retain this sheet and bring it to the oracy teacher training session in Spring Term and/or email it to [Nabeelah.Hafeez@literacytrust.org.uk](mailto:Nabeelah.Hafeez@literacytrust.org.uk)