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Organisation: Storytelling Schools (www.storytellingschools.com)
Role: Development of whole-school oracy models and provision of adoption training for schools.

Summary
Storytelling Schools Ltd has 10 years of experience developing and implementing a dynamic, whole-school oracy approach in UK, New Zealand and Malta through publication, consulting and training. Our model links oracy, literacy and creativity into a single approach. The notes below summarise our learnings.

Key issues
1. Oracy is key for communication skills, thinking skills, employability and social success. In terms of education policy for the 21st century, oracy deliver the 4 C's all in one shot: critical thinking, communication, collaboration and creativity. Classroom oracy makes learning and teaching a pleasure as pupils learn the satisfaction of good speaking and listening while having fun.

2. Oracy learning needs a whole school systematic approach. This enables teachers to understand how they are teaching and students to also become familiar with their consistent learning process as they progress through the school.

3. The Storytelling Schools ™ approach explicitly links oracy to other curriculum goals. It is not a stand-alone activity. The oracy phase for learning vocabulary, structure and content accelerate all aspects of learning, enabling high quality planning of structure and oral rehearsal of content as a matter of school routine which leads to improved standards of writing.

4. For secondary schools a systematic oracy approach enables subject-specific teachers to learn how to teach the language of their subject, something they are usually not trained or confident to do.

5. Barriers:
   a. government policy does not prioritise oracy and so it gets mainly 'lip' service (excuse the pun).
   b. It's not enough to just say that oracy is important. In order to integrate oracy, school teachers need quality training in the needed skill sets. This needs resources to purchase such training. An oracy policy should offer targeted funds for such adoption, not competing with salaries.

6. In Malta the Storytelling Schools approach is being trialled at the national level, helping with policy transition to more modern, skill focussed, learning-by-doing system and away from old style chalk and talk. The UK system still deals with the legacy of such old style approaches, especially at secondary level. The Malta experience may be of interest.

7. Storytelling can be a great way to kickstart oracy teaching. Traditional stories are fun, and easy to learn giving pleasure and purpose to the learning of language. Once the skills have been learned for fiction storytelling they can be applied to all aspects of the curriculum using the same method. The same approach can be applied to the teaching of Shakespeare at sixth form.

8. Oracy approaches involving rote learning and chanting have limited application to the development of fluent communication skills.

9. The Storytelling Schools ™ model includes 5 elements which the teacher uses for oracy teaching:
   1. **Tell** it
   2. **Explore** it (including where suitable arts, sciences, comprehension)
   3. **Link it** to the teaching of writing.
   4. **Recycle** the structure to create new written forms
   5. **Create** new structures to further explore the theme.

This model is then applied both to fiction storytelling and non-fiction communication across the curriculum and enables the integration of creative arts and reflective skills into the learning process.

See Fig. 1 for model summary, or Smith and Guillain (2014), The Storytelling Schools Teachers Handbook, Hawthorn Press for more details of the approach.

10. Evidence of impact. For an early evaluation of the approach see: Jonathon Rooke (2015). The impact of Storytelling Schools on children's writing in Tower Hamlets primary schools http://storytellingschools.com/wp-content/uploads/2015/10/4315-STS-Evaluation-Report-Jonathan-Rooke-4.pdf

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Figure 1

Teaching Model

CHOOSE TEACHING FOCUS

RECYCLE MATRIX

CREATE

PLOT MATRIX

RECYCLE

TELL
HEAR
MAP
STEP
SPEAK

POINT OF VIEW

SUBSTITUTE

CROSS-CURRICULAR

RESEARCH

READ

DIGITAL

NON-FICTION

WRITE

DEEPEN

DRAMA

2D/3D

POETRY

SONG

MUSIC

DANCE

SHARED WRITING

PLAN (boxing)

EXEMPLARS (discuss)

DEMONSTRATE (generate, refect, select)

EDIT (swap, add, delete, SPAG)

PLAN and review

DRAFT and review

EDIT and review

INDEPENDENT WRITING

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