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Seen and Heard: oracy in the intercultural classroom

A resource pack for schools exploring how oracy can be developed and celebrated through international school partnerships.

Funded by UK Government

“English became not only a school subject, but a tool for real communication, friendship and curiosity”

Teacher from the UK–Ukraine partnership programme.



Introduction

It's good to talk

Oracy is defined by The Commission on the Future of Oracy Education in England (2024) as the articulation of ideas, development of understanding and engagement with others through speaking, listening and communication. These are crucial skills for **all** young people growing up in today's world. Research shows that children who develop these competencies are more likely to 'succeed in school and work and lead happier lives.'*

School partnerships offer powerful opportunities to build oracy skills and develop intercultural collaborations. They provide openings for conversations, joint projects and carefully planned activities, where students develop their knowledge and spoken language and build friendships with peers in other countries.

These real-world interactions provide motivating experiences that encourage children and young people to extend their spoken repertoire by listening actively, explaining ideas clearly, asking questions, and engaging respectfully with other students across the world.

This pack contains ideas for practical activities, examples from international partnership projects and oracy tools devised by the education charity Voice 21 and the University of Cambridge. Together, they can help teachers to support their students to become successful, confident communicators.

The resources focus on different types of speaking and listening and may be used with various age groups and subject areas. Teachers will know best how to 'dip in' and adapt these resources for their pupils, and there are many opportunities to provide additional support or extend the activities for the pupils in your classes.

If you do not yet have a partner school overseas please use our online partner finder tool to help you. A link can be found at the end of this document.

* National Literacy Trust report. (2025)

The pupils felt like they had a voice in the community and overseas. My students felt like they were making a difference, sharing experiences with someone in another part of the world.

Sophie Dark – Teacher at Pontybrenin School in Wales



Acknowledgements

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- The Department for Education
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Creating an environment where oracy is embedded and celebrated

Activities to establish an environment in which oracy can thrive

“Oracy is as foundational in learning as reading, writing and arithmetic. It should be an entitlement in every child’s education to prepare them as future citizens.”

The Commission on the Future of Oracy Education in England (2024)



Activity: Set oracy goals and guidelines

Learning objective: To set clear oracy goals for a joint partnership project.

Resources: Copies of activity sheet 1 – Oracy Framework from Voice 21 and Oracy Cambridge.

For all international projects it is helpful to discuss how you can create an **intercultural** environment where student talk and active listening is embedded and valued, and everyone is encouraged to contribute. Setting goals and guidelines can be an important step in establishing this outcome.

Take some time to explore what is meant by oracy with your students and discuss their speaking and listening strengths and challenges. What do they think they do well and what do they find more difficult? The following prompts from Oracy Cambridge might be helpful:

Can talking help with learning? How?
Does everyone join in with learning talk in lessons?
How well do students listen to each other?
What could teachers do to help with talking and listening in lesson?

Try using the **Oracy Framework** devised by Voice 21 and the University of Cambridge as part of these discussions. This was devised as integral to their mission to transform the learning and life chances of young people through talk, so all children can use their voice for success in school and in life.

The tool is used by schools to break down the skills within oracy into four distinct but interlinked strands. These are **physical, linguistic, cognitive and social & emotional.** This can help to define specific goals and provide a shared language for speaking and listening activities in your classrooms.

The skills and knowledge within the Oracy Framework can be developed and demonstrated across languages.

You can find a copy of the framework on **activity sheet 1.**

Activity sheet 1

Use the Oracy Skills Framework from Voice 21 and Oracy Cambridge to discuss your students' strengths and challenges and plan oracy goals for your partnership project.

Oracy Cambridge

voice 21

The Oracy Framework, co-developed with Oracy Cambridge, University of Cambridge, provides a comprehensive definition of oracy.

Physical

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

Body Language
- Gesture & posture
- Facial expression & eye contact

Linguistic

Vocabulary
- Appropriate vocabulary choice

Language
- Register
- Grammar

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

Cognitive

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

Structure
- Structure & organisation of talk

Clarifying and summarising
- Seeking information and clarification through questioning
- Summarising

Self-regulaton
- Maintaining focus on task
- Time management

Reasoning
- Giving reasons to support views
- Critically examining ideas and views expressed

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

The Oracy Framework © Voice 21, 2022. Developed in partnership with Oracy Cambridge, University of Cambridge.
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https://voice21.org/wp-content/uploads/2022/09/The-Oracy-Framework-2021-1-1.pdf

Example

Identifying the purpose of talk in your project is key. If you decide that your long-term goal is to develop the **physical** aspects of oracy, then you might focus on the **orange** strand of the framework and plan activities to target improvements in the use of voice and /or body language.

You could arrange opportunities for small groups to develop voice projection and clarity by joining in regular, engaging vocal warmups using their home or other languages. They might for example experiment with different ways to project a word or phrase linked to their learning. Demonstrate how to do this – loudly, quickly, slowly, like a robot, or as if telling a piece of gossip! You could also encourage them to project their voices by preparing and reciting tongue twisters, jokes, facts and/or short poems in a space like the school hall. Invite them to vary their tone, speed and use hand gestures for emphasis as their confidence grows.

Alternatively, if you decide to focus on the **social and emotional aspects** of spoken language, you could plan opportunities during your partnership programme to enhance turn taking, active listening and working with others.



Activity: Create discussion guidelines

Learning objective: To produce a set of class discussion guidelines to help establish effective, respectful dialogue.

Resources: Copy of activity sheet 2 – Voice 21 discussion guidelines poster.

Creating a set of agreed discussion guidelines can provide clear expectations for your intercultural discussions.

Try setting up a role-play with another member of staff or between the students highlighting what a poor discussion can look like, with only a few voices dominating and people talking over each another!

Discuss how you could avoid situations like this and challenge your class to come up with their own discussion guidelines. Then, narrow these down to five or six suggestions that everyone can agree with. The example from Voice 21 on **activity sheet 2** can be used to spark ideas. Once agreed, ask your pupils to make their own posters for display and share them with their partner school when they meet online. Remind students of the agreed guidelines before any partnership discussions or debates take place. Further resources to support this can be found in the Thinking Together article in the Find Out More section at the back of the pack.

Activity Sheet 2

Discussion guidelines – adapted from Voice 21

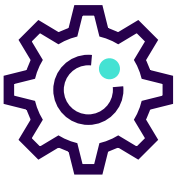
Discussion Guidelines



We give proof of listening



We respect others' ideas



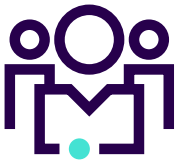
We build, challenge, summarise, clarify and probe each other's ideas



We are prepared to change our mind



We invite others into our discussions



We try to reach a shared agreement

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Developing cultural connections through dialogue

Activities to promote purposeful dialogue and cultural connections

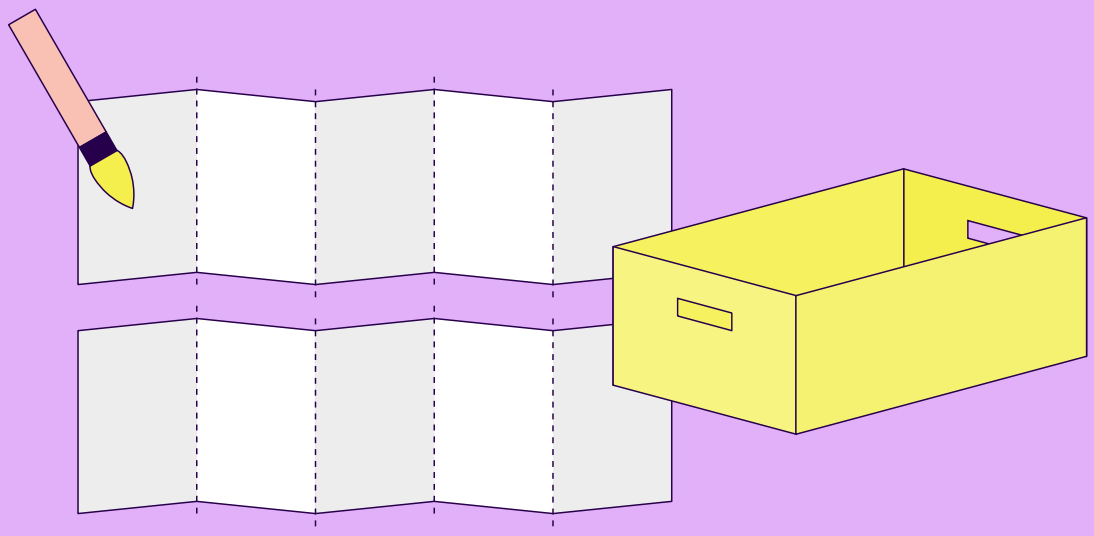
Activity:
Getting to know you!

Learning objective: To work on practical activities that will develop connections and develop questioning, listening and responding skills with a partner school.

Resources: Access to the internet, art materials.

Help your students to collect information about themselves, their school and community to share with their partner school. This can be done in a variety of ways. They might make:

- A set of slides or posters
- A Padlet bulletin board
- Concertina or mini books using the **British Library Step Inside Your Story** resources for inspiration
- Identity boxes: Pupils decorate the outside of a box with images and words connected to their country, community and school. The inside can contain pictures and objects associated with family, interests and culture.
- A short film showing significant places in the school and community.
- Self portraits in different media including an item that is special to the artist.
- Photographs of views and objects from your school and local area. Partners could guess what they are and why they are important!



School partnership example

Introductions

One school used a short questionnaire to prepare for an online meeting with their international partner school. This captured information about the students and their interests in preparation for a discussion about the things they shared in common and what they liked to read for pleasure.

Student questionnaire for meeting with partner school

Name: _____

My friends call me: _____

Languages I speak: _____

My favourite school subject is: _____

An interesting fact about me: _____

My favourite genre to read: _____

My favourite books are: _____

I think reading is important because... _____

Whatever activity you choose, share your oracy objective and plan for the session with your students. However, be prepared to be flexible if things take an unexpected turn or do not always go to plan. IT challenges, alarms, or electricity cuts can interrupt the best laid plans!

After their online sessions, one teacher spoke of the palpable enthusiasm of all her pupils during the discussions. They asked interesting questions, listened carefully and responded thoughtfully to their partner school students. She added,

"Everyone was excited to learn more about each other's countries, hometowns, and schools. They shared their national anthems, traditional costumes, and symbols, and talked about what interested them most.'

After the excitement of an online meeting, don't forget to record reflections about what your students found most interesting, what worked well, and any follow up ideas for their next international discussions. One experienced partnership teacher recommended using an online programme such as Kahoot to compile a fun interactive quiz after meetings to follow up what they had learned.



Making connections



Other ideas to spark intercultural dialogue with your international partner school

- **Learn simple words and phrases** in your partners' language and share favourite words and expressions. Include some in your home languages and local dialect.
- **Pick a question** Ask pupils to pick out and respond to questions compiled by the students in their partner school. Favourite sports teams, music and bands, pets, video games, films and books are all popular subjects. Questions on books and reading might include: Where is your favourite place to read? Do you prefer fiction or non-fiction? Which book character would you like to meet and why? Which is your favourite film of a book you have read?
- **Play oracy games** Use prepared sentence stems such as *Guess who in our class...* or *Would you rather...* to spark conversations. For example, guess who in our class is a champion Irish dancer? Would you rather wear school uniform or your own clothes to school? Introduce the Two Truths and a Lie game where pupils reveal 3 statements about themselves. Two are true and one is not! Can their partners spot the false statement?
- **Exchange** examples of student classwork, musical talents and/or science investigations.
- **Swap information** about traditional foods, celebrations and/or national flowers, flags, animals, artists, dances, authors, heroes and heroines.

School partnership example

Our cultural connections

Students at Elgin Academy in Scotland researched cultural connections that they shared with Hlevakha Academic Lyceum in Ukraine. They worked in pairs, picked a subject, carried out research and produced posters to share the information with each other and their partners – one half focused on Scotland and the other on Ukraine.







Their Ukrainian partners made a video for the Scottish students, about the class book they were reading: *A Place for a Dragon* (a renowned philosophical fairy tale novel by Ukrainian author Yuriy Vynnychuk).

The Elgin students also shared work from their class novel and exchanged information about literary dragons in popular young fiction in the UK. These included:

- Smaug from The Hobbit by JRR Tolkien
- Toothless from How to Train your Dragon by Cressida Cowell
- Hungarian Horntail from Harry Potter and the Goblet of Fire by JK Rowling
- Firedrake from Dragon Rider by Cornelia Funke
- Jaculus – a tree-dragon – from Impossible Creatures by Katherine Rundell

These activities were planned by the teachers in their initial session together and outcomes were shared in the student online meetings.

'I found that the activities we did not only helped us connect as countries and classes, but we connected as individuals. We found similarities in our loved things and personalities.'

Feedback from student taking part in intercultural activities and discussions.



Exploratory talk and debate

Activities to encourage exploratory talk where students can articulate their thoughts, build on each other's contributions, and consider alternative viewpoints.

Every child – irrespective of their background – should be empowered to find, develop and express their voice.

Creating Confident Communicators report:
National Literacy Trust 2025



Activity: Down the line

Learning Objective: To provide opportunities for students to engage in discussions and debates and practice skills in listening, explaining and justifying a viewpoint.

Resources: Masking tape, Strongly Agree and Strongly Disagree signs.

Move classroom furniture or use a larger space if possible so that students can move around. Use masking tape or chalk to create a line running across the space with a sign saying 'Strongly agree' at one end, and 'Strongly disagree' at the other.

Read out a statement linked to a topic from your classroom learning and ask pupils to move to a point on the line that best represents their view. For example, if you are learning about climate change, the statement might be:

Rich countries should pay more to fix climate change than developing nations.

If you are exploring Gender Equality, the statement could read:

Achieving gender equality is not just a human right but a powerful way to unlock potential for everyone.

Adapt the statements to suit the age of your pupils and support the topics being studied.

Once pupils have stopped moving ask them to share their views with someone nearby and then invite some to explain why they have chosen that position. Give them a chance to change their minds and move up or down the line if they are convinced by other students' ideas.

Repeat the activity using different topics and statements. Ask different pupils to explain their decision each time.

Talk with them about the flexibility of their ideas – even if they form an opinion today, with more evidence, further dialogue and changing circumstances it is fine to change your view and that this is an important part of being an astute, open-minded individual. Go on to share outcomes from the activity with your partner school.

Activity: Use illustrated books and artwork to stimulate discussion and debate

Learning objective: To use books and artworks to structure and organise talk.

Resources: A variety of texts and pictures of artworks from both countries.

Introducing books and artwork from prominent authors and artists in both partnership countries can be stimulating ways into intercultural learning, providing fascinating discussions about national and international topics. They can also be a great way to inspire further writing and art projects.

Try sharing engaging **picture books** that feature global issues. Illustrated books such as *Every Child a Song* by Nicola Davies and Marc Martin or *Malala's Magic Pencil* by Malala Yousafzai for example both focus on the subject of children's rights. Books like these can be useful for both primary and secondary students, combining visual storytelling with accessible texts.

When working with books try using Aiden Chambers Tell Me statements as discussion prompts:

Tell me..

What did you enjoy about the book? What caught your attention?

Was there anything that you disliked or made you want to stop reading?

Did you find anything surprising or confusing or something you didn't understand?

Did you notice anything that you connected with other books or real life?

With artworks encourage students to talk and share opinions without pressure, encouraging them to suggest a colour or shape they are drawn to or a title for a painting. You might also ask them to work with a partner and suggest 5 words to describe an artwork or discuss which piece they would like to own or regift to someone if they could and why.

Chambers, A. (2011) *Tell Me (Children, Reading and Talk) with The Reading Environment (updated, revised edition).* Thimble Press [more information available at Aidan Chambers – official web site]

School partnership example

Let's Talk about Books and Art...

Classes in the UK and Lebanon both read the picture book *Dreams of Freedom* by Amnesty International which explores ideas around freedom, peace, and respect. In their schools they learned about the United Nations Convention on the Rights of the Child (UNCRC) and went on to work together to create a joint large artwork containing their ideas for an illustrated A–Z of children's rights.



In a separate project, schools in the UK and China explored sculptures from both countries. These included the Chinese Terracotta Army and Field Sculpture by British artist Anthony Gormley. They talked about the similarities and differences in the artistic styles and also discussed people who made a difference in their communities. They decided to make clay group sculptures of these unsung heroes and invite them to an exhibition at their schools, sharing the results in a joint online gallery.



Photograph showing clay models of unsung community heroes. Can you spot the crossing person and figure with guide dog?

Activity: Developing ideas together through talk

Learning objective: To use resources including talk tactics and sentence stems to enhance the quality of discussion and debates.

Resources: Copies of activity sheet 3, scissors.

To enhance the quality of talk in discussion and debates, try introducing resources such as the Talk Tactics tools from Voice 21 outlined on **activity sheet 3.** These tactics and supportive sentence stems help students to build on each others contributions and encourage them to ask clarifying and probing questions during a discussion.

Print off the activity sheet showing the six tactics. Share them among your students and explain how the tactics and sentence stems can be used by everyone to enhance discussions and debates. Demonstrate the different strategies and associated sentence stems.

For example, to instigate a new discussion one student might start by using a phrase on the card such as, *"I would like to start by saying..."* or *"We haven't yet talked about..."*

To challenge or make a respectful counter argument in a debate and take a different stance another student might use a phrase on the Challenge card, "*I hear what you're saying, but what about...*" or "*I disagree with ...*"

Read out some of the sentence stems and ask the students to match them to each tactic and say how they might be used. Depending on the age and experience of your pupils you might want to start off using just a few such as Instigate, Build and Challenge. You can then introduce pupils gradually to the others as they become more confident in their discussions and ask students to suggest their own sentence stems.

Discuss if an awareness of the use of talk tactics makes a difference to discussions and debates. If so why do they think that might be?

Activity Sheet 3

Student Talk Tactics

Instigate

Present an idea or open up a new line of inquiry

- I would like to start by saying _____
- I think _____
- We haven't yet talked about _____

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas

- Why do you think _____?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe

Challenge

Disagree or present an alternative argument

- I disagree because _____
- To challenge you X, I think _____
- I understand your point of view, but have you thought about _____?

Challenge

Clarify

Asking questions to make things clearer and check your understanding

- So are you saying _____?
- Does that mean _____?
- Can you clarify what you mean by _____?

Clarify

Summarise

Identify and recap the main ideas

- So far we have talked about _____
- The main points raised today were _____
- Our discussion focused on _____

Summarise

Build

Develop, add to or elaborate on an idea

- Building on X's idea _____
- I agree and would like to add _____
- X's idea made me think _____

Build

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Presenting and performing

Activities to develop presentational and performing skills

Activity: My turn, our turn, your turn

Learning objective: To use models to encourage the development of oracy skills and cultural awareness.

Resources: A large space if available or move aside classroom furniture, simple props.

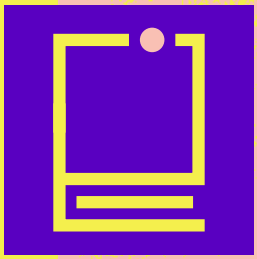
Developing effective presentational speaking skills can be daunting for some young people. Using modelling activities in a supportive setting can help students to communicate with clarity and build their confidence.

Experiment with the **My turn, our turn, your turn** strategy where the teacher demonstrates an oracy skill, and then students practice together and experiment before using these techniques in practical situations. This might be one of the skills that you identified using the Oracy Framework.

Use a large space if available or move classroom furniture to one side to give your students space to move around. You might hold a prop such as a particular book or put on a hat to show that when you wear or hold it you are 'in role.' Show how **you** might greet and begin conversations with different people in a variety of settings using an appropriate vocabulary and register. Then in small groups, ask the pupils to explore how **they** might do this. Encourage them to improvise situations such as the start of a conversation with their friends or family (they might use their home languages, dialects and slang), their Headteacher, the Prime Minister, an author, and a group of students from another country. After practising, half the class can demonstrate some of these scenarios together, so that no one has the spotlight on them individually. Invite your students to reflect on what they have learnt and why using effective vocabulary, tone and active listening is important in different situations.

You could also provide recorded examples of engaging speakers who model a range of effective spoken language styles. Ask your students to add to these with their own suggestions of powerful, persuasive communicators. Challenge them to identify the techniques on display which make the presentations and performances so powerful. Do the speakers use gestures, humour or techniques like repetition to get their points across? Examples can be found in the Find Out More section at the back of the pack.

Activity: Big up your book, interviews and pitches



Learning objective: To encourage confident presentations to small and larger audiences.

Resources: Popular books, recording devices

Introduce regular short slots where teachers and students present on a subject of their choice or “big up their book” – sharing what they liked and found interesting about their favourite books to a small audience. This can be carried out as individuals or pairs and trios in a relaxed way and reproduced for their partner schools if they wish.

You can also provide opportunities to practice interview and presentation questions and techniques to help your students feel more comfortable and confident in contexts where they are sharing views and opinions with larger audiences. This can be recorded several times in advance, to help your students feel comfortable in preparation for real life situations such as assembly presentations, interviews with your partner school or a local radio station (a number of students have done this talking about their partnership projects) or for delivering a ‘pitch’ to other students to gain votes when standing for posts of responsibility within the school.

Activity:
Films and podcasts

Learning objective: To use different types of technology to enhance oracy skills and intercultural connections.

Resources: Access to technology and the internet.

Encourage groups of students to work together to create short films and podcasts to share with their partner school. Some students may be more comfortable in front of the camera than others, so invite pupils to try out different roles.

If you are looking for inspiration for a book related podcast, share an episode of the award winning ***The Reading Café*** with your students. Produced by teacher Peter Kelly, it features pupils from Holy Cross High School in Hamilton discussing books and interviewing authors and musicians about literature. It recently won Scotland's Emerging Talent prize at the first ever Scottish Podcast Awards.



School partnership examples

One partnership divided their classes into Book Team and Film Team. The Film Team made a video to show their partners about life around the school, while the Book Team discussed a number of award-winning novels to present to the class. The class then voted for the book to be shared with their partner school.

Election fever

Students at Pontybrenin School in Wales focused on presentation skills as part of a joint project with their partner school in Ukraine on democracy, parliament and global citizenship. Having been inspired by a visit to 10 Downing Street at the start of their partnership, they are developing a new school parliament system and invited local representatives from public life to school to talk and answer questions from pupils about their roles.

Within the school, pupils apply for the roles of cabinet ministers for each area of learning in the curriculum and, if interested in becoming the school Prime Minister, plan and deliver presentations to the students. When elected, the cabinet meet to discuss two tasks a term which aim to make a difference to the school and community. They will discuss this structure with their partner school and are planning a visit together to the Senedd (Welsh parliament) next term.



Drama and storytelling

Opportunities to develop expressive spoken language and creativity through drama and storytelling.

Activity: Freezeframing and Hotseats

Learning objective: To use drama strategies to explore class texts and retell traditional stories.

Resources: Examples of traditional stories.

Freezeframing

Share a popular traditional story with your partner school. After the session, ask students working in small groups to create a still image like a photograph to represent a key moment, character or relationship in a scene from the book you have shared. Invite them to speak the character's thoughts aloud at this moment of the narrative and go on to create a storyboard of the main events, so that they can retell the story orally in their own words.

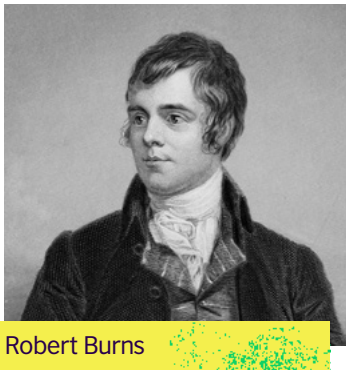
You could also try **Hot Seating**, where a student takes on the role of a character from the shared text. The rest of the class ask questions, while the teacher or student responds as that character, using evidence from the text where appropriate for their answers. This encourages pupils to develop their understanding of character, practise speaking and listening, and use their imagination. This could be carried out in one of your online meetings.



School partnership project example

Sharing national poets and playwrights

Two schools who are part of the UK–Ukraine partnership both explored the work of their national poets – Robert Burns and Taras Shevchenko. To prepare for this, the Scottish students made a short film containing information about Robert Burns and his famous poem about friendship – Auld Lang Syne. They shared their thoughts about the themes and emotions expressed in the poem and performed their own spoken word and sung versions of the famous lyrics for their partners. This film was later used by school staff as evidence for oracy assessments.



Robert Burns



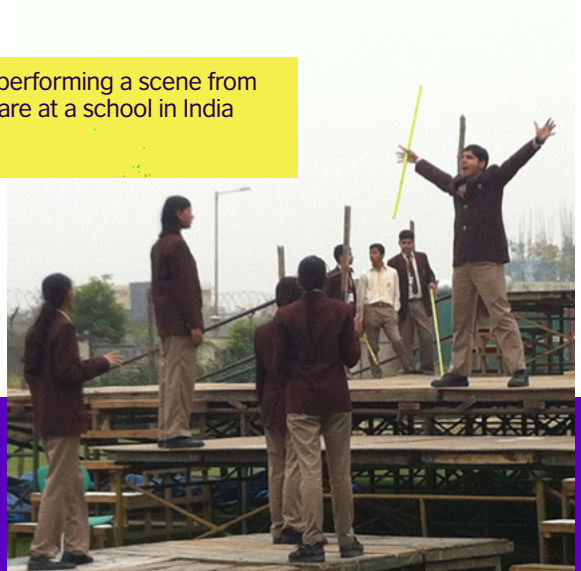
Taras Shevchenko

In another intercultural partnership programme, schools around the world chose a favourite scene or speech to perform from *Macbeth*, as part of the British Council Shakespeare Lives festival. They produced films, photos, audio clips, illustrations, posters, slides, comic strips and cardboard puppets to retell parts of the play. These were put together into an animated retelling, which you can watch here:

https://www.youtube.com/watch?v=j6M077MT3TA

Discuss how your students could present some of the work of their national poets and playwrights to a partner school overseas.

Students performing a scene from Shakespeare at a school in India



Assessing oracy

Track students' progress in oracy and help them to pass on helpful feedback to each other.

Activity: Peer assessment of oracy

Learning objective: To use peer assessment to assess skills being demonstrated in the four strands of oracy.

Resources: Activity sheet 4 Talk Detectives from Voice 21.

Assessing oracy is not easy, but peer feedback is a useful strategy to help students recognise effective speaking and listening skills and offer one another kind and specific advice.

Depending on the age of your students, share the Talk Detectives questions on **activity sheet 4** from Voice 21 before a presentation. Discuss together how your students could use or adapt these questions to give constructive peer feedback to another group about their performance.

You could model this first by providing examples of helpful feedback from the different categories such as *"When you asked ... it helped the group to..."* and *"I could tell you were listening because...."*

These strategies could also be used to track progress over time, by revisiting the same skills across different opportunities.

Self-reflection

You could also ask your students to reflect on their own progress at the end of the unit using the Talk Detectives sheet, and record interviews where they give oral feedback on the project and their progress using the following questions:

- What part of the project have you enjoyed the most ?
- What have you found most interesting?
- Is there anything that you thought we might have done / would like to do that we haven't yet?
- What is the most important thing you have learned through taking part in this project?
- Which oracy skills do you think you have improved during our international project?
- Which oracy skills would you like to focus on in the future?

Activity Sheet 4

Talk Detectives
Mystery to solve: what does good oracy look like?



Physical

Are they speaking clearly and at an appropriate volume?

Do they use appropriate body language and gestures to support the communication of their ideas?

Cognitive

Are they asking questions?

Do they clarify & justify points?

Do they develop, challenge and critique the ideas of others?

Linguistic

Are they using appropriate and ambitious vocabulary?

Are they using specific or technical language when appropriate?

Social and Emotional

Are they tracking the speaker?

Are they making sure everyone gets a turn to speak?

Are they actively listening?

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Activity:
Celebrate your Learning

Learning objective: To celebrate your students' learning and achievements during their international partner school project.

Resources: Copies of the students' work, photos from the project, projector or display boards and tables.

At the end of your project, host an assembly or invite friends and family to school to share displays, films and presentations from your international partner schoolwork. Your students can share what they have learned, talk about the cultural connections and friendships they have made during the project, and demonstrate the range of oracy skills they have developed during the programme.



Find Out More

We hope your pupils will enjoy the activities in this pack. The following resources contain additional information to help you discover more about the theory and pedagogy behind developing oracy, international school partnerships and intercultural dialogue in the classroom.



Reports and Resources

Oracy Commission Final Report:
https://oracyeducationcommission.co.uk/oec-report/

https://voice21.org/publications/ten-years-of-impact/

Creating Confident Communicators report

https://voice21.org/wp-content/uploads/2022/09/The-Oracy-Framework-2021-1-1.pdf

VOICE 21 Oracy Benchmarks – The self-reflection tools contained in the Voice 21 Oracy Benchmarks document can help you to consider what is happening more widely in your classroom and across the school: **https://voice21.org/wp-content/uploads/2020/06/Benchmarks-report-FINAL.pdf**

Thinking Together resources for teachers: **https://thinkingtogether.educ.cam.ac.uk/resources/**

https://robinalexander.org.uk/dialogic-teaching/

https://padlet.com/discovering_childrens_books/british-library-padlet-for-schools-linking-teachers-tlcj5w77l26vxmcy

https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

https://www.scottishbooktrust.com/book-lists/picture-books-exploring-childrens-rights

https://hchsthereadingcafe.podbean.com/

A glossary of drama strategies to enhance oracy and creativity from Drama Resource:
https://dramaresource.com/drama-strategies/

Speech Bubbles – Using drama, play and stories to help children aged 5-7 develop confidence, communication and creativity: **https://www.speechbubbles.org.uk/about-speech-bubbles**

Take One Picture – Information on National Gallery Take One Picture Programme including a film of children talking about Canaletto's painting A Regatta on the Grand Canal.
https://www.nationalgallery.org.uk/exhibitions/take-one-picture-2026

Directory of speakers from Speakers for Schools: **https://www.futuresforall.org/talks-library**

Contact October Gallery education for further suggestions for talking about art:
https://www.octobergalleryeducation.com/schools

EEF research page: **https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot**

Chambers, A. (2011) *Tell Me (Children, Reading and Talk) with The Reading Environment (updated, revised edition)*. Thimble Press [more information available at **Aidan Chambers – official web site]**

All links correct at time of publication.

There are lots of ways you can
get involved in international work

Find a partner school

International school partnerships can inspire pupils by bringing the world into the classroom through joint learning activities which bring language learning to life. They also offer teachers the chance to share experiences and learn new practices from colleagues in other countries.

Our Partner Finder site gives you the tools you need to find and work with like-minded schools around the world. **Finding your partner school | British Council**

Check out our global learning resources, including classroom activities and lesson plans: **https://www.britishcouncil.org/school-resources/find**

To keep up to date with opportunities for schools please sign up to the newsletter **Sign up for the British Council Schools newsletter | British Council**

Alison Willmott



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