

Oracy Rescue 2020



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Improvement Advisers for English

Oracy Rescue Aims To...

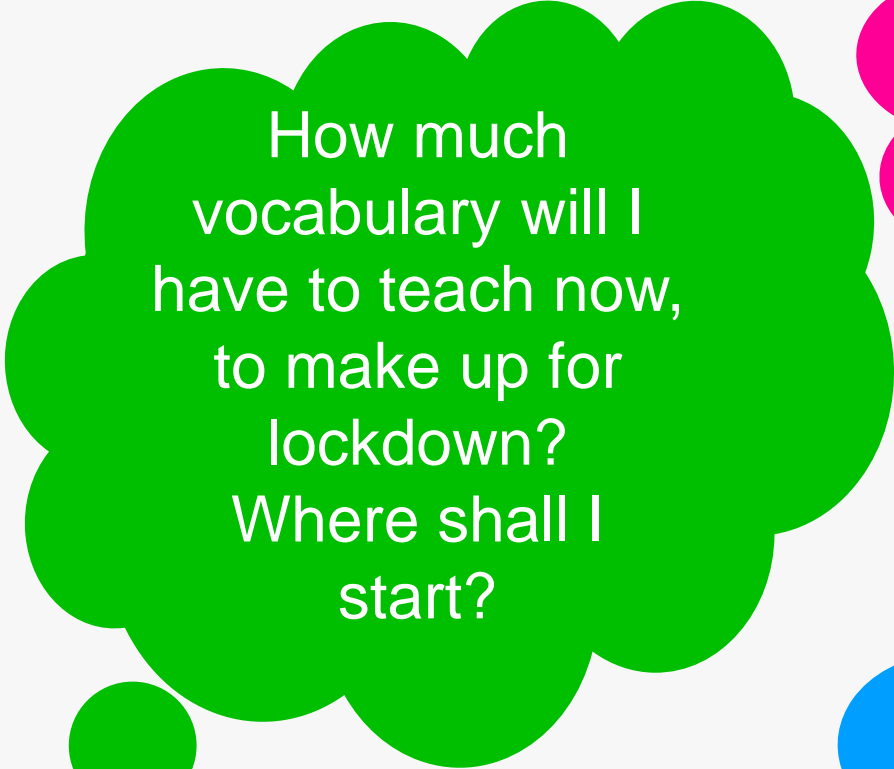
- clarify the meaning of oracy
- consider the effects of 2020 school closures on children's oracy
- suggest ways forward, both at school and at home
- signpost further support and resources.



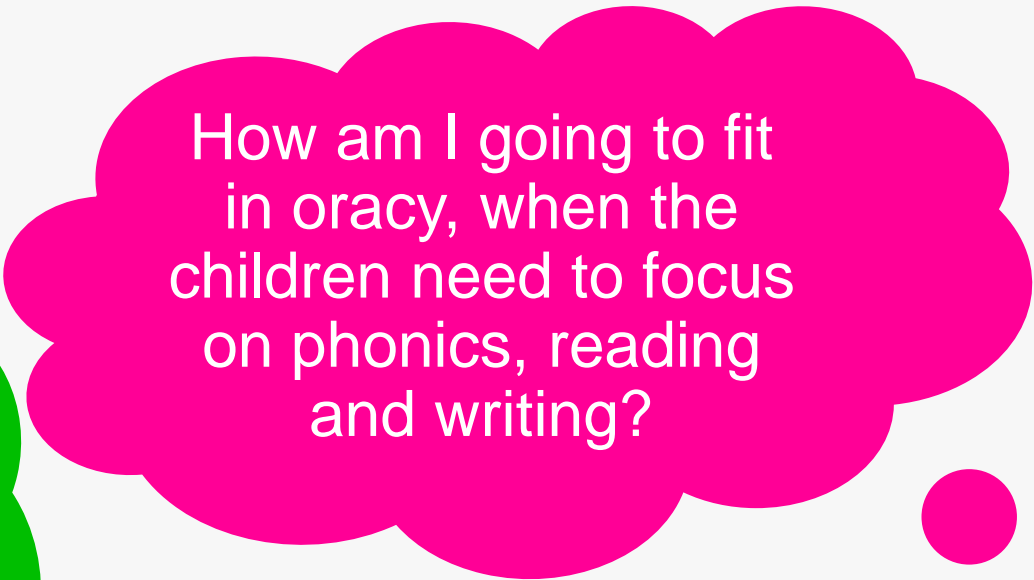
Lost Words, Lost Futures

‘COVID-19 is set to have a disastrous impact on the literacy of the 4.6 million children living in poverty in the UK, who already start school with vocabularies up to 19 months behind their peers. This holds them back at every stage of their lives, meaning that they are:

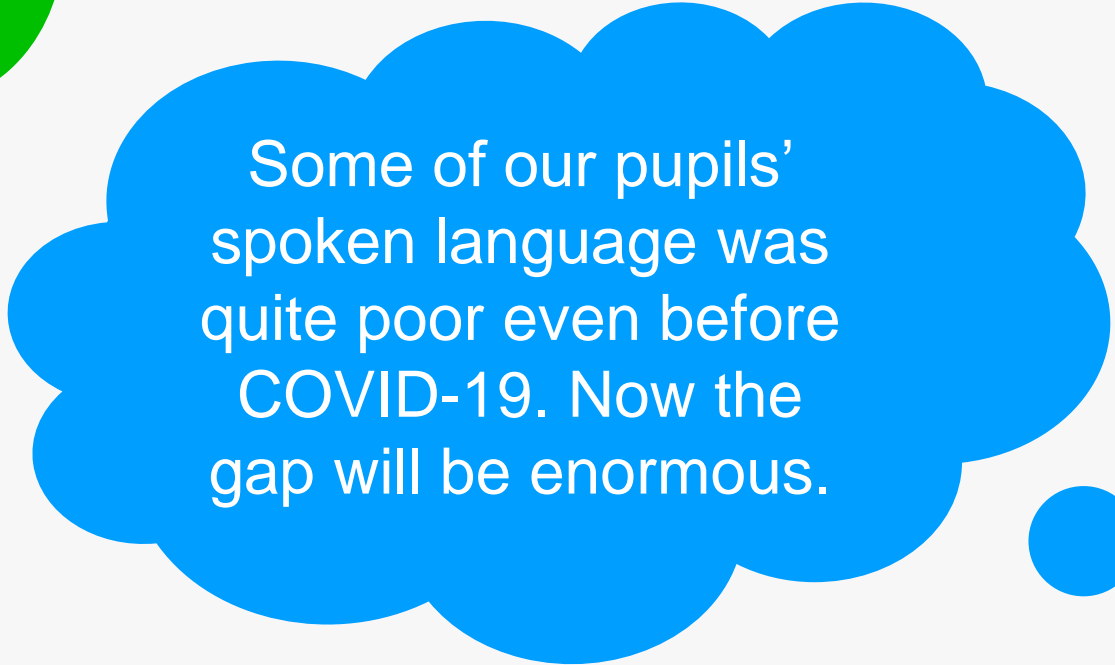
- five times more likely to fail to meet the expected standards in English at age 11
- four times more likely to struggle to read as adults.’



How much vocabulary will I have to teach now, to make up for lockdown?
Where shall I start?



How am I going to fit in oracy, when the children need to focus on phonics, reading and writing?



Some of our pupils' spoken language was quite poor even before COVID-19. Now the gap will be enormous.

What is 'Oracy'?

What can we learn from the research and statistics around oracy that could help us to develop our practice in this area of learning?

Oracy Is...

- the capacity to express oneself in and understand speech
- the ability to communicate with others through spoken language.

This involves:

- choosing the right vocabulary which is clear and appropriate
- using the syntax and grammar which allow us to sequence and structure our thoughts and make sense to others.

Let's Think About You, the Teacher

Do you speak slowly?

Do you allow thinking time?

Do you sometimes struggle to find a word?

Do you pile question on top of question?

Are you confident in performance, for example when reciting a poem?

'The implicit assumption is made that children talking is the font of all knowledge and understanding. It's a case of putting the cart before the horse.' Alex Quigley

Your oracy skills matter too.

When you speak to someone, do you tailor what you're saying

- to suit the **audience**?
- to suit the **subject** itself?
- and, to suit the **purpose** of why you are speaking?



Talk Like an Expert

One useful message from Alex Quigley is to ‘model the code’ and ‘talk like an expert’.

“In each subject discipline we should make explicit how an expert speaks. So to speak like a scientist, we may have to define ... language deployed by a scientist and focus on how a scientist uses logic, reason and supporting evidence.”

eg ‘Can you explain your thinking with evidence? Followed up by ‘How confident are you in your thinking? Conditional words like ‘likely, unlikely, probably, may suggest... support scientific talk and thinking.



‘Closing the Vocabulary Gap’ (Routledge) by Alex Quigley

Density Population Scarcity Migration Housing

- Language style:
- providing statistics
- drawing comparisons
- cause and effect.



Later on in the primary school, children begin to become more competent in using spoken language which suits informal or formal occasions, but it doesn't always come quickly or naturally to them.

Do children talk in formal ways at all, away from school?



Use Metalanguage About Spoken Language

Get children used to talking about talk.

Raise children's awareness about how to listen, how to speak out, how to persuade, how to control pitch and volume, how to speak in a formal situation, and so on.

Evaluate themselves and each other. It can be great fun!

Talking to others

Talking to others

In some contexts:

1. Talk about things that interest me
2. Talk clearly so that the people can hear me
3. Choose some words that are suitable

Talking with others

Talking with others

In some contexts:

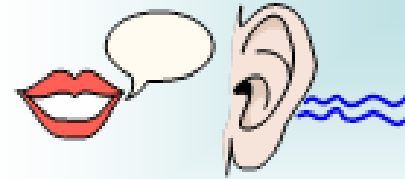
1. Show that I can listen to the speaker and respond
2. Take part talk in small groups and pairs

Talking about talk

In some contexts:

1. Try out new words in different situations

Talking about talk



Year 1

Talking within role-play and drama

In some contexts:

1. Take part in a simple role play.

Talking within role play and drama

Pupils need to learn ways of talking about talk analytically, so that they can explain and comment on the language they hear and use, just as they are used to having a metalanguage to talk about reading and writing.

Talking about talk provides scope for valuing pupils' creativity in language-use, and their willingness to take inventive or unusual approaches to making meaning.

It also strengthens pupils' cultural understanding about how English varies locally and globally, and what such variations reveal about identity and cultural diversity.

Interesting Facts about Oracy



National Literacy Trust:

Children who start school with limited communication skills are six times less likely than their peers to reach age-related standards by the end of Year 6.

Good oracy leads to improved performance in other curriculum areas, including maths and science.

Children Who Communicate Well

- ✓ more likely to form effective relationships with others, and may be less likely to struggle with behaviour problems at home and at school
- ✓ less likely to have mental health problems as children and adults.



Many families have more time for talk than usual.
Many parents and children enjoyed that aspect of school closure, and will miss it in some respects.

Family Time

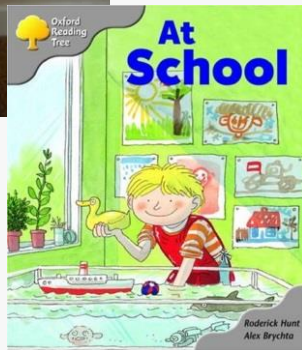
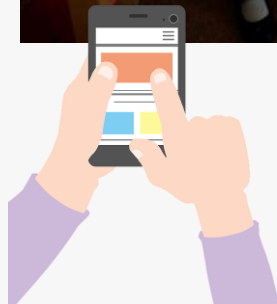
How Did COVID-19 Impact on Children's Oracy?

- 5+ months lost in toddler groups/nursery school
- many children had no siblings at home
- 3+ months loss of 'school talk' such as high-order questioning or discussing a text
- increased anxiety



Some 4-year Olds Today

What is their speech like?



- cannot pronounce some letters, which affects learning of phonics; speech therapy?
- restricted ability to construct whole sentences; gives short answers; no complex sentences
- limited vocabulary; little precision
- misunderstands words
- becomes frustrated; can't express herself fully
- can have dental problems
- late use of dummy

Communication and Language: Reception Baseline Assessment 2021

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.



New in 2021

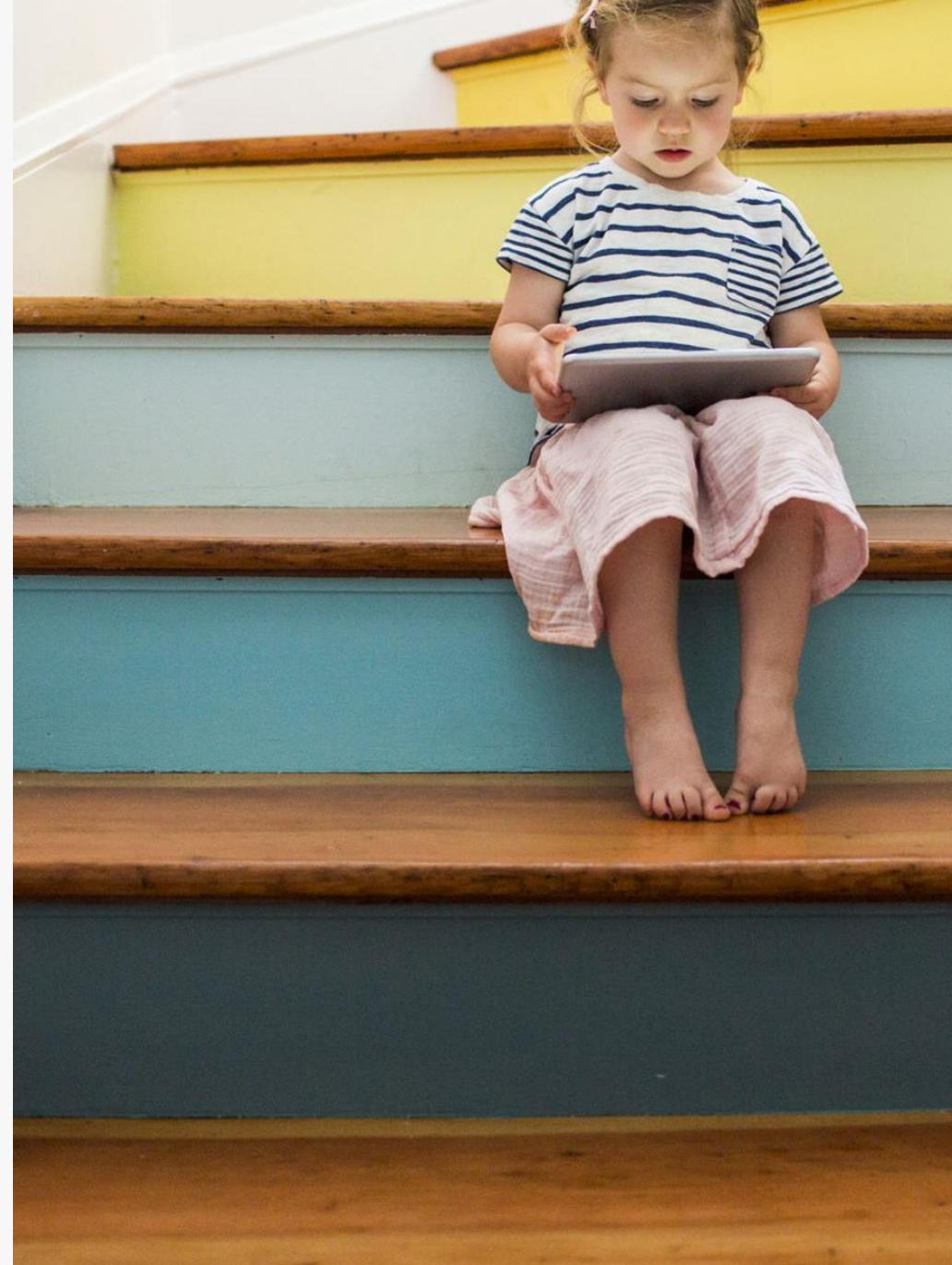
ELG Speaking:

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary, from stories, non-fiction, rhymes and poems, where appropriate
- Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions ... with modelling and support from their teacher.

What do Our Youngest Children Need Now?

- practice in speaking and listening – real dialogue
- opportunities to talk in independent ways e.g. during structured play and child initiated learning
- opportunities to extend and grow their vocabulary
- opportunities to express themselves
- the language, rhythms and ideas from rhymes, poetry and stories.



Oracy and Early Reading

“A school’s reading curriculum should have, at its heart, deliberate and sustained teaching of vocabulary. Pushing the limits of language pushes the limits of the mind and is an important step towards levelling the playing field for our disadvantaged children.”

Nick Hart

Phonics and Reading-Readiness

- More than usual and for longer, focus on Phase 1 of Letters and Sounds (or similar)
- Listen to an adult model effective reading aloud – with some pre-teaching of vocabulary
- Plenty of role-play, sometimes with props to support their favourite characters



Great Oracy Books for the Very Young



Promoting Reading

Select one idea that you will try in your school, eg

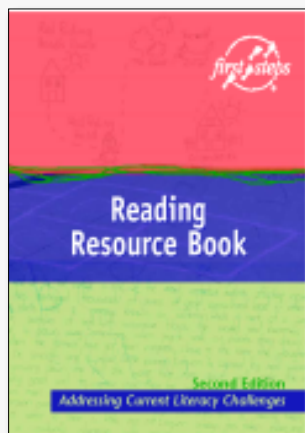
Electronic versions

Publicity campaigns

Fads

Different audiences

...etc.



Reading Resource Book (p37):

<http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/>

SECTION 3

Promoting Reading

Reading is a complex process that is approached with different degrees of enthusiasm by each person. Some readers are less enthusiastic about choosing to read than others.

In any classroom, a teacher may identify the following students.

- Those that read well but have little interest in doing so.
- Those interested in reading but don't read well.
- Those that have no interest in reading regularly and are at risk of not coping with literacy tasks.
- Those that have specific learning problems that impede their ability and willingness to read.

The following factors may be influencing the reading abilities of the students described above.

- Prior experiences have created a negative image of reading.
- An appealing text form or author has not been discovered.
- There is a lack of purpose for reading.
- The reading process is misunderstood e.g. thinks that reading is saying words rather than making meaning.
- There is no time or no encouragement to read, e.g. sport commitments, emotional trauma.
- By using ineffective strategies, reading has become a laborious task.
- There is insufficient prior knowledge to make meaning.

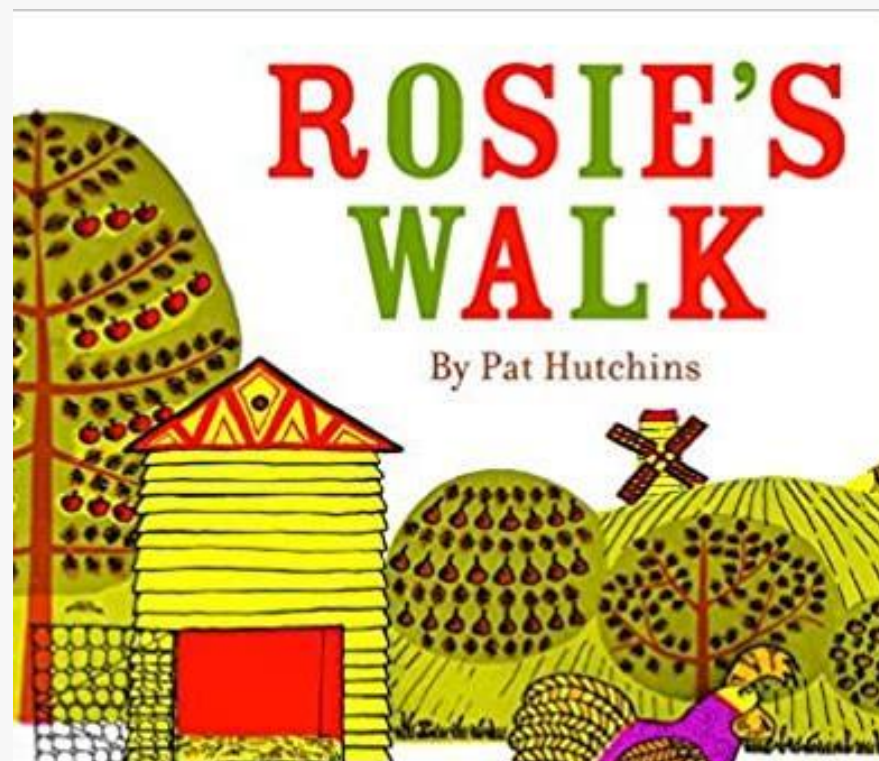
When teaching reading, one of the challenges is to encourage *all* students to develop a life-long love of reading. It's important to encourage all readers to see reading as a means of satisfying a range of purposes such as enjoyment, relaxation and information gathering.

Ways to Promote Reading

This section offers some suggestions about ways to promote reading. However, ideas that work well for a particular student or for a particular year level may have little impact the following year or with another student. Teachers need to continue to try a variety of ways to promote reading and work closely with parents to inform them of the efforts being made. Teachers can select from the following ideas and suggestions.

What About Very Early Stories?

- Young children need to *hear* language which they can process cognitively, with vocabulary they understand, and settings and situations they can relate to.
- They hear them time and again; then they can imitate and retell.



Not All Stories are the Same

Nursery
EYFS

Oral retelling:

- improves their confidence
- improves their spoken fluency.

Do your teaching colleagues ever simply tell a story without using a book?

- The 3 Bears
- The 3 Little Pigs
- The Gingerbread Man
- Little Red Riding Hood
- The Enormous Turnip
- The Little Red Hen
- (Common features – simple progressive narratives – cause and effect)

Talking Poetry: Improvisation



Sit in a *Talking Circle*:

- *'I am a... because...'*
e.g. you could all be an animal of your choice
- *I am a koala because lots of people will cuddle me.*
- *I am a frog because I love being in water.*

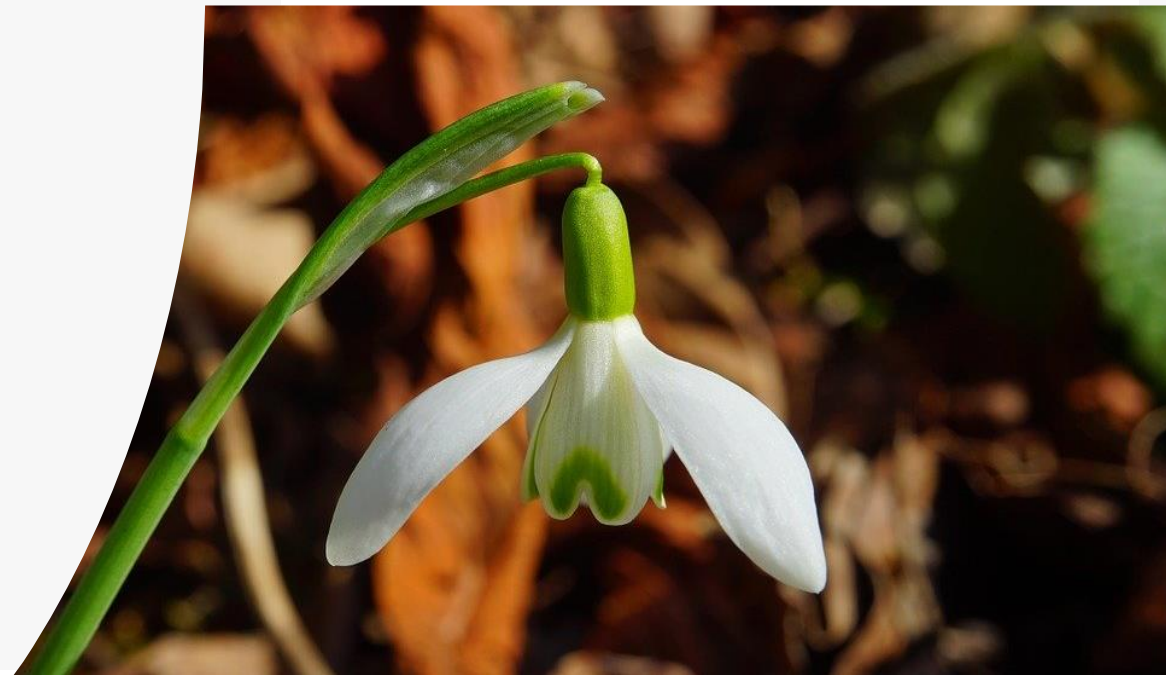
Talking Poetry

Making the most of outdoor learning:

our playground/our park

Starter poems (non rhyming):

- ‘Hamster! Hamster!’ by Joseph Coelho
- ‘If I Could Only Take Home A Snowflake’ by John Agard



Poetry Games

This morning...

I saw...

I heard...

I smelled or touched...

I did not ...

I wished...



More Poetry Games

Alliteration: make a word bank starting with a letter, then put the words together in surprising combinations

Word association (start with apples/snow/blue)

Look at an object: it looks like/it sounds like/it feels like/it tastes like/it reminds me of/one day it...

Sentence starters: The dragon/dog/my mum says...

In the magic bag I found...

If all the world were food...

Topic word bank to create a poem

Talking Stories

Creating characters from objects

- Who owned it?
- How did they lose it?
- What will happen now?



Voice of Water by Tony Mitton



The water in the rain says

Tick Tick Tack

The water in the sleet says

Shush

The water in the ice says

Crick Crick Crack

The water in the snow says

Hush

The water in the sink says

Slosh Slosh

The water in the tap says

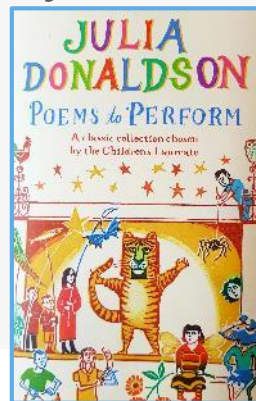
Drip

The water in the bath says

Wash Wash

The water in the cup says

Sip



*If all the seas were one sea
What a great sea that would be!*

*If all the trees were one tree
What a great tree that would be!*

*And if all the axes were one axe
What a great axe that would be!*

(now the rhythm and tempo changes)

*And if the great
man took the great
axe*

*And cut down the
great tree,*

*And let it fall into
the great sea
What a splish
splash that would
be!*

In Early Years and KS1, read aloud at least one poem every day.

This is a must do.

(Find out whether this is happening, and what texts and poems are used; which poets do your colleagues know and enjoy?)

Here's a Thought

Meaning exists in the mind of the listener,
not in the sound waves generated by
speech.

Here's a Question to Pose in Your Staffroom

If children can't speak, can they write?



If children *can* speak, can they write?

What About Key Stage 2?

Now, more than ever before, children need ...

- immersion in key text genres, both formal and informal, poetry and prose
- opportunities for balanced, shared discussion – for example about a point of argument, or a poem
- varied ways to express their feelings, their views and their ideas or suggestions – throughout the curriculum.

What Does the National Curriculum Require?

Having a strong command of the spoken and written word is one of its overarching aims.

Children should:

- speak audibly and fluently
- participate actively in collaborative conversations
- be able to elaborate on and explain their understanding and ideas
- participate in presentations, performances, role play, improvisations and debate ...

Seven Pedagogical Approaches

Modelled speaking and listening	Investigating language in a communicative environment
Language in action	Scaffolding
Sustained conversation	Group talk
Exploratory talk	

From the Department for Education Western Australia (pg 7):
<file:///C:/Users/billp01/Downloads/FIRST005.pdf>

Talking Stories

Developing characters or events:

- small world play
- shadow play
- freeze-frames
- role-play and drama
- hot seating
- puppet play.



The Rhythm of Life by Michael Rosen



*Hand on the bridge
feel the rhythm of the train.*

*Hand on the window
feel the rhythm of the rain.*

*Hand on your throat
feel the rhythm of your talk.*

*Hand in the sea
feel the rhythm of the tide.*

*Hand on your heart
feel the rhythm inside.*

*Hand on the rhythm
feel the rhythm of the rhyme.*

*Hand on your life
feel the rhythm of time*

*Hand on your life
feel the rhythm of time*

*Hand on your life
feel the rhythm of time.*

Key Stage 2 Poetry Which Could be Combined with Drama / Dance / Art

To everything there is a season...

Ecclesiastes 111, v1-8

A time to plant

A time to pluck up that which
has been planted

A time to break down

And a time to build up

A time to mourn

And a time to dance etc.



Great Poetry for Recitation

ON AIR

London 2012 – a kenning

Pulses racing

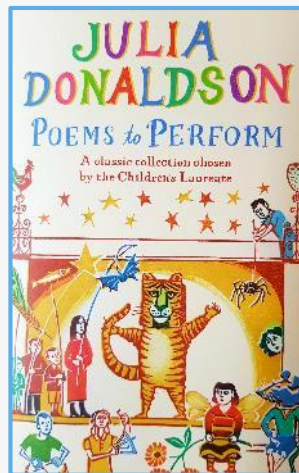
Athletes pacing

Flags flapping

Crowds clapping

Hearts pounding

Starting-guns sounding



The Dinosaur Rap

Come on everybody, shake
a claw

Let's hear you bellow, let's
hear you roar,

Let's hear you thump and
clump and clap,

Come and join in. Do the
dinosaur rap.

Practical Strategies for Closing the Vocabulary Gap

Ambitious Vocabulary - Word of the Week

Week Beg	Year 2	Year 3	Year 4	Year 5	Year 6
16/09/2013	glimpse	development	aghast	apathetic	repugnant
23/09/2013	usual	rival	insufficient	melodic	pompous
30/09/2013	witness	prone	immediate	moderate	amenable
07/10/2013	sunlit	ideally	generation	spontaneous	electrifying
14/10/2013	revolting	senseless	superior	insignificant	aftermath
21/10/2013	useless	ridiculous	inevitably	recede	intangible
28/10/2013	exclusive	however	foliage	prominence	misinterpret
04/11/2013	coincidence	vigilant	specific	unintentional	infuriating
11/11/2013	academic	aggravate	purpose	torrent	disrepute
18/11/2013	workable	rarely	expanse	reluctant	gracious
25/11/2013	variety	stranded	exposed	triumph	effervescent
02/12/2013	obvious	distasteful	literate	inconspicuous	arduous
09/12/2013	obvious	distasteful	literate	infectious	frenzied
16/12/2013	obvious	distasteful	literate	alien	instinctive

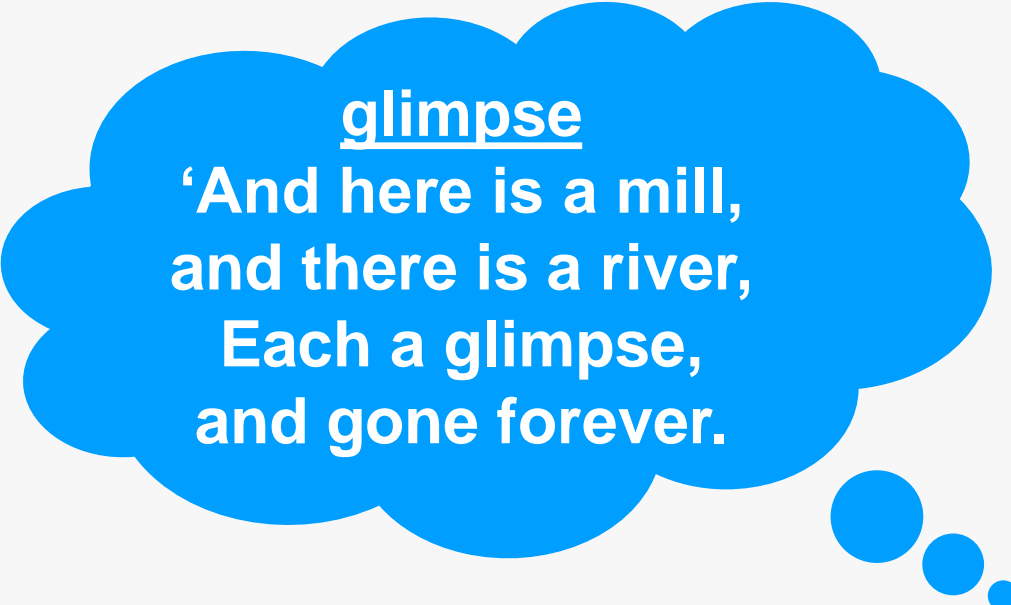
What are the strengths and weaknesses of this approach?

Practical Strategies for Closing the Vocabulary Gap

From Alex Quigley: 'Closing the vocabulary Gap' - Chapter 7
Promotes explicit vocabulary teaching

Use a strategy for defining unknown words:

- Select /
- Explain /
- Explore /
- Consolidate.



glimpse
'And here is a mill,
and there is a river,
Each a glimpse,
and gone forever.'

Isabel Beck et al also suggests that we get children to engage with new words in varied, practical and engaging ways. Then the words are more likely to be stored in our long-term memory.

Dictionary definitions are often clunky for unusual words, and often contain other words that a child might not know. We do not assimilate words into our vocabulary by knowing the definition, rather we hear them used in contexts and emulate that usage.

Think about the time spent and the outcome of that effort: looking up a word and reading the definition might take 1 minute; showing an appropriate image and telling the children what the word means will take less than half that time.

The dual coding of sounds and image is also much more likely to result in the child remembering what the word means than reading a dictionary definition alone.

Adding an action to perform alongside repeating the word, or acting out the meaning can also be beneficial. This should be done quickly, with more time spent on children hearing and repeating the use of the word in its most common contexts.

Developing Vocabulary Through Word Study

oppose
(verb)

If you oppose someone or oppose their plans or ideas, you disagree with what they want to do and try to stop them from doing it.

op/pose



Say it normally.
Whisper it.
Say it to a partner.
Say it with your fists up.
Say it with your eyes narrowed.

synonyms

be against
object to
be hostile
dislike
resist

antonyms

support
defend
promote



opposes
opposed
opposing
unopposing
opposer
opponent
opposite
opposition



Emmett will **oppose** anything that is boring.

The two countries **opposed** each other's laws, so they refused to trade with each other.

Draw/write a sentence/show how you know what this word means.



<https://verbivoreblog.wpcomstaging.com/>

Using Visual Imagery to Teach New Vocabulary



The use of image (still and moving) is a great scaffold to get children to use the word appropriately. For example, children could use what they see in the picture to write a sentence using the word deceit:

The wolf's deceit was meticulously planned and he congratulated himself as he hid in the shadows in Granny's clothes.

Developing Vocabulary Through Pictures



<http://www.pobble365.com/>

What do you notice?

How is the girl feeling?

The girl is 'mesmerised'. What might it mean?

euphoric

elated

blissful

joyous

glad

happy

Making Connections

Teaching synonyms without discussion leads pupils to think that 'euphoric' is the same as 'happy', when in fact there are **Shades of Meaning**.

Use paint strips to mimic the shades of meaning.

Improving Subject-specific Vocabulary by Bringing Fiction and Non-fiction Together



Knowledge Organisers

Apollo 11 Mission to the Moon					
Timeline		Crew	Job	Vocabulary	
July 16 th 1969	Saturn V rocket launches from Cape Kennedy space base, Florida.	Neil Armstrong	Commander	Apollo 11	The name given to the overall mission to land on the moon.
July 20 th 1969	The lunar module lands successfully on the moon in the Sea of Tranquillity.	Michael Collins	Command Module Pilot	Crew	The team who are taking part in the mission
July 21 st 1969	Armstrong and Aldrin conduct surface activities (missions).	Edwin "Buzz" E. Aldrin, Jr.	Lunar Module Pilot	NASA	An American organisation which explores space. NASA stands for the National Aeronautics and Space Administration
July 21 st 1969	The lunar module leaves the moon and joins with the command module.	Quotations			The huge rocket that sent the astronauts into space.
July 24 th 1969	The command module arrives back on earth, landing in the Pacific Ocean.	"The Eagle has landed." "That's one small step for man, one giant leap for mankind." Here men from the planet Earth first set foot upon the Moon, July 1969 A.D. We came in peace for all mankind.		Module	A small part of the spacecraft, with a particular job (for example, landing on the moon).
July 24 th 1969	The astronauts enter quarantine, in case they are carrying any pathogens (germs).	Spacecraft Call Signs		Space Race	The USA and the USSR (now Russia) were racing to be the first country to put man on the moon.
July 24 th 1969	President Nixon personally congratulates the crew in quarantine.	The Command Module was called the "Columbia". The Lunar Module was called the "Eagle".		Lunar Module	The spacecraft that landed on the moon (the part that stayed on the moon).
August 1969		Interesting Facts		Command Module	The spacecraft that returned to earth.
August 13 th	Celebration parades across America.	The Saturn V rocket reached a total speed of 6,164mph or 9,920km/h The moon is 384,400km or 238,900miles from Earth. The length of gravity on the moon is only 16% compared to Earth.		Quarantine	Keeping someone locked away from other people in case they have germs or a disease others could catch.
				Pacific Ocean	The largest ocean in the world
				Sea of Tranquillity	A large, dark area of the moon, in which the astronauts landed.

Key dates timeline

Key people

Quotations

Interesting facts

Vocabulary & definitions

What are the possible benefits and drawbacks?



Activities Which Develop Oracy in the Primary School

Circle time: weekly discussion e.g. about an issue affecting the class; express opinion, take turns, listen to others' views

Group work: communicate with others, take turns, express views, make suggestions, problem solve

Putting on a performance: class assembly; prepare, discuss and produce; articulate to an audience; volume and clarity

Discussion: pairs or group of 4; topic-based discussion, or discussion with a set purpose; create ideas; probe and challenge

Oral book reviews: speak to an audience; ask and answer questions

Structured debate: create an argument for either view; speak in formal ways

School council meetings: express your own opinion or that of others; persuade; listen

Explore a text through performance: oral retelling of a familiar story; re-enact events, in role; act out what characters might do in a given situation

Presentations on a given subject: individual or small group

Ask Questions Which Develop Oracy

Can you say a bit more about that?

Could you expand on that and give us a little more detail?

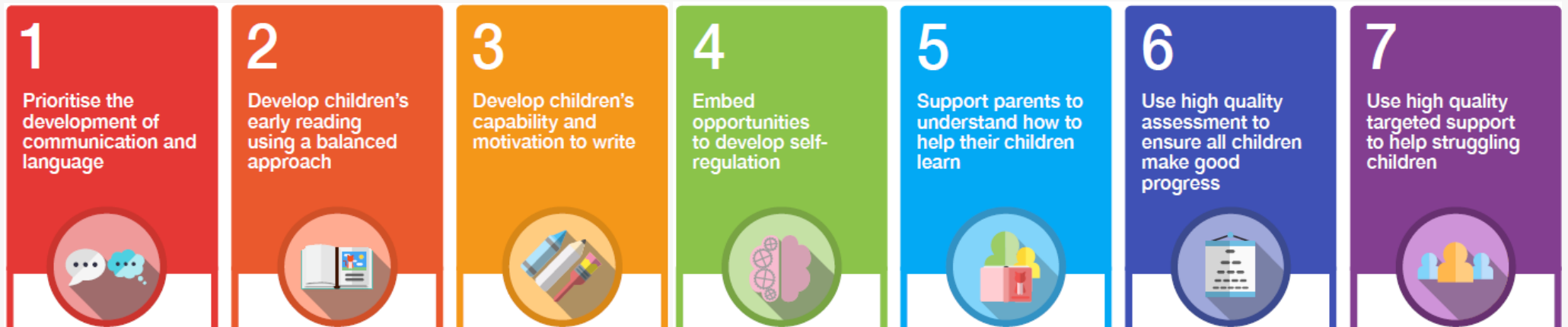
...and what do you think about that yourself?

Could you describe that, so that I can imagine it better in my mind?

**So What Are We Going to Do Differently
In 2020-2021?**

Preparing for Literacy

1. Prioritise the development of **communication and language**
2. Develop children's **early reading** using a balanced approach
3. Develop children's capability and **motivation to write**
4. Embed opportunities to develop **self-regulation**
5. **Support parents** to understand how to help their child learn
6. Use high quality **assessment** so pupils make good **progress**
7. Use high quality **targeted support** to help struggling children



Improving Literacy in KS1

- ✓ Develop pupils' **speaking and listening skills** and wider understanding of language
- ✓ Use a balanced, engaging approach to **developing reading**, which **integrating decoding and comprehension** skills
- ✓ Effectively implement a **systematic phonics programme**
- ✓ Teach pupils to use **strategies for developing and monitoring their reading comprehension**
- ✓ Teach pupils to use strategies to **plan and monitor writing**
- ✓ Promote **fluent written transcription skills**, encouraging extensive and effective practice & **explicitly teaching spelling**
- ✓ Use high-quality information about pupils' current capabilities to **select the best next steps for teaching**
- ✓ Use **high-quality structured interventions** to help pupils who are struggling with their literacy



Improving Literacy in KS2

- ✓ Develop pupils' **language capability** to support their reading and writing
- ✓ Support pupils to develop **fluent reading** capabilities
- ✓ Teach **reading comprehension** strategies through modelling and supported practice
- ✓ Teach **writing composition** strategies through modelling and supported practice
- ✓ Develop pupils' **transcription and sentence construction** skills through extensive practice
- ✓ Target teaching and support by **accurately assessing need**
- ✓ Use **high-quality structured interventions** to help pupils who are struggling with their literacy



Rather Than Leaving it All to Chance ...

What we need is a structured approach to what we'll do now.

Let's come up with a plan for Oracy.

Set some do-able ground-rules for success.

Nursery, EY and KS1

(Examples – your school can decide for itself!)

- Non-negotiable expectations of including rhyme / song /poetry daily: include this in your planning. Have a target set of rhymes/songs children can independently say or sing eg by the end of a fortnight.
- Provide opportunities for developing back-and-forth dialogue
- Ensure you read to children every day. Choose some picture books which encourage and improve oracy, or the opportunity to develop vocabulary and language through discussion.
- Involve and inform parents along the way.



Get your class involved in making up their ground rules for talk.

Validation

If you set your expectations high, you are likely to be more successful.

Involve all your school colleagues; work together.

Make Oracy a core area of learning.
Make it matter. Validate it.

Promoting Oracy at Home

1. Read aloud to your child
2. Record a video diary
3. Play word games
4. Talk about their day
5. Phone a friend (or relative)
6. Go on a nature walk
7. Sign them up for a club

<https://www.theschoolrun.com/questions-to-ask-about-your-childs-day>

Developing Language at Home

0-6 Months

6-12 Months

12-18 Months

18-24 Months

2-3 Years

3-4 Years

Supporting Children's
Communication

Things to Look Out For


4-5 Years

5-7 Years

7-11 Years

11-17 Years

Supporting Children's Communication

 Recommend 11

There are lots of things you can do to encourage children at this stage:

- Have a special time to talk about the day. Talking about what has happened that day will help their memory skills. It will also help them to talk about things they cannot see and things that happened in the past.
- Wherever possible, use pictures, objects, puppets, acting, gestures and facial expressions. This will keep a child's interest.
- Talk about or play games involving opposites like 'on and off' or 'big and little'.
- Join a child in pretend play. Let them take the lead. This will help their language and creativity. Talk about what they are saying and doing rather than asking lots of questions. This helps their language skills and shows you are listening and interested.
- Reversing roles can be great fun for a child. Let them be the 'mummy' or the 'teacher'. This helps them to talk about new situations.

<https://ican.org.uk/i-cans-talking-point/parents/ages-and-stages/>

Words for Life

“The limits of All I know
is what I have words for.”

my language mean the
limits of my world.

Ludwig Wittgenstein



Further Reading, Resources and Support

Online Support in Oracy

- Speech and Language for parents: <https://speechandlanguage.info/parents/activities>
- Literacy Trust: https://literacytrust.org.uk/?gclid=EAlaIQobChMI8p6KwPfi6wIVB-7tCh2OMw5VEAAYAiAAEgK_r_DBwE
- Voice 21 - Find the section called 'Impact' and watch this film – Who is talking and how coherent is that talk?
<https://voice21.org/impacts/who-is-talking/>
- Sutton Park Primary in Kidderminster, where selected pupils were chosen to lead their parent consultation interviews, enabling them to share work they were particularly proud of, and improving their oracy skills
<https://voice21.org/impacts/raising-expectations-of-student-oracy-with-their-parents/>

Other Components of our Recovery Curriculum Package – Past Webinars Which You Can Watch

[Growing Metacognitive Learners In Primary Maths & English](#)

[Developing Conceptual Fluency Using Knowledge Organisers](#)

[Phonics Rescue 2020](#)

PDF guidance for Reception to Year 3

Wednesday 4th
November 4-5pm

Further Support and Training

If you enjoyed this CPD opportunity and would like one of our trainers to deliver English training at your school, please contact:



Penny Bill

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Sarah Carpenter

sarah.carpenter@theeducationpeople.org

We offer a huge range of school support at competitive prices.