

At NLA, for the last eighteen months, we have been diligently working to enhance the linguistic aspect of our four-part oracy framework in conjunction with Voice 21. We are now transitioning to embed more physical and cognitive strategies to supplement and support this journey.

In Business at North Liverpool Academy, we aim to provide students with a rich vocabulary to support them in their understanding of the topics covered in our curriculum. The vocabulary used helps support the students to articulating business and economic concepts in a meaningful way. We help support and guide our students to be able to use the terminology in a number of ways, for example Business games, group discussions, role play and exam techniques.

Vocabulary games:

- Students are asked to come up with a list of word that they have learnt for the topic. This is fed back to the whole class.
- Students are asked to choose words that they can explain using the correct terminology.
- The teacher will then pick any of the chosen words and students will answer a question on.
- The students use a range of oracy strategies to present their answers back. The teacher is able to assess their understanding of key terms and the student can practice their physical and cognitive oracy.



Group discussions:

- Students have discussions with professional mentors, teachers and peers, where they will discuss their portfolios in more detail.
- This is an opportunity for students to experience different roles in different scenarios and develop vital knowledge/skills.
- They have to use the correct physical and cognitive oracy to present themselves in a professional manner.



Role Play:

- Students engage in role play activities, such as practice interviews to support them in their chosen careers.
- Creating a scenario for students to practice their oracy skills in a simulated situation supports students and gives them confidence.
- It allows the students to critically reflect on their own practice and receive constructive feedback.

