

Oracy in Health and Social Care



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 Health and Social Care lessons across North Liverpool Academy, we value the importance of student voice and the need to allow students to develop their oracy skills. Good oracy skills have been proven to provide better outcomes for all students.

Communication is at the heart of Health and Social Care; without it, Health Care patients and residents would not feel valued or cared for. Therefore, it is vital that our students develop these skills, not only for the work sector they wish to pursue, but also as a key skill for self development.

Role plays, clinical debates, presentations and recitation techniques are just a small example of the oracy skills we share with our students

Role Playing:

- Year 11 performing a role play that they have prepared the script for which enables them to develop their literacy skills.
- Taking part in role play allows the students to develop their communication skills that are an integral part of Health and Social Care.
- Students learn the Core Care Values in Health and Social Care; during role play can express these core values, as well as demonstrating good posture and voice projection.
- Reflection and Evaluation techniques are used to conclude the activity. This allows students to discuss how they can improve their communication skills next time.



Prepared Presentations:

- Students worked in teams, developing their intrapersonal skills to prepare and plan a presentation on Health care workers.
- Students were able to build their self-esteem when presenting their findings to the class.
- Tone of voice and body language was used to engage an audience was the main focus.
- **Students were able to self and peer assess their performances at the end of the session**



Recitation Technique through Peer Teaching:

- Students observe CPR procedure demonstrated by their peers
- The Techniques are recited by the observing students and then the recitation continues until all students have had a chance to both present and recite, developing their long-term memory

