

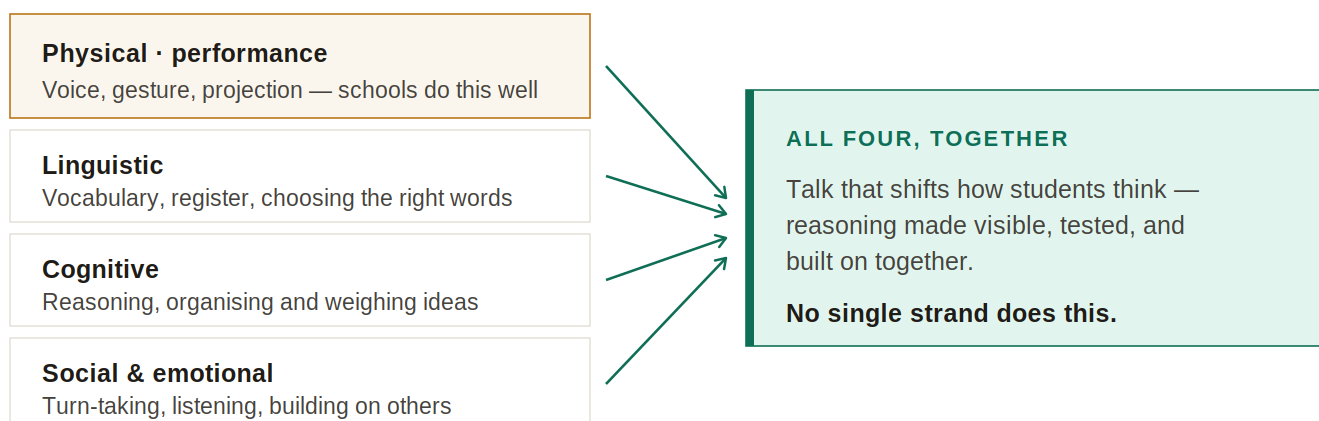
WHAT ORACY REALLY IS

Oracy that develops how students think

Oracy is becoming part of the curriculum. Most teachers know performance oracy, but the oracy that drives student thinking and learning takes more.

Oracy is more than speaking well. The Cambridge / Voice 21 framework that underpins it sets out four strands of skill. Performance — speaking clearly and presenting — is one corner, and schools do it well. But it is only when all four strands work together that talk actually shifts how students think. That orchestration is the part schools find hardest, and the part EVA is built to deliver.

Only together do the four strands shift thinking

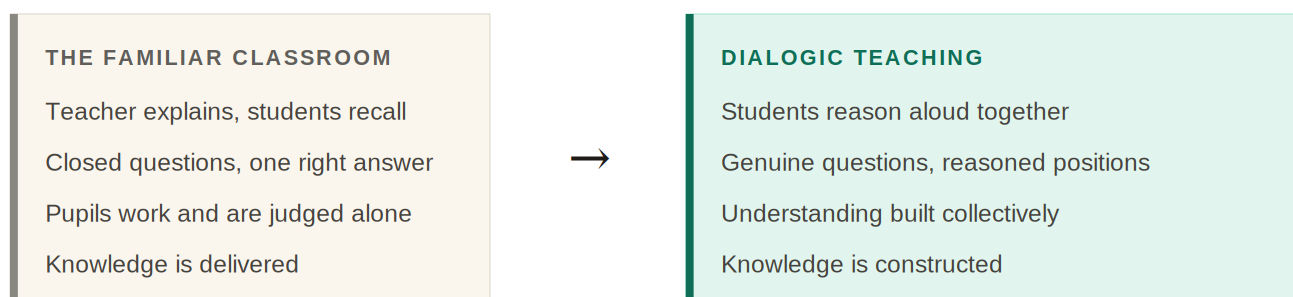


EVA is what brings the four strands together

EVA's lessons orchestrate all four strands in the moment — so the talk does what only the whole framework can: change how students think.

The shift dialogic teaching makes

This is a shift in how a lesson works — not more presentations.



WHAT THIS LOOKS LIKE IN PRACTICE

Inside a real EVA lesson

This is the talk scaffold from an actual EVA history lesson — Lesson 5, the 1832 Reform Act. It is the thinking part of oracy, made teachable.

QUESTIONS THAT PUSH THINKING

Notice Which station's evidence surprised you most?

Probe Whose voice is missing from your station's sources?

Not recall — students weigh evidence and notice whose voice is absent.

TALK STEMS THAT BUILD AN ARGUMENT

Cite My station shows ____ when it says ' ____ '

Counter But someone could argue ____ because ____

Stand On balance my station argues ____
Claim → counter-argument → judgement

WHY THIS ISN'T A POSTER ON THE WALL

The guidance is the difference

Anyone can pin talk stems to a wall. What a poster can't do is tell a teacher what to listen for, and how to push, at the exact moment it matters. EVA builds that guidance into each part of the lesson.

REAL TEACHER GUIDANCE, FROM THE COUNTER-ARGUMENT STAGE

Look for counter-argument moves that take the strongest objection seriously.

If you hear *"I just keep agreeing with myself."*

EVA prompts the teacher to respond:

"What's the strongest reason a smart person on a different wall would disagree with you? Write that down. Now respond to it."

Situated, not generic

Prompts are specific to this lesson and these sources — not the same five forever.

Coaches in the moment

Tells the teacher what to listen for and how to push, live, in the classroom.

Builds teacher practice

Teaching the lessons develops staff — and EVA adds training resources to support it.

The discussion is rehearsal for the writing

The lesson's main phase ends in a counter-argued paragraph — students write the argument they have just reasoned aloud. Talk feeds directly into stronger written work.

EVA is built on the dialogic teaching framework of Robin Alexander and the exploratory-talk research of Neil Mercer — the established scholarship behind talk that builds thinking.

WHY IT'S WORTH IT

Built on the strongest evidence we have

Talk-rich, reasoning-focused teaching is among the most effective approaches the Education Endowment Foundation has measured — each adding months of additional progress over a year.

+6 months

Oral language interventions

+8 months

Metacognition & self-regulation

+2 months

Dialogic teaching (Alexander)

Source: EEF Teaching and Learning Toolkit; Alexander dialogic teaching trial (n=5,000).
These describe the research base EVA is built on — not EVA's own results.

WHY NOW

Oracy is becoming statutory

The government's Curriculum and Assessment Review (2025) set out plans to embed oracy alongside reading and writing. A revised curriculum is expected, with first teaching from September 2028. Schools that build the thinking part of oracy now will be ready; others will be starting from scratch.

WHERE WE ARE, HONESTLY

Built and ready — evaluation comes next

We want to be straight about our stage. EVA's lessons are built, grounded in the research, and ready to teach. What comes next is independent evaluation in real classrooms — and pilot schools can be part of proving what works.

Research synthesis

Complete

Lessons built

Complete

Classroom evaluation

Next — with pilot schools

A LOW-RISK NEXT STEP

Schools do the performance corner of oracy well. EVA brings all four strands together — the talk that shifts how students think — built into ready-to-teach lessons, with no extra planning.

See EVA in action

View a real lesson or talk about a pilot — get in touch with Faye Fulton.

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