

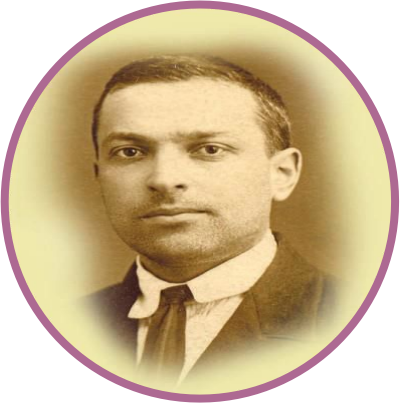


An Introduction to Oracy

Sarah M Howell

ITTS Volta - Perugia - 7th February 2023

Underpinnings and inspirations...



Lev Vygotsky (1962) believed that talk was the prime vehicle for human thinking and learning, and that speech and thought are interdependent (knowledge as a social construct).



Hashi Mohamed one of the UK's leading barristers, a BBC broadcaster and author on social mobility in Britain who inspires so many with his story of hope, ambition, success, resilience and adaptability. Authored 'People like Us.'



Professor Robin Alexander (2001) coined the term 'dialogic teaching' and authored 'Towards Dialogic Teaching'.



Professor Neil Mercer's (1995-present) research shows that when students learn how to use talk to reason together, they become better at reasoning on their own.

Today's workshop

1. What is Oracy and why is it important?

2. Planning talk tasks

3. The oracy framework

4. The benchmarks

5. Classroom talk

6. Groupings

7. Discussion guidelines

8. Scaffolding talk

9. The Word Gap

10. Active listening

11. Talking about talk

12. Harkness discussions

1.

What is oracy and why is it important?



What do we associate
with the word **oracy**?

Think about the question
for a minute and then
share your ideas in pairs
or small groups.

What is Oracy?

‘[Oracy] is what the school does to support the development of students’ capacity to use speech to express their thoughts and communicate with others, in education and in life.’

Alexander

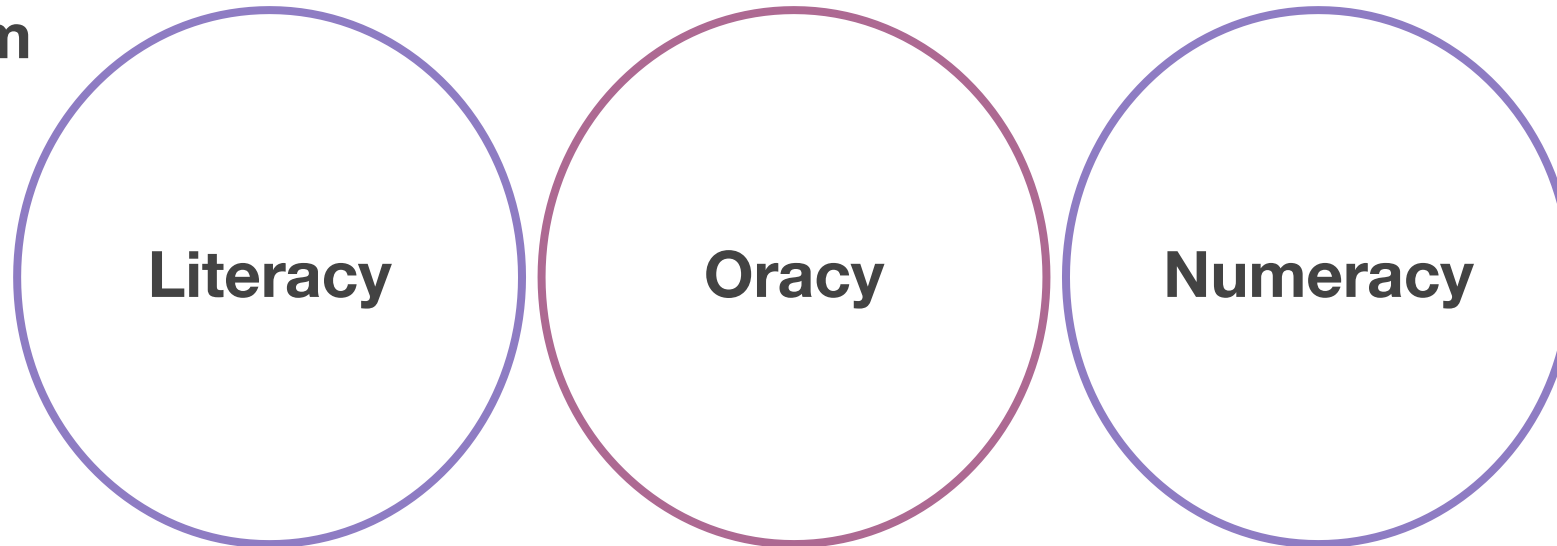
“[Oracy] really represents the set of talk skills [...] that people, should develop, in the same way that we would expect people to develop reading and writing skills.

Mercer

The State of Speaking in Our Schools: Oracy in English Schools. Millard, Will & Menzies, Loic. (2016).

What is oracy?

A neologism

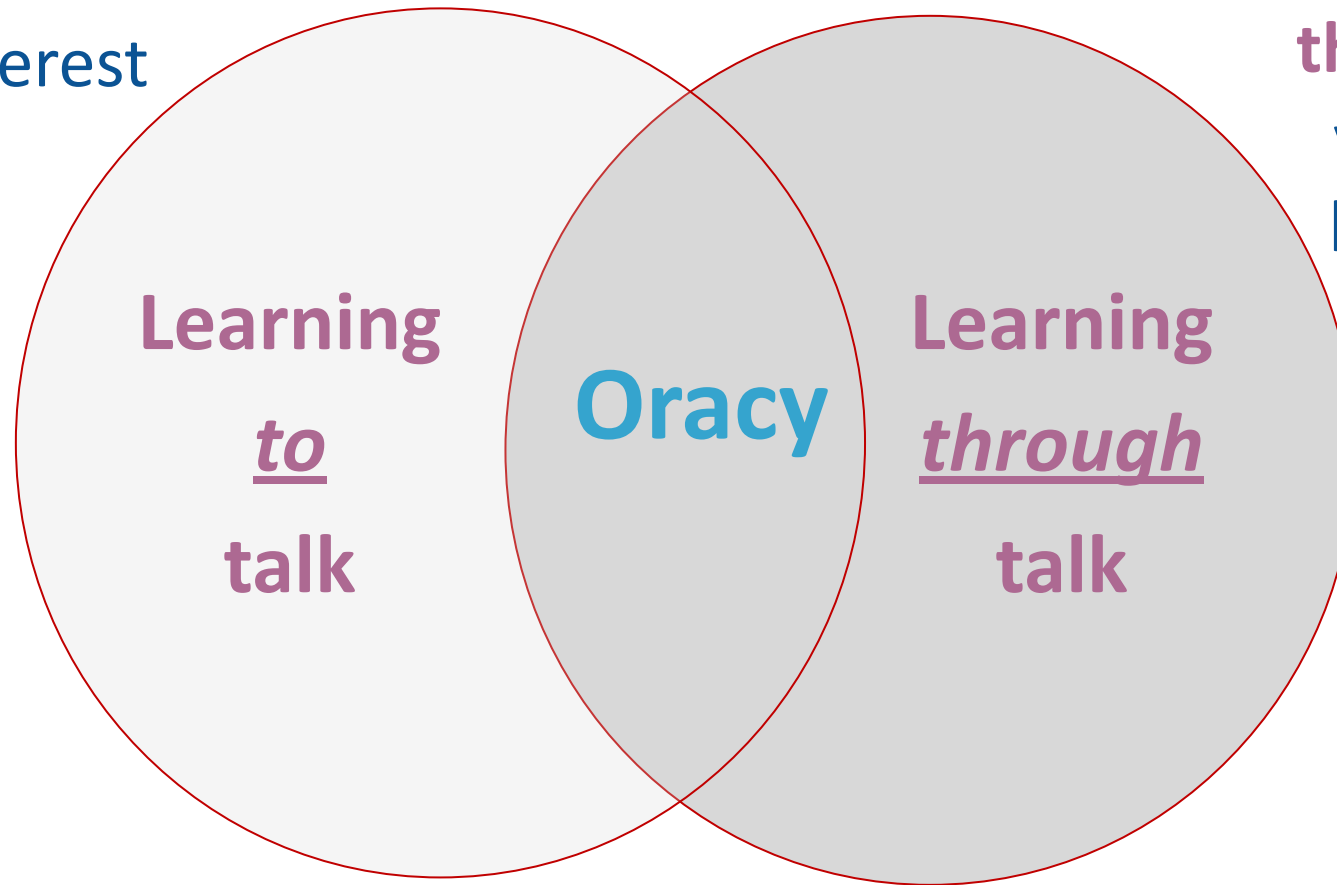


Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language

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Learning to / through talk

How to be a better speaker and interest people with *how* you're talking



How **talking and thinking together** gives you better writing, & better understanding of key concepts

Why teach oracy?

“ You are the only second chance for some children to have a rich language experience. If these children are not getting it at school, they are not getting it. ”

Professor Neil Mercer

What does the research say?

On average, teachers do **90%** of the talking with individual students saying approximately **four words** per lesson; the idea that if students are talking they are not learning is unfortunately still prevalent.

National Literacy Trust (2011)

50% of young people from **areas of disadvantage** suffering from language delay.

charity ICAN, UK (2016)

All students should benefit from a focus on improving oracy, **not just the most vulnerable**.

charity ICAN, UK (2016)

92% of teachers think school closures (due to Covid-19) have contributed to a widening of the word gap.

Oxford Language Report (2020)

Multiple reviews highlight the importance of **peer interaction during remote learning**, as a way to motivate pupils and improve outcomes.

Education Endowment Foundation:Remote Learning, Rapid Evidence Assessment (2020)

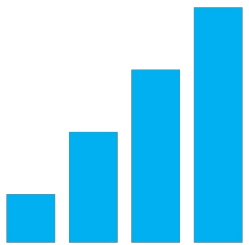
International evidence from Belgium, Holland and the USA is consistent in showing overall **progress gaps** and attainment gaps **for disadvantaged pupils**.

EEF Best evidence on impact of Covid-19 on pupil attainment (2021)

The oracy gap



On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers.



Without intervention, these gaps grow, as pupils with the strongest language skills make the most progress in all areas of the school curriculum.

State of Speaking

Oracy at Madani Schools, Leicester, UK

<https://vimeo.com/391199120>



Group Discussion (10 mins):



Social
mobility

Academic
standards

Wellbeing,
self-esteem,
confidence

Economically

Employability

Socially and
civically

How can oracy support these areas?

A: I think oracy supports... because...

B: **Yes, and...**

Talk trio responsibilities:

- Person **A** and **B** discuss the question above.
- Person **C** listens and makes brief notes to feedback to A/B, the pair/group.

The impact of oracy



Oracy increases confidence, empowering students with the belief that their voice has value, developing the ability to articulate thoughts so others will listen



Oracy improves academic outcomes, developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding



Oracy fosters wellbeing, supporting students to build successful relationships, talk through issues, express feelings and resolve conflicts



Oracy equips students to thrive in life beyond school, helping them to progress, access employment and engage in civic life

Voice 21, UK

The impact of Oracy



Oracy narrows gaps, enabling disadvantaged students to fulfill their potential

+6 months

...is the additional progress that pupils from disadvantaged backgrounds can make through oral language interventions.

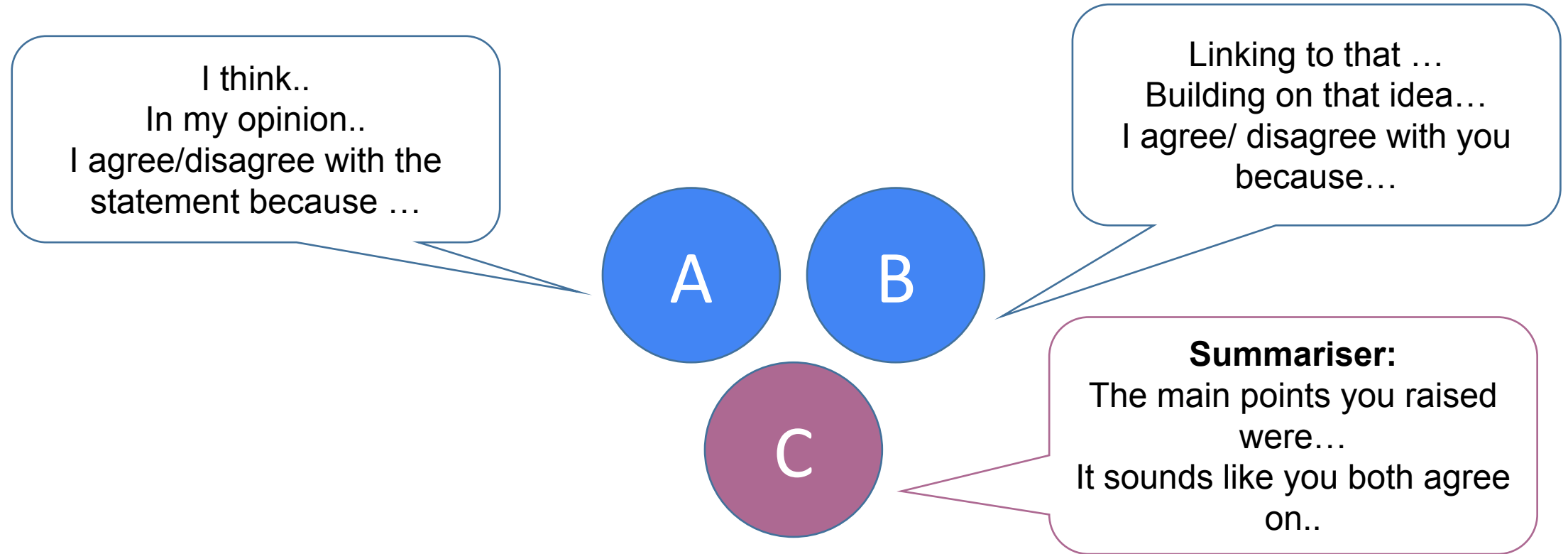
Source: Education Endowment Foundation (EEF) evaluation of oral language interventions.

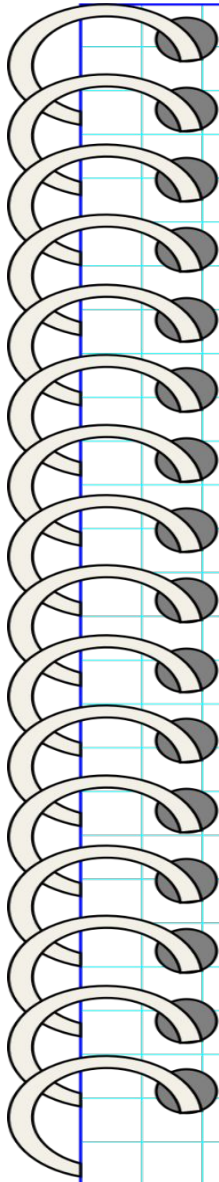


Oracy promotes social equity, leading to a fairer society where everyone, regardless of background, finds their voice for success in school and in life

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The silent summariser (trio)





Workbook

b. Why is oracy important? What does the research say? p. 4

c. Reflecting on current practice p.5

2.

Planning talk tasks

Planning for effective talk tasks



Purpose of talk

- To formulate an argument
- To build relationships
- To explain reasoning
- To entertain, e.g. storytelling

Structure

- Groupings
- Protocols/strategies

Scaffolds

- Sentence stems
- Keywords
- Modelling

Reflection

- Feedback
- Metacognition

3.

The oracy framework

The Oracy Framework - An introduction

The Framework divides oracy skills into four categories:



Cognitive

The deliberate application of thought to what you're saying



Linguistic

Knowing which words and phrases to use, and using them



Physical

Making yourself heard, using your voice and body as an instrument



Social & Emotional

Engaging with the people around you; knowing you have the right to speak

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The Oracy Framework

Workbook p.7



Physical

Voice

- Pace of speaking
- 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 & summarising

- Seeking information & clarification through questions/ing
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

Reasoning

- Giving reasons to support views
- Critically examining ideas & 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

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The Oracy Framework - Games



**1 - 20
game**



**If I ruled the
world**



Articulate



**Which
emotion?**

Voice 21, UK

1-20

Students count from 1 to 20.

If they speak at the same time,
the group has to start again!

If I ruled the world, I would....

I couldn't disagree more because...



Articulate



Student describes a word.
The classmates guess what word it is.

Which emotion?

angry

excited

sad

“It’s going to snow today”

nervous

worried

confused

The Oracy Framework



1 - 20
game



Articulate



If I ruled the
world



Which
emotion?



Cognitive



Linguistic



Physical



Social &
Emotional

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The Oracy Framework - answers



**1 - 20
game**



**If I ruled the
world**



Articulate



**Which
emotion?**

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Embedding the Framework

B

I

★S

H

O

P

The four strands...

John Boyega has recently been moving people with the power of his voice. Can you spot all four strands in his speech?



The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Physical - Voice - Pace of speaking - Tone variation - Clarity of pronunciation - Voice projection - Body language - Stature & 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 - Relevance & organisation of ideas - Clarifying & summarising - Seeking information & clarification through questioning - Summarising - Self-regulation - Monitoring focus on task - Time management - Reasoning - Using reasons to support views - Comparing contrasting ideas & views	Social & Emotional - Working with others - Guiding or managing interactions - Turn-taking - Listening & responding - Listening actively & responding appropriately - Confidence in speaking - Self-assurance - Enthusiasm & flair - Audience awareness - Taking account of level of understanding of the audience
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Oracy★

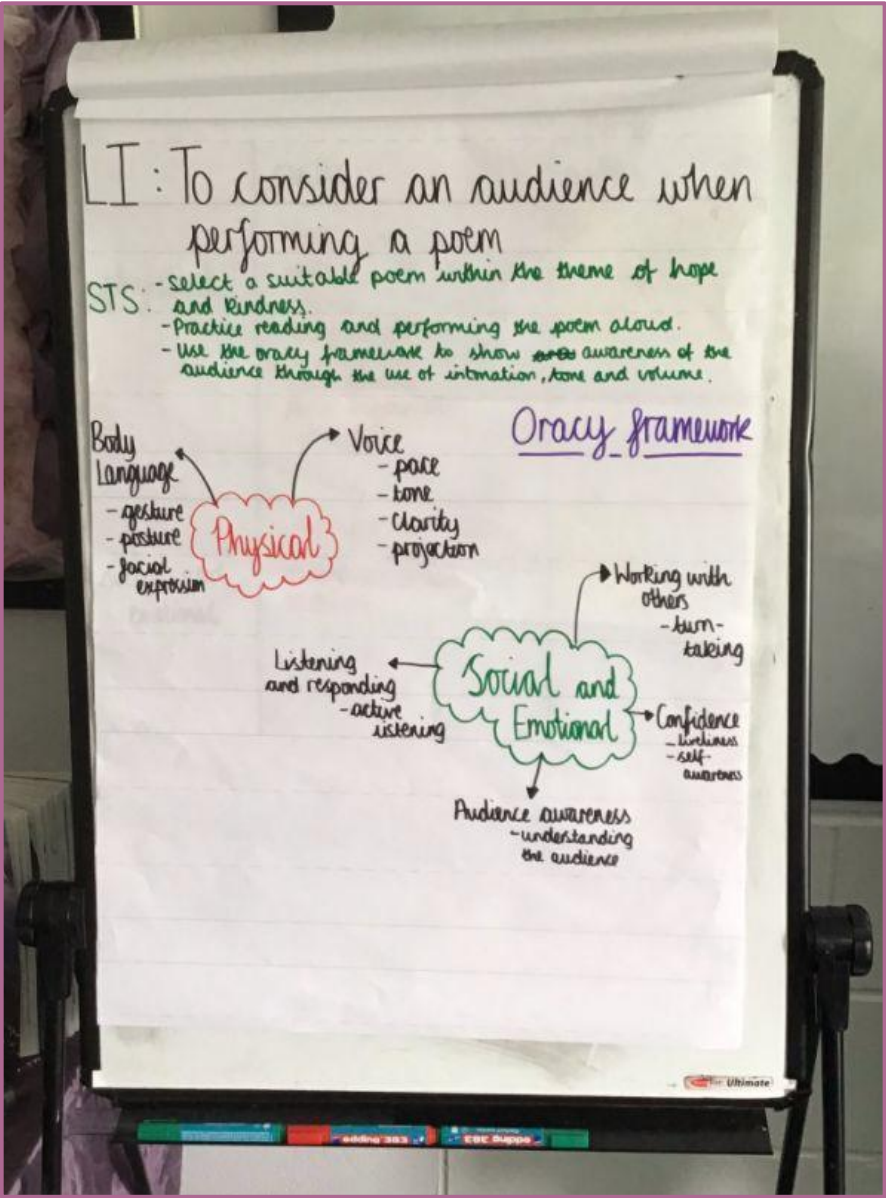
Literacy

Numeracy

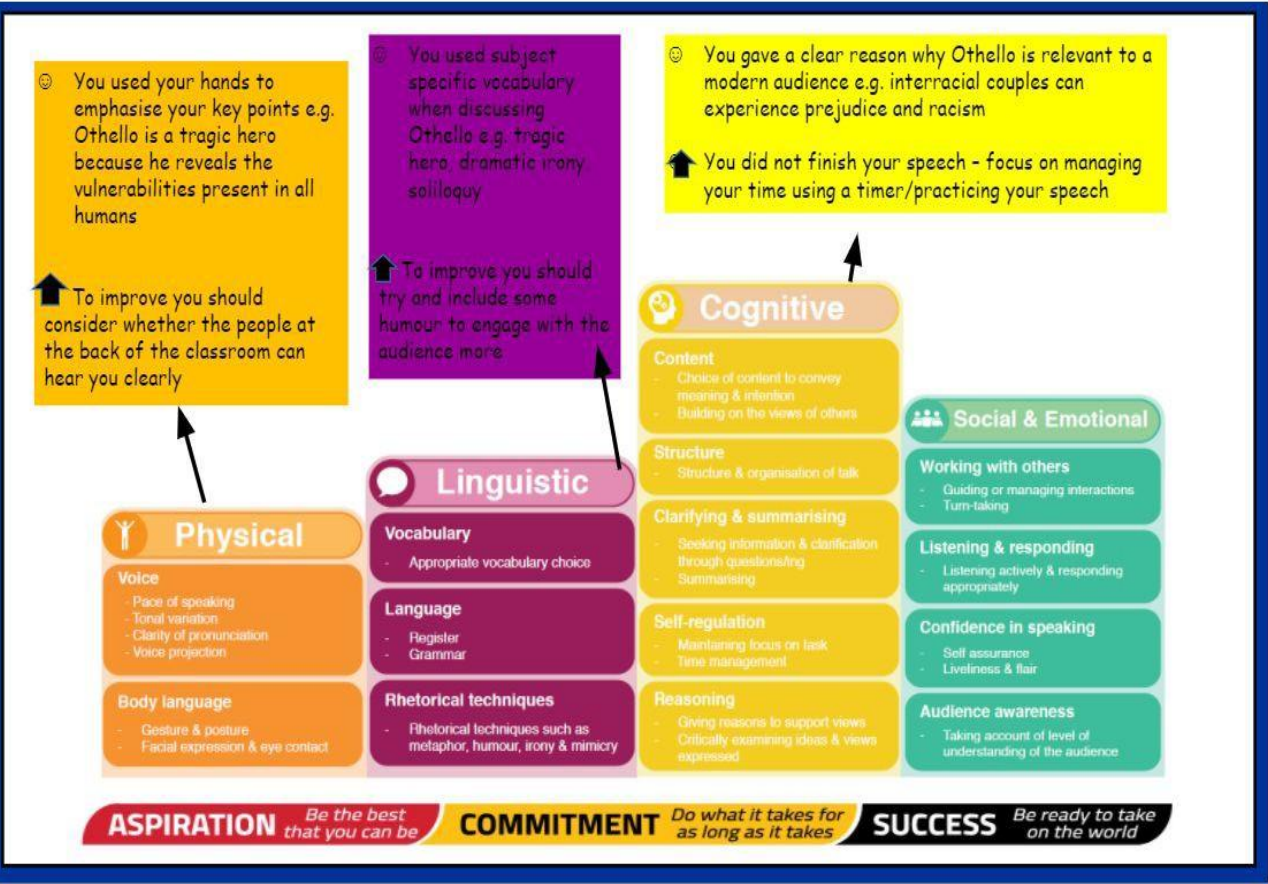
Reflection

Character

Values



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Chorlton High School Oracy Assessment Framework		Star or wish?
Physical		
Speaks at a suitable speed		✓
Speaks with an interesting tone		✓
Speaks so words are clear and can be heard		✓
Speaks with hand gestures and appropriate body language		W
Speaks with appropriate facial expressions and eye contact		
Linguistic		
Uses language which is relevant to the topic in speech.		✓
Uses appropriate grammar within speech		✓
Uses linguistic devices within speech (humour, metaphor, rhetorical questioning)		
Cognitive		
Can build on the points of others		
Can speak confidently without hesitation		
Can ask questions and respond appropriately		
Can summarise key points with reasons and ideas		
Can evaluate a key point or idea		
Social and Emotional		
Demonstrates good listening skills and avoids disrupting		
Demonstrates communication with flair		

How you can improve your wish area:
improving my hand gestures + physical strand

Year 5 Oracy targets

Physical

- fluency and pace of speaking.
- eye contact.

Linguistic

- appropriate vocabulary choices.

Cognitive

- structure of sentences.
- building on the views of others.

Social and emotional

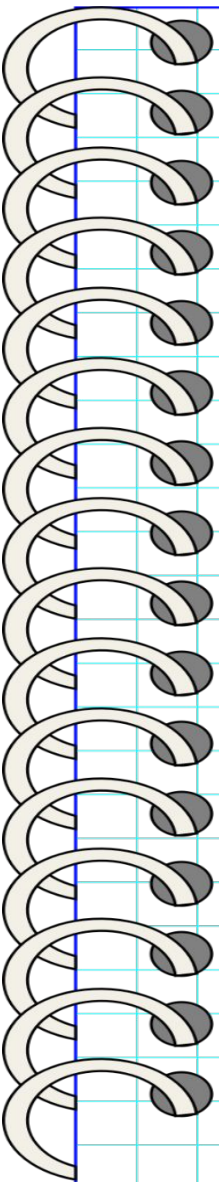
- listening actively and responding to others.

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Praise, feedback, encouragement...

 Physical	 Linguistic	 Cognitive	 Social and emotional
Amazing, you were speaking at just the right volume for a trio discussion! Your body language showed me that you were very open to other people's ideas. It was wonderful how you paused just for a moment to let what you were saying sink in.	Great use of specialist vocabulary, you sounded like an expert! I loved the image you created of... All of the words you choose reinforced a sense of ... The way you spoke made you sound like an authority on this.	It really helped me to understand your thinking when you used firstly, then, finally. You offered a great challenge! The example you gave was particularly powerful because...	Well done for inviting someone into the discussion. I know you are listening really well because your body language and eye contact are showing me that. You gave great eye contact when you were speaking. You spoke really passionately and confidently. Well done!

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Workbook

- a. Using the framework to identify areas of oracy to develop. p.6
- b. Audit of Focus Class p.12

4.

The benchmarks

Oracy Teacher Benchmarks

- 1 Set high expectations for oracy
- 2 Value every voice
- 3 Teach oracy explicitly
- 4 Harness oracy to elevate learning
- 5 Appraise progress in oracy



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Teacher Benchmarks

Workbook p.14

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Teacher Benchmarks

1.

Sets high expectations for oracy

The teacher establishes and models ambitious and challenging norms for talk, ensuring that students understand the expectations for talk in their classroom. Opportunities for oracy are regular, purposeful, appropriately pitched and thoughtfully planned to ensure that students are well prepared to meet expectations.

2.

Values every voice

The teacher supports *all* students to participate in, and benefit from, oracy in the classroom. The teacher listens meaningfully to students, encouraging them to develop their ideas further, and creates a culture in which students do the same.

3.

Teaches oracy explicitly

The teacher has a strong understanding of what constitutes good oracy in different contexts and is intentional in their teaching of oracy. They are deliberate and strategic in their planning for oracy teaching, and tactically exploit opportunities to ensure their students' skills develop over time.

4.

Harnesses oracy to elevate learning

The teacher considers how oracy can deepen and enhance students' knowledge and understanding within a given subject, domain or context. As a result, students are engaged in dialogue, both with the teacher and their peers, which encourages them to articulate, justify and expand their ideas and have opportunities to share, develop and consolidate their understanding through talk.

5.

Appraises progress in oracy

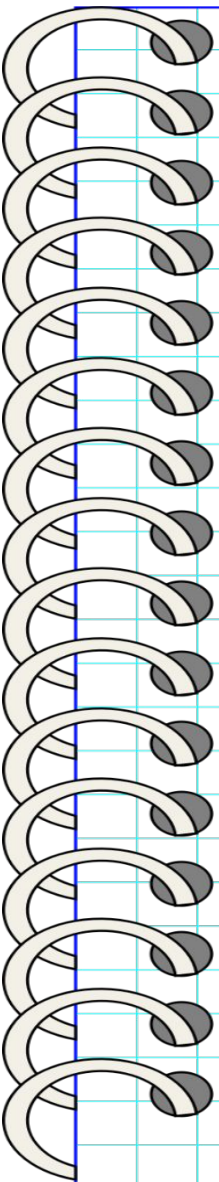
The teacher evaluates their students' progress in oracy and uses this to inform their teaching. Opportunities are created for students to reflect on and receive meaningful feedback on their oracy, from both the teacher and their peers.

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Oracy Teacher Self-Evaluation Tool

Workbook pp.15-16

	EVALUATION: What am I currently doing for this benchmark?	INTENTION: What would meeting this benchmark in my classroom look like?	ACTION: What do I need to do now?
1. Sets high expectations for oracy • I establish ambitious and challenging norms for talk • My students understand the expectations for talk in our classroom • Opportunities for oracy are regular • Opportunities for oracy are purposeful, appropriately pitched thoughtfully planned • My students are well prepared to meet expectations			
2. Values every voice • I support all students to participate in, and benefit from, classroom talk and opportunities for oracy • I listen meaningfully to students, encouraging them to develop their ideas further • I create a classroom culture in which students listen meaningfully to each other and develop each other's ideas.			
3. Teaches oracy explicitly • I have a strong understanding of what good oracy looks like in different contexts • I am intentional in my teaching of oracy. • I am deliberate and strategic in planning for oracy teaching • I tactically exploit opportunities to ensure my students' skills develop over time.			
4. Harnesses oracy to elevate learning • My students deepen and their knowledge and understanding within a given subject, domain or context through oracy. • My students are engaged in dialogue which encourages them to articulate, justify and expand their ideas • My students have opportunities to share, develop and consolidate their understanding through talk.			
5. Appraises progress in oracy • I evaluate my students' progress in oracy • I use this to inform my teaching. • I create opportunities for my students to reflect on and receive meaningful feedback on their oracy			

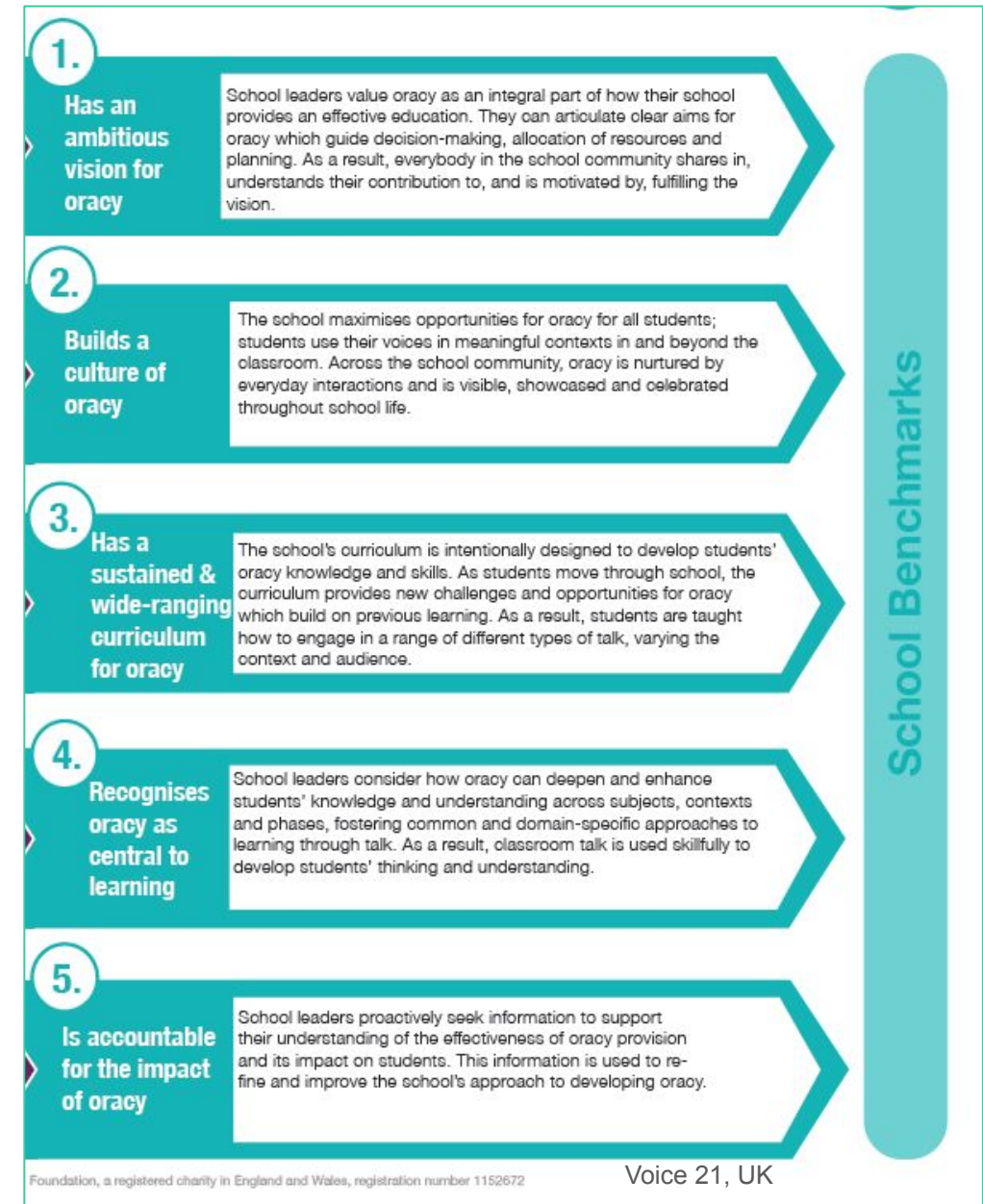


Workbook

c. Considering the benchmarks and the framework to
focus your own development p. 13

School Benchmarks

- 1 Have an ambitious vision for oracy
- 2 Build a culture of oracy
- 3 Have a sustained and wide-ranging curriculum for oracy
- 4 Recognise oracy as central to learning
- 5 Be accountable for the impact of oracy



5.

Classroom talk

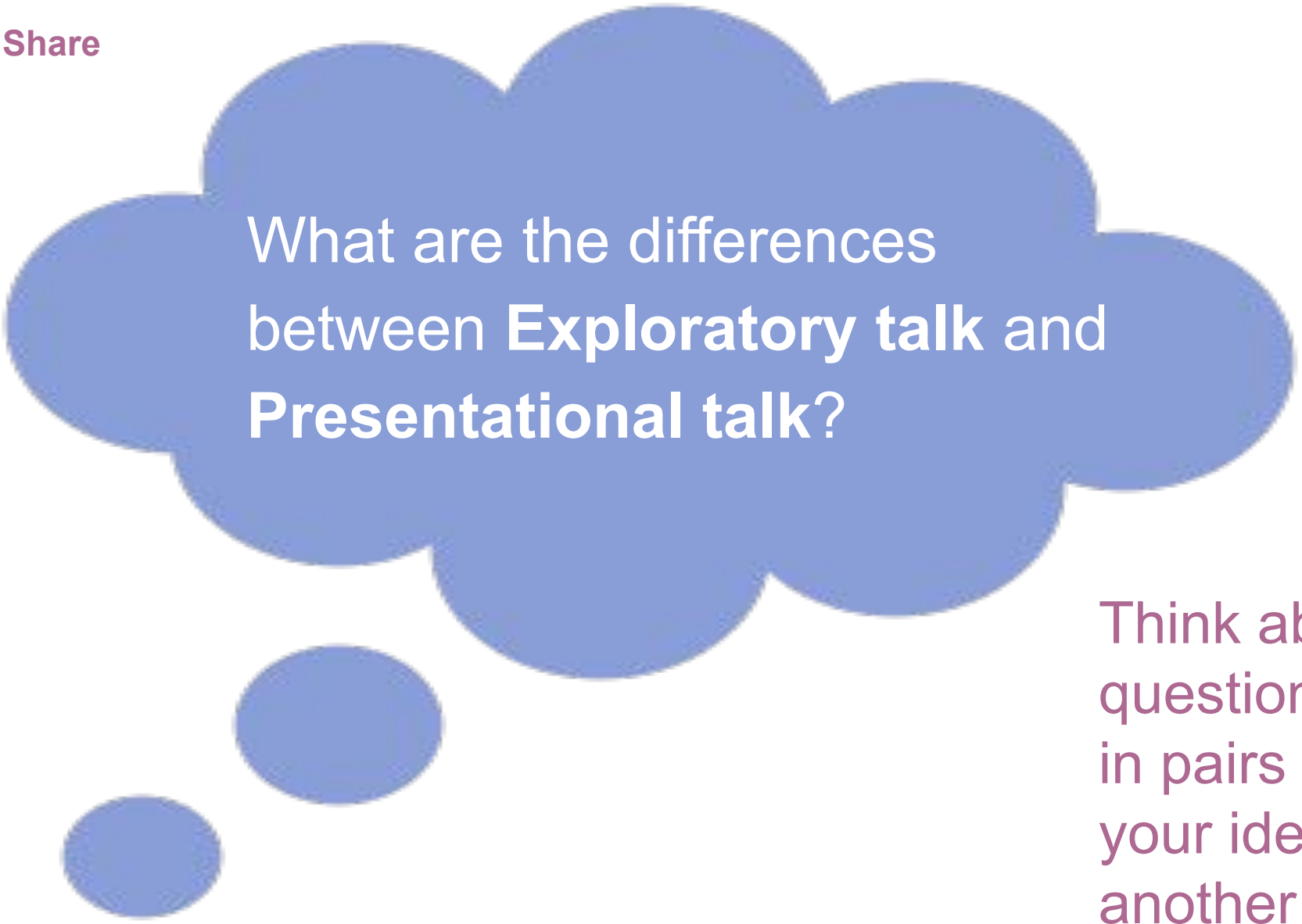
Exploratory talk



Presentational talk



Think, Pair, Share



What are the differences
between **Exploratory talk** and
Presentational talk?

Think about the
question for a minute
in pairs and then share
your ideas with
another pair.

Exploratory vs. presentational talk

Exploratory talk

‘exploratory talk which is typical of the early stages of approaching new ideas [...] Exploratory talk is hesitant and incomplete because it enables the speaker to try out ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns.’

Presentational talk

‘The difference between the two functions of talk is that in presentational talk the speaker’s attention is primarily focused on adjusting the language, content and manner to the needs of an audience, and in exploratory talk the speaker is more concerned with sorting out his or her own thoughts.’

Barnes, 1992

Exploratory talk

- students listen critically but constructively to each other's ideas
- students explore the different possible answers
- students share ideas and information in order to solve problems and reach agreement

Presentational talk

- students adjust language and content to the audience's needs
- students have refined their understanding
- presentational talk comes towards the end of a sequence of learning

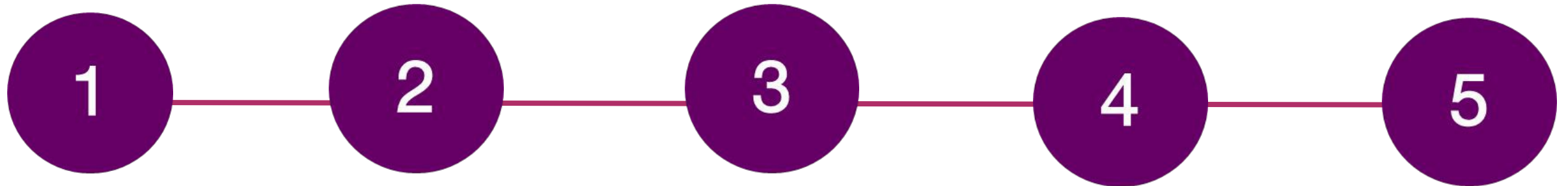
Exploratory talk vs. Presentational talk



Exploratory talk



Presentational talk



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Talk Activities



Exploratory talk

Developing / exploring ideas together

- hot seating
- group discussions
- pair-work
- role play (open-ended)
- answering teacher (sharing partially formed ideas)



Presentational talk

Presenting understanding

- presentations
- answering teacher (presenting their understanding)
- oral tests
- role-play (drama)
- debates
- school events (open days, plays, fairs)

6.

Groupings

Groupings

Neil Mercer

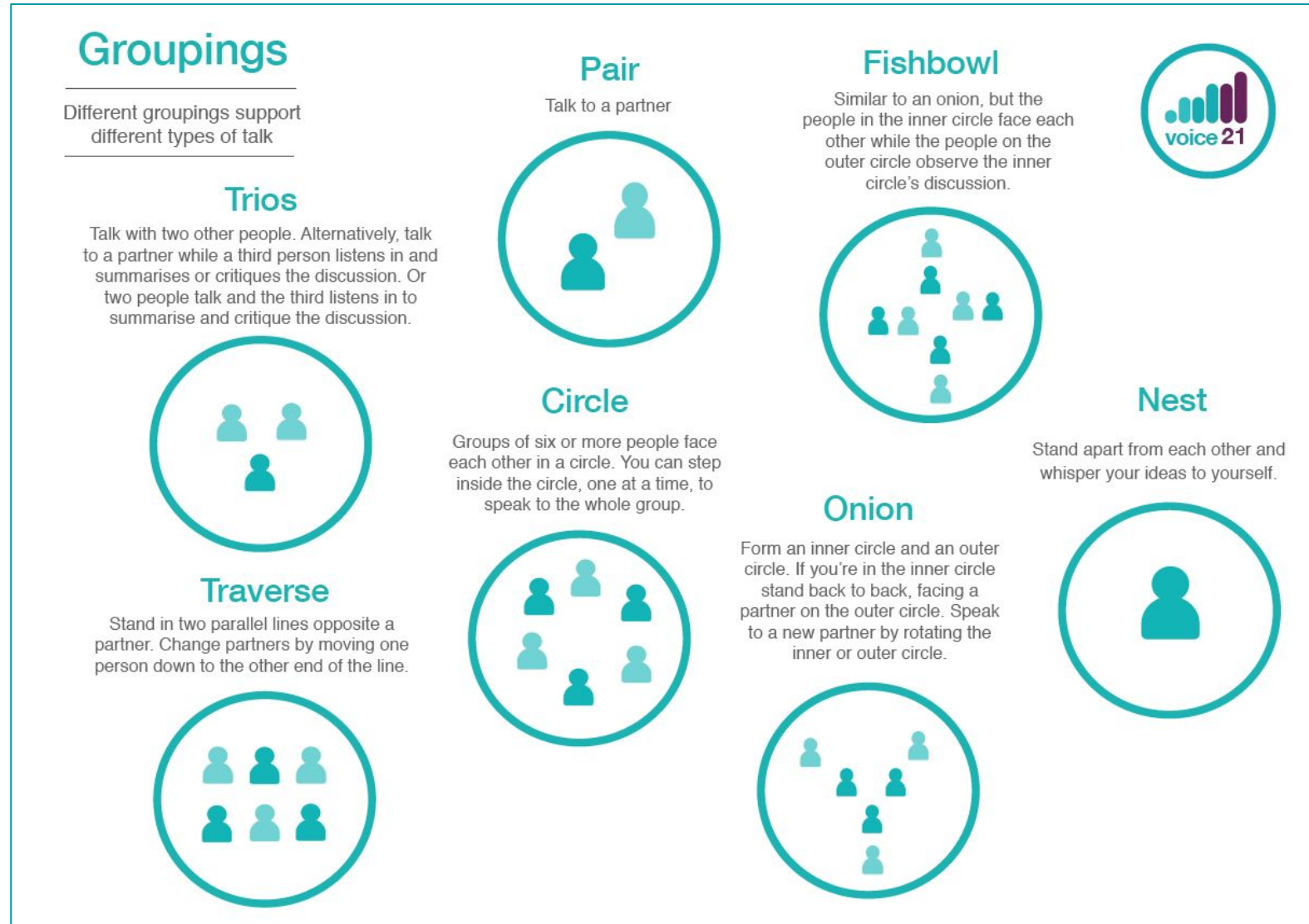
*Emeritus Professor,
University of Cambridge*

<https://youtu.be/uC3AfFkLyi4>



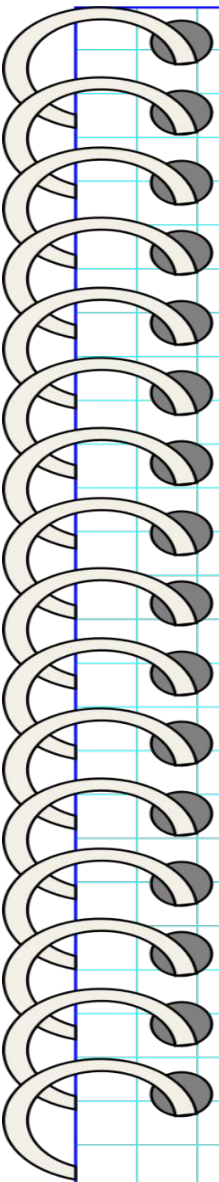
Groupings

Workbook p.18



7.

Discussion Guidelines

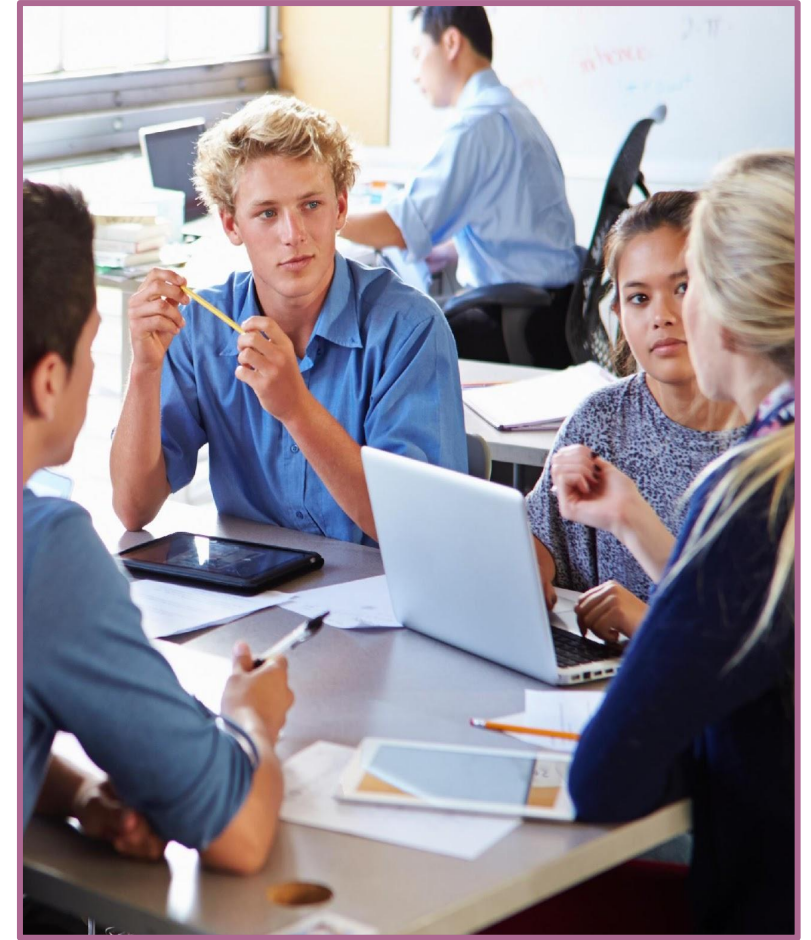


Workbook

b. Discussion Guidelines p. 19

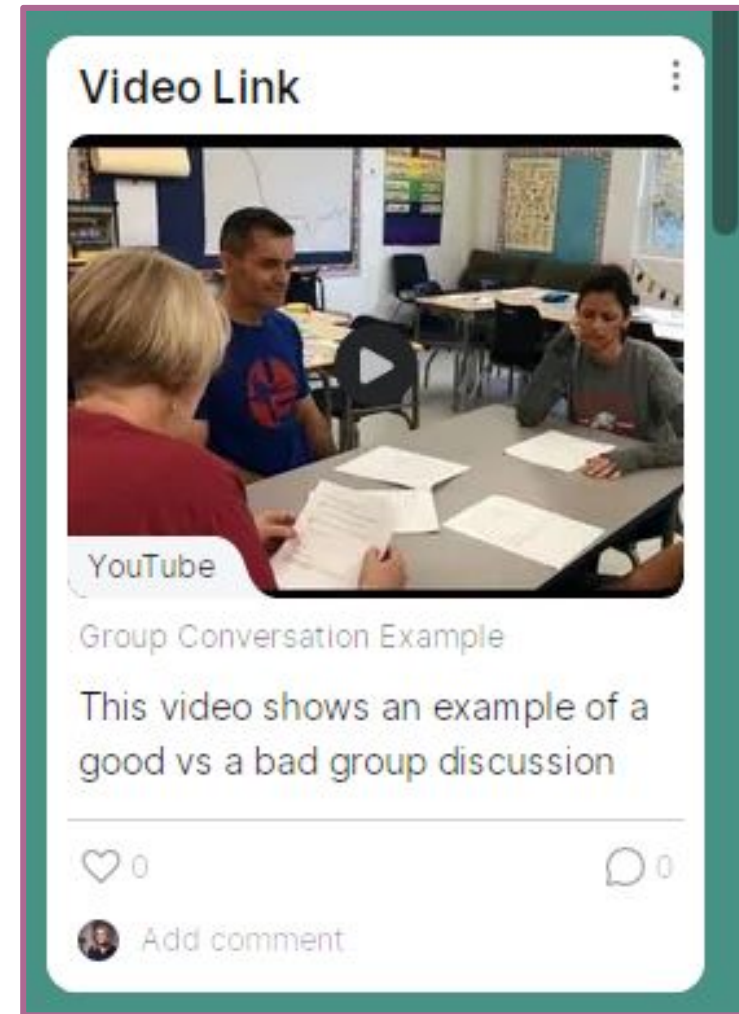
Discussion Guidelines

- Invisible norms
- Safe environment
- Set expectations for talk
- Classroom culture of talk
- Students invited to contribute ideas
- Build self-esteem and self-confidence
- Partial answers or incorrect ideas accepted
- Create own set



Observing talk

1. Watch the video clip. Look for **GOOD/BAD** examples of talk. Think about the **PHYSICAL** strand of the Framework.
2. Write your ideas on post-it notes and put them on the posters in class.

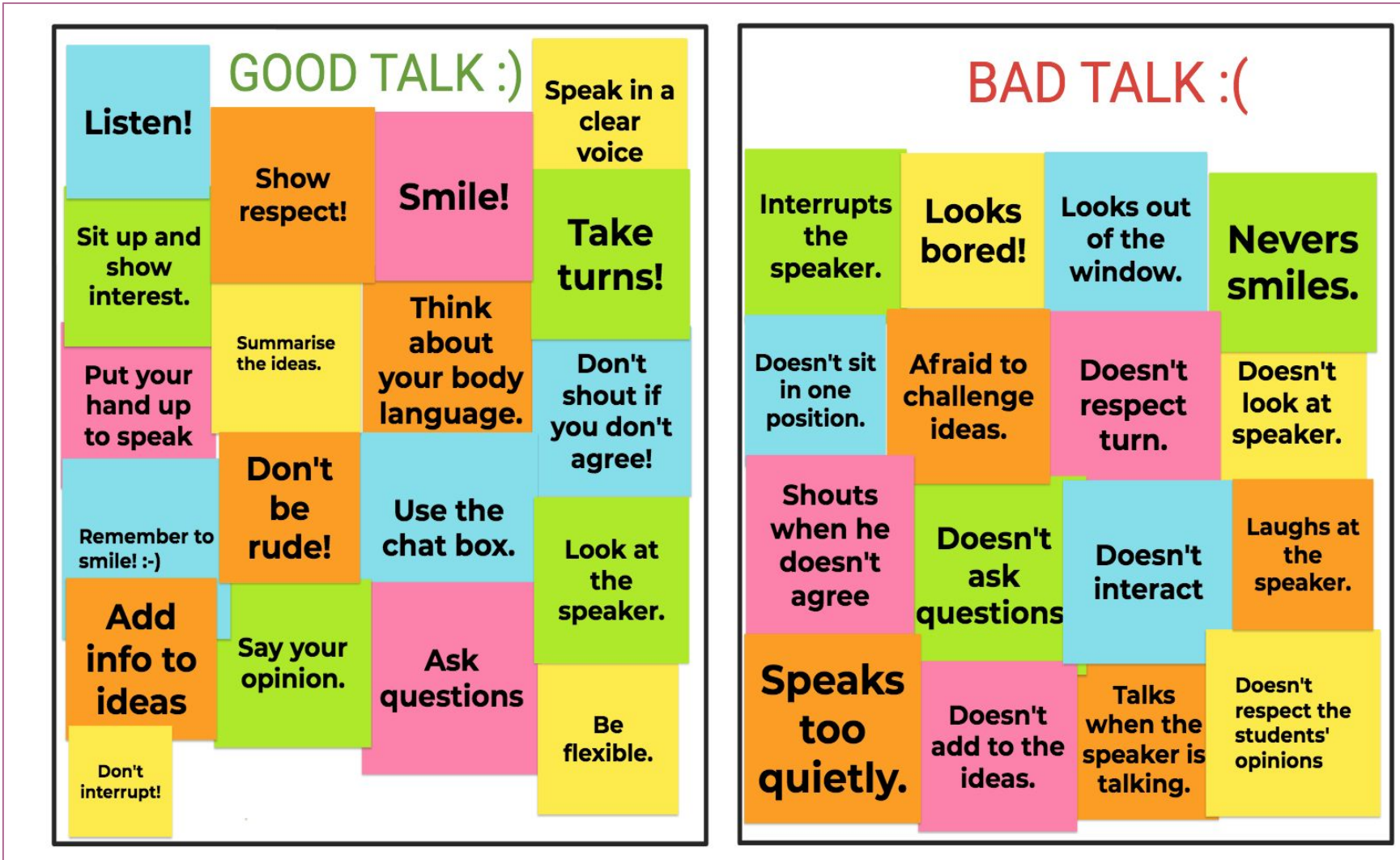


<https://youtu.be/d3Se6gHHrw>





Capturing students' noticings



Jamboard

Developing Discussion Guidelines

Padlet

Canva

padlet

Lisa Kester Dodgson + 13 • 11me

Class 1E Discussion guidelines

Here we shall build our own set of class discussion rules

GROUP 1

Lisa Kester Dodgson 12me

1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number.

☆ Valuta

Anonimo 12me

1) Make sure that all the members of a group will express their opinion about a topic especially if they know the topic

★★★★ (15) Valuta

Anonimo 12me

2) Before someone speak, he/she has to raise his/her hand

★★★★ (17) Valuta

Anonimo 12me

3) You have to listen to the other people

★★★★ (17) Valuta

Anonimo 12me

4) if we have different opinion, in the first time debate about the reasons and the majority wins

★★★★ (17) Valuta

GROUP 2

Lisa Kester Dodgson 12me

1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number.

☆ Valuta

Anonimo 12me

1) speak one at a time

★★★★ (17) Valuta

Anonimo 12me

2) speak everyone

★★★★ (16) Valuta

Anonimo 12me

3) respect the ideas of the other people

★★★★ (18) Valuta

Anonimo 12me

4) People can't scream but they can only speak with loud voice

★★★★ (18) Valuta

Anonimo 12me

5) People must explain the reasons their opinion

★★★★ (18) Valuta

Anonimo 12me

6) Before deciding the group must discuss slowly the reasons of the choice

★★★★ (18) Valuta

Vittoria Poeta 12me

GROUP 3

Lisa Kester Dodgson 12me

1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number.

☆ Valuta

Anonimo 12me

1) If you want to talk you have to raise up your hand (good)

★★★★ (16) Valuta

Anonimo 12me

2) Don't interrupt the people that are already talking because it's frustrating and useful (good)

★★★★ (16) Valuta

Anonimo 12me

3) In a discussion group we have to listen discussed other ideas.

★★★★ (18) Valuta

Anonimo 12me

4) Every one has to express their opinion

★★★★ (18) Valuta

Anonimo 12me

5) People must explain the reasons their opinion

★★★★ (18) Valuta

Anonimo 12me

6) Before deciding the group must discuss slowly the reasons of the choice

★★★★ (18) Valuta

Vittoria Poeta 12me

GROUP 4

Lisa Kester Dodgson 12me

1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number.

☆ Valuta

Anonimo 12me

1) If you want to talk you have to raise up your hand (good)

★★★★ (16) Valuta

Anonimo 12me

2) Don't interrupt the people that are already talking because it's frustrating and useful (good)

★★★★ (16) Valuta

Anonimo 12me

3) In a discussion group we have to listen discussed other ideas.

★★★★ (18) Valuta

Anonimo 12me

4) Every one has to express their opinion

★★★★ (18) Valuta

Anonimo 12me

5) People must explain the reasons their opinion

★★★★ (18) Valuta

Anonimo 12me

6) Before deciding the group must discuss slowly the reasons of the choice

★★★★ (18) Valuta

Vittoria Poeta 12me

GROUP 5

Lisa Kester Dodgson 12me

1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number.

☆ Valuta

Anonimo 12me

1) If you want to talk you have to raise up your hand (good)

★★★★ (16) Valuta

Anonimo 12me

2) Don't interrupt the people that are already talking because it's frustrating and useful (good)

★★★★ (16) Valuta

Anonimo 12me

3) In a discussion group we have to listen discussed other ideas.

★★★★ (18) Valuta

Anonimo 12me

4) Every one has to express their opinion

★★★★ (18) Valuta

Anonimo 12me

5) People must explain the reasons their opinion

★★★★ (18) Valuta

Anonimo 12me

6) Before deciding the group must discuss slowly the reasons of the choice

★★★★ (18) Valuta

Vittoria Poeta 12me

Our Discussion Rules

Sarah M Howell 12me

In this column, we shall collect the most voted for rules!

☆ Valuta

Ludovica Moliterni 12me

In a discussion group we have to listen and discuss other ideas.

★★★★ (12) Valuta

Ludovica Moliterni 12me

Every people have to take part in the conversation.

★★★★ (12) Valuta

Matteo Mengucci 12me

Every people have to take part in the conversation.

★★★★ (12) Valuta

Matteo Mengucci 12me

Every people have to take part in the conversation.

★★★★ (12) Valuta

Matteo Mengucci 12me

Every people have to take part in the conversation.

★★★★ (12) Valuta

2F

OUR CLASS DISCUSSION GUIDELINES





1 Everyone must be heard.



2 Let's talk. Don't be shy. We are here to improve..



3 Try to learn something about the discussion.



4 Don't be afraid to speak up or share your thoughts.



5 Be open-minded.

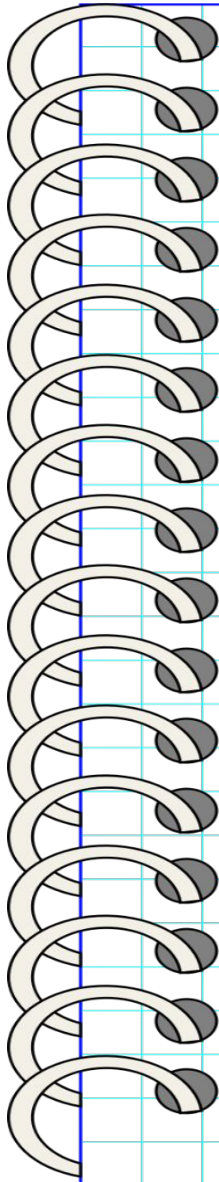


6 Try to keep your tone calm and polite.

Oracy - Liceo Leopardi 2021

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 ORACY LAB
GIVING ALL STUDENTS A VOICE



Workbook

Co-constructing guidelines for exploratory talk

c. Talking Points p.20

d. Create Guidelines p.21

Talking Points

Sharing ideas through Talking Points means that those who find it hard to articulate their thoughts are helped to see ways to do so as they listen to others.

Encouraging responses to tentative ideas increase confidence to take part in classroom talk.

Lyn Dawes

8.

Scaffolding talk

Scaffolds - Elevating the quality of talk

- Scaffolding is a “process that enables a novice to solve a problem, carry out a task or achieve a goal that would be beyond his unassisted efforts” (Wood, Bruner and Ross 1976, 90).
- A scaffold acts as a temporary supportive structure for a student to complete a task they otherwise could not have (Graves, Watts and Graves 1994, 44). As students become more confident, scaffolds will be needed less and less, until eventually they are not needed at all.

Sentence stems

Key vocabulary

Modelling

Sentence Stems

- A technique that gives students the opportunity to **respond in the form of a complete sentence** to effectively communicate.
- Sentence stems provide **scaffolding** to help students at all levels get started in speaking or writing **without the added pressure** of thinking about how to correctly formulate a response.



Student Talk Tactics

Workbook p.22

- Help start and maintain a conversation
- Give time to gather thoughts and structure ideas
- Enable students to focus on what they want to say
- Serve as a scaffold for expressing ideas
- Take away anxiety

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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Talk Tactics in Talk Trios

Silent Summariser

In my opinion...
I think...

Linking to
that...
I disagree...

The main
points you
raised were...



Oracy Expert

A & B have a
discussion...



C observes and gives feedback on a specific aspect of oracy set as success criteria (taken from the Oracy Framework).

Eg.

- How well did they listen?
- Did they use key vocabulary accurately
- Were reasons or examples used to support views, etc

Trio Questioner

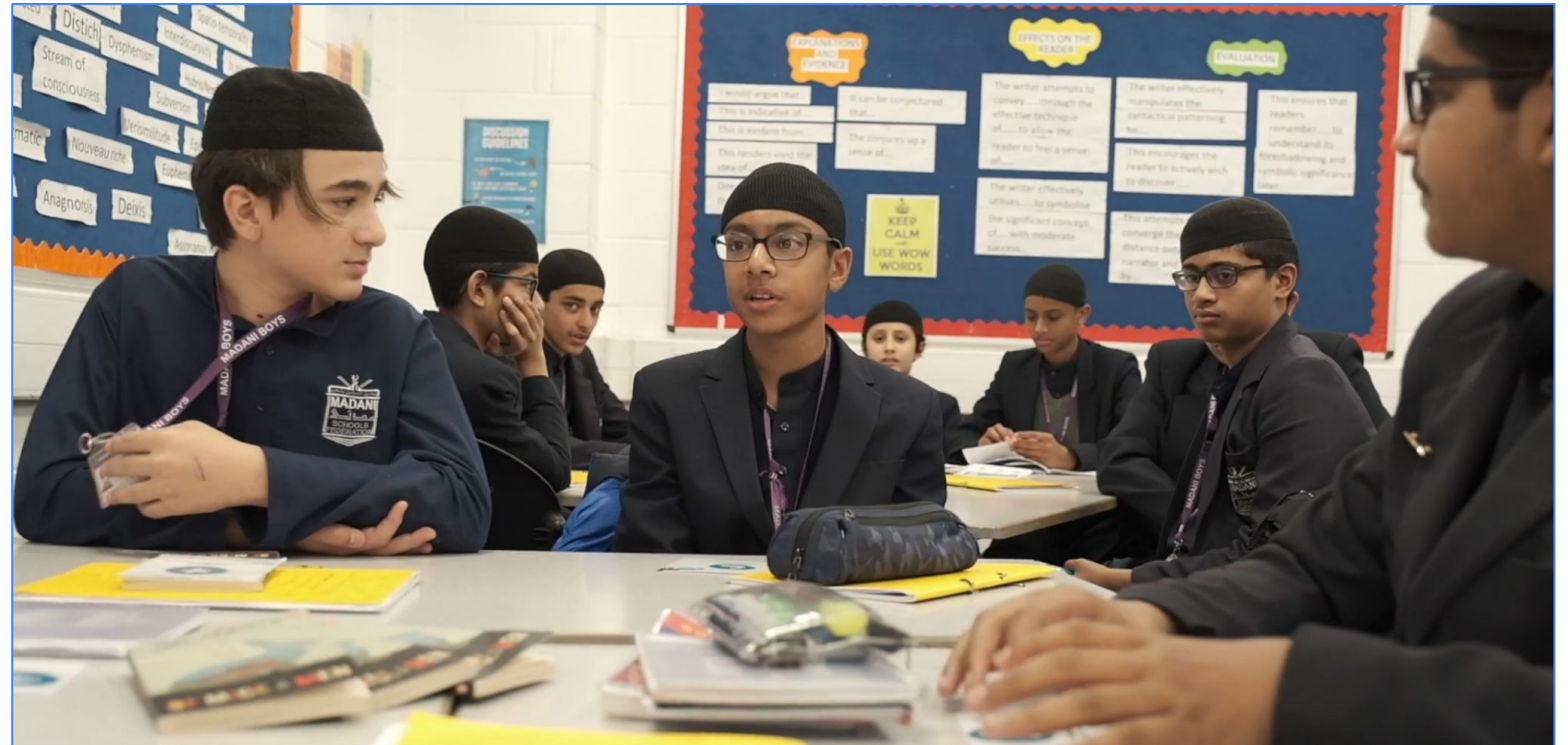
This
suggests...

Why do you
think...?
How might...?

Have you
considered...



Oracy: English discussion



<https://vimeo.com/390012608>

Speak like a specialist

- Subject specific vocabulary
- Sentence stems
- Raises students awareness
- Become flexible, resilient communicators



Talking like a Mathematician
Sentence Stems



- It is the same / different...
- This reminds me of...
- I can prove I'm right because
- We must remember...because
- There is one more/one less...

- My working out is the same / different than yours because...
- I can prove I am right because...
- Another strategy you can use is...
- I learnt the word...and it means...

- We know that... so... it can't be...
- A major difference between... and... is that...
- I agree because...
- My strategy works because...
- I can check my answers by...
- Next time, I will...

- I think the question means... so the answer means...
- I know that... Therefore, I would try out...
- I approached it methodically by...
- I was systematic... when...
- I looked at the whole problem and broke into these steps...
- So far, I have discovered that...
- The strategy I used was...
- I agree/disagree with...because...
- The solution makes sense because...
- I can visualise this problem by...
- I know my answer is reasonable because...
- The information needed to solve the problem is...
- When I used the inverse, I noticed...



Talking like a Computer Scientist
Sentence Stems



- I liked / I disliked...
- I think that...
- I made this model because...

- The purpose of my product is ...
- In my opinion, I feel that I can improve this by...
- I believe this programme is (good / bad) because
- I found the process / skill of ... the most challenging because...

- Based on my design criteria, I believe ...
- I believe this was ambitious because...
- You could improve this product by...maybe you could try...
- I used the process / skill of because ...
- I can transfer the skill of... to ...
- The problems I faced were.... I overcame these by...
- I believe the strengths / weaknesses are evident in the...

- Based on the design brief I have been presented with....
- In my opinion, the success of this product was... However, ...
- Possible improvements may include...
- This product has met / has not met the brief because ...
- Alternatively, I believe the product would be more suited to...
- I have come to the conclusion that...
- The evidence / facts lead to...
- The computer aided design helped me to...
- To create my product, it was essential to understand...
- When I began to critique my product, I found that...
- The functional properties, which I am proud of, are...

Plymouth Mayflower Academy, Talking like a Specialist Booklet
<https://voice21.org/wp-content/uploads/2021/03/Talking-Like-A...-1.pdf>

Teacher Talk Tactics

- Scaffold classroom dialogue
- Promote educationally productive talk
- Adequate opportunities to process information
- Formulate responses
- Actively participate in class dialogue

Workbook p.23

Teacher Talk Tactics scaffold classroom dialogue, promoting educationally productive talk. Teachers have two additional tactics to employ in order to foster high-quality talk for learning.

Instigate
Present an idea or open up a new line of enquiry.

Instigate:

- Let's start the discussion by...
- Has anyone considered...
- Let's think about...

Invite instigation:

- Who would like to begin our discussion...?
- Does anyone have another idea...?
- Would anybody like to share a different point?

Instigate

Summarise
Identify and recap the main ideas.

Summarise:

- So far we have talked about...
- The main points raised today were...
- To summarise X's idea?

Invite summary

- Can anybody summarise the main points so far?
- Could you summarise what X is saying?
- Who can recap the main ideas?

Summarise

Probe
Dig deeper, ask for evidence or justification of ideas.

Probe:

- Why do you think...?
- Could you provide an example of...?
- How do you know that?

Invite probing:

- Would anyone like to probe what X said?
- Who would like to ask a probing question?
- Does this remind you of anything we've learned before?

Probe

Build
Develop, add to or elaborate on an idea.

Build:

- Building on X's idea...
- X's idea made me think...
- To develop X's idea...

Invite building

- Would anybody like to build on X's idea?
- Could you tell me more about...?
- Who can tell me why they might agree with X?

Build

Additional moves:

Model
Articulate the thought processes underpinning talk.

Model

- I'm not sure I agree with that so I'm going to challenge X's idea...
- I am going to clarify X's point to check I've understood correctly...
- It would be a good idea to summarise the points so far to help us move forward...
- I am going to refer to X to provide evidence for my point...

Model

Mark
Highlight an important idea or type of contribution

Mark

- That's an important point.
- Did everyone hear what X just said? How does that help move us on?
- Did you notice how X just probed X's idea?
- What did X say to challenge X's idea politely?

Mark

Summarise
Identify and recap the main ideas.

Summarise:

- So far we have talked about...
- The main points raised today were...
- To summarise X's idea?

Invite summary

- Can anybody summarise the main points so far?
- Could you summarise what X is saying?
- Who can recap the main ideas?

Summarise

9.

The Word Gap

Vocabulary and Word *poverty*...

...how poverty is not just material deprivation of the food you eat and the clothes you wear but also the words you hear.

...a child from a professional family will hear 45 million words, a working-class child 26 million, a child on welfare only 13 million - **a gap of 30 million words!**



People Like Us: What it takes to make it in modern Britain, Hashi Mohamed (2020)

The pandemic

92% of teachers think school closures (due to Covid-19) have contributed to a widening of the word gap.



Oxford Language Report (2020)

Unlocking the world of words...

«Explicit and engaging vocabulary teaching has the power to promote independence in learners, ignite imaginations, deliver understanding and raise education standards in schools.»

Andrew Jennings

Describing words – adjectives

www.describingwords.io

Pobble365 – photo + story

www.pobble365.com

NiftyWord – associations

www.niftyword.com

Word Hippo – synonyms, examples

www.wordhippo.com

Word Spy – random word

www.wordspy.com

dramality, grasscycling...

Great Expectations – word, quote

www.greatexpectations

Word of the Day



(1) **charity** / (2) **a charity**

Word Class:

noun

Definition:

(1) the giving of money, food or help to people in need
(2) a non-profit organisation

(1) I gave my old clothes to **charity**.
(2) UNICEF is **a** children's **charity**.

Synonym:

(1) aid, welfare
(2) a trust, a foundation, a fund

Antonym :

(1) - (not donating)
(2) a lucrative business

Talking point:

Giving to charity is a waste of money.

Howell - Kester

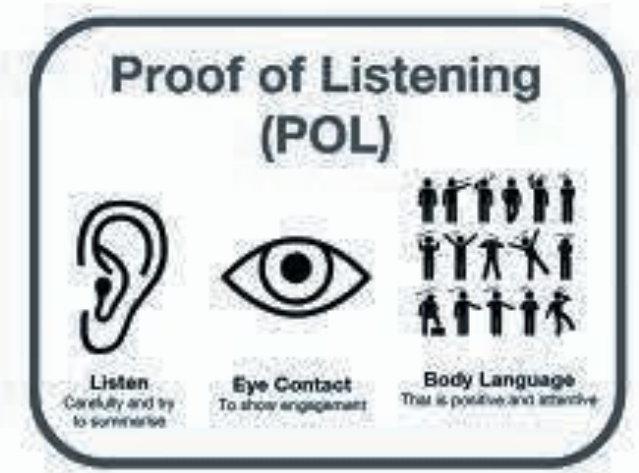
10.

Active listening

Active listening

Teachers are often highly motivated to include class discussions and groupwork/student-led activities in their classes. However, in many cases these activities fail to reach their potential because students have not been instructed in the requisite foundational skills. English Speaking Union (2018)

- offer students tips on how to react when listening
- model active listening ourselves
- create expectations for these
- monitoring the audience (and let students know!)



Voice21

Showing interest:

*Really? OK. Wow! Ahh.
That's interesting. Uh-uh.
Mmmm...
Yeah. I see. Lucky you!*

**Tip: use your intonation
and tone of voice to
communicate your
feelings (empathy,
sadness, happiness)**

Think Big,
OUP (2020)

Listening Ladder

All students have a copy and as they listen they identify what skills they have been using while listening.

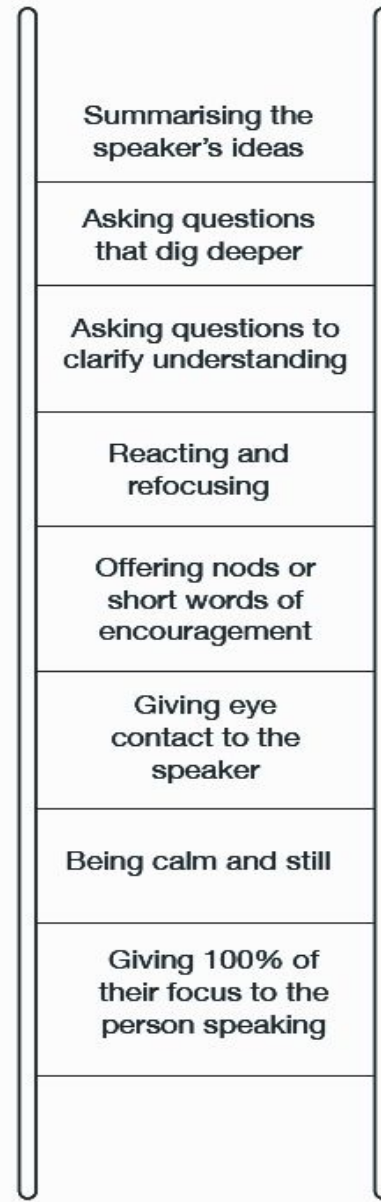
Start on bottom rung and work up!

7 dig deeper

5 react

3 eye contact

1 focus



8 summarise

6 clarify

4 encourage

2 calm & still

Workbook p.24

Voice21

Talk Tokens

- Create a more equal balance of talk
- Reluctant speakers have the chance to contribute more
- Louder students are required to listen more
- Quieter students have an incentive to join in
- Dominant students have to reflect on their contributions
- Different coloured tokens for different types of talk tactics
- Emojis for students online



11.

Talking about talk

Talk detective feedback



Talk detectives!

Mystery to solve: what does good oracy look like?

	Person or group name
Invited someone else to contribute	
Challenged a group member	
Summarised a group member's ideas	
Clarified somebody in their group's ideas	
Built on somebody else's ideas	
Changed their mind	
Came to a shared agreement	



Talk detectives!

Mystery to solve: what does good oracy look and sound like?

		Who, or which group is doing this?	Further notes:
	Physical - Are they speaking loudly and clearly? - Are they using hand gestures?		
	Cognitive - Are they giving reasons for their opinions?		
	Linguistic - Are they using ambitious vocabulary?		
	Social and Emotional - Are they tracking the speaker? - Are they making sure everyone gets a turn to speak?		

Workbook p.25

Talk Detectives

Talk Detectives		
	Cognitive - Do their responses build on each other's? - Do they give reasons for their opinions? - Do they critically engage with each other's ideas? - Do they ask questions?	GROUP 1: THEY RESPONSES BUILD TO EACH OTHER'S, THEY ASK QUESTIONS, THEY CRITICALLY ENGAGE WITH OTHER'S IDEAS. GROUP 2: THEY RESPONSES BUILD TO EACH OTHER'S, THEY GIVE REASON FOR THEIR THINKING, CRITICALLY ENGAGE, ASK QUESTIONS. GROUP 3: THEY GIVE REASON, THEY ASK QUESTIONS, CRITICALLY ENGAGE AND RESPONSES BUILD EACH OTHER'S. GROUP 4: THEY GIVE REASON AND CONTRIBUTE EACH OTHERS, THEIR RESPONSES BUILD ON EACH OTHER'S.
	Social and Emotional - How do students show they are listening? - Do they make sure everyone gets a turn to speak? - Is there an appropriate balance of contributions?	GROUP 1: THEY NOT IN AGREEMENT, EVERYONE GETS A TURN TO SPEAK, THERE IS AN APPROPRIATE BALANCE OF CONTRIBUTIONS. GROUP 2: NOT AN BALANCE OF CONTRIBUTIONS. GROUP 3: EVERYONE GETS A TURN TO SPEAK, AN APPROPRIATE BALANCE OF CONTRIBUTIONS. GROUP 4: EVERYONE GETS A TURN TO SPEAK AND THERE'S AN APPROPRIATE BALANCE IN CONTRIBUTIONS.





Hot words!

1. Controversy
2. Outrage
3. Political backlash
4. Diplomatic incident
5. Polarizing
6. Unity
7. Synergy
8. Peacekeeping
9. Recognition
10. Inclusiveness

12.

Harkness discussions

Harkness discussions

- A roundtable discussion in which everyone has an **equal** voice.
- Teacher creates comfortable speaking environment but **rarely** jumps in with explanations or to fill silence.
- Students **take ownership** for the conversation, and their **thoughts and opinions** flows.

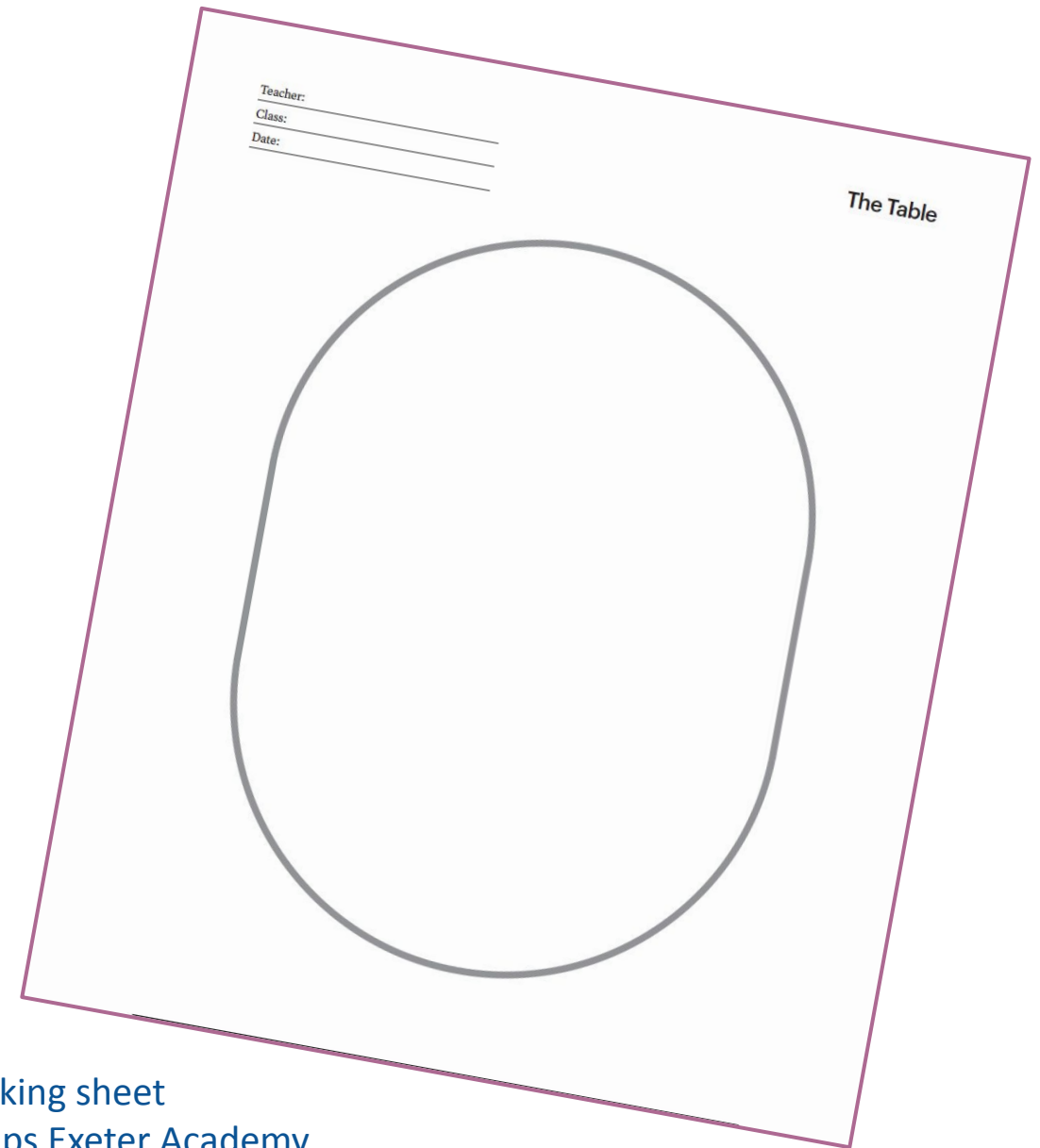
Phillips Exeter Academy



Harkness in 3 steps

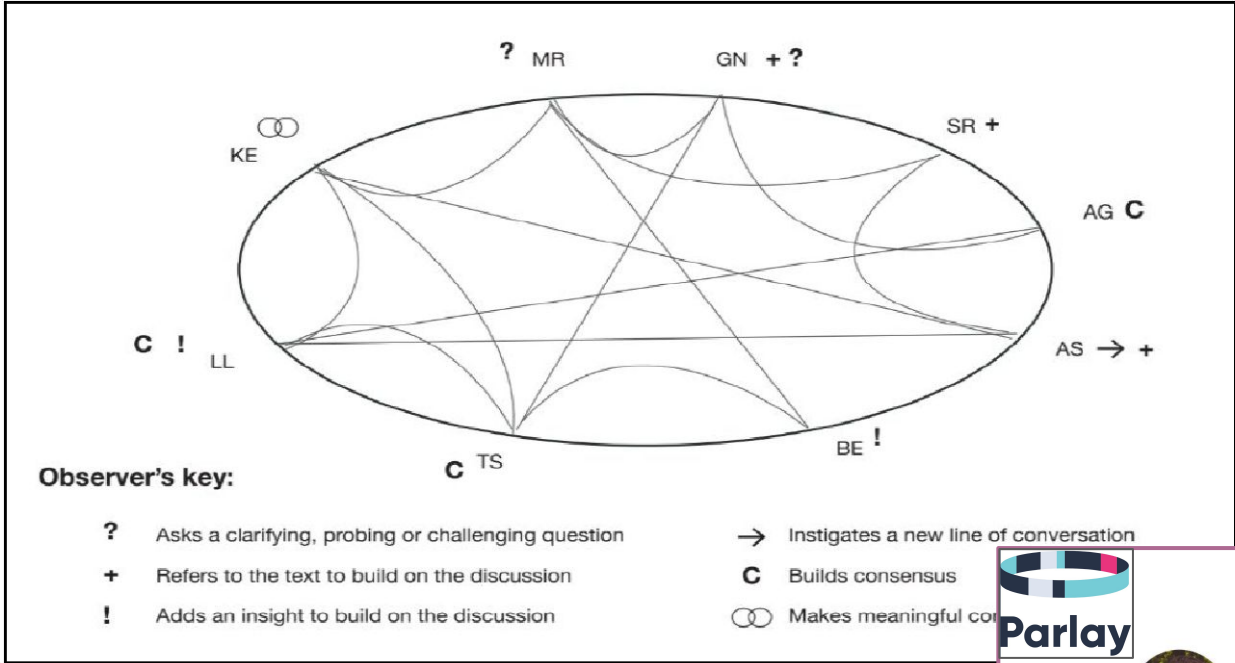
1. Set up the environment
2. Talk to the students about Harkness
3. Choose a tracker and start

Add observation key to encourage quality of talk



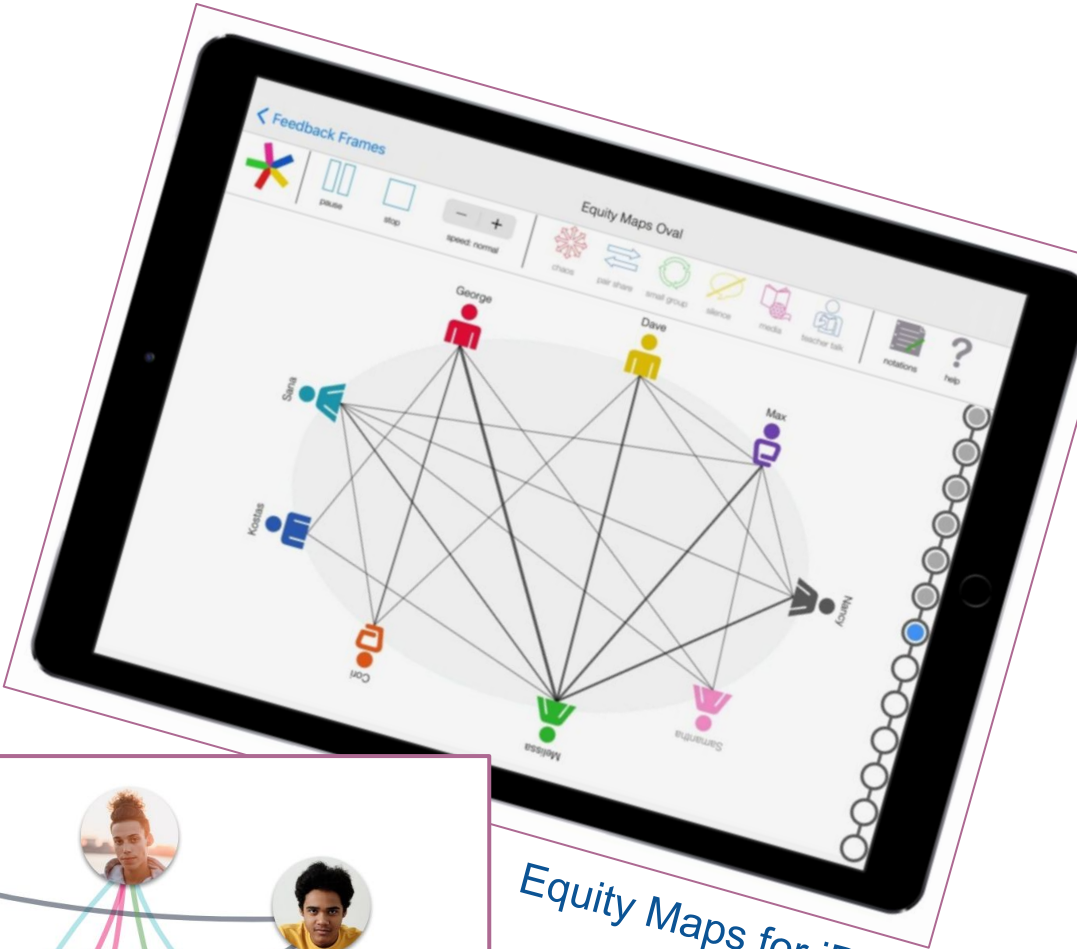
Tracking sheet
Philips Exeter Academy

Discussion Trackers



Harkenss Tracking Tool, Voice21

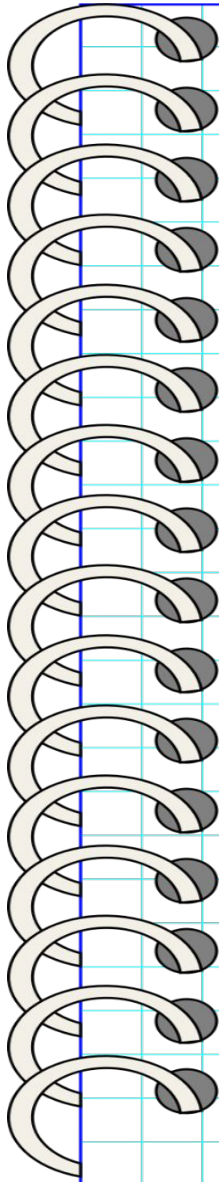
Workbook p.26



Equity Maps for iPad



Parlay Discussions software for PC/MAC



Workbook

- Harkness Tracker p. 26
- Articles p. 27-29

Setting up a Discussion

<https://vimeo.com/388000845>



“Talk is very slippery stuff.
It slips away, it happens and
then it's gone.”

Neil Mercer



Today's tools...

- The Oracy Framework
- The Benchmarks
- Groupings
- Discussion Guidelines
- Talk Tactics
- Talk Tokens
- Talk Detectives
- Word of the Day
- Listening Ladder
- Fed in facts
- Harkness tracker

Food for thought...

- What is the balance of pupil and teacher talk?
- How does the talk support the learning?
- How are the four strands of oracy being developed?
- What is the purpose of talk?
- Are all students supported to participate in talk? How?
- Are there high expectations for talk? What are these?
- How is the talk modelled?
- What opportunities for oracy are created?



“ Once we get to a place where young people are **trained, prepped, pushed and encouraged to be articulate, where they can deploy a wide vocabulary with a clarity of thought**, and are armed with new and exciting ideas, *then* we might be in a position to reshape the current linguistic landscape in favour of social, cultural and ethnic diversity.

Perhaps then we will have found a way of neutralising prejudices instead of playing right into them.

Perhaps we will have conquered another corner of the social mobility story and moved one step closer to a more equal society. ”

Hashi Mohamed



Email us:

smhowell@gmail.com

lisa.kesterdodgson@gmail.com

Tweet us: [@oracyitaly](https://twitter.com/oracyitaly)

You can also join our Facebook Group

<https://www.facebook.com/groups/oracyitaly/>



Oracy Italy Facebook Group

Work with us: oracylab@gmail.com

Coming soon: www.oracylab.org