



CPD Aims

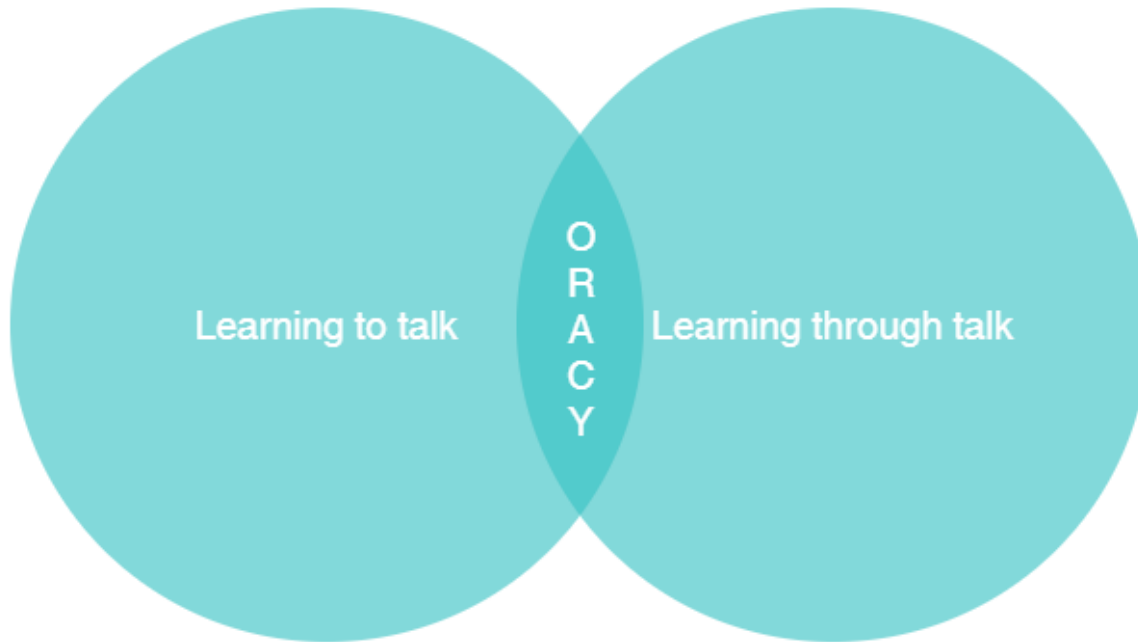
1. To revisit our understanding of dialogic rich teaching sessions including; development of sentence stems, questioning and robust vocabulary instruction
2. To plan for systematic presentational oracy.
3. To effectively assess and plan for progress against the oracy framework.



Oracy



Huntingdon Academy
A L.E.A.D. Academy



Why does oracy matter?





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The 4 strands



Cognitive



Physical



Social & Emotional



Linguistic



Physical

Voice

- Fluency & 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 ideas

Clarifying & summarising

- Seeking information & clarification through questions/ing
- Summarising

Reasoning

- Giving reasons to support ideas
- Critically examining ideas expressed

A dialogic rich lesson

Purpose
of talk



- Protocols
- Groupings
- Roles

Structure

Scaffolds

Reflection

- Sentence stems
- Vocabulary
- Modelling

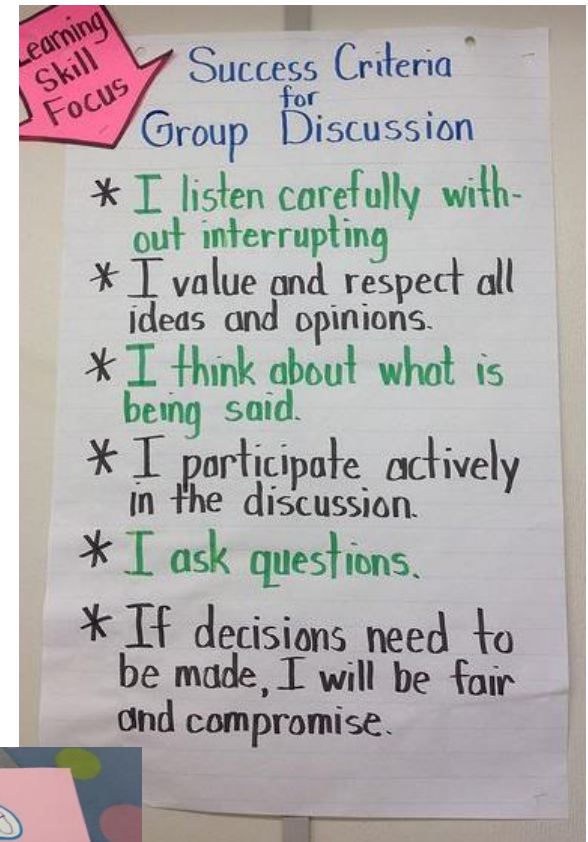
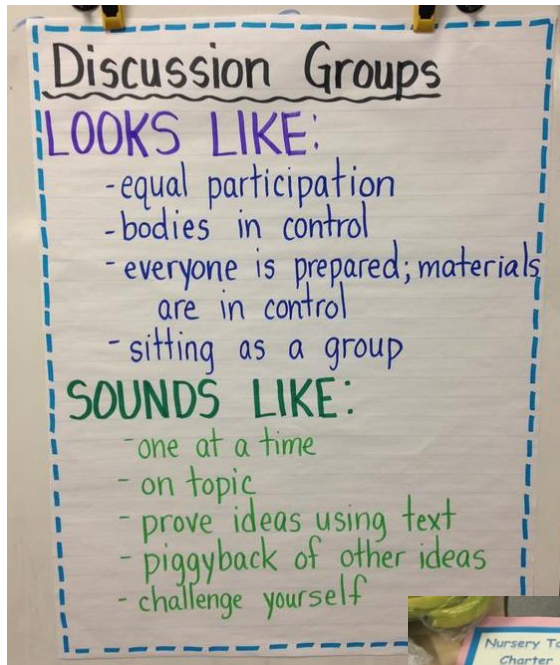
- Metacognitive reflection
- Feedback

Activity - Class talk charters



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Groupings



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Nest

Students stand apart and whisper their ideas to themselves.



Traverse

Pupils stand in two parallel lines opposite a speaking partner.



Fishbowl

A fishbowl enables the outer circle to observe the inner circle's discussion.



Pairs

Two students talking together.



Circle

A group of six students face each other in a circle. Pupils step inside the circle individually and speak to the group.



Trios

Three students talking with each other. Two students have a discussion while the third observes then summarises and critiques.



Onion

Students form an inner and outer circle. Pupils in the inner circle stand back to back, with each facing a partner on the outer circle. The two circles can rotate allowing students to discuss points with different partners.



Progression in Language Structures

Some suggestions for class teachers in planning for children's academic language development

Tower Hamlets EMA team
in collaboration with Tower Hamlets teachers

Learning Objective

- What do you want the children to learn?
- What is the success criteria?

Questions

- What questions will best illicit the responses which facilitate learning?
- What questions will enable thinking and reasoning?

Scaffolds

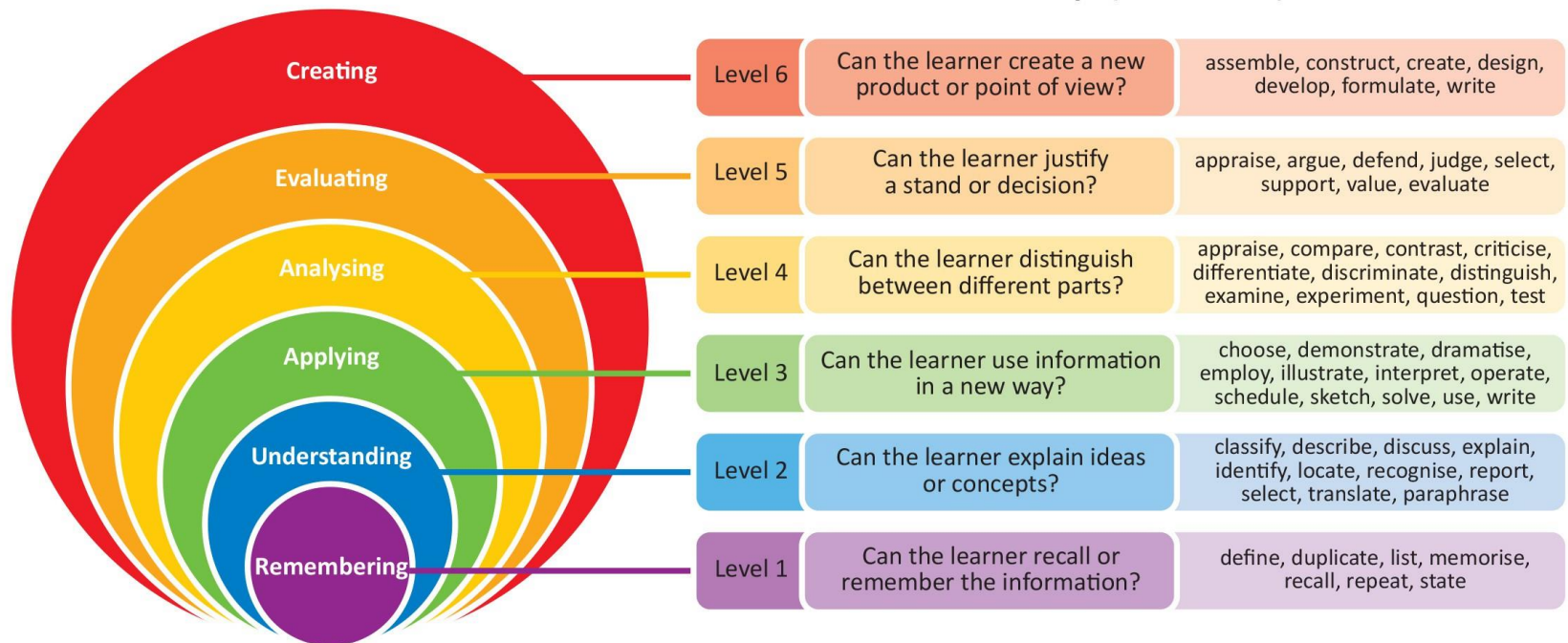
- Which sentence stems will purposefully structure the pupils thinking
- What vocabulary will support and challenge their ideas?

The Goldilocks Dilemma



Using Blooms to support teacher questioning

Bloom's taxonomy (revised)



Introducing sentence stems

Collate the stems relevant to your lesson/task. Include these in your lesson prep.

Review stems with students and provide some examples of how to complete the sentence stems. Incorporate and model the use of language in class.

In groups, have students use sentence stems to respond to a discussion prompt or topic. Display the stems for students to refer to. Have these in the room via posters, task sheets, students books etc

Reflect on your experience with students. Did you hear stems being used in discussion? Are stems evident in their written work? Acknowledge and encourage students when stems are used.

Concept Cartoons



A – I agree/disagree

B – Linking to that...

C – The main points were...

Vocabulary

perimeter

shape

length

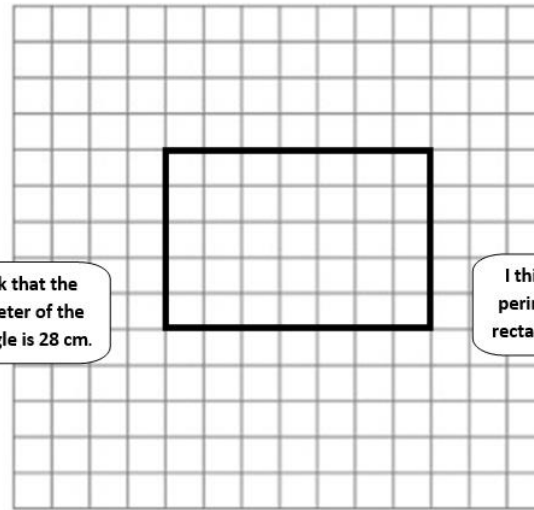
addition

Who do you agree with?



Becky

I think that the perimeter of the rectangle is 28 cm.



Sarah

I think that the perimeter of the rectangle is 24cm.

David



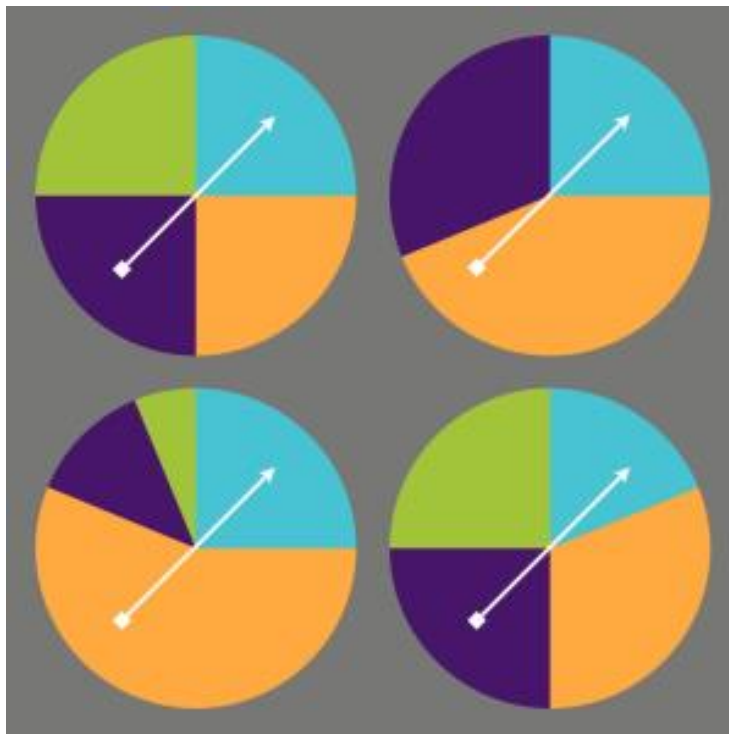
I think that the perimeter of the rectangle is 12cm.

Adam



I think that the perimeter of the rectangle is 35cm.

Which One Doesn't Belong?



I think...because
I don't think...because

Vocabulary

colour
fraction
position
percentage

Talking Points

“women will never be equal to men in the workplace”



I agree because...

I share your view because..

I disagree...

Have you considered...?

Vocabulary

culture

opportunities

money

society

education

stereotypes

Diamond 9

How would you build yours?

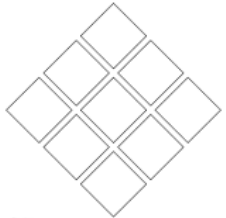
Who is the worst villain in children's literature?

Mrs Trunchball

Ursula the Sea Witch

Lord Voldemort

Cruella De Ville



The White Witch

The Big Bad Wolf

Shere Khan

The Grinch

Own Choice

Ranking – Which snack is the best for stress?

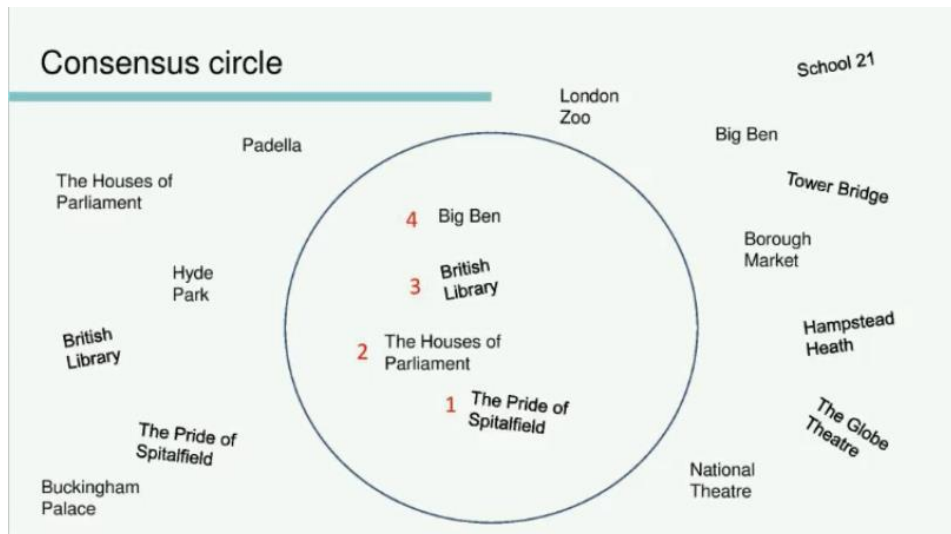


I agree because...
I share your view because..
I disagree...
Have you considered...?

Vocabulary

size
taste
nutrition

Consensus Circle



Which are the most impressive landmarks in the UK?

Vocabulary





tourism
size
meaning
culture
symbolic
quality



I agree because...
I share your view because..
I disagree...
Have you considered...?



Talk detectives

Children's name				
	Physical - Are they speaking loudly and clearly? - Are they using hand gestures?			
	Linguistic - Are they using ambitious vocabulary?			
	Cognitive - Are they giving reasons for their opinions?			
	Social and Emotional - Are they tracking the speaker? - Are they making sure everyone gets a turn to speak?			



Making talk visual



Sharing Practise

If you have an **apple** &
I have an **apple** & we exchange **apples**
then you & I will still
each have one **apple**.



But if you have an **idea** &
I have an **idea** & we exchange these **ideas**
then each of us will have **2** ideas.

- George Bernard Shaw



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

Equate
Teaching School Alliance

Planning an oracy rich lesson

Lesson objective		Subject		
Sequence of learning				
groupings	questions	vocabulary	sentence stems	modelling

Purpose:

Problem-solve

Express
yourself

Understand
and reason

Challenge

Gather and
share
information

Influence

Organise and
structure ideas

Analyse and
Evaluate

Acquire new
language

Reach
consensus/
negotiate

Give
Instructions

Generate ideas
and opinions

Build
relationships

Task:

Sports
commentary

Stand-up
comedy

Panel
discussion

Mock trial

Interview ('in
conversation
with')

Podcast/radio
show

Speech

Storytelling

Tour guide

Job interview

Poetry by
Heart

Debate

Audiences:

Older

Younger

Adult

Large group

Peers

Unfamiliar

Familiar

Live

Chosen by
speaker

Small group





Expert

Recorded

Task:

Purpose:

Audience:

	Skills	Teaching Ideas	Sequence of Learning
	kjnnlnlnklnl		
			
			
			

Where to go?

the noisy classroom

About us - Book Us - Resources - Videos - Parents

Oracy formats

- Following instructions
- Interviews
- Formal debate
- Boxing match debates
- Hat debates
- Public meetings
- Role plays
- Listening Walks
- Enquiry
- Negotiations
- Pair work
- Group work
- Video diary
- News broadcast
- Talk detectives
- Rebuttal Tennis
- Chat shows
- Hot seating
- Whole class discussion
- Mock trial
- Balloon debate
- Presentations

Primary school videos

Talk The Talk
CONFIDENT COMMUNICATION FOR LIFE

01981 580015
info@talkthetalkuk.org

HOME WORKSHOPS RESOURCES CURRICULUM ABOUT CONTACT US

Pick Your Workshop:

- Talk About Transition
- Talk About Communication
- Talk About Communication Plus

Talk About Transition Follow Up Lesson 1: Talk About My New School

This follow-up lesson encourages students to start talking with their peers about their new school now that they have settled in.

Search The Voice 21 Exchange

The Voice 21 Exchange

+ Share what's on your mind...

SHOWING PERSONAL FEED SORTED BY LAST ACTIVITY

Featured

SEE MORE

NEW

"Lend me your ears"

Image credit from Shakespeare's Globe This week, in honour of William Shakespeare's birthday, we'll be exploring how oracy can help students of all ages to develop an appreciation and understanding of the...

Voice 21

THE V...
Perform...
P...
Spring...
The V...
Reint...
This w...
Vc