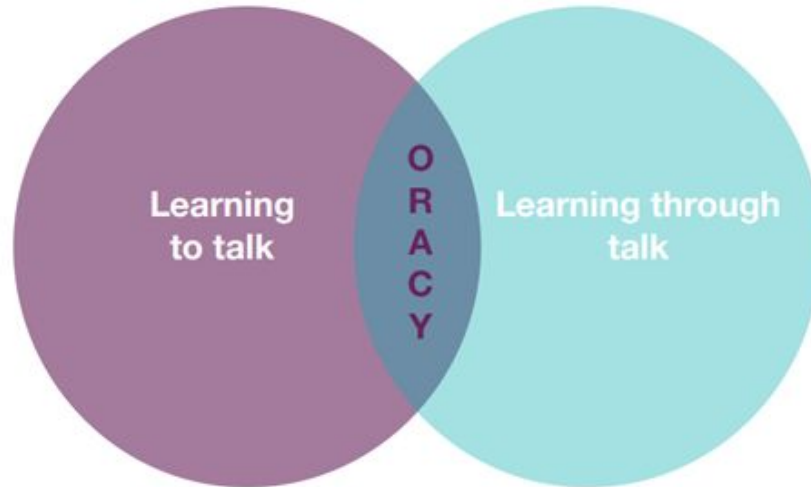


Developing Oracy at Mauldeth Road

Learning through and to talk



What is Oracy?

‘Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.’
(*Voice21*).

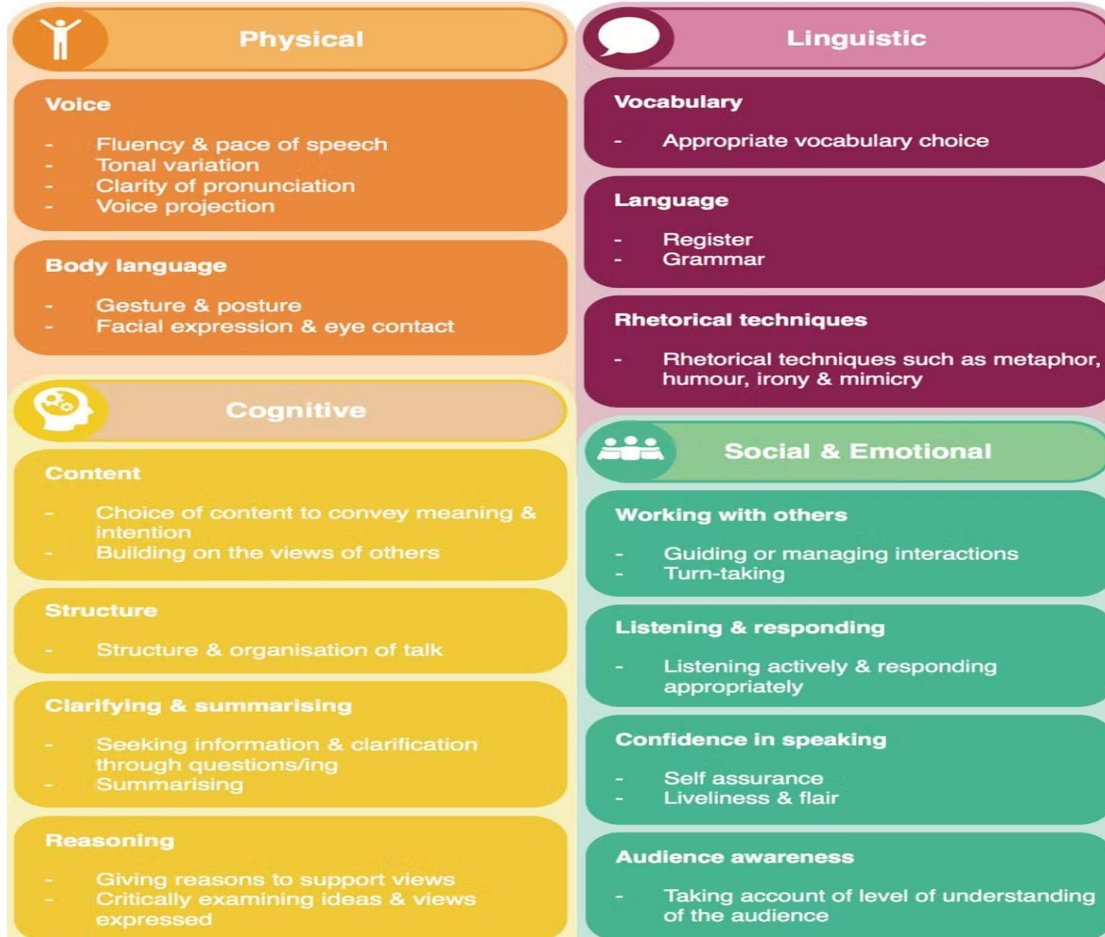
Why should we have a focus on Oracy?

At Mauldeth Road we are proud of the rich and vibrant backgrounds of our children and families. We are also aware though, that many of our children need additional opportunities to learn to talk and learn through talk to enhance their proficiency in English. Research highlights that spoken language skills are one of the strongest predictors of a child’s future life chances and therefore, one of the best ways for us to close the disadvantage gap is through focussing on Oracy.

Oracy:

- improves confidence and wellbeing
- improves academic outcomes
- improves literacy development
- equips students to thrive in life and beyond school
- enables all pupils to fulfil their potential
- promotes social equity [Voice 21](#)

The Oracy Framework



In your classroom what does Oracy look and sound like?



Do we plan regular and purposeful opportunities which enable children to take part in exploratory talk and listen carefully to one another?

Do we use subject-specific language, across all areas of the curriculum to support children's development?

Do teachers and adults in school model effective talk and listening skills?

In lessons this might look like:

- Talk partner work including talk tasks
- Discussion tasks
- Use of 'My turn, your turn'
- Clear vocabulary identified in all lessons with definitions taught
- Use of sentence stems
- Vocabulary and sentence stems displayed and referred to on working walls.
- Staff modelling and repeating expected sentence structures
- Role play and drama tasks
- Visual aids

<https://www.edutopia.org/video/oracy-classroom-strategies-effective-talk>

The use of Sentence Stems

Sentence stems are a learning scaffold that can help students respond (orally and through writing) using complete sentences.

Teachers can use sentence stems to:

- Activate prior knowledge and to link with present content – *“I already know / I think that this is similar to.”*
- Clarify information – *“I thought / Can you please tell me...”*
- Reinforce use of selected vocabulary – *“The text uses...”*
- Help students respond to a question – *“I read that/ The text stated...”*
- Summarize information – *“I learnt...”*
- Structure meaningful conversations – *“I agree with/ I disagree with...”*

When sentence stems are used, they:

- Reduce the pressure on students to think and formulate appropriate responses.
- Support and improve students’ writing.
- Help students to communicate effectively.

Sentence Stems in Practice

Teachers can incorporate sentence stems in the classroom using these four steps:

1. **Create:** Using the content or activity as reference, teachers can create a list of sentence stems, taking care to include vocabulary and/or sentence structures which students need to practice.
2. **Model:** Teachers can explain the purpose of sentence stems and model how to use them with think-alouds. By thinking aloud, teachers can clarify the application process.
3. **Practice:** Create opportunities for practicing the strategy independently or in pairs. Teachers can plan for conversational or written tasks using sentence stems.
4. **Review:** Once students have completed their sentence stems, teachers may instruct pairs to present their sentences to the class. The sentences can then be reviewed and corrected, and any questions can be clarified.
- 5.

Here are some ways to use sentence stems to support learning in the classroom:

Sentence Stem posters: Teachers can prepare general sentence stem posters and display them in the classroom. During lessons, teachers can call on students and instruct them to complete a sentence stem related to the content.

Pass the list: Teachers can prepare a list of sentence stems and give a copy to each student. Students can be given 2-3 minutes to complete the list (in writing) using information from the topic being discussed. After 3 minutes, students may be instructed to swap their list with a partner and add or edit information on their partner's sheet. At the end of the allotted time, students can be given another minute to review their edited list.

Question stems: Question stems are open-ended questions that can help students reflect and find connections between concepts or textual information. These can be used to prompt students as they respond to discussions and writing assignments. Sentence stems help to improve students' language proficiency, in turn improving their communication and writing. They improve fundamental language skills as well as higher-level thinking skills, familiarizing students with sentence structure, linguistic ability, and lesson content all at once.

EYFS Sentence Stems

Plan	Do	Review
I will go to....	I will make...	I went to....
	I will create...	I played with....
To be a/an....	I will work with...	I was a/an.... We were.....
Because.....		I made this....and....
Questions/opinions		
What did you....?	Where did you....?	You could change....
Why did you....?	I like the way.....	Yes because . . .
How did you....?	I like this because....	

KS1 Sentence Stems

Prediction	Opinion	Conclusion
I think	I think	Now I think . . .
I predict	I like best because	I found that . . .
I predict will happen because . .	My partner thinks happened because
I think they will be alike because . .	I agree because	First I thought but now I know . .
They are both	I disagree because	Having listened to everyone's ideas .
	I prefer because
Evaluation	Comparison	Argument
I found hard / easy because	It is the same because . . .	Yes because . . .
I feel that next time ...	It is different because . . .	No because . . .
Next time I could	They are alike because they are both . . .	It is right . . .
It was interesting because	They are similar because . . .	It is wrong . . .
I like the part where . . . because		I agree/ disagree because . . .
I found this piece of work hard/ easy because . . .		However . . .



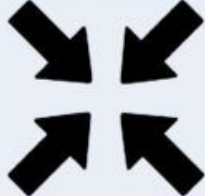
KS2 Sentence Stems

Prediction	Opinion	Conclusion
I predict that...because...however...	My partner thinks...whereas I think that...	In summary I think..
This is probable because...	I agree/disagree because...	To conclude...
I think the outcome will be...because...	I appreciate/understand ...'s opinion' however I feel...	Having listened to everyone's opinions...
Due to the fact that...I predict...	My opinion/view is...because...	After looking at the information, I conclude that...
Because...and...are similar/different, I predict that...	The facts lead me to the conclusion that...	...happened because...
After hearing all this evidence, I think that...	It is my opinion that...however others might believe that..	Based on the evidence I was presented with...
I think that there is a high/low probability that...	After consideration...	First I thought...but now I know...
Evaluation	Comparison	Argument
It was interesting because...	It is the same because...	An argument for is...because...
I like the part where...because...	It is different because...	An argument against is...because...
I found this work...because...	They are alike because they are both...	I accept your decision; however I think...because...
Next time /you would/could...	One similarity between...and...is that...	I understand your point of view; however...
Maybe you could try...	In some ways...and...are alike. For instance they are both...	Perhaps some people would argue that...
I enjoyed it because...	Another feature they have in common is that...	However, I would point out that...
Possible improvements may include...	They differ in some ways. For example...	It is clear that...
Or alternatively...	Another difference is that...whereas...	On the one hand...but...

Create Discussion Roles

Builder	Challenger	Prober
		
<p>Develops, adds to or runs with an idea</p>	<p>Gives reasons to disagree or I disagree with you because... You mentioned X but what about...</p>	<p>Digs deeper into the conversation. Asks for evidence or justification of ideas.</p>
<p>I agree and would like to add... Building on that idea I think... Linking to what X said, I think...</p>	<p>I disagree with you because... You mentioned X but what about... To challenge what you said... I understand your point of view but have you thought about...</p>	<p>What do you think would be the effect of...? Why do you think ... ? Can you provide an example to support what you are saying?</p>

As adults, there are roles that we innately play in conversations, and we need to teach them to the children. We need to teach them how to talk.

Instigator	Clarifier	Summariser
		
<p>Starts the discussion or opens up a new topic for discussion</p>	<p>Simplifies and makes things clearer by asking questions.</p>	<p>Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.</p>
<p>I would like to start by saying...</p> <p>I think we should consider...</p> <p>We haven't yet talked about...</p> <p>Let's also think about...</p>	<p>What do you mean when you say ...?</p> <p>Can you explain a bit more about ...?</p> <p>Does that mean ...?</p> <p>Please can you clarify what you meant by ...?</p>	<p>Overall, the main points were...</p> <p>The main ideas raised today were...</p> <p>Our discussion focused on...</p> <p>The three main things we talked about were...</p>

**Finally...
Something to think about...**

**Children from low income backgrounds have heard on average 30 million fewer words than their wealthier peers by the age of three.
Hart and Risely (2003)**

For lots of children, our school should be their second chance to acquire communication skills.

