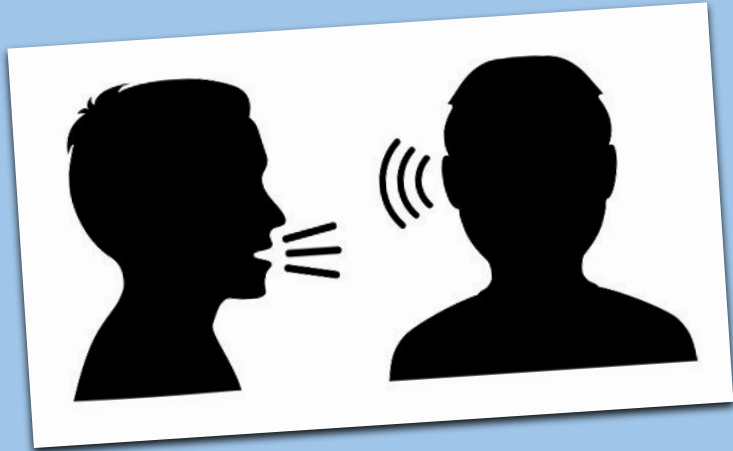


Oracy



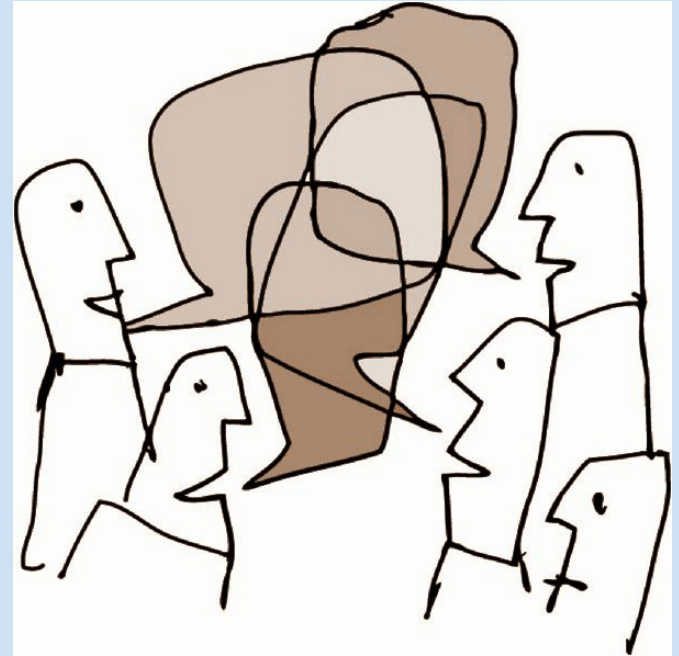
WHAT IS THE PURPOSE
OF TALK?

WHY IS TALK
IMPORTANT?

Discuss with your partner/ year group and be ready to feedback.

The **aims** of today's inset

- **Vision and intent of Talk at Seven Kings.**
- **Deconstructing talk and teaching the process of discussion**
 - How to structure 'rich and purposeful' talk within your class.
 - Talk as a process.
 - An opportunity for you to reflect on your own practice.
 - Sharing good practice



Communication and language are the roots underpinning success across the curriculum, and that good communication skills can enhance every type of learning, resulting in great outcomes.

Pupils develop the skills to reason, discuss, debate and present their learning in a variety of contexts with increasing skill and confidence.

INTENT

We, at Seven Kings, provide an environment rich in 'Talk'.

Children are immersed in high-quality 'Talk' to fully explore their communication and language skills to equip them for the wider world.



Embedding into the wider curriculum

Oracy strategies linked to reading

CURRICULUM COHESION

TOOLKIT

Tools and strategies to develop 'rich and purposeful' Talk in your class.

What opportunities do you provide for your students to learn through talk and to talk? What does oracy look like in your classroom?

Peer talk/discussion/listening carefully to the responses of their peers/responding appropriately

Paired talk, whole class
ABC cards, sentence st

Use of learning partners to articulate learning - not just to give their opinions, but to justify these too.
Ensuring children have the chance to verbalise 'what their brain did' when problem solving in order to help their learning stick. Encouraging healthy disagreements and how to respectfully construct a debate.
Playing 'devil's advocate' and allowing children the chance to 'argue' with me. Planning for an abundance of talk prior to writing to allow children to think it - say it - write it. Using 'My turn - your turn' for new vocabulary.

I try to plan in opportunit
other children and feed
answers ideas. I find gi
boards work really well

Talk partners
Whole class discussion

Partner talk, would you

Talk partners, debates, 1:1 conversations, group work

talking stories, retelling
discussions. Communic
milestones at the end o

Most english lessons plan a Oracy starter. Children often get into discussion circles to talk about issues within PSHE sessions.

As I plan the English, th
also regular opportunit

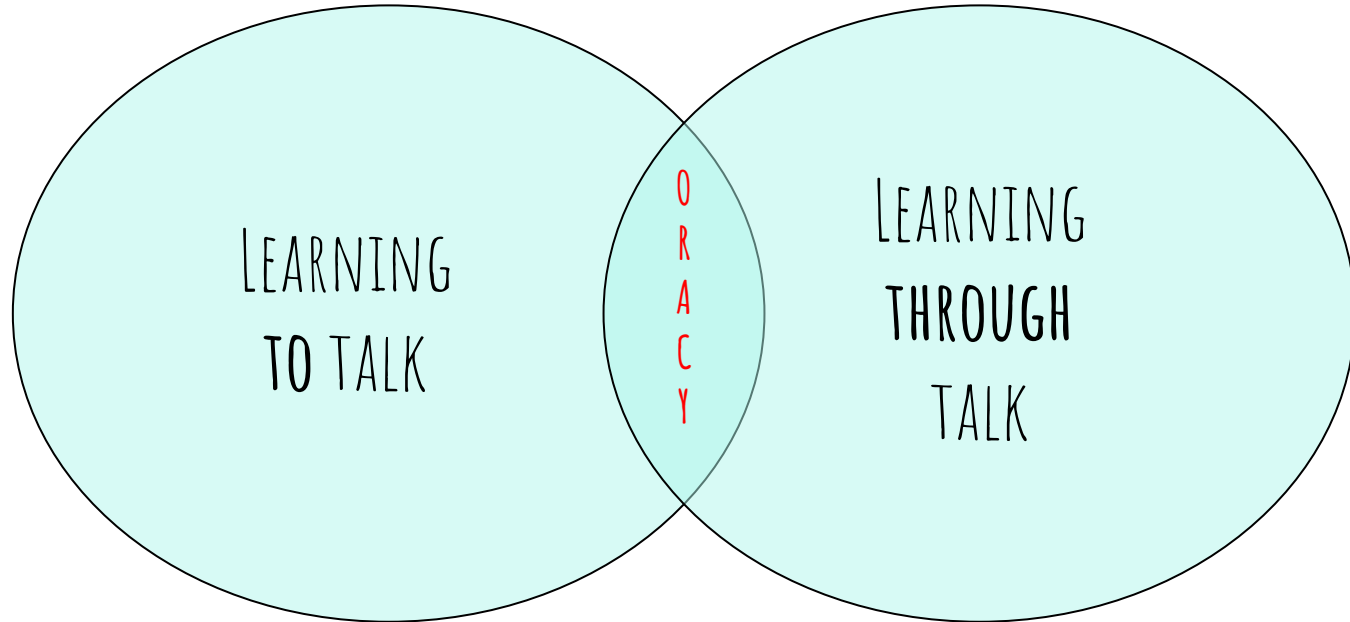
Lots of pair and group learning across the curriculum; pair marking of learning - reading our reading answers and sharing their thoughts; paired writing - poetry/descriptions; paired editing and uplevelling

To support you on your oracy journey, what do you feel you need support with? Please select all that apply.

13 responses



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





"DISCUSSION, THE MOST COMMON FORM OF EXPLORATORY TALK, ALLOWS CHILDREN TO SHARE THEIR IDEAS AND ENGAGE WITH THOSE OF OTHERS.

STUDENTS ARE ACTIVELY INVOLVED IN THE DEVELOPMENT OF THEIR OWN KNOWLEDGE AND UNDERSTANDING.

STUDENTS CONSTANTLY RE-EVALUATE THEIR OWN POSITION IN RELATION TO OTHERS AND CRUCIALLY LEARN FROM THEIR PEERS, AND NOT JUST THE TEACHER.

***Transform Teaching and Learning through Talk.**
Amy Gaunt and Alice Scott*

Oracy is not just talking.

- **Physical aspects** – how we use our voice and body to communicate.
- **Linguistic aspects** – how we structure what we say and choose appropriate vocabulary.
- **Cognitive aspects** – staying focused whilst speaking and when listening to others, asking appropriate questions and explaining opinions using reasons.
- **Social & emotional aspects** – working with others, listening and responding and increasing confidence.



TEACHER AS THE FACILITATOR

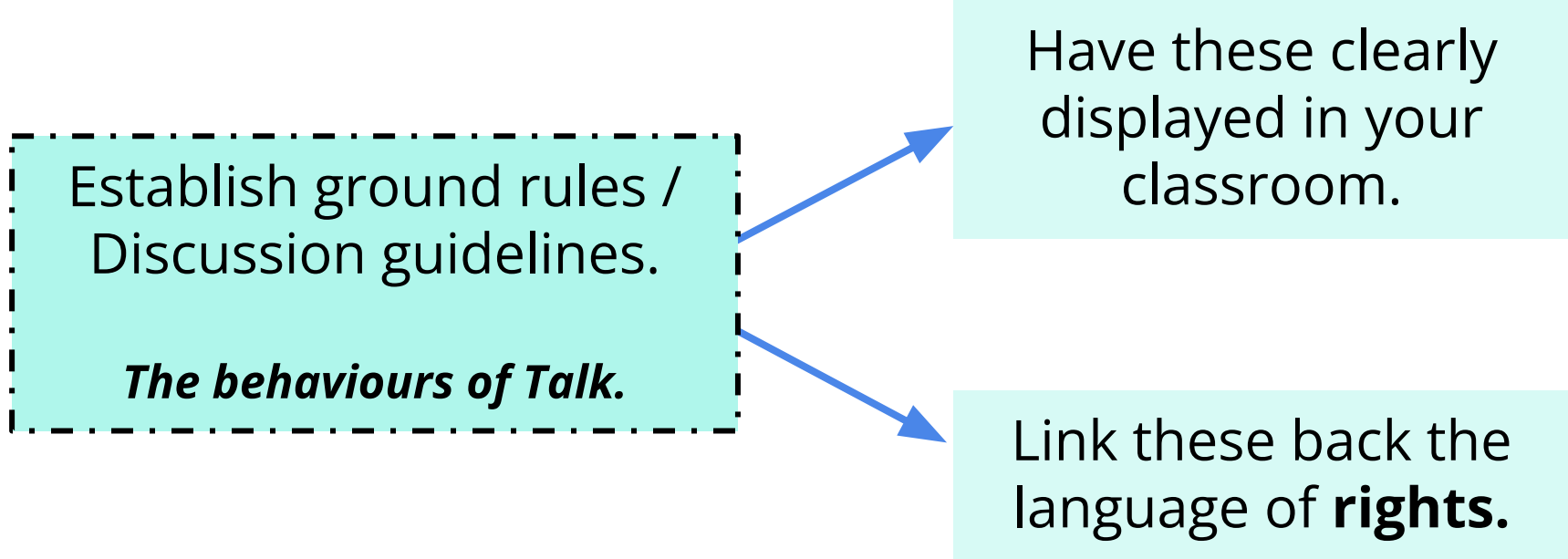
- The role of the teacher is not to impart knowledge.
- Instead, your role is the creation of opportunity so the children can develop and rehearse their understanding together.
- Creating an atmosphere embedded in trust. A safe environment.
- Providing frames of reference and models for good discussion.



Establish ground rules (discussion guidelines)

Establish ground rules /
Discussion guidelines.

The behaviours of Talk.



```
graph LR; A["Establish ground rules / Discussion guidelines.  
The behaviours of Talk."] --> B["Have these clearly displayed in your classroom."]; A --> C["Link these back the language of rights."];
```

Have these clearly displayed in your classroom.

Link these back the language of **rights**.

DECONSTRUCTING TALK AND TEACHING DISCUSSION

We always substantiate what we say with reasons and evidence.

We make eye contact (look at someone) when they are speaking.

When we disagree with the opinion of another person, we are still respectful.

We can be persuaded to change our minds.

We listen carefully to what our peers say.

We politely respond to what someone has said.

We do not interrupt.
We wait for them to finish before replying.

Our Discussion Guidelines

We explain our ideas with reasons and evidence.

We are prepared to change our minds.

We build, challenge, summarise, clarify and probe each other's ideas.

We show respect by listening to one another and making eye contact.

We respond or challenge ideas only when the speaker has finished, and politely.

Answer Stems - Developing and setting the 'expectation' of the language of Talk

Answer stems

- I respectfully agree /disagree with your point/opinion. I think...
- I would like to add to _____ point.
- I have 2 points firstly,...
Secondly,...
- I appreciate your point, however...
- To follow on from _____ point, _____
- May I ask a question?
- Can I ask a question to _____ point.

Agreeing

I agree with... because...
I would argue the same thing because...
The reason I agree with... is...
That is an interesting point because...

Building

I would like to build on ...'s point because...
I agree with... but I need to add...
In addition to ...'s point...
That is a good argument however it needs...

Challenging

I don't think... is right because...
I would like to challenge this because...
I disagree with... because...
My own view is different because...

Giving a new opinion

I think that...
My opinion is...
I believe that...
In my view...

In your year groups, **talk** about:

- 1) Discussion guidelines - develop 6 statements which create a culture and environment for 'Talk'.
- 2) Answer Stems - Come up with answer stems which will structure talk within the classroom.

These will be used by all children across the school.

Film clips

*What did the speakers do well?
What could they improve on?*

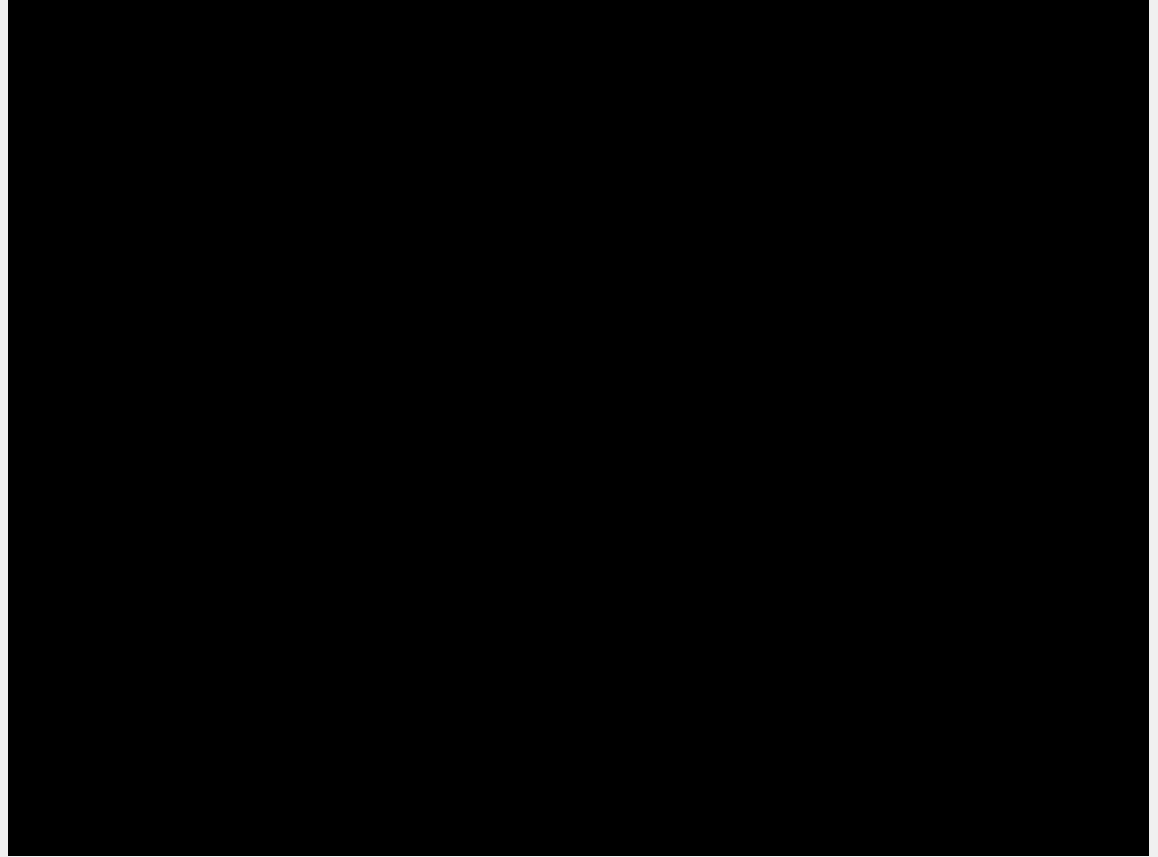


Let's have a go ...

*What do the children
do well?*

*What could they
improve on?*

Year 6 WW2 poetry recitation.



Discussion Roles

Discussion roles help students to manage talk and encourage the development of certain speaking and listening skills.



Instigator

Starts the discussion or opens up a new topic for discussion

Will say:

I would like to start by saying ...
I think we should consider ...
We haven't yet talked about ...
Let's also think about ...



Prober

Digs deeper into the argument, asks for evidence or justification of ideas

Will say:

What do you think would be the effect of ...?
Why do you think ...?
Can you provide an example to support what you are saying?



Challenger

Gives reasons to disagree or presents an alternative argument

Will say:

I disagree with you because ...
You mentioned X but what about ...
To challenge you X, I think ...
I understand your point of view, but have you thought about ...?



Clarifier

Simplifies and makes things clearer by asking questions

Will say:

What do you mean when you say ...?
Can you explain a bit more about ...?
Does that mean ...?
Please can you clarify what you meant by ...?



Summariser

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.

Will say:

Overall, the main points were ...
The main ideas raised today were ...
Our discussion focused on ...
The three main things we talked about were ...



Builder

Develops, adds to or runs with an idea

Will say:

I agree, and would like to add...
Building on that idea, I think ...
Linking to what X said, I think...

Reflection and the metacognition

- *"What did you learn today?"*
- *"Can anyone share something that someone else has said that made you reconsider what you initially thought?"*
- *"Who changed your mind in the discussion today and how?"*
- *"I like the journey you have gone through. At the beginning, you thought X, but now you think X. Why is this?"*



Promotes and encourages active listening.

(Cognitive aspects of Talk)

Features of a non-chronological report.

Would you include similes in a non-chronological report?

Ancient Egypt

Over 5,000 years ago, one of the world's oldest and greatest civilizations developed in Egypt in north Africa. Egypt's prosperity was based on the River Nile, which made farming possible. The Egyptians invented a system of writing and became great scholars and artists. Ancient Egypt is famous for its magnificent temples and tombs.

Later history



Tutankhamun ruled briefly in New Kingdom times

At its height the Egyptian Empire stretched from Nubia in the south all the way to modern Iraq. However after 747 BCE Egypt was often ruled by foreign empires. In 30 BCE it was conquered by Rome.

Key Facts

- Second Intermediate Period (c. 1650–1550 BCE). A time of unrest, when Egypt was conquered by the Hyksos.
- New Kingdom (c. 1550–1069 BCE). The Hyksos were driven out and Egypt became powerful again.
- Third Intermediate Period (c. 1069–747 BCE). A period of unrest, invasion, and foreign rule.
- Late period (c. 747–332 BCE). Persia ruled Egypt for part of this.
- Ptolemaic Period (c. 332–30 BCE). Greek leader Alexander the Great conquered Egypt in 332 BCE. His general Ptolemy founded the Ptolemaic dynasty. In 30 BCE Egypt became part of the Roman Empire.

The Nile

The Greek scholar Herodotus called Egypt "the gift of the Nile." The river watered the strip of land along its banks, transforming desert into green fields. The Nile also acted as a watery highway and provided food such as fish.



The land of Egypt

Key Facts

- Every year, the Nile flooded, depositing rich mud that made the land fertile.
- Farmers raised river water with a device called a shaduf. They dug ditches to channel the water through their fields of crops.
- The Nile provided the main mode of transport in ancient Egypt. People travelled in boats made of reeds or timber.

Early history

By 3200 BCE two kingdoms had grown up along the Nile: Upper Egypt in the south, and Lower Egypt in the north. In 3100 BCE King Narmer united the two. Egyptian history is divided into three main periods, called the Old, Middle, and New Kingdoms. In between were times of unrest.

Key Facts

- Early Dynastic Period (c. 3100–2686 BCE). This era began when King Narmer united Egypt.
- Old Kingdom (c. 2686–2181 BCE). A period of strong rule and the great age of pyramid-building.
- First Intermediate Period (c. 2181–2055 BCE). A time of great unrest.
- Middle Kingdom (c. 2055–1650 BCE). An age of powerful kings who ruled from the city of Thebes.

King Djoser of the Old Kingdom



PSHE



Is this a safe road?
Explain.

To introduce I have two points. Firstly, Secondly, ...

I agree with ... because ...

To agree The reason I agree with ... is ...

That is an interesting point ...

I would like to build on's point because ...

To build To follow on from ...'s point, I would like to add...

Building on what ... said ...

I respectfully disagree with ... because ...

To challenge I would like to challenge ...'s point on ...

I appreciate your point, however, ...

To question Can I ask a question to's point?

Next Steps

- Implement the strategies within your own classroom.
- Over the next half term, build in the use of a film clip to discuss the oracy of others.
(debating, poetry)
- Use Answer stems and discussion guidelines and have these clearly visible in your class.