Unpacking oracy

Teachers' standards

Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

ITT core content

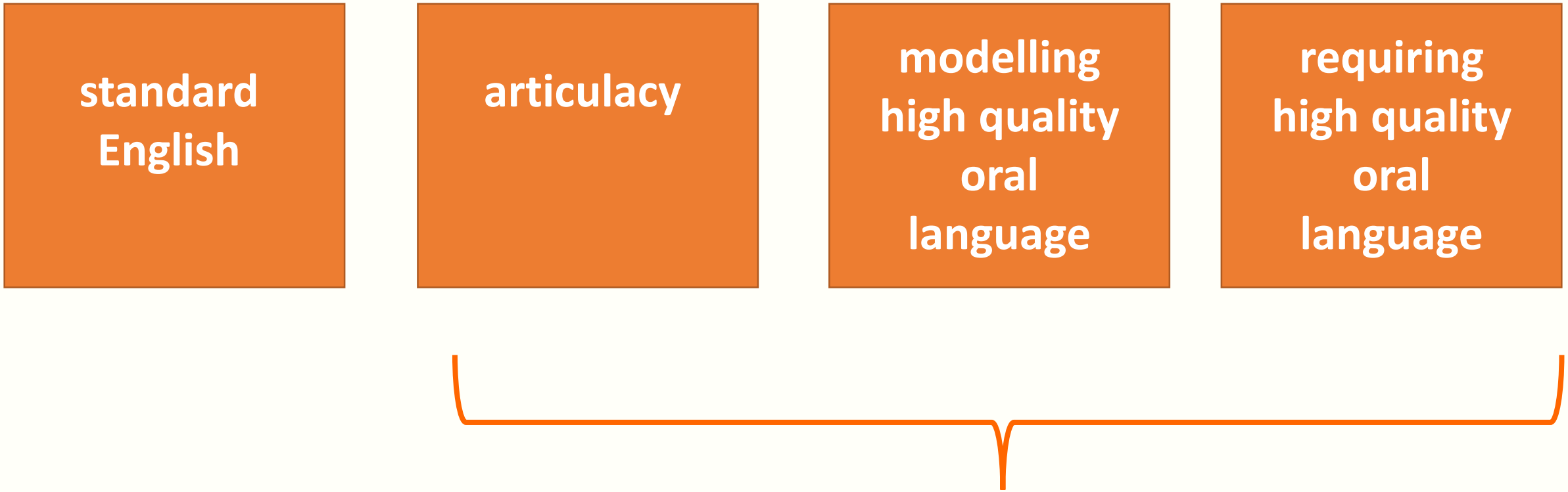
Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary)

standard English

articulacy

modelling high quality oral language

requiring high quality oral language


standard English
articulacy
modelling high quality oral language
requiring high quality oral language
Full sentences.
Technical vocabulary

Standard English

- is different from accent
- is not received pronunciation

Standard English

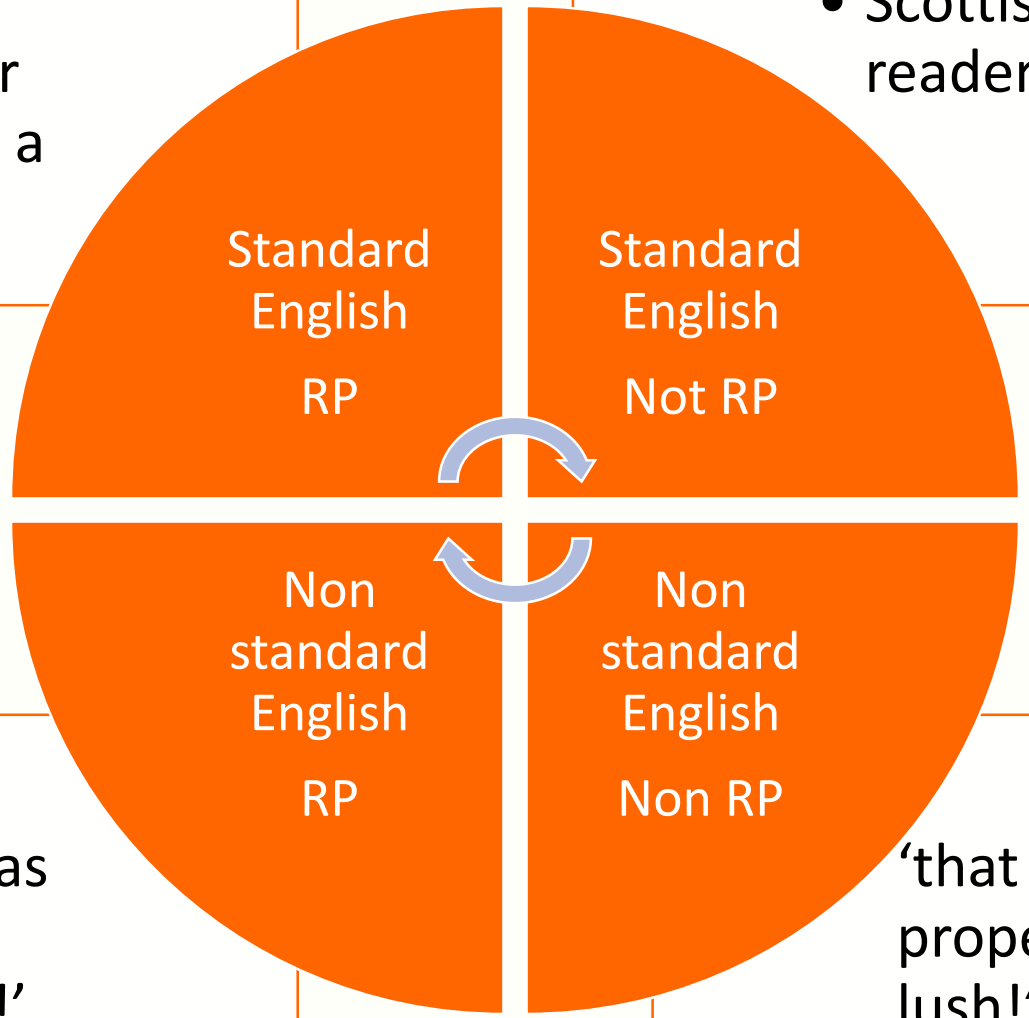
- the same way throughout the world
- does not have differences depending on where it is spoken
- unlike non-standard English which changes depending on where it is spoken.

Standard English

- used for formal speaking and writing, as it is likely to be understood by everybody
- should be used when delivering presentations, in writing, when answering questions in class

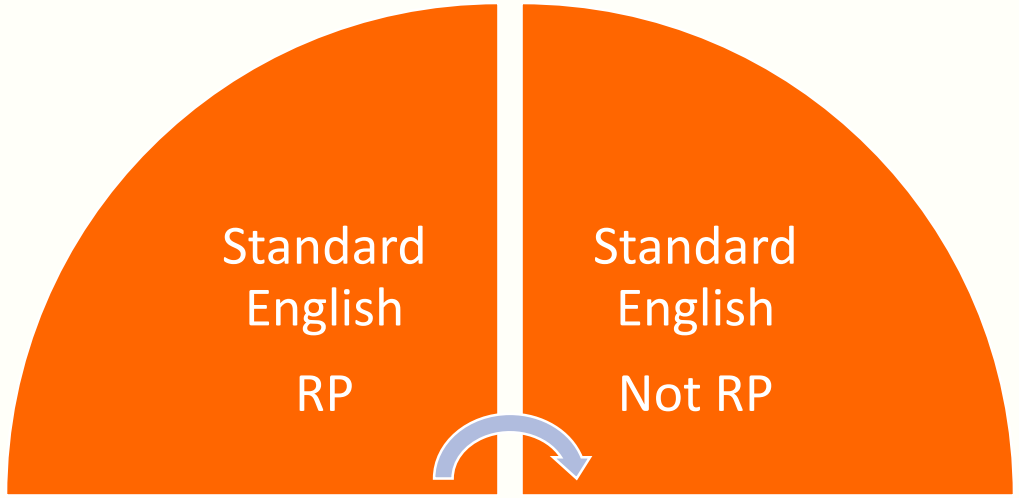
- Kier Starmer making a speech

- Scottish news reader

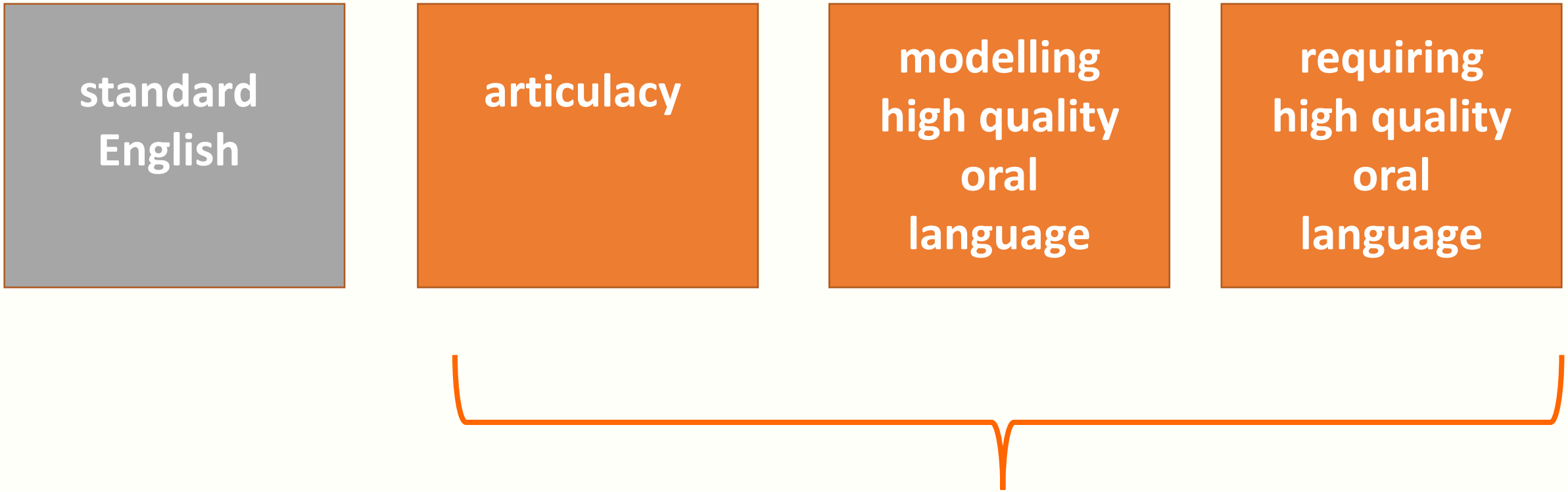


- ‘that was fab, darling!’

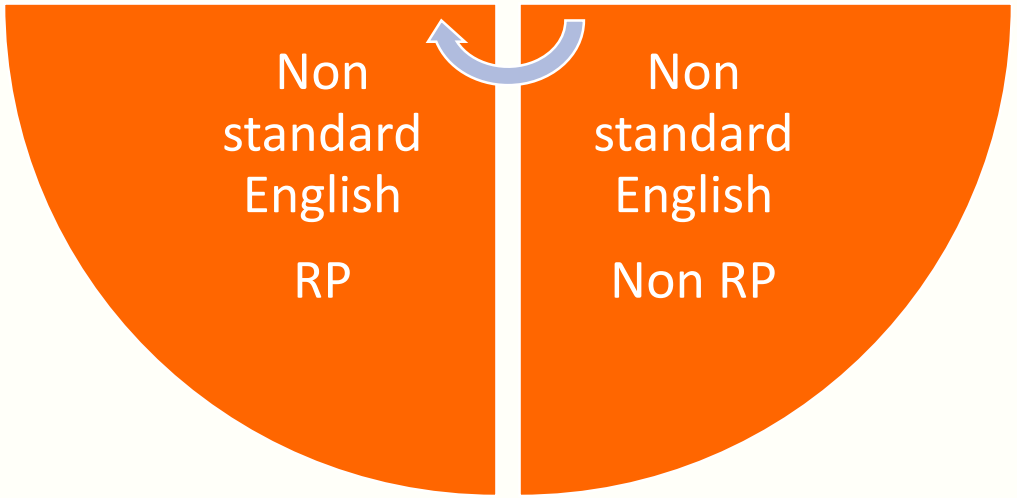
‘that were proper lush!’



Type of language schools help children develop


standard English
articulacy
modelling high quality oral language
requiring high quality oral language
Full sentences.
Technical vocabulary

Central to sense of identity
Fine for non formal conversations, chats, pastoral conversations etc



High quality?


casual
consultative
formal


casual
consultative
formal
chatting
explaining 1:1
teaching

Casual isn’t inferior: it’s different

Casual speech

different not ‘low quality’

heart of being human

respected & cherished

but not language of academic spaces

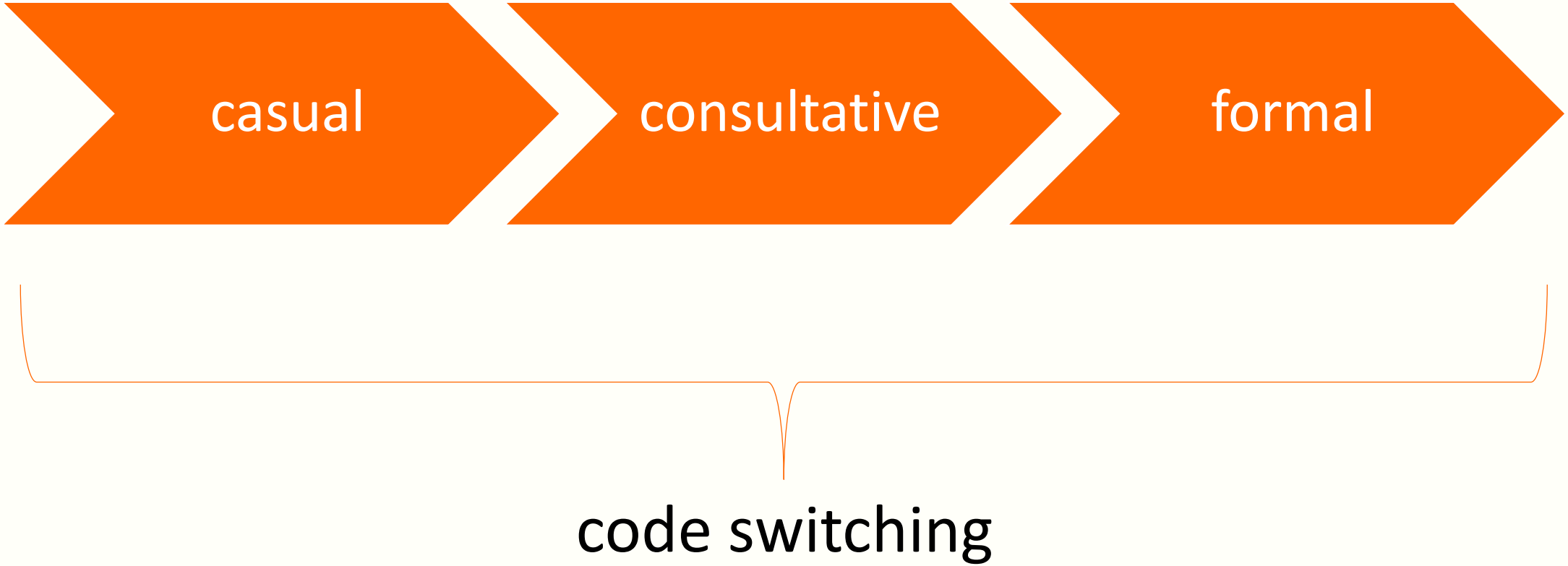
Formal talk

specialised

powerful

powerful thinking

powerful writing


casual
consultative
formal
code switching

Effective implementation includes

- Building knowledge
- Motivating teachers
- Developing teacher techniques
- Embedding practice

Effective implementation includes

- **Building knowledge**
- Motivating teachers
- Developing teacher techniques
- Embedding practice

Building knowledge	Motivating teachers	Developing teacher techniques	Embedding practice	Likely outcome
X	✓	✓	✓	In this instance, while teacher motivation and implementation may be present, they may have misunderstood and misapplied the initial knowledge.

EEF Effective Professional Development

Learning through talk

Learning how to talk

Learning through talk

Learning how to talk

Pedagogy

Curriculum

Rationale for using oracy

High quality inclusive teaching

Curriculum requirement

Oracy: servant not master

Pedagogy and curriculum do not serve oracy

Oracy serves pedagogy and curriculum

Pedagogy: learning through talk

Building belonging

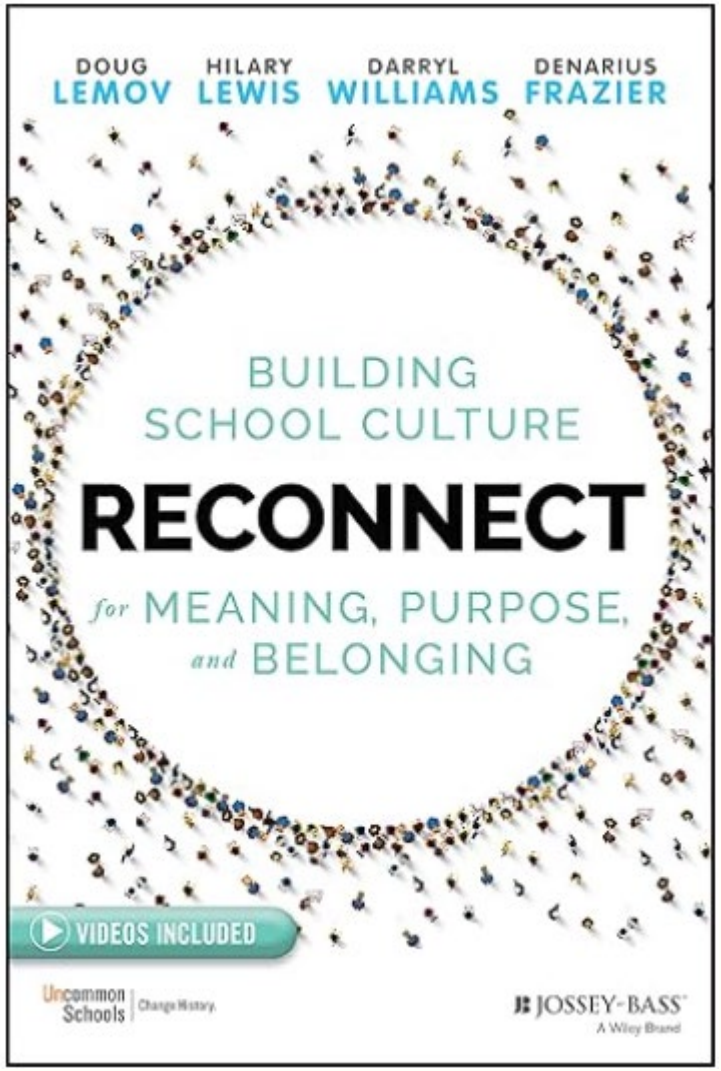
Checking for understanding

The sea of ‘write’

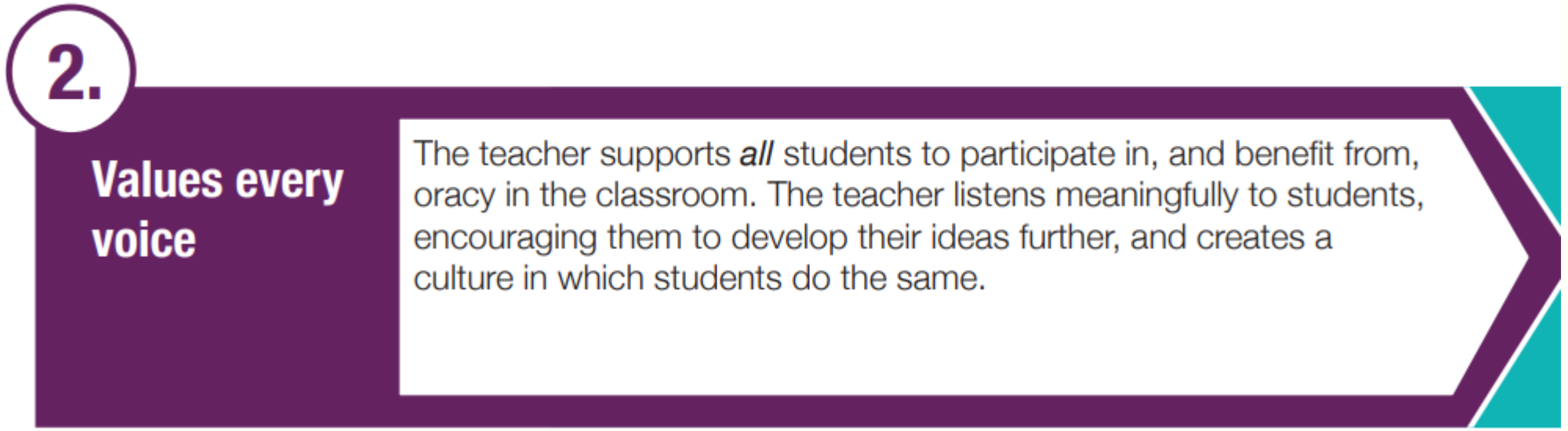
Externalising thinking

Building belonging

Amplify the signals of belonging



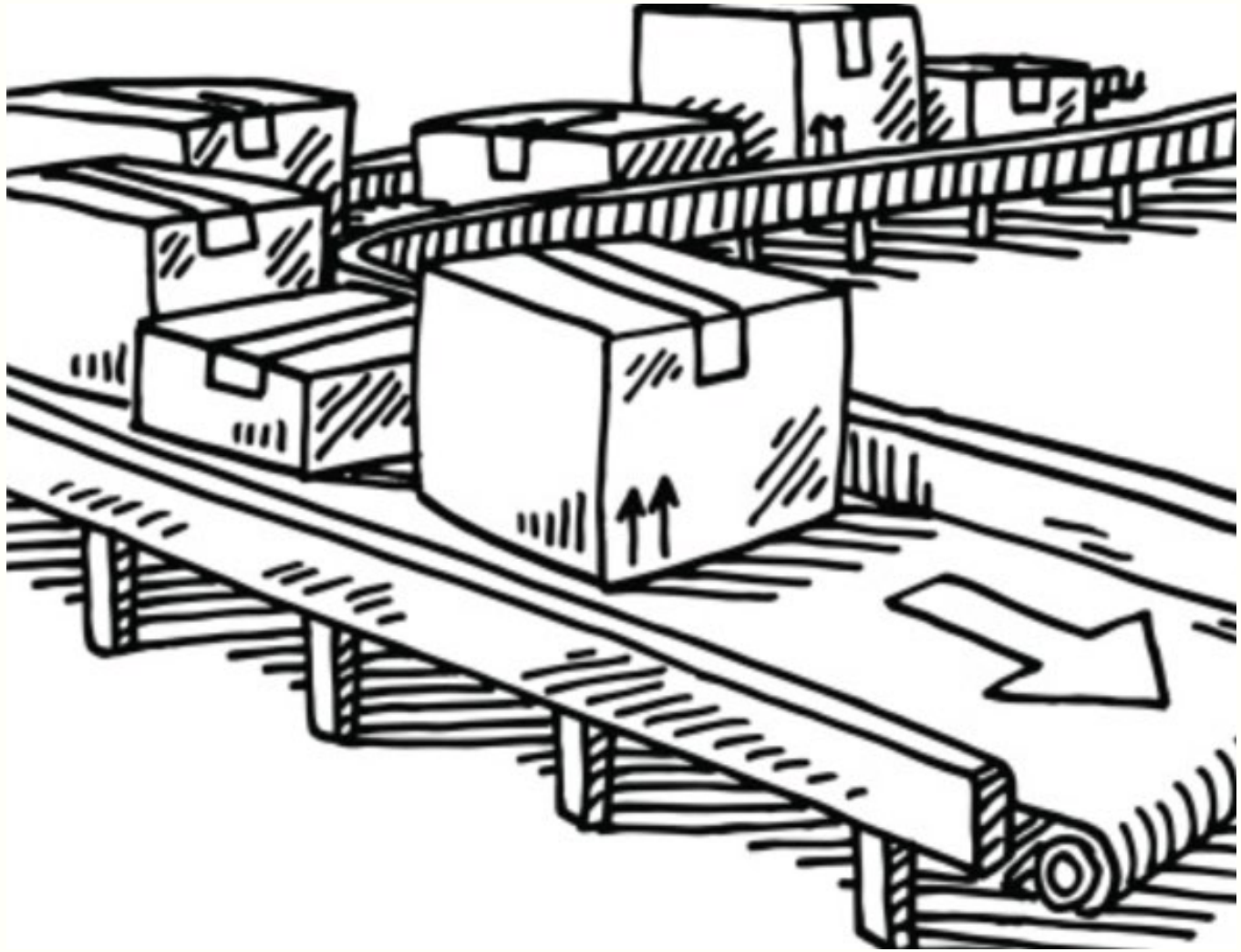
Oracy benchmarks



Checking for understanding

Learning is invisible

The conveyor belt curriculum



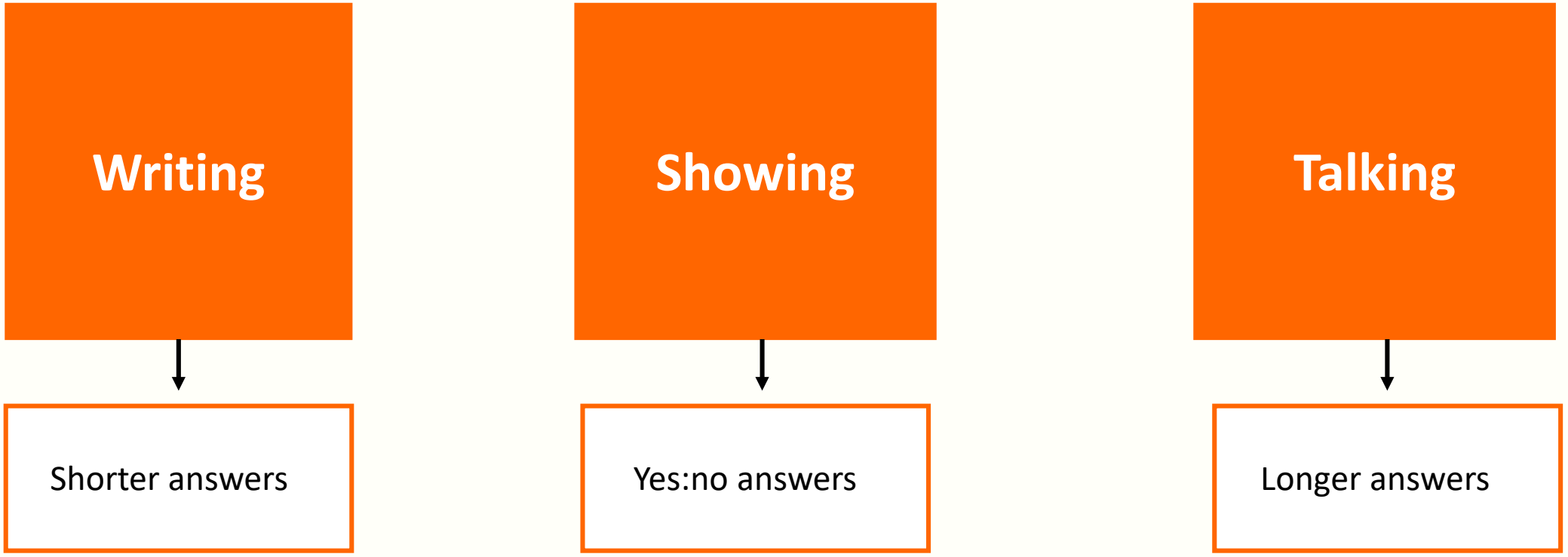
Checking for understanding

Writing

Showing

Talking

Checking for understanding



We can either attend to one learner giving a longer answer or many learners giving short written or signalled answers.

Both have their place.

The language of ‘write.’

Writing isn’t transcribed speech

Sentences not fragments

A new language for all

Turbocharges abstract, analytical thought


casual
consultative
formal
Exploratory talk
Presentational talk

Our children belong in academic spaces

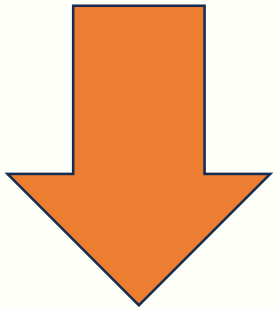
Zaretta Hammond

transient

durable

transient

durable



Challenging for working memory

Writing: the external memory field

Writing: the external memory field

Removes limits on information storage

Writing: the external memory field

Knowledge is shared, elaborated, contested, refined & refuted across cultures & generations

Face to face vs at a distance

.

Trade offs

Writing

- Durable, asynchronous
- Doesn’t require listener to be there
- Permits communication across time & space
- No feedback from listener
- Needs to be clearer, more explicit & standardised
- Because it can be revised before sharing, it is expected to be more polished

Speech

- Transient, synchronous
- Taxing on working memory
- Voiced hesitations, repetition and rephrasing necessary for both listener and speaker to manage working memory demands of transient speech
- Requires the listener to be there
- Harder to share across time and space

Because it is permanent & the listener is absent…

- Writing needs to be clearer, more explicit, more standardised, less repetitive, less hesitant and more polished than spoken utterances.
- Writing therefore uses syntactical structures that are quite different from those used in conversation

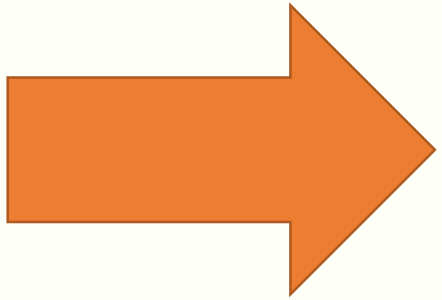
The language of ‘write’

- Learning to write isn’t just learning to transcribe speech
- It’s learning a whole new way of sentence-based communication
- When we learn to write, we are learning a new language, a language that is no one’s natal tongue
- And it is a language we need to learn to speak not only in order to write, but in order to think the kind of complex, extended thoughts that writing makes possible.
- Turbocharges the ability to think abstractly and analytically.
- If you can’t write it, you can’t say it.

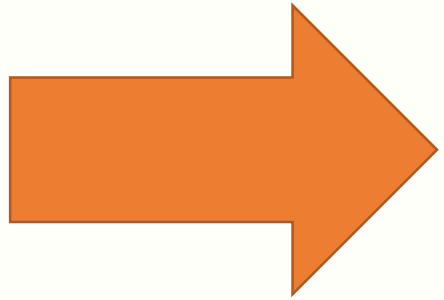
The language of ‘write’ can be spoken

- Presentational talk (the news, a documentary, a talk) are usually communicated using the language of ‘write’
- That’s because before they were spoken, they were written down somewhere
- Our working memories are too small to enable us to talk spontaneously in extended prose for long periods - behind the scenes will be planning and preparation
- Transience is mitigated though displaying text or graphics

Spontaneous social interaction



Exploratory talk
Revisable jottings



Formal, academic idiom of presentational talk

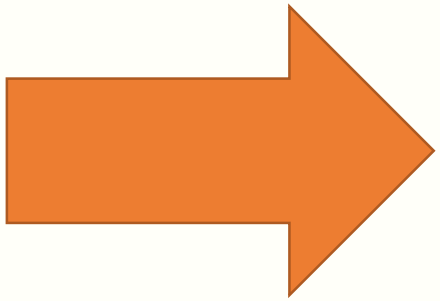
Define agility

Like when you move quickly…..
….yeah like when you dodge or feint & stuff

Agility is when you can move position quickly

The ability to change the position of the body quickly and control the movement

Spontaneous social interaction



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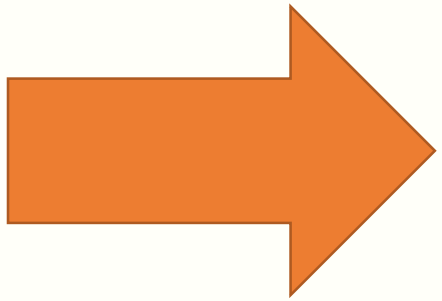


Formal, academic idiom of presentational talk

Like when you move quickly.....
....yeah like when you dodge or feint & stuff

- Not full sentences (fragments)
- Voiced hesitations
- Informal discourse markers to start or end

Agility is when you can move position quickly

- Full sentence
- Technical vocabulary
- Remove discourse markers

The ability to change the position of the body quickly and control the movement

- Polished
- Verbs may become nouns
- Impersonal (no ‘you’)

Using exploratory talk in class

- Start in the casual vernacular
- Sentence dominated idiom is too clunky for spontaneous, social interaction, and plain weird used within conversations
- Exploring ideas with others in the moment means participants need the thinking time that voiced hesitations and repetitions provide
- Translate via jottings into the more formal language of ‘write’
- Revisit, edit, extend or abridge
- Articulate to an audience using polished formal presentational language

White boards as ‘no man’s land.’

- White boards act as an ‘no man’s land’ between transient speaking and formally phrased sentence.
- Enables fleeting phrases to be captured, revised and recast into sentenced-based written idiom
- Allow erasure of that revision

Externalising thinking

Expand ideas

Integrate with prior knowledge

Organise ideas for meaning

Externalising thinking

Expand ideas

- through exploratory talk

Integrate with prior knowledge

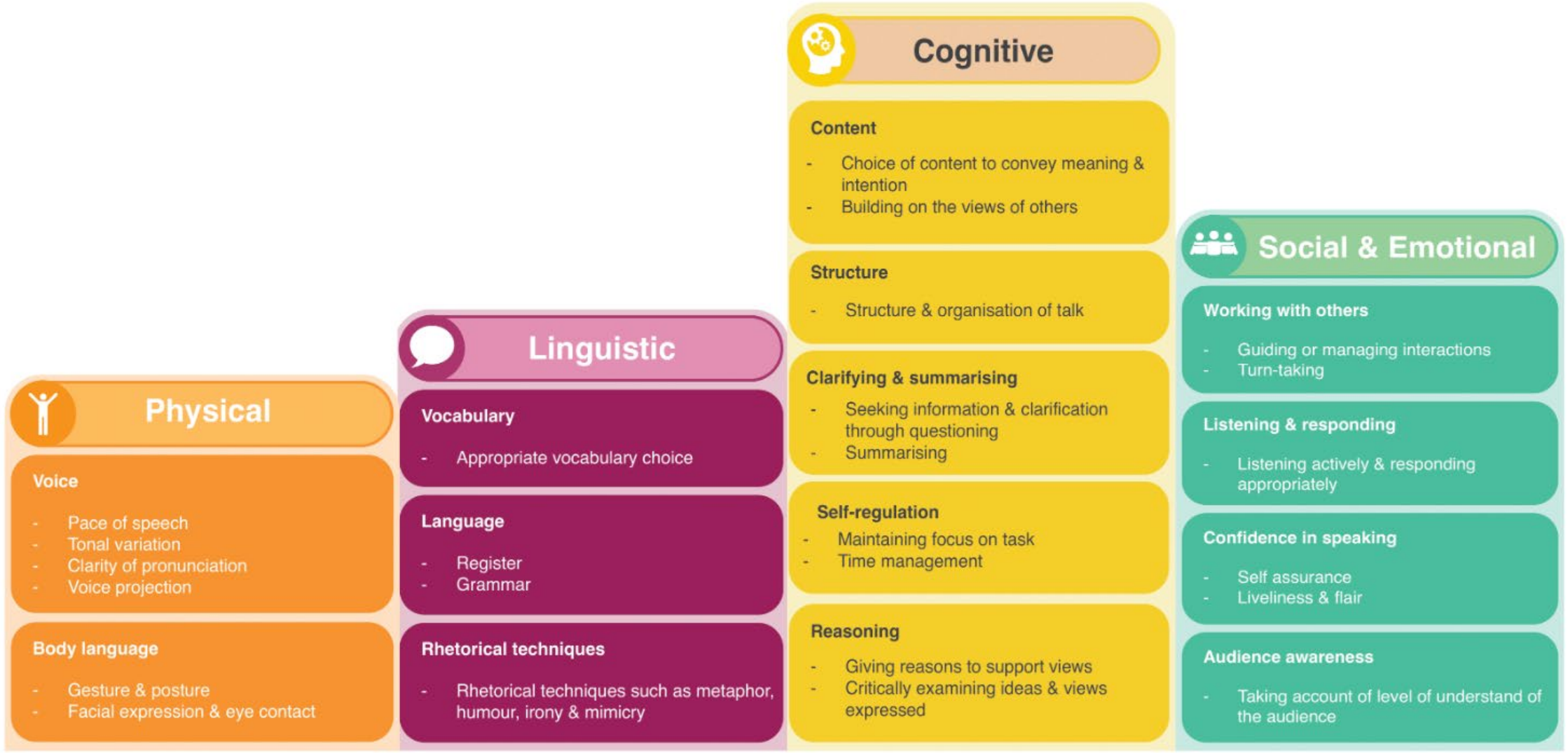
- through writing

Organise ideas for meaning

- through creating visuals
- through enacting

Oracy as curriculum

The Oracy Framework



Where do these get explicitly taught?

Physical

Social & emotional

Subjects are different

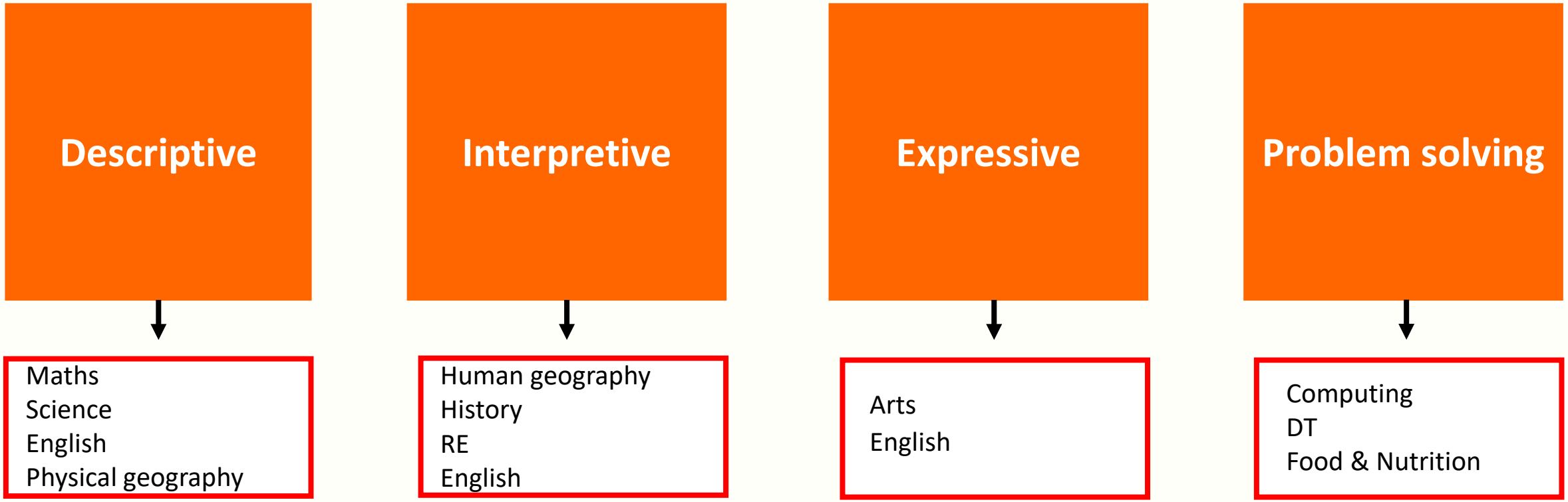
Descriptive

Interpretive

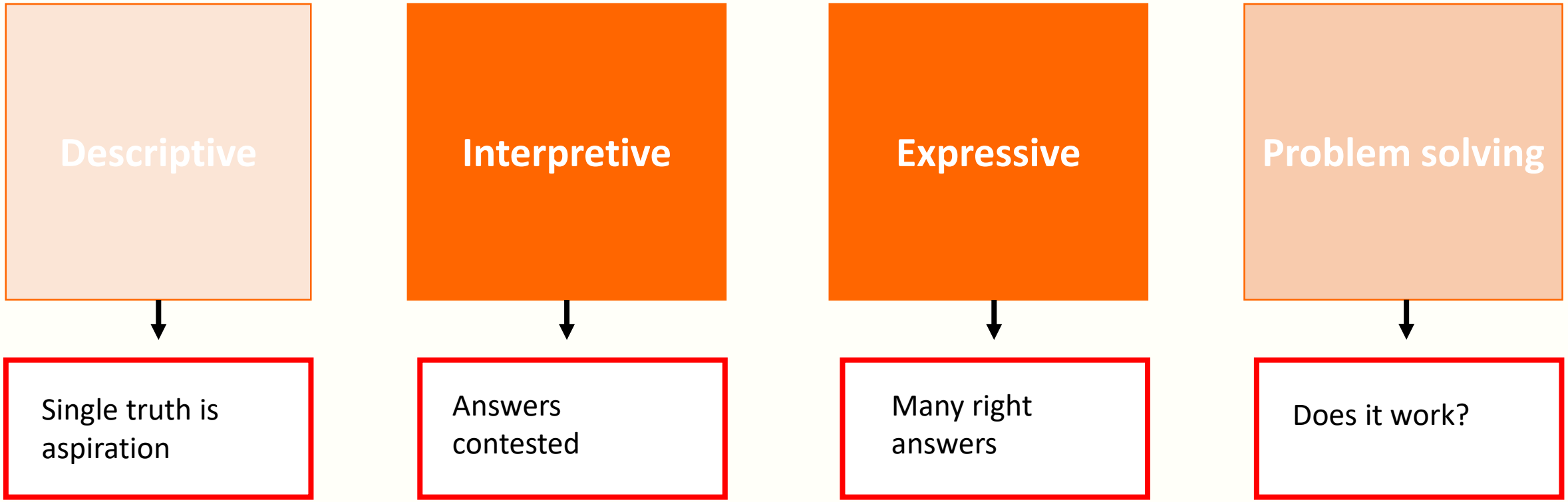
Expressive

Problem solving

Oversimplification alert!



Is giving an opinion a curricular object?



Oracy in descriptive subjects:maths

'…reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.'

Talk for maths benchmarks

Talk for Maths Benchmarks 2024 | Oxford University Press

Oracy in descriptive subjects: science

- *The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely.*

- *They must be assisted in making their thinking clear, both to themselves and others*

- *Teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.'*

Oracy in descriptive subjects: science

- *Teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.'*

Classic checking for understanding

Oracy in descriptive subjects: science

- *They must be assisted in making their thinking clear, both to themselves*

This is through externalising thinking which might include oracy (or might not).

- *and others*

This is about knowing how to communicate as a scientist which though diagrams, calculations, graphs, writing and maybe a little bit of speaking

Oracy in interpretive subjects

- History

Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

- Geography

Students should be given opportunities to talk in a range of contexts and for a variety of purposes in geography including, describing and explaining, negotiating and persuading, exploring and hypothesising, challenging and arguing.

Oracy in expressive subjects

- Art

Evaluate and analyse creative works using the language of art, craft and design

Oracy in English

- Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. **[Externalising thinking]**
- They must be assisted in making their thinking clear to themselves as well as to others. **[Externalising thinking]**
- Teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. **[Checking for understanding]**
- Pupils should also be taught to understand and use the conventions for discussion and debate. **[Language of write]**

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

Instigate

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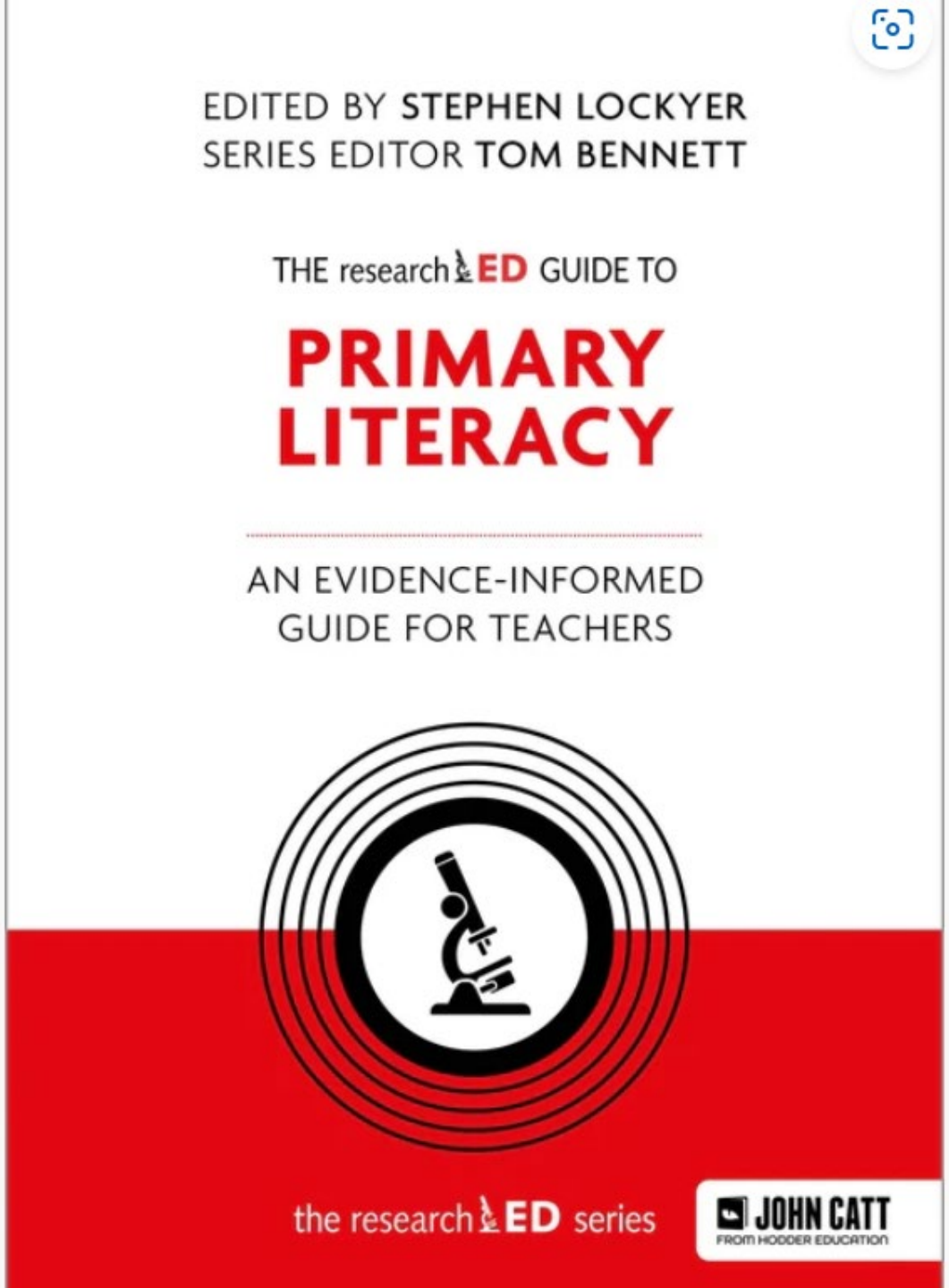

- Talking to inform
- Listening to information
- Talking to entertain
- Listening to entertainment
- Talking to persuade
- Listening to persuasion
- Talking to discuss
- Listening to discussion
- Talking as an expression of personhood
- Listening as an expression of personhood

Talking to inform

Within the context of science, DT, maths, computing, art and PE, use talk to:

- help work out problems, organise thinking and activities
- explain how things work and why they might happen, using language to reason logically; explaining, justifying and reasoning.

Within the context of history, geography and RE and when sharing personal experiences use talk to:

- report on past and present experiences, describing and elaborating events and sequences.

Within the context of RE, PHSE and English and in social interactions, use talk to:

- explain emotions and reactions of others, including imaginary situations.

Listening to information

Learn about the importance of, and have opportunities to apply:

- respect for other listeners
- self-direction and selection of attention
- self-monitoring understanding
- making links with prior knowledge (inference)
- asking questions (when appropriate)
- sense making (elaboration)
- note taking

Two blogs & a book

- Oracies not oracy – primarytimerydotcom

- Understanding oracy, understanding writing. – primarytimerydotcom

Bluesky

claresealy.bsky.social