Making a Difference with Vocabulary and Oral language

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Inclusive Teaching

Section Two:
The SEND Pathway

SEN Support Guidance for Schools

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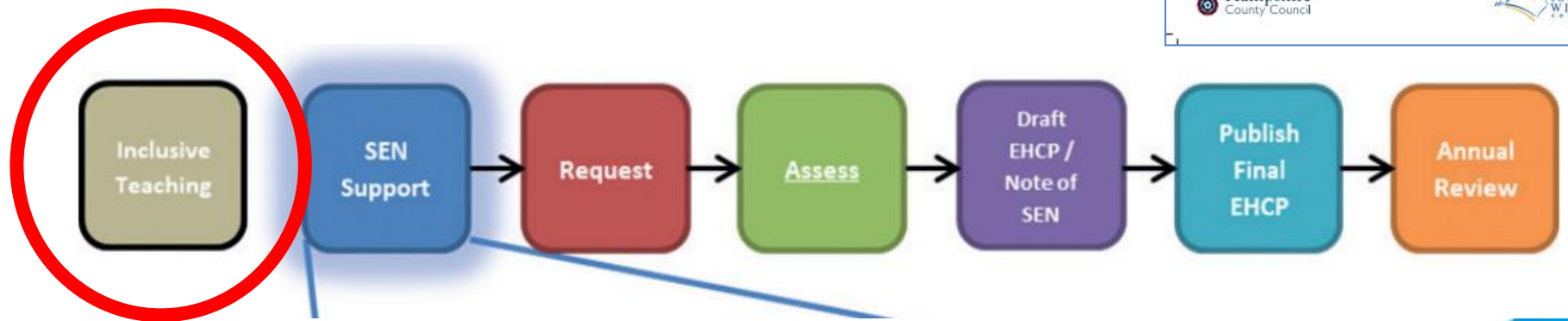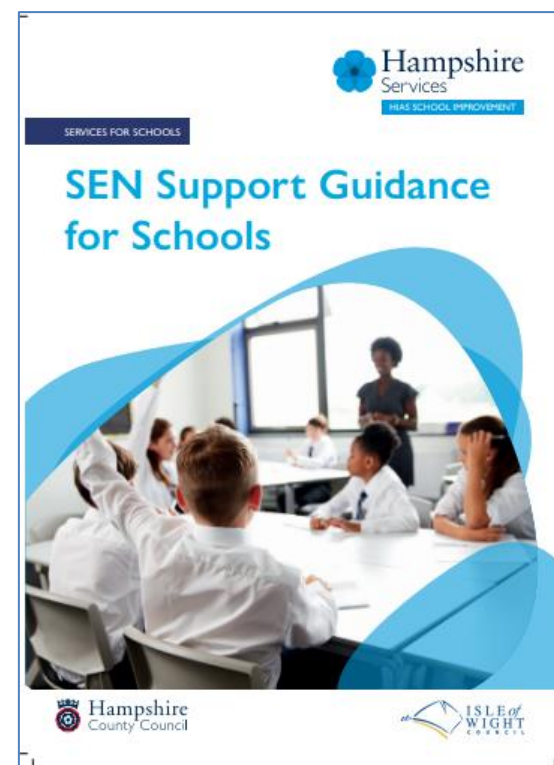
Section 6

- *'Explicit pre-teaching of new vocabulary'*

- *'Structured opportunities to learn how to work collaboratively'*

- *'use talk for learning'*

- *'verbalise, share and develop ideas prior to writing'*

SEMH or undiagnosed SLCN?

From the pupils…

'Sometimes, when I say I don't understand, my teacher tells me I should have listened, so I've stopped asking them.'

Pupil Contributions

'Studies (National Literacy Trust, 2011; Gregersen, 2014) have found that the typical pupil contribution to a class discussion is just four words, and that the average child aged 6-18 asks only one question per month for each subject they attend, while teachers ask an average of 291 questions a day'

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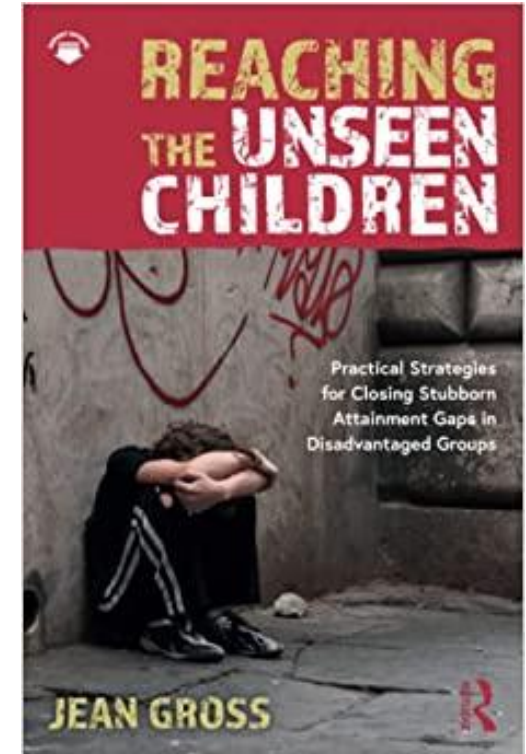
From the pupils…

'In the lessons where we don't do much talking, we do the work, but we don't learn it very well.'

Voice 21

The Oracy Benchmarks
Voice 21

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The Oracy Skills Framework

Oracy: The Four Strands

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

Oracy Cambridge

voice 21

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 talk

Clarifying & summarising
- Seeking information & clarification through questions/ing
- Summarising

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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Talking roles

Builder
Building on that idea...
Linking to your point...
I agree and I'd like to add...

Develops, adds to or runs with an idea

Instigator
I would like to start by saying...
I think the first thing we should consider is...
To begin with let's talk about...

The person who starts the discussion

Challenger
That's true, but have you considered...
You mentioned X but what about...
I hear what you're saying, but...

Disagrees with or presents an alternative argument

Clarifier
What do you mean when you say...
Could you tell me more about...
Does that mean that...

Makes things clearer and simplifies ideas by asking questions

Prober
What evidence do you have to support that?
How does that support your argument?
How did you come to that conclusion?

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

Summariser
In summary...
Overall, the main points covered were...
From today's discussion, it's clear that...

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points

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for 30 seconds

for 1 minute

during class

before class

turn to your neighbor

walk across the room

group size = 2

group size = 3 or 4

with the whole class

with another group

verbally

in writing

THINK - PAIR - SHARE

Ask students to respond to a question independently.

Have students compare answers in small groups.

Ask students to share their work with the class.

with pen and paper

or a laptop

in writing

as you doodle

come to consensus

agree to disagree

explain your reasoning

share your opinion

via polling software

via whiteboard

class discussion

time for telling

@derekbruff

Think-Pair-Share – Active Learning at King's (kcl.ac.uk)

Add a point

Build

Challenge

Giving a new opinion:
I think that...
My opinion is...
I believe that...
In my view...

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...
Building on what.... Said....
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....
This view is incorrect because....

Cold-calling/targeted questioning

Pupils reported resenting cold-calling

- Relationships
- Environment
- Think time
- Safe to make mistakes
- Pupils prepared to share

https://blog.innerdrive.co.uk/students-think-harder-with-question-design

How to use questions to maximise learning

A joint InnerDrive & Doug Lemov creation | @Inner_Drive | @TeachLikeAChamp

Who is cognitively active (and how much)?

Thinking about the answer + cold-calling

What are some of the factors that result in Australia's unique flora and fauna.............Laura?

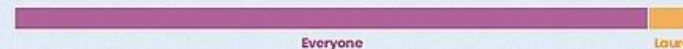The quickest in the class · Most of the class · Laura

We don't know for sure that each student is retrieving the answer

Writing down the answer + cold-calling

Can you all write down some of the factors that result in Australia's unique flora and fauna...... Laura?

Everyone · Laura

Writing it down may lead to more retrieval

All students are engaged in the retrieval

Laura can glance at her written answer for support if she feels nervous

Written answers allow for broader and deeper answers

Writing down the answer + cold-calling + formative prompt

Can you all write down some of the factors that result in Australia's unique flora and fauna...... Laura, let's start with you.
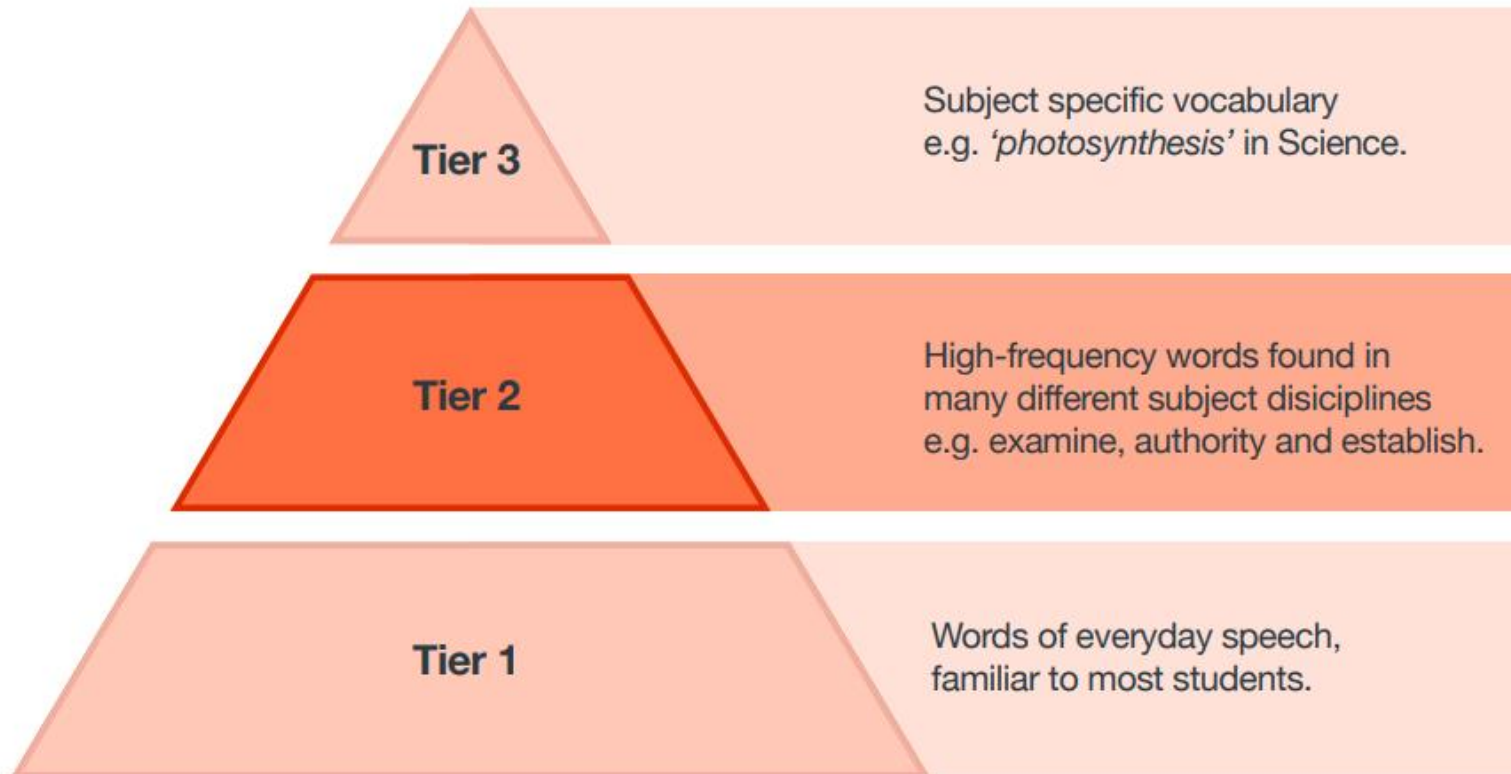
Everyone · Laura · Most of the class
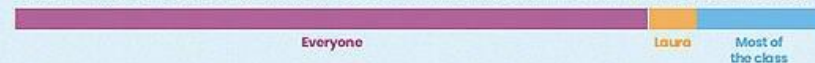
Formative prompts cue students they may be asked to build on Laura's answer, so they may listen better

Formative prompts reduce Laura's anxiety about participating

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Tier Two Vocabulary

Figure 3: Tiers of vocabulary

Tier 3 — Subject specific vocabulary e.g. *'photosynthesis'* in Science.

Tier 2 — High-frequency words found in many different subject disiciplines e.g. examine, authority and establish.

Tier 1 — Words of everyday speech, familiar to most students.

Key Learning Points

1) Pupil friendly definitions. Simple language. Not dictionary definitions.

2) Get students to interact with word meanings right away
'Would there more likely be a commotion on the playground or in the library?' and then asked to explain 'why'.

3) **TALK**

4) Learn from languages teaching – chanting, oral rehearsal, actions etc

5) Provide sentence stems with the target word to ensure understanding.
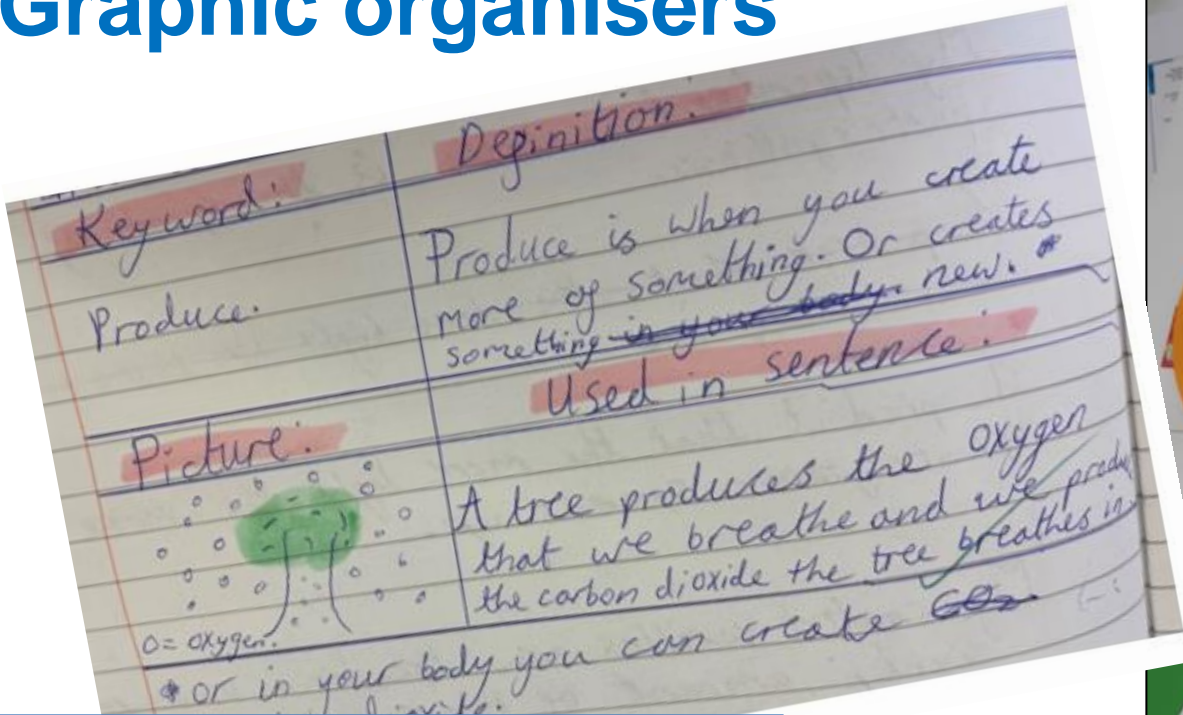*'X was significant because…'*
'X was a significant event.'

Deepening Learning

- *Which would you rather anticipate?*
- *What would be easier to X?*
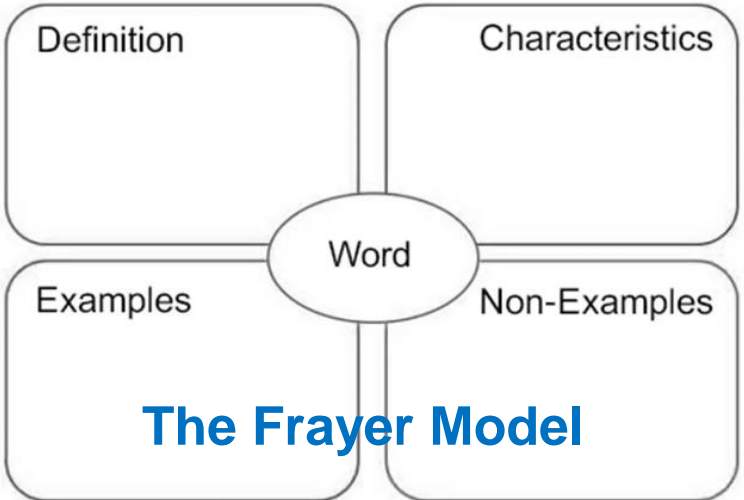
- *When have you…?*
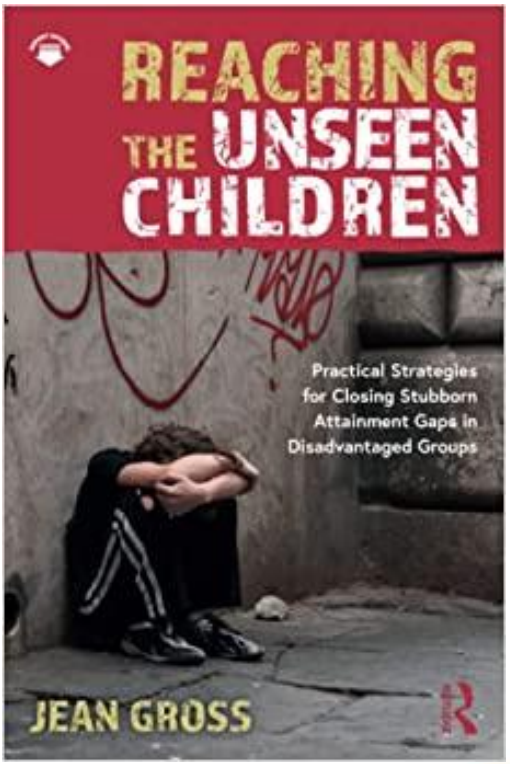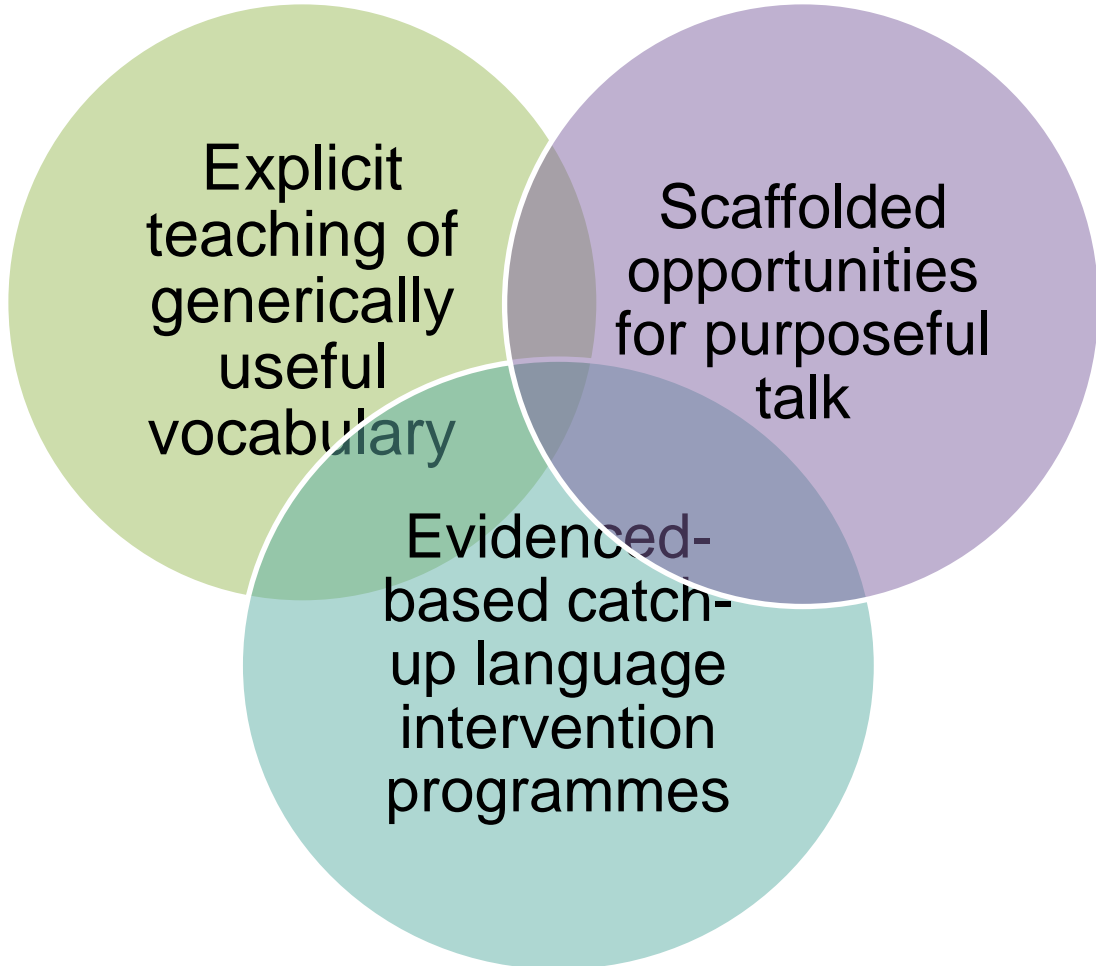- *How did you…?*
- *Why did you…?*

Graphic organisers

Definition. Keyword: Produce. Produce is when you create more of something. Or creates something new. Picture. Used in sentence. A tree produces the oxygen that we breathe and we produce the carbon dioxide the tree breathes in. O = oxygen. Or in your body you can create CO₂

unhappy   down
upset
low   friendless
miserable
blue
           lone
           rejected
depressed isolated solitary deserted
sombre   solo
forlorn   lonesome
glum
           abandoned

Wallow on a word…

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Meaning:	Word class	Morphemes
Visual:	**Inherently**	Synonyms/Antonyms

Use it in a sentence:

'I think that people are inherently _____ because _____.'

Link to experience:

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The Frayer Model

Definition	Characteristics
Examples	Non-Examples

Word

Closing the Word Gap

Explicit teaching of generically useful vocabulary

Scaffolded opportunities for purposeful talk

Evidenced-based catch-up language intervention programmes

Crookhorn College

Vocabulary and Oracy Project

Progress Check, May 2022

School:	Crookhorn College
Focus Group:	Oracy
Context: why did you get involved in this project?	Crookhorn has got literacy as a significant focus. The students arrive with us significantly below national average and on FFT banding 41% are low attaining. Approx 33% of our two most recent cohorts is SEN and what we are finding is that the majority of these students are boys. For example, out of the 60 SEN students in Year 8- 43 are boys- which is 72%. We believe that this is to do with significant gaps in learning, due to the ways boys engaged with remote learning over the last 2 years. The pandemic has compounded our situation and we are noticing more and more students with significant gaps in their vocabulary, and this impacts their reading and comprehension, which then impacts the quality of their writing as they are not using tier 2 or 3 language. Their sentence structure is weak and their ability to articulate an answer lacks confidence. Prior to the pandemic we had started to focus on the techniques in the Writing Revolution by Professor Hochman. However, the pandemic interrupted this work. This year with eth re launch of our literacy strategy we are focussed on 3 strands: 1. DEAR time- whole College reading programme for Years7-9 2. Oracy 3. Mechanics of writing
Learning: what have you learned from the training?	The main initial learning for us, has come through the student voice that Tor did, where the SEN students were able to explain that standard pedagogical practices such as Cold Calling, were not having the desired effect in the classroom- with regards to CFU. Instead, they were increasing the lack of confidence that students felt about their learning. Taking a lot of the focus on vocabulary as presented in the training- we have decided to build confidence through going back to basics and using the AWL to build student understanding and subsequent use of the most frequently used tier 2 words
Action planning: explain aims, success criteria	Please see appendix 1