



@HiasInclusion

Tackling Educational Disadvantage

The Importance of Oral language and Vocabulary (Part 3)

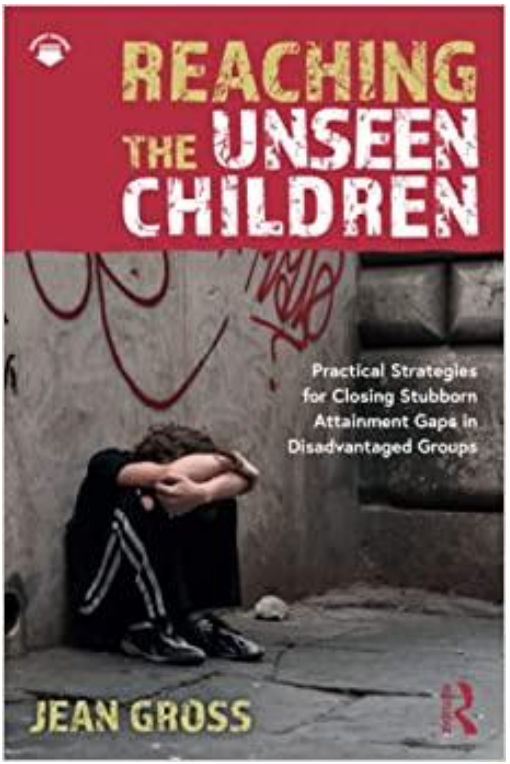
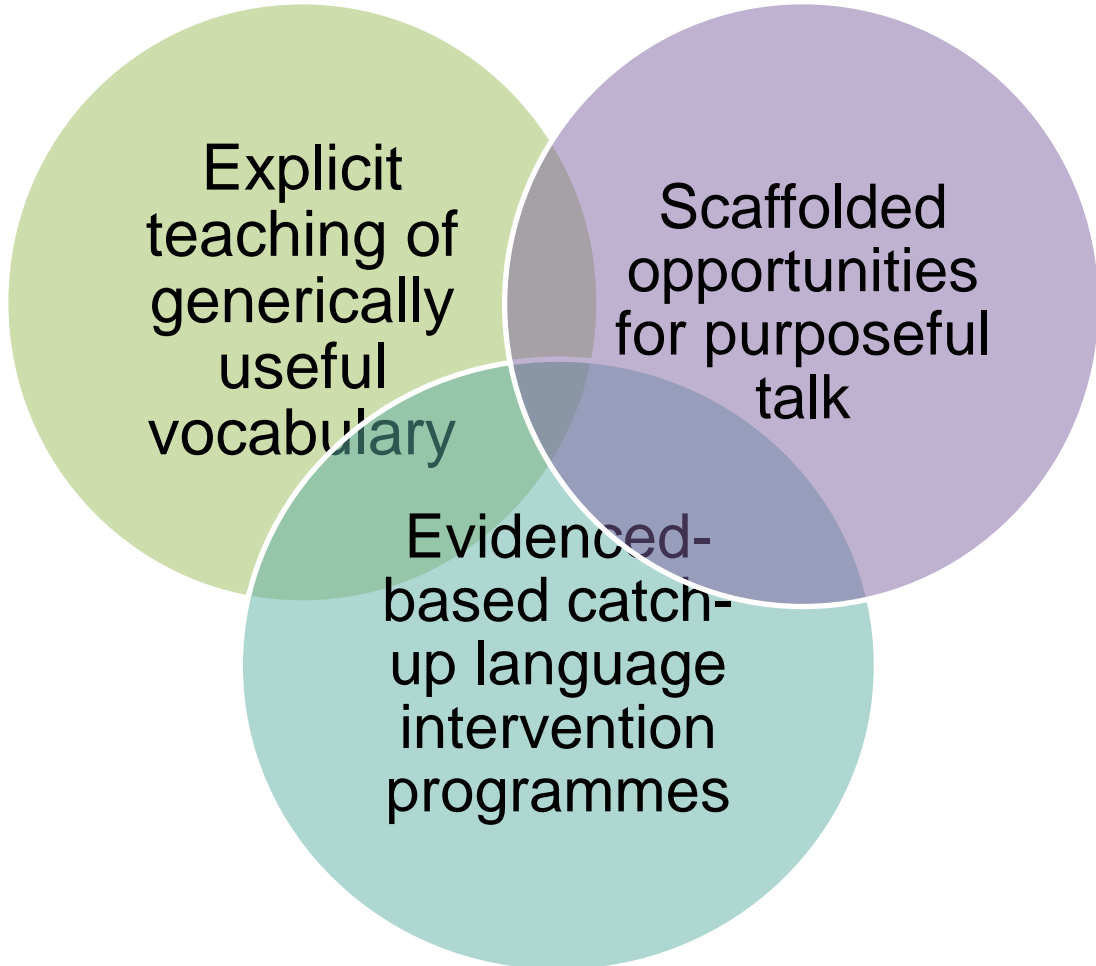
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Closing the Word Gap



Key Messages

Scaffolded
opportunities
for purposeful
talk





- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.

The Importance of Talk

- *‘Talk [...] can improve reading and writing outcomes, enhance communication skills, and increase students’ understanding across the curriculum.’*
- *‘While all students benefit from classroom discussion activities, talk also appears to be particularly beneficial for low attaining students and those from disadvantaged backgrounds.’*



- **I**nitiate *What is 5x5?*
- **R**espond *25*
- **E**valuate/**F**eedback *Good. Well done.*

*‘Researchers suggest that 70 per cent of children’s responses were **three words or fewer** (Smith et al, 2004) or that, in many cases, a feedback move was missing altogether, resulting in a sequence of initiation-response-initiation-response, with **teachers barely listening to children’s answers** (Burns and Myhill, 2004).’*



How to use questions to maximise learning

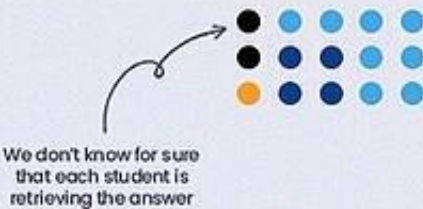
A joint InnerDrive & Doug Lemov creation | @Inner_Drive | @TeachLikeAChamp

Thinking about the answer + cold-calling

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

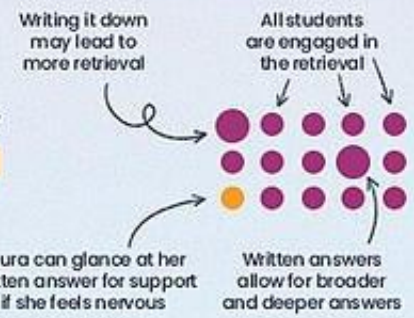


Who is cognitively active (and how much)?



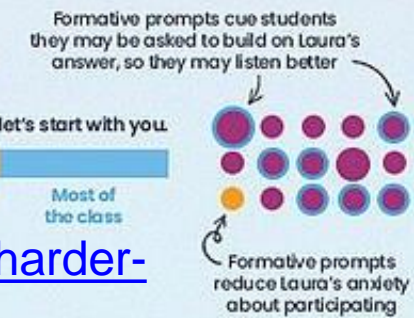
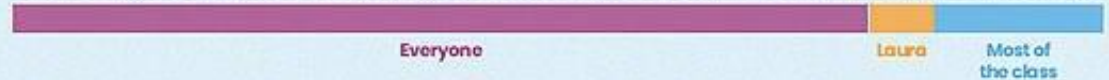
Writing down the answer + cold-calling

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



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.



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



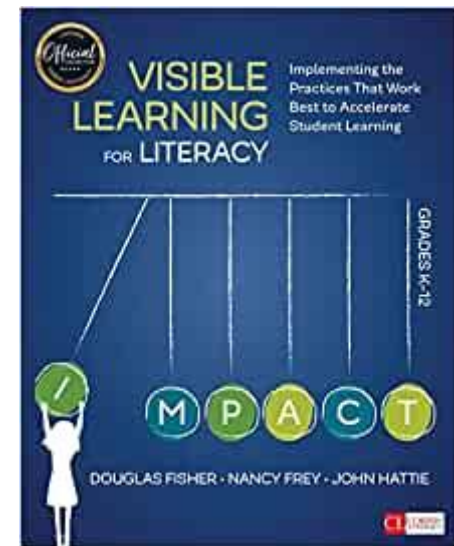
Facilitate and Guide Discussion

Marking conversation: *“That’s an important point.”*

Keeping everyone together: *“Who can repeat . . . ?”*

Challenging students: *“That’s a great question, Rebecca. What do the rest of you think?”*

Asking students to explain or restate: *“Who disagrees or agrees, and why?”*



Linking contributions: *“Who can add on to what he said?”*



Facilitate, rather than monopolise, learning conversations

Wait before offering statements, prompts or thoughts

Support and encourage pupils to ask their own questions and lead the discussion

Use paired talk as a strategy to give pupils time to think and formulate better answers

Encourage children to respond directly to what others in a group say



Quality Talk

*‘Quality of talk is likely to be more important than quantity. Improving quality means much more than getting students to talk more, or, as a teacher, trying to talk less. Instead, quality is more likely to be improved by considering **structure** and **variety**.’*




Structures

Scaffolding Talk

A

Add a new point



B

Build on someone else's point



C


Challenge someone else's point



Conversation Round Table	
My Notes	Speaker 1
Speaker 2	Speaker 3
Summary	

Talk Tactics

Talk tactics encourage students to think strategically about their contributions to group talk



Instigate

Present an idea or open up a new line of enquiry

Start by saying:

- 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

Start by saying:

- 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

Start by saying:

- 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

Start by saying:

- So are you saying...?
- Does that mean...?
- Can you clarify what you mean by?

Clarify

Summarise

Identify and recap the main ideas

Start by saying:

- 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.

Start by saying:


- Building on X's idea...
- I agree and would like to add...
- X's idea made me think...

Build



Quality of Implementation

for 30 seconds	turn to your neighbor	with the whole class
for 1 minute	walk across the room	with another group
during class	group size = 2	verbally
before class	group size = 3 or 4	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	come to consensus	via polling software
or a laptop	agree to disagree	via whiteboard
in writing	explain your reasoning	class discussion
as you doodle	share your opinion	time for telling

@derekbruff 

[Think-Pair-Share – Active Learning at King's \(kcl.ac.uk\)](http://kcl.ac.uk)



Please Get in Touch

I would love to hear your questions, feedback or ideas for content, so please do get in touch:

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