

Progression in Skills -EYFS (F1)

Key Skills to Teach				Experiences
Physical -To turn your body towards the speaker for an appropriate amount of time. -To speak to be heard clearly by others	Linguistic -To use talk in play to practise new vocabulary. -To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	Cognitive -To begin to understand how and why questions. To use 'and' to link their ideas. - To describe events currently happening and what might happen next	Social and Emotional -To listen to others. - To take turns to speak with the support of an adult.	-Snack and chat time. -Speak at length to a staff member about something they are interested in. -Join the teacher when telling nursery rhymes.
Teaching Ideas				
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. - Support pupils' understanding of listening through adult modelling. Break down what it means to listen and frequently return to this through praise. E.g. 'When I speak to you, I know you are listening because.....'. - Support pupils' understanding of speaking through adult modelling. Break down what it means to speak and frequently return to this through praise. E.g. 'When you want to speak, you wait until someone else has finished.....'. - Begin with closed questions, to allow pupils to have the confidence to answer. - Use strive for 5, once pupils are confident in answering.				-Christmas performance

Progression of Skills -EYFS (F2)

Key Skills to Teach				Experiences
Physical -To use gesture to support meaning in play. -To speak audibly so they can be heard and understood	Linguistic -To use talk in play to practise new vocabulary. -To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	Cognitive -To ask questions. -To wonder about ideas. -To use 'because' to develop their ideas. -To describe events that have happened to them in detail.	Social and Emotional -To listen attentively in a pair or small group. -To take turns to speak with a partner independently.	-Pupils to walk around school and interact with new staff (Trick or treat walk) -Speak with a partner. -Retell stories. -Class discussions (all lessons)
Teaching Ideas				-Talent show opportunities
-Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a shop keeper!'				- Christmas performance
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.				-Story experience with older children (World Book Day)
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.				-Speak to visitors in class e.g school nurse, brush bus.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper... now tell me your favourite colour in a playground voice!'				
-Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?				
-Begin to use open ended questions in discussions.				
-Use strive for 5.				

EYFS Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction	Language of sequencing	Language of explaining mathematics
I agree with / I disagree	It's the same because	It's the same/different... because	I think it will...	First...	It is the same/different....
I think....	It's different because	They / we both have...	This will.....because	Next...	There one more... one less...
I don't think....	This is... and that is....	Altogether we / I have	I know that...	After that...	I have more... less...
It will.... because		I know... because		Then...	Altogether I have ...
I like the way.... I do not like the way...		It looks / smells / feels / tastes / sounds like...		It is ...because...	I think ... is heavier/lighter.

Progression of Skills -Year 1

Key Skills to Teach				Experiences
Physical -To use body language to show listening. -To experiment with adjusting tone, volume and pace.	Linguistic -To use vocabulary specific to the topic at hand. -To take opportunities to try out new language. - To use adverbs to organise and sequence ideas secondly, finally. -To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...', Linking to)	Cognitive -To consider the merits of different viewpoints. -To offer reasons for opinions. To disagree with someone else's opinion politely. -To build on others' ideas in discussions. -To explain ideas and events in chronological order.	Social and Emotional -Listen carefully to others. -To participate in group discussions independently of an adult.	-To participate in small group discussions with and without an adult. -Whole school debates (Picture News, discussion assemblies) -Class discussions (all lessons) -Talent show opportunities -Meet professionals and ask questions (career assemblies) - Christmas performance
Teaching Ideas				
- Introduce pupils to different protocols to scaffold turn-taking e.g. putting a hand up in when they want to speak, or taking turns passing talk around a circle. -Agree class discussion guidelines. - Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other. - As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?' -- As a teacher, explicitly model your own use of speaking e.g For my voice to be heard, I should not look at the floor or have my sheet in front of my mouth. - Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?' -Continue with strive for 5.				- Class presentations (school parliament speech) -Speak to unknown safe adults in school e.g dentist, Zoolab -Show and tell

Year 1 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description
Yes / no because...	They are the same / different because... is And is	Ibecause
I don't like / do like...because	They are alike because they are both.....	When Ibecause
I agree / disagree with...		It is and....
It is right / wrong because...		It is a/an (adjective) (noun)
I think / don't think that...		After I.....

Language of sequencing	Language for mathematical explanations	Language of prediction
First I will...	I know...because...is in between/after/before...	I think... because
Next I would...	Comes before...because...	I predict...
Then I...	Comes after...because...	I think....will happen because
After that I...	The answer is...because...	I know that
Finally I ...		

Progression of Skills – Year 2

Key Skills to Teach				Experiences
Physical -To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. -To speak clearly and confidently in a range of contexts.	Linguistic -To adapt how they speak in different situations according to audience. -To use sentence stems to signal when they are building on or challenging others' ideas -To use newly learnt vocabulary in an appropriate way	Cognitive -To ask questions to find out more about a subject. -To build on others' ideas in discussions. To explain ideas and events in chronological order. - To make connections between what has been said and their own and others' experiences.	Social and Emotional -To encourage everyone to contribute. - To develop an awareness of audience, e.g. what might interest a certain group. -Confident delivery of short pre- prepared material.	-Show and Tell participation -Whole school debates (Picture News, discussion assemblies) -Class discussions (all lessons) -Talent show opportunities -Meet professionals and ask questions (career assemblies)
Teaching Ideas				-Role play (for voice and gesture) - Christmas performance - Class presentations (school parliament speech) -School visits
-Begin using voluntary speaking options e.g instead of hands up, pick a name from a list, random name generator etc. -Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. holding up one finger to emphasise their first point. - Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'. - Agree class discussion guidelines. - Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground. - Use hot-seating to develop pupils' questioning skills. - Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them. - Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.				

Year 2 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction	Language of sequencing	Language of mathematical explanation
Yes / no because...	They are the same / different because... is ... and is	Ibecause	I think... will happen because	First...	I started at 5 because the ... and... are...
I don't like / do like...because	They are alike because they are both.....	When Ibecause	I predict...because	Next...	This makes ...so I ...
I agree / disagree with...	They are similar because	It is and....	I know that	After that...	So then I ... because ...
It is right / wrong because...	They are different because	It is (adjective) (noun)	This will happen because...	Finally...	I know... because ...
I think / don't think that...		After / Before I.....		Last of all...	
I believe...					
I think that...					
In my opinion...					
However... Also....					

Progression of Skills – Year 3

Key Skills to Teach				Experiences
Physical -To consider position and posture when addressing an audience. -To experiment with adjusting tone, volume and pace for different audiences.	Linguistic -To begin to use specialist vocabulary. -To be able to use specialist language to describe their own and others' talk. -To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice')	Cognitive -To offer opinions that aren't their own. -To reflect on discussions and identify how to improve. -To be able to summarise a discussion. -To reach shared agreement in discussions.	Social and Emotional -Listen actively, questioning and responding to others. -To adapt the content of their speech for a specific audience. -To speak with confidence in front of an audience.	-Work with younger pupils (breaks & lunch) -Role play opportunities (for opinion and debate). -Whole school debates (Picture News, discussion assemblies) -Class discussions (all lessons) -Talent show opportunities
Teaching Ideas				
-Create different role play scenarios which enable pupils to practice giving different opinions e.g Goldilocks and a bear, both giving their own point of view. - Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online (Newsround) . Unpick why each speaker is successful e.g. how they establish their authority. - Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what make a good discussion. - Agree class discussion guidelines. - Spend time teaching pupils what it means to be the different roles in group discussion e,g probe, clarify.... - Scaffold pupils' summaries by allocating one student in a group discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.				-Meet professionals and ask questions (career assemblies) - Christmas performance - Class presentations (school parliament speech) -School visits

Year 3 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction	Language of sequencing	Language of mathematical explanation
An argument for/against is...	They are the same / different because... is and is	Ibecause	I think... will happen because	First.....because.....	First..... After that.....
I don't like / do like...because	They are alike because they are both.....	When Ibecause	I predict...because	Next.....however...	I know....because...
I agree / disagree with...	They are similar because	It is and....	I think....will happen because	Then.....therefore	If you....thenand.....
It is right / wrong because...	They are different because	It is (adjective) (noun)	This is probable because...	Finally/Eventually/ Lastly..... because.....	are alike in that....
I think / don't think that...		After / Before I....	After...I predict that...		and.....are similar because.....
I believe...		I think it looks it looks / feels/smells/sounds like...	This is a result of...		When....
In my opinion... / My view is		It reminds me of...			If..... so
I understand but / however...					
I accept your opinion / decision but/however...					
I think that...					
However... Also....					
Building on what you're saying...					

Progression of Skills – Year 4

Key Skills to Teach				Experiences
Physical -To consider movement when addressing an audience. - To consider how tone, volume and pace influence meaning	Linguistic -To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. -To use specialist vocabulary when discussing a known topic.	Cognitive -To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. -To ask probing questions. -To reflect on their own oracy skills and identify areas of strength and areas to improve	Social and Emotional -To use more natural and subtle prompts for turn taking. - To develop an awareness of audience. - To consider the impact of their words on others when giving feedback.	-To speak with unknown staff in a new environment (swimming) -Receive feedback from peers. -Whole school debates (Picture News, discussion assemblies) -Class discussions (all lessons) -Talent show opportunities
Teaching Ideas				
-Create class discussion guidelines. - Introduce pupils to sentence stems to cite evidence and ask probing questions. - Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a ‘hook’ to grab the audience’s attention, rhetorical devices such list of three and rhetorical questions. - Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement. - Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event. -Actively model and use a variety of talk tactics (clarify, probe, summarise)				-Meet professionals and ask questions (career assemblies) - Christmas performance -Class presentations (school parliament speech) -School visits

Year 4 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction	Language of retelling events and story telling	Language of mathematical explanation
An argument for/against is...because...	They are the same / different because...	Ibecause	I think... will happen because	In the beginning....	We know that.....so/ because.....
I don't like / do like...because	They are alike because they are both.....	When Ibecause	I predict...because	Subsequently.....	It can't be.....so/ because.....
I agree / disagree with...	One similarity / difference is...	It is and....	This is probable because...	On the other side of the forest.....	So it must be.....so/ because.....
It is right / wrong because...	They are different because	It is (adjective) (noun)	After...I predict that... because	I remember that.....	I agree/ disagree with you because.....
I think / don't think that...	A further similarity / difference is...	After / Before I.....	Due to the fact that...	With hindsight.....	A major difference between..... .and.....is that.....
I believe...		It reminds me of...	As a result of...	Reflecting upon.....	Some ways in which..... and..... differ are.....
In my opinion...		As a result...	The outcome will be...	In the event that.....	As a result, ...
I understand your point of view however...		Meanwhile	Based on... I predict that	Lastly..... In the end.....	
I appreciate's opinion / decision but/however...		Furthermore	After hearing all the evidence...	To conclude In conclusion To sum up.....	
I think that...		Eventually			
However, I think differently because		In contrast to...			
I see it differently...		Because			
Most reasonable people would agree that...					
Building on what you're saying...					

Progression of Skills – Year 5

Key Skills to Teach				Experiences
Physical -For body language to become increasingly natural. -To project their voice to a large audience.	Linguistic -To use an increasingly sophisticated range of sentence stems with accuracy. -To select specific vocabulary appropriate to the topic at hand.	Cognitive -To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. - To identify when a discussion is going off topic and to be able to bring it back on track	Social and Emotional -Listening actively for extended periods of time. -To speak with flair and passion.	-Class presentations (school parliament speech) -Support at school events e.g Christmas Fayre, open evenings. -Whole school debates (Picture News, discussion assemblies)
Teaching Ideas				-Class discussions (all lessons)
-Create class discussion guidelines - Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. ‘That might be true, however what do you think about X?’ ‘It feels a bit like we are going off topic here. Let’s get back to X’. -Model the use of all talk tactic roles, expecting pupils to play an active part in these roles. - Teach strategies to be able to listen for an extended period of time (Active listening), e.g. note-taking or drawing visuals. - Develop a bank of sentence stems which have a similar meaning to those students are already familiar with				-Talent show opportunities -Meet professionals and ask questions (career assemblies) - Christmas performance

Year 5 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction	Language of retelling events and story telling	Language of mathematical explanation
An argument for/against is...because...	In some ways...	In conclusion...	I think... will happen because	To begin... To start with...	I think the question means...so the answer would be.....
The two main reasons for believing this...	Another feature they have in common...	To begin with...	I predict...because	Afterwards... After that day...	I know that.....therefore I would try out.....
My first/second important reason...	Furthermore they are both..	Because of....x happened	This is probable because...	The next day...	If the.....add up to.....then the total number must be.....
Perhaps some people would argue...	However, they also differ in some ways...	It seems to be like...	After...I predict that... because	All of a sudden...	Knowing this means we can work out what's missing!
However, I would point out...	A further similarity / difference is...	After / Before I....	Due to the fact that...	Meanwhile...	The reason..... is that... / ...is due to.....
In opinion, it is clear...		It reminds me of...	As a result of...	Eventually...	As a resulttherefore...
I understand your point of view however...		As a result...	The outcome will be...	To finish with...	
I appreciate's opinion / decision but/however...		Meanwhile	Based on... I predict that	In conclusion...	
However, I think differently because		Furthermore	After hearing all the evidence...		
I see it differently...		Eventually			
Most reasonable people would agree that...		In contrast to...			
Building on what you're saying...		The reasons for...			

Progression of Skills – Year 6

Key Skills to Teach				Experiences
Physical -To have a stage presence. - To adjust tone, volume and pace for a given purpose and audience	Linguistic -To vary sentence structures and length for effect when speaking. -To be comfortable using idiom and expressions. -To use sophisticated vocabulary appropriate to the context and purpose of talk.	Cognitive -To construct a detailed argument or complex narrative. -To assess different viewpoints and present counter-arguments. -To spontaneously respond to increasingly complex questions, citing evidence where appropriate. -To acknowledge and explain changes of position.	Social and Emotional -To use humour effectively. - To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions. -To develop an awareness of group dynamics and invite those who haven't spoken to contribute.	-Give a speech to an audience of peers / adults e.g. Primary Minister presentation. -Leadership opportunities (Sports lead, House captains) -Act as tour guides for visitors. -Whole school debates (Picture News, discussion assemblies) -Class discussions (all lessons) -Talent show opportunities
Teaching Ideas				
-Create class discussion guidelines. - Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change. -Fully implement all types of talk tactics, gradually to run with little or no teacher support - Practise 'power poses' to explore physical aspects of speaking. - Teach structures for building evidence-based arguments				-Meet professionals and ask questions (career assemblies) -Christmas performance -Leavers assemblies -Residential

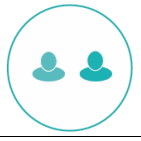
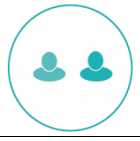
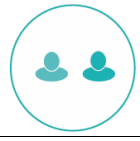
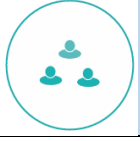
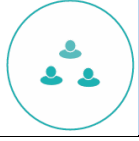
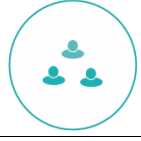
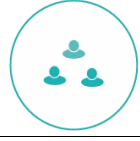
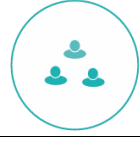
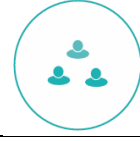
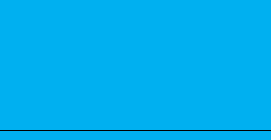
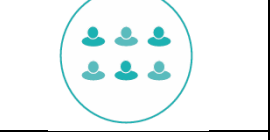
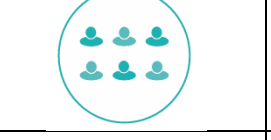
Year 6 Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction	Language of sequencing	Language of mathematical explanation
I am convinced...	In some ways...	In conclusion...	I think... will happen because	First, Next, then, After that, Finally...	First I ... Then ... Next ...Finally...
Given that...	Another feature they have in common...	To begin with...	I predict...because	What happened next?	I approached it methodically (by) ...
Based on fact...	Furthermore they are both..	Because of....x happened	This is probable because...	In summary...	I was systematic... (when /because)
Perhaps some people would argue...	However, they also differ in some ways...	It seems to be like...	After...I predict that... because	The consequence of...	I looked at the whole problem and broke it down into steps...
However, I would point out...	A further similarity / difference is...	After / Before I.....	Due to the fact that...		We could possibly... or ...
Having pondered /analysed...		It reminds me of...	As a result of...		So far I have discovered/worked out that...
I understand your point of view however...		As a result...	The outcome will be...		
I appreciate's opinion / decision but/however...		Meanwhile	Based on... I predict that		
However, I think differently because		Furthermore	After hearing all the evidence...		
Taking everything into account		Eventually	In light of...		
Most reasonable people would agree that...		In comparison to..	In summary		
Building on what you're saying...		The reasons for...			

Talk Tactics Progression Overview

Year	Talk Tactic	Teacher Talk Tactics
EYFS	 Instigate  Build  Challenge  Clarify  Stretch  Speculate	 Instigate  Build  Challenge  Model
Year 1	 Instigate  Build  Challenge  Clarify  Stretch  Suggest	 Instigate  Build  Challenge  Model  Mark  Summarise
Year 2	 Instigate  Build  Challenge  Clarify  Summarise  Probe	 Instigate  Build  Challenge  Clarify  Model  Mark  Summarise
Year 3	 Instigate  Build  Challenge  Summarise  Probe  Clarify	 Instigate  Build  Challenge  Clarify  Probe  Model  Mark
Year 4	 Instigate  Build  Challenge  Summarise  Probe  Clarify	 Instigate  Build  Challenge  Clarify  Probe  Summarise  Model  Mark
Year 5	 Instigate  Build  Challenge  Summarise  Probe  Clarify	 Instigate  Build  Challenge  Clarify  Probe  Summarise  Mark
Year 6	 Instigate  Build  Challenge  Summarise  Probe  Clarify	 Instigate  Build  Challenge  Clarify  Probe  Mark

Talk Group Progression

Talk Group Progression							
Groupings	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							
	Nest	Nest	Nest	Nest	Nest	Nest	Nest
							
	Pair	Pair	Pair	Pair	Pair	Pair	Pair
							
	Trio (supported)	Trio (supported)	Trio	Trio	Trio	Trio	Trio
							
		Traverse (supported)	Traverse (supported)	Traverse	Traverse	Traverse	Traverse
							
			Circle (supported)	Circle (supported)	Circle	Circle	Circle
							
					Fish bowl (supported)	Fish bowl	Fish bowl

Teacher Talk Tactics for early language development



Instigate

Present an idea or open up a new line of inquiry



- “ I think ____
- “ Let's begin with ____
- “ I have a great idea, I'll go first ____

Invite: X would you like to go first?

Build

Develop, add to or elaborate on an idea



- “ X's idea made me think ____
- “ I'd like to know more about ____
- “ Yes, and ____

Invite: Can anyone add to that?

Clarify

Ask questions to make things clearer and check your understanding



- “ Do you mean that ____?
- “ I think you are saying ____
- “ So, what you're saying is ____

Invite: Do you have any questions about X?

Challenge

Disagree or present an alternative argument



- “ I don't think ____
- “ You said ____ but what about ____?
- “ I disagree with ____

Invite: Does anyone disagree with X?

Stretch

Add more detail; use more complex language or introduce new ideas



- “ Yes, it's ____, you could even say it's ____
- “ That's right, it's ____ because ____
- “ Yes, it's a ____

Invite: Can you tell me more about...?

Speculate

Encourage creative or abstract thinking and consideration of alternative viewpoints



- “ I wonder what would happen if ____?
- “ Perhaps ____
- “ Do you think ____?

Invite: What do you wonder about X?

Suggest

Support thinking and problem solving by guiding next steps



- “ What if we tried ____ next?
- “ Have you thought about ____
- “ Let's give ____ a try

Invite: What do you think we should try?

Encourage

Offer praise to encourage and motivate



- “ You did such a good job of ____, now let's think about ____
- “ You really made me ____
- “ Your use of ____ was ____

Invite: What do you like about what X did/ said?



Appendix 3



Teacher Talk Tactics

scaffold classroom dialogue, promoting educationally productive talk. Teachers have two additional tactics to employ in order to foster high-quality talk for learning.





Instigate

Present an idea or open up a new line of enquiry.

Instigate:

- Let's start the discussion by...
- Has anyone considered...
- Let's think about...

Invite instigation:

- Who would like to begin our discussion...?
- Does anyone have another idea...?
- Would anybody like to share a different point?

Instigate



Summarise

Identify and recap the main ideas.

Summarise:

- So far we have talked about...
- The main points raised today were...
- To summarise X's idea?

Invite summary

- Can anybody summarise the main points so far?
- Could you summarise what X is saying?
- Who can recap the main ideas?

Summarise



Probe

Dig deeper, ask for evidence or justification of ideas.

Probe:

- Why do you think...?
- Could you provide an example of...?
- How do you know that?

Invite probing:

- Would anyone like to probe what X said?
- Who would like to ask a probing question?
- Does this remind you of anything we've learned before?

Probe



Build

Develop, add to or elaborate on an idea.

Build:

- Building on X's idea...
- X's idea made me think...
- To develop X's idea...

Invite building

- Would anybody like to build on X's idea?
- Could you tell me more about...?
- Who can tell me why they might agree with X?

Build



Challenge

Disagree or present an alternative argument.

Challenge:

- Have you considered...?
- You mentioned X but what about...?
- What if...?

Invite challenge:

- Would anybody like to challenge X's idea?
- Does anybody have a counter argument?
- Who disagrees with that point?

Challenge



Clarify

Asking questions to make things clearer and check your understanding.

Clarify:

- So are you saying...?
- Let me get this right, what you're saying is...?
- Can you clarify what you mean by...?

Invite clarification

- Could anybody clarify what X is saying?
- Would anybody like to ask a clarifying question?
- Could I just check your understanding X?

Clarify

Additional moves:



Model

Articulate the thought processes underpinning talk.

Model

- I'm not sure I agree with that so I'm going to challenge X's idea...
- I am going to clarify X's point to check I've understood correctly...
- It would be a good idea to summarise the points so far to help us move forward...
- I am going to refer to X to provide evidence for my point...

Model



Mark

Highlight an important idea or type of contribution.

Mark

- That's an important point.
- Did everyone hear what X just said? How does that help move us on?
- Did you notice how X just probed X's idea?
- What did X say to challenge X's idea politely?

Mark

The additional teacher tactics are inspired by the "Teacher Moves in Group Discussion" as set out in the Accountable Talk Sourcebook (Michaels et al., 2016)

Teacher Talk Tactics

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Groupings

Different groupings support different types of talk

Trios

Talk with two other people. Alternatively, talk to a partner while a third person listens in and summarises or critiques the discussion. Or two people talk and the third listens in to summarise and critique the discussion.



Traverse

Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.



Pair

Talk to a partner



Circle

Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.



Fishbowl

Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.



Onion

Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.



Nest

Stand apart from each other and whisper your ideas to yourself.



Groupings



Nest

Students stand apart and whisper their ideas to themselves



Pairs

Two students talking together



Trios

Three students talking with each other. Two students have a discussion while the third observes then summarises and critiques



Traverse

Pupils stand in two parallel lines opposite a speaking partner.



Circle (of 6 to 12 students)

A group of six students face each other in a circle. Pupils step inside the circle individually and speak to the group, considering their audience, maintaining good eye contact and using appropriate body language.



Onion

Students form an inner and outer circle. Up to six pupils stand back-to-back in the inner circle, with each facing a partner on the outer circle.



Coaching Onion/Fishbowl

A coaching onion is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying about speaking to them all at once.

A fishbowl enables the outer circle to observe the inner circle's discussion.

