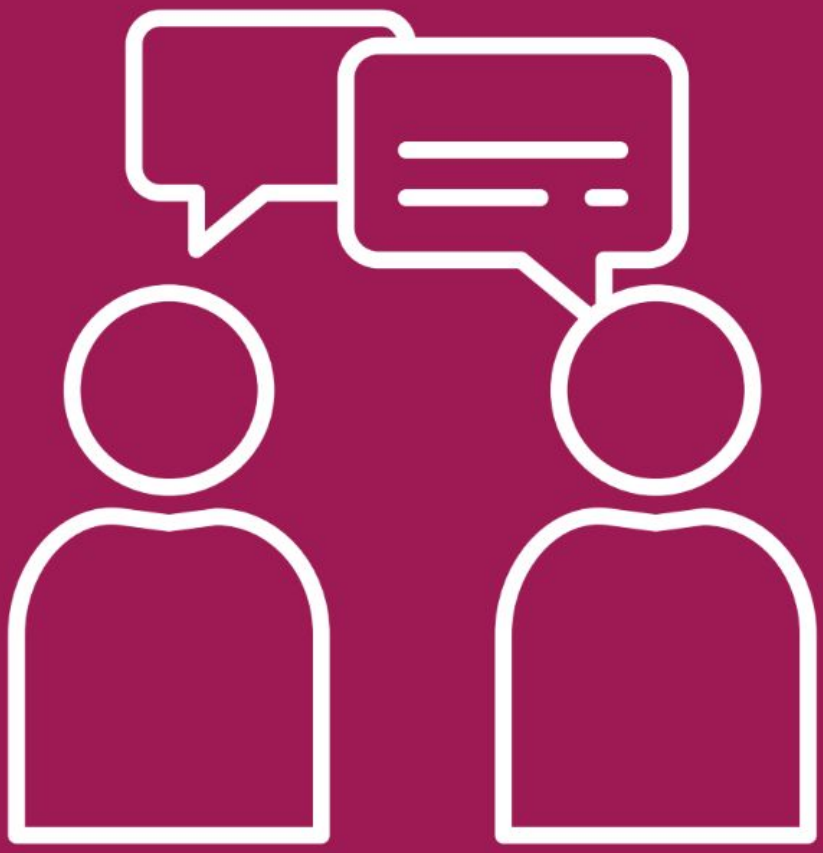
Voice 21

‘Talk like a ...’

Disciplinary Oracy Booklet



Contents page

This resource shows how our language shifts depending on the subject area. The highlighted National Curriculum and sentence stems provided can be easily adapted to support planning for individual or schemes of subject lessons. This will support students to reflect on their own talk and that of their peers through a subject specific lens, supporting them to talk and think like a subject specialist.

Oracy Framework Skills

How can these skills can be harnessed to elevate learning in a subject?

- Body language
  - Gesture and posture
  - Facial expression and eye contact
- Voice
  - Fluency and pace of speech
  - Tonal variation
  - Clarity of pronunciation
  - Voice projections

- Rhetorical techniques
  - Metaphors, humour, irony, mimicry
- Vocabulary
  - Appropriate vocabulary choice
- Language
  - Register
  - Grammar

- Self regulation
  - Maintaining focus
  - Time management
- Reasoning
  - Giving reasons to support views
  - Critically examining ideas and views
- Content
  - Convey meaning and intention
  - Building on the views of others
- Structure
  - Organisation
- Clarifying and summarising
  - Asking questions
  - Summarising

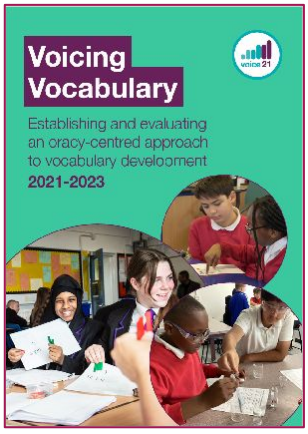
- Confidence in speaking
  - Self-assurance
  - Liveliness and flair
- Audience awareness
  - Taking account of the understanding of the audience
- Working with others
  - Managing interactions
  - Turn taking
- Listening and responding
  - Listening actively and responding appropriately

Tiered vocabulary

Which words do the students need?

Planning the tiered vocabulary for a subject is a great way to organise words and increase the amount of Tier 2 and Tier 3 words which students hear and use themselves. Tier 2 and Tier 3 words make the most impact on students' vocabularies and therefore their learning and need to be directly taught in order for them to be understood and used.

Tier 3	**Subject specific words:** These are rare words that are heard within particular contexts or subject areas. These will need direct teaching, such as: estuary, alliteration, igneous...
Tier 2	**Focus words:** These will be common words that are found across subjects and could have multiple meanings.These will need direct teaching, such as: contradict, circumstance, precede, retrospect...
Tier 1	**Everyday words:** These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as: warm, dog, tired, run, table, flower....



For example, Tiered Vocabulary for weather could look like:

Tier 3: barometer, isobar, celsius, tsunami

Tier 2: predict, forecast, breeze, shower, pressure

Tier 1: sun, cloud, rain, cold, warm, wind

Read more about teaching vocabulary in the Voice 21 Voicing Vocabulary report.

The National Curriculum

What type of talk will elevate learning?

The National Curriculum for each subject area can be used to support decisions about how and when talk can be used to elevate learning. As a result, classroom talk can be used skillfully to develop students' thinking and understanding across all subject areas.

Purpose of study	The purpose of study for each subject can be used to identify the big questions in the subject that provoke talking and thinking.
Aims	The aims for each subject can be used to identify the modes of talk which are specific to the subject and promote the right thinking.
Subject content	The subject content for each subject provides age specific statements describing what pupils should be taught. These can be used to find the type of talk: exploratory or presentational, which will elevate the learning and the related context for talk e.g. talk to reason, talk to persuade, talk to inform.
Spoken Language in the National Curriculum	Pupils should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Talk like an Artist
Sentence Stems

- I like...
- I dislike... because...
- What else could improve this?

- In my opinion...
- I know that... because I have observed...
- I believe there is a pattern of...
- I think this has developed by...
- How does this technique make you feel?

- I believe this technique is important because...
- Evidence suggests that the artist...
- Over time, the changes ensure that...
- The design element has meant that...
- The artists... and... are similar because…
- This art influenced the modern world by…

- I believe that the design stage shows...
- I think the combination of media means that...
- Using the technique of... ensured that the piece was...
- Through working in this way, I have found that...
- This artist has influenced my designs by...
- This style is classically... as you can see from the...
- It important to understand traditional/modern concepts through time because…

Art

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to **think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, **exploring their ideas** and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- **evaluate and analyse** creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.	Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.	Pupils should be taught to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.

Talk like an Citizen
Sentence Stems

- I liked / I disliked...
- I think that...
- I feel...

- I agree / disagree with your suggestion of...
- I felt the most inspired when...
- We worked together best as a team when we...
- We found it difficult when...
- During this activity, I felt... because

- I found the..., a particular struggle / strength...
- The strengths / weaknesses of our work were...
- An advantage / disadvantage of this work was...
- To improve your mood, I would suggest...
- I feel the emotion of..., because.... impacted on me positively/ negatively.
- Working in teams has meant that...
- Overall, I think that...has led...to respond in this way

- Personally, I found this activity..., therefore...
- Mentally, I found this activity the most demanding, as...
- After careful evaluation, I now feel that... would make the most difference.
- I have considered both sides of the argument and have concluded...
- Although I respect your opinions, I personally believe that...
- Collaboratively, we felt that...
- The impact of this activity has made me feel..., which has surprised me, as...

Citizenship

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to **play a full and active part in society**. In particular, citizenship education should foster pupils' **keen awareness and understanding of democracy, government and how laws are made and upheld**. Teaching should equip pupils with the skills and knowledge to **explore political and social issues critically, to weigh evidence, debate and make reasoned arguments**. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to **think critically and debate** political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Key Stage 3	Key Stage 4
Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.	Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Relationship and Sex Education

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience**, to know how and when to ask for help, and to know where to access support**.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Primary	Secondary
Pupils should know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. They should know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. They should know practical steps they can take in a range of different contexts to improve or support respectful relationships. They should know how to recognise and report feelings of being unsafe or feeling bad about any adult. They should know how to ask for advice or help for themselves or others, and to keep trying until they are heard.	Pupils should know how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. They should know practical steps they can take in a range of different contexts to improve or support respectful relationships. They should know how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Talk like a Computer Scientist
Sentence Stems

- I liked / I disliked...
- I think that...
- I made this model because...

- The purpose of my product is ...
- In my opinion, I feel that I can improve this by...
- I believe this programme is (good / bad) because ....
- I found the process / skill of ... the most challenging because...

- Based on my design criteria, I believe ...
- I believe this was ambitious because...
- You could improve this product by...maybe you could try...
- I used the process / skill of .... because ...
- I can transfer the skill of... to ...
- The problems I faced were.... I overcame these by...
- I believe the strengths / weaknesses are evident in the...

- Based on the design brief I have been presented with....
- In my opinion, the success of this product was... However, ...
- Possible improvements may include...
- This product has met / has not met the brief because ...
- Alternatively, I believe the product would be more suited to...
- I have come to the conclusion that...
- The evidence / facts lead to...
- The computer aided design helped me to...
- To create my product, it was essential to understand...
- When I began to critique my product, I found that...
- The functional properties, which I am proud of, are...

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, **how digital systems work, and how to put this knowledge to use through programming**. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become **digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology** – at a level suitable for the future workplace and as active participants in a digital world.

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can **analyse problems** in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can **evaluate** and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Pupils should be taught to use logical reasoning to predict the behaviour of simple programs.	Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Pupils should be taught to design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.	All pupils should be taught to develop and apply their analytic, problem-solving, design, and computational thinking skills.

Talk like a Designer
Sentence Stems

- I made this model because...
- I like / dislike this because...
- I think I can make this better by...

- The purpose of my product is ...
- In my opinion, I feel that I can improve this by...
- I believe this product is (good / bad) because ....
- I found the process / skill of ... the most challenging, because...

- Based on my design criteria, I believe ...
- I believe this was ambitious because...
- You could improve this product by...maybe you could try...
- I used the process / skill of .... because ...
- I can transfer the skill of... to ...
- The problems I faced were.... I overcame these by...

- Based on the design brief I have been presented with....
- Possible improvements may include...
- This product has met / has not met the brief because ...
- Alternatively, I believe the product would be more suited to...
- I have come to the conclusion that...
- The evidence / facts leads to...
- I deduce / deduct...
- When I disassembled...., I learnt that...
- To create my product, it was essential to understand...
- When I began to critique my product, I found that...
- The functional properties which I am proud of, are...

Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that **solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values**. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. **Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.** High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- **critique, evaluate** and test their ideas and products and the work of others
- **understand and apply** the principles of nutrition and learn how to cook.

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Pupils should be taught to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. They should be taught to evaluate their ideas and products against design criteria.	Pupils should be taught to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. They should be taught to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Pupils should be taught to develop and communicate design ideas using annotated sketches detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools. They should be taught to analyse the work of past and present professionals and others to develop and broaden their understanding.	Pupils should be taught to explore and develop their ideas, testing, critically analysing and evaluating their work in order to inform and refine their design decisions thus achieving improved outcomes. They should be taught to develop, communicate, record and justify design ideas, applying suitable techniques. They should be taught to make informed and reasoned decisions, respond to feedback about their own prototypes (and existing products and systems) to identify the potential for further development and suggest how modifications could be made.

Talk like a Geographer
Sentence Stems

- They are similar because...
- They are different because...
- How has...changed?

- I know that... because I have observed...
- I believe there is a pattern of...
- A sustainable solution would be...
- An economic problem would be...
- Environmentally, the project is a bad idea because...
- How has this influenced this culture?

- The primary impacts of the disaster were...
- The social impact of... was....
- To ensure that we help countries develop...
- The development of a country can be measured by...
- The poverty cycle means that...
- The main advantages / disadvantages are...
- To move away from an unsustainable future...
- How has this event impacted globally?

- I have considered the viewpoints, and am confident that...
- From the evidence/ data, you can infer that...
- It is thought that the main cause of... was... and ...
- By looking at the national / local impacts, I can conclude...
- It is clear that the following factors have contributed to...
- The effect on the infrastructure is...
- Why is it important to understand traditional/ modern concepts through time?

Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to **deepen their understanding of the interaction between physical and human processes**, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills **provide the frameworks and approaches that explain how** the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - **collect, analyse and communicate** with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - **interpret a range of sources of geographical information**, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - **communicate geographical information in a variety of ways**, including through maps, numerical and quantitative skills and writing at length.

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Pupils should be taught to develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	Pupils should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical Knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources.	Pupils should develop the ability to identify questions and sequences of enquiry to *write* descriptively, analytically and critically, to communicate their ideas effectively, to develop an extended written argument, and to draw well-evidenced and informed conclusions about geographical questions and issues.

Talk like a Historian
Sentence Stems

- … and … are similar because...
- … and … are different because...
- … has...happened/ changed because …

- ... and … are different because...and...
- I believe it is the same, due to....
- It is significant because...
- This source is reliable because...
- How do the sources suggest...?

- The most significant reason was...
- I believe the most important factor was...
- This is similar to...
- During this time, ... remained the same / different, therefore....
- In my opinion, ...has stayed the same. I know this because...
- The impact of this eventon us now is…

- Based on..., I conclude that...
- The text stated..., from this we can infer that...
- There is evidence to suggest that...
- The most significant effect of... was...
- A further key event was...
- This demonstrates continuity because....
- To some extent, the event of... caused...
- It is important to understand how concepts/ ideas change over time because …

History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to **ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement**. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
  know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- **gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'**
- **understand historical concepts** such as continuity and change, cause and consequence, similarity, difference and significance, and **use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses**
- understand the methods of historical enquiry, including how e**vidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed**
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.	Pupils should engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. They should develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. They should organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Talk like a Mathematician
Sentence Stems

- It is the same / different...
- This reminds me of...
- I can prove I'm right because
- We must remember...because
- There is one more/one less...

- My working out is the same / different than yours because...
- I can prove I am right because...
- Another strategy you can use is...
- I learnt the word...and it means...

- We know that... so... it can't be...
- A major difference between... and... is that...
- I agree because...
- My strategy works because...
- I can check my answers by...
- Next time, I will...

- I think the question means... so the answer means...
- I know that... Therefore, I would try out...
- I approached it methodically by...
- I was systematic... when...
- I looked at the whole problem and broke into these steps...
- So far, I have discovered that...
- The strategy I used was...
- I agree/disagree with...because...
- The solution makes sense because...
- I can visualise this problem by...
- I know my answer is accurate because...
- The information needed to solve the problem is...
- When I used the inverse, I noticed...

Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, **the ability to reason mathematically**, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The national curriculum for mathematics **reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.**

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Pupils should develop confidence and mental fluency with whole numbers, counting and place value. Pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.	Pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Pupils should read, spell and pronounce mathematical vocabulary correctly.	Pupils should be taught to make and test conjectures about patterns and relationships; look for proofs or counter examples. Pupils should begin to reason deductively in geometry, number and algebra, including using geometrical constructions. Pupils should develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems Pupils should select appropriate concepts, methods and techniques to apply to unfamiliar and non routine problems	Pupils should be taught to use mathematical language and properties precisely. Pupils should reason deductively in geometry, number and algebra, including using geometrical constructions. Pupils should assess the validity of an argument and the accuracy of a given way of presenting information. Pupils should develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems.

Talk like a Musician
Sentence Stems

- I like / dislike..., because...
- I think this music is like...
- The music made me feel...

- In my opinion, this piece is... because...
- I know that... because I have listened carefully to the...
- I believe there is a strong emphasis on...
- I think this music has been developed with... in mind.
- This technique makes me feel…

- I believe this musical technique is important, because...
- The musicality of this ensures that the listener...
- The most surprising thing about the music was...
- The planning of this musical piece has meant that...
- The musicians... and... are similar, because...
- The questions I have after listening to this piece are...
- This music has influenced the modern world by…

- I think the combination of instruments means that...
- This piece made me ask the following questions...
- The music within this piece has enhanced the emotion, because...
- Using the technique of... ensured that the piece was...
- Through working in this way, I have found that...
- This articulation makes music more interesting by...
- This music has influenced me, by...
- This style is ..., as you can hear from the...
- It is important to understand how ideas change over time because …

Music

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a **critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, **review and evaluate music** across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- **understand and explore how music is created, produced and communicated**, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.	Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Pupils should build on their previous knowledge and skills through performing, composing and listening. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.	Pupils should be taught to develop knowledge, understanding and skills needed to communicate effectively as musicians. Pupils should develop as effective and independent learners with enquiring minds reflect upon and evaluate their own and others' music.

Talk like a Scientist
Sentence Stems

- It is...because...
- It will...because...
- How do you know (e.g. ‘The porridge is hot’)?

- I think this...because...
- I know this, so I think...
- This will happen because...
- What do you think?
- What will happen if...?

- I know that.... Therefore, I know that...
- Due to the fact that..., I know that...will happen.
- Maybe it’s because...
- It is true that...
- Having analysed..., I believe that...
- I can prove how I know this because...

- Can we prove that...?
- In conclusion, I have found that...
- I would like to prove / disprove...
- Perhaps the reason is ...
- Based on the evidence I have been presented with, I conclude...
- Taking everything into account...
- Having pondered...
- Given this, it is likely that...
- If we accept this hypothesis, what else will be true?

Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to **recognise the power of rational explanation** and develop a sense of excitement and curiosity about natural phenomena. **They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.**

The national curriculum for science reflects the **importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. 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, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.**

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Pupils should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.	Pupils should develop a deeper understanding of a wide range of scientific ideas, through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. Pupils should read, spell and pronounce scientific vocabulary correctly.	Students should be taught to ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. They should make predictions using scientific knowledge and understanding. They should present reasoned explanations, including explaining data in relation to predictions and hypotheses. They should evaluate data, showing awareness of potential sources of random and systematic error. They should identify further questions arising from their results.	Students should develop understanding of the nature, processes and methods of science, through different types of scientific enquiry that help them to answer scientific questions about the world around them. They should develop and learn to apply observational, practical, modelling, enquiry, problem-solving skills and mathematical skills, both in the laboratory, in the field and in other environments;

Talk like a Sportsperson
Sentence Stems

- I liked / I disliked...
- I think that...
- Can I make a suggestion?

- I agree / disagree with your suggestion of...
- I felt the most energetic movement was the...
- We worked together best as a team when we...
- We encountered difficulties when...
- During this activity, we noticed the following changes on our bodies...

- We composed our movements by...
- The strengths / weaknesses of our work were...
- An advantage / disadvantage of this technique was...
- We believe the highest impact on our bodies came from...
- To improve your technique, I would suggest...
- I think your technique would be more efficient if you...

- Personally, I found this activity..., therefore...
- This movement contrasts with..., because...
- In comparison, I preferred this sports technique to..., due to...
- Physically, I found this movement the most demanding, as...
- After careful consideration, I have evaluated the effects on my body and these were...
- I found...the most successful / unsuccessful, because...

Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- **engage in competitive sports and activities**
- **lead healthy, active lives.**

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to participate in team games, developing simple tactics for attacking and defending	Pupils should enjoy communicating, collaborating and competing with each other. Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team. They should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Pupils should be taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. They should take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. They should analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	Pupils should be taught to use and develop a variety of tactics and strategies to overcome opponents in team and individual games. They should take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group. They should evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.

Talk like a Theologian
Sentence Stems

- I like / dislike...
- I wonder...

- Overall, I think that...
- I agree / disagree with… as...
- I wonder why...

- Some … believe that,
- This teaches others that...
- This has influenced others, by...
- From my own reflection,
- I have noticed that...
- It is a view that...
- Some people agree / disagree with this belief, because...
- This view is persuasive because...

- One interpretation of this text is...
- This could mean that...
- The greatest effect of this is...
- One impact of this belief is...
- In contrast, it could be argued...
- Therefore, we can conclude that...
- I can see why … might think that... but has it been considered that...
- It is possible that... results in...
- Ethically, this makes me feel...due to the...

Religious Education

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at each of the four levels outlined in DCSF guidance :

- The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

In summary, religious education for children and young people:

- **provokes challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourages pupils to **explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they **examine issues** of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- enables pupils to **build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- teaches pupils to **develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Sentence stems for giving feedback

Praise:
What have they done well?

Be specific
Give an example
Why was it good?

- Because you have...
- Your work has had the effect of...
- You have improved how...
- I notice how you...
- This means that...
- When you... it made me....
- Your use of... in order to..
- I enjoyed the part where...
- The part where you... has the effect of...

Enhance:
What do they need to improve?

Be specific
Give an example
Why will it enhance their learning?

Check for understanding

- Why did you choose to...?
- Can you explain how...?
- Prove to me how you came to this conclusion by using...
- What effect did… have on...

Reshape and extend learning

- I've noticed you haven't...
- Can you prove...?
- Could you have included…?
- Where else could you use... in your learning?
- In order to improve your learning, you need to...

Respond:
Show that you understand

Read what you could have done better
Correct the mistake
Show how you understand

- Thank you, I agree that... because...
- I can see why you've said that...
- I actually disagree with you because…
- Now that I've had time to reflect...
- I agree with your comment that... because...
- Now that you've pointed it out...
- You've helped me to understand...