



Video clip commentary

Paired Talk in Geography, Year 9

Password: **OracyStudyGroup1**

This clip is used in 'Talk Circle 2: Paired Talk' to prompt a discussion on setting high expectations for oracy.

Context: *this clip was recorded as part of a project to capture oracy in action in Voice 21 Oracy Schools.*

Timestamp	Commentary	Key questions
00:17	The teacher reminds students of the expectations for paired talk including how they should move their chairs to face each other to facilitate a better conversation.	Sets high expectations for oracy: what are the teacher's expectations for oracy and how are these shared with students?
00:37	The teacher introduces a 'Talking Point: Geography is the most likely reason to go to war', prompting students to explain whether they agree or disagree with this statement.	Harnesses oracy to elevate learning: how does the talk support students to develop and apply their understanding of geography?
00:44	Students are provided with 'instigating' sentence stems to help them begin their discussions.	Sets high expectations for oracy: how are students supported to meet the teacher's high expectations for talk?
01:15	The teacher 'marks' a particularly salient point made by one of the students, 'Ruqai said something fantastic at the beginning there, she said...'	Harnesses oracy to elevate learning: how does the teacher facilitate high-quality dialogue? Appraises progress in oracy: how does the teacher provide feedback on oracy?
02:04	The student speaking references another student's point: 'As Annie said...' demonstrating that she has listened to someone else's contribution and is now developing this idea.	Values every voice: how does the teacher create a culture in which students listen meaningfully to each other?
02:18	The teacher invites a student to challenge or build on the previous student's idea, rather than offering their own (teacher) evaluation of the previous student's point.	Harnesses oracy to elevate learning: how are students prompted to interact with each other's ideas?



Video clip commentary

Oracy in Maths, Year 2

Password: **OracyStudyGroup1**

This clip is used in 'Talk Circle 2: Paired Talk' to prompt a discussion on setting high expectations for oracy.

Context: *this clip was recorded as part of a project to capture oracy in action in Voice 21 Oracy Schools.*

Timestamp	Commentary	Key questions
00:07	The teacher introduces her expectations for talk, reminding them of their 'Talk Rules'. Students are reminded the teacher expects them to make eye contact with the person who is speaking to them (here eye contact means simply facing each other). She ensures all students know who they will be talking to, asking them to say hello to their partner.	Sets high expectations for oracy: what are the teacher's expectations for oracy and how are these shared with students? When might your expectations need to vary for different students? For example, would any of your students struggle with making eye contact?
00:27	The teacher asks students what it means to respect everybody's ideas. It's clear from the student's response that they are familiar with the 'Talk Rules'.	Sets high expectations for oracy: what are the teacher's expectations for oracy and how are these shared with students?
01:02	The teacher highlights which talk rule is particularly important for problem solving in maths.	Harnesses oracy to elevate learning: how does the talk support students to develop their reasoning in maths?
01:08	Students are provided with sentence stems to scaffold their contributions. The teacher models these aloud.	Values every voice: how does the teacher scaffold student talk?
01:24	Key maths words are highlighted to ensure students bring their mathematical knowledge to their discussions.	Harnesses oracy to elevate learning: how does the talk support students to develop their reasoning in maths?
02:04	The student explains how he has solved the problem.	Harnesses oracy to elevate learning: how do students verbalise their understanding? How does this support learning?
02:22	The teacher gives students specific praise on their oracy skills, reinforcing her high expectations for talk.	Sets high expectations for oracy: how does the teacher reinforce her expectations for oracy?
02:42	After the opportunity to engage in exploratory talk, developing their understanding of the problem at	Harnesses oracy to elevate learning: what opportunities do



	hand, a student is invited to share her understanding with the rest of the class (presentational talk).	students have to consolidate and share their understanding <i>through</i> talk?
02:58	The teacher asks a probing question: 'how do you know that Tom's only got 15?'. This prompts the student to explain her reasoning.	Harnesses oracy to elevate learning: how do the teacher's questions support students to develop their reasoning?