

What is the impact of structured oracy templates on higher attaining pupils' ability to explain their reasoning?

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What we've noticed

Our higher attaining children were not reasoning at the depth we assumed they would be.

Using a [reasoning scale](#) (developed from [Nrich](#)) to assess children helped teachers to focus on pupils' next steps.

Rapid progress in oral reasoning was made when structured oracy templates ([sentence stems](#), [starters](#), [concept cartoons](#) and classroom protocols) were used.

Focussing on our higher attaining children changed the classroom culture for all pupils.

Why we think this is significant

Participants were surprised that their focus children were only explaining, rather than justifying, convincing, or proving. We believe this could be more widely true. The focus pupils improved very quickly when we insisted on them using the oracy templates. This, in turn, raised the status of reasoning within the classroom.

[Link to video discussion of our findings.](#)



Next steps

Our work will be shared in our LLME community, and our participants hope to continue into a second year.

We are interested in exploring what proof looks like in a primary classroom and how to nurture this.

We wonder whether teacher expectation was the more significant factor in the changes observed.