

# Speaking like a Specialist



This resource is intended for teachers working with children in Early Years and Key Stage 1 upwards



# Speaking like a Specialist



Welcome to Oracy October 2022! This year's theme is 'Speaking like a Specialist' and explores what high-quality talk looks like in different subject disciplines. Across the month, you can enable your students to talk like subject experts, raising their understanding of oracy by challenging them to speak like specialists in different areas of the curriculum.

This October, we're asking you to consider what oracy means to different specialist subjects. What does it mean to speak like a scientist? How does this differ from speaking like a historian, or to the expectations of high-quality talk in English or Maths? While most of our communication skills can be universally applied, talk in different subject areas and disciplines has varying purposes. Raising students' awareness of these differences enables them to embody each subject, becoming expert communicators.

Speaking like a Specialist has been designed to support you to develop different modes of expression in classroom learning challenges, encouraging the students to consider the ways of speaking that a range of subject experts use. It has been inspired in part by 'Accountable Talk', a body of research and an approach developed by Professor Resnick and colleagues at Pittsburgh Institute for Learning. For a useful summary of this research, take a look [here](#).

The challenges in this pack have been specifically designed to support you to introduce the ways of speaking within different subject areas specifically to younger students. The challenge cards will provide ideas for activities which can be used to support the beginnings of 'speaking like a specialist'. To get started, share the 'Speaking like a Specialist' poster (p.5) with your students. As the month progresses and students complete challenges, they can keep track of the different subject-specific oracy skills they are developing. You may want to do this as a whole class.

Alongside the poster, there are 7 challenge cards. Each card challenges students to consider the purpose of talk in specific subjects and encourages them to think about what that talk might look and sound like, before providing suggestions on how to practise this. Feel free to adapt these ideas and include your own subject material or class topics. The challenges could be completed with the whole class or in small group sessions.

Certain activities will require modelling from you or an adult in your setting. Build students' confidence with oracy using the sentence stems provided.

**Share your students' progress on Twitter**

**Tag @voice21oracy with the hashtags #OracyOctober #speakinglikeaspecialist**







# Speaking like a Specialist

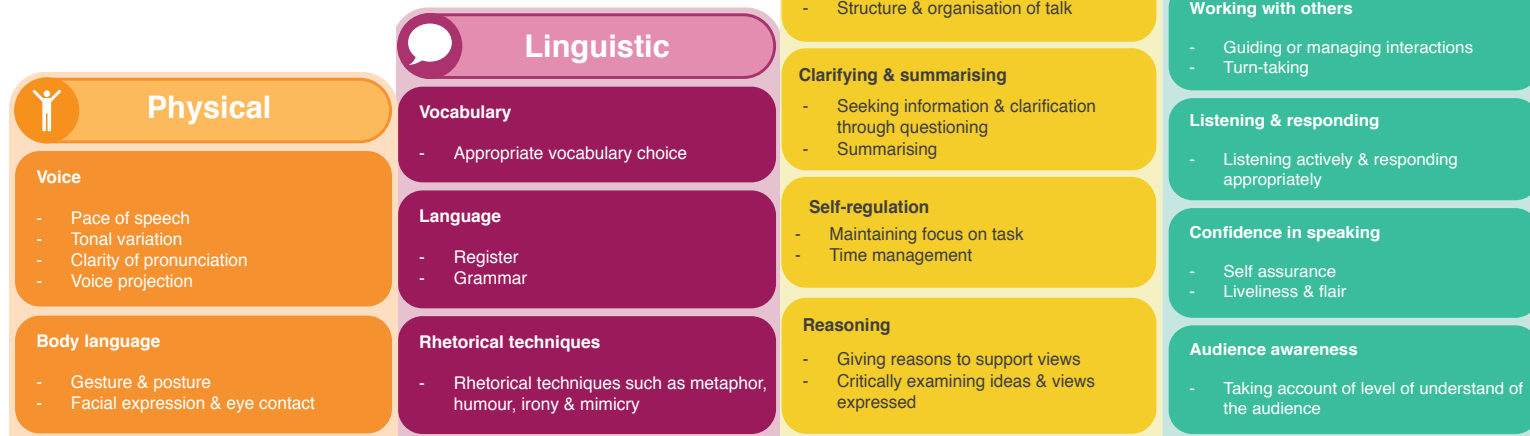
## Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

The Oracy Framework sets out the different skills needed to be an effective speaker and listener. It breaks oracy into four different strands:

-  **Physical** – how you use your voice, body language and facial expressions
-  **Linguistic** – the words you choose to use
-  **Cognitive** – the thinking behind what you are saying and the reasons you give
-  **Social and emotional** – the way you engage with, and listen to, others.

As your students complete each **Speaking like a Specialist challenge**, take a look at the strands from the Oracy Framework that have been identified as being appropriate for the task. Share and model these with the children. These could also form part of feedback or success criteria for each task.



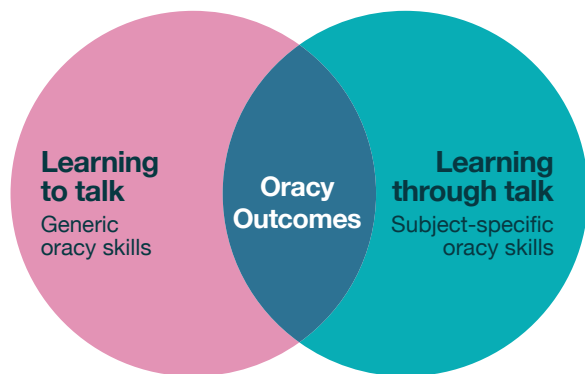
# Speaking like a Specialist

## Teacher Guidance

# What does it mean to speak like a subject specialist?

Each subject discipline brings to bear different ways of speaking and listening. The challenges in this 'Speak like a Specialist' resource have been designed to support students in the EYFS or KS1 to engage with the idea of different types of talk for different purposes.

For each challenge, students will be encouraged to use generic and subject-specific oracy skills that need to be explicitly taught.



For each of the **Speaking like a Specialist challenges**, we've chosen one area of focus. For example, the Speaking like a scientist challenge encourages students to use the language of observation. Whereas the Speaking like an artist challenge develops the language of opinion and emotion.

Each task is introduced with an expert in that particular subject area. The mode of expression we've chosen for each subject isn't, of course, the only way people interact in that subject.

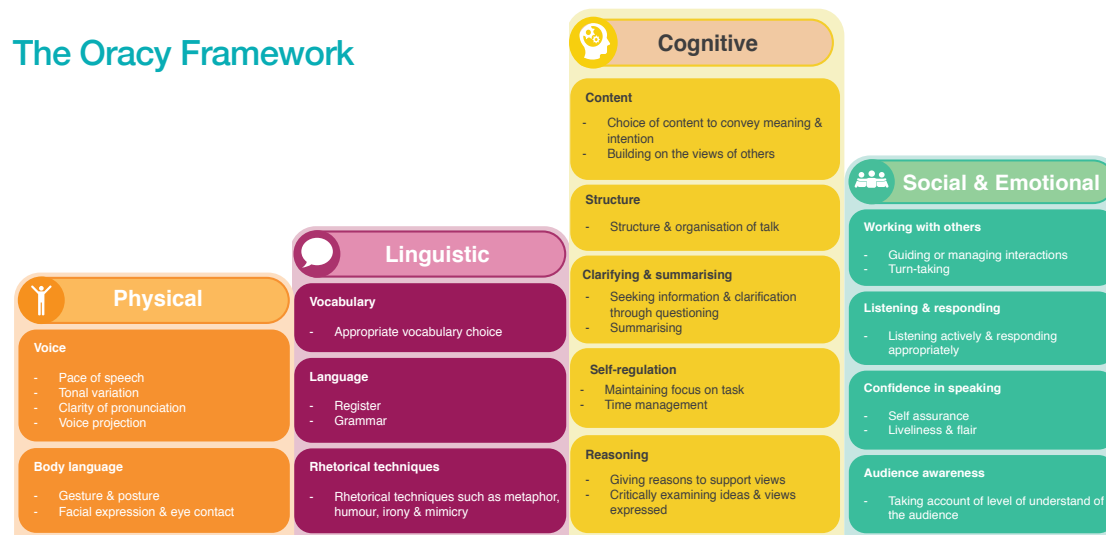
We've chosen one or two aspects of subject-specific talk for each challenge and encourage you to introduce and build on the concept of talking for specific subject areas.

We have included a suggested practical activity to stimulate ideas for the talk challenge but it could also be applied to activities already taking place in class. The sentence stems are designed to support the talk and to guide the children in speaking like a specialist.

On each challenge, you will find prompt questions to encourage students to consider how they can demonstrate each of the four strands of The Oracy Framework when practising each type of talk.

Having completed the challenges in school, you may want to send them home for the students to share with their families too.

## The Oracy Framework



**The student-facing Oracy October challenge starts on the next page**

# Speaking like a Specialist

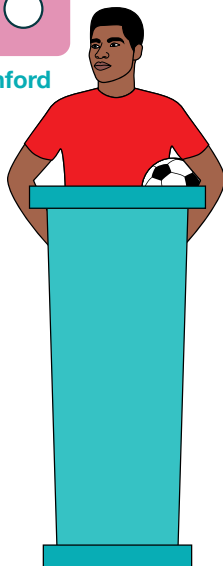
## Your Oracy October challenges

You are challenged to follow in the footsteps of accomplished experts in their fields by using your voice to communicate your knowledge and expertise in different subjects.

Complete the **Speaking like a Specialist challenge** by carrying out 7 oracy challenges in the month of October and ticking them off as you go. ✓

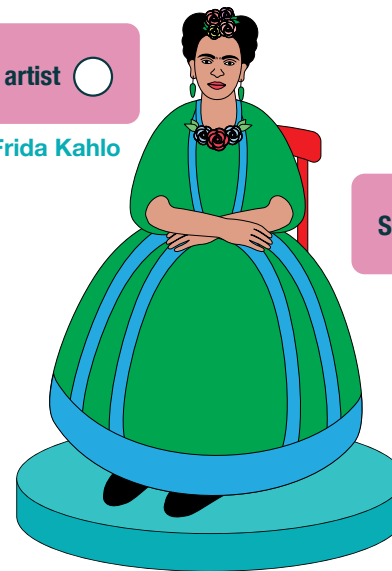
Speaking like a sportsperson

Marcus Rashford



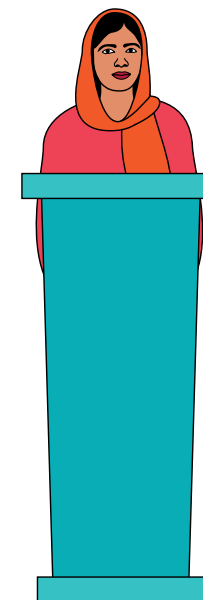
Speaking like an artist

Frida Kahlo



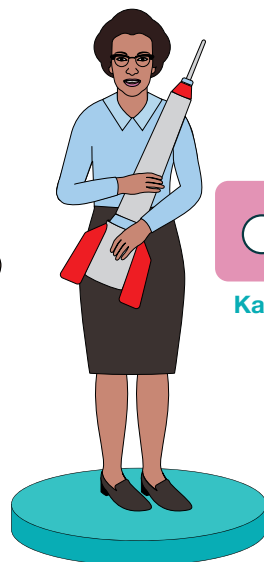
Speaking like a citizen

Malala Yousafzai



Speaking like a mathematician

Katherine Johnson



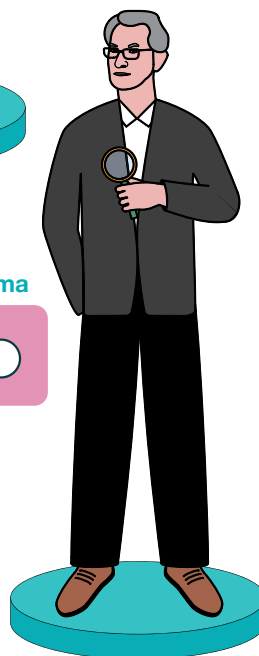
Stephen Hawking

Speaking like a scientist



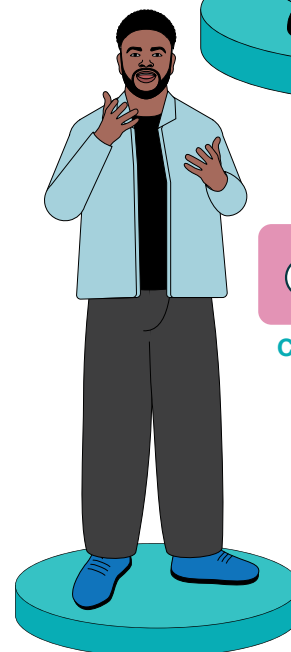
Simon Schama

Speaking like a historian



Speaking like a poet

Casey Bailey



## Speaking like a scientist...



I am Stephen Hawking and I was a scientist who came up with lots of ideas about why things happen in space in the way that they do. I was always curious and tested lots of ideas. When I found out new things, I would speak to other scientists and tell them what I had done and what I had found out. Can you be a curious scientist and find out something that you can share with others?

### So, when speaking like a scientist...

- First, I... Then, I...
- I saw that...
- I noticed that...
- I found out that...
- I am wondering why... ?



Try a trio. You could work in groups of three and one person could observe and give feedback on your oracy skills.

### Challenge: Present your findings!

Carry out a scientific experiment. Then, present what you did and what you observed to a partner, group or to the class. There are lots of experiment examples on [www.rigb.org/learning/activities-and-resources](http://www.rigb.org/learning/activities-and-resources).



Can you look at who you are talking to?



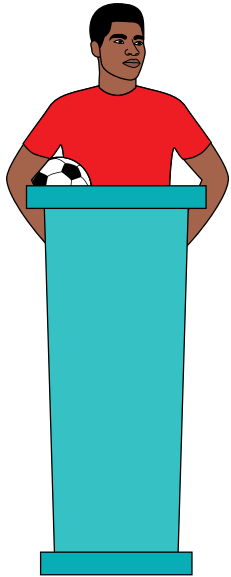
Can you use scientific words, for example gravity and force?



Can you explain what you did in order?



How do you know when someone is listening to you?  
Can you show that you are listening to them?



## Speaking like a sportsperson...

Speaking  
like a  
Specialist

I am Marcus Rashford and I am a professional football player. I play for Manchester United and for the England football team. I have to practise and work hard to be a good footballer and the coaches give me lots of instructions to help me improve my skills. My coach always tells me exactly what to do and tells me what I have done well and how I need to improve. Can you help coach each other to improve your sports skills?

### Challenge: Coach like a sportsperson!

Think of some exercises to help a partner improve their sports skills. For example, this could be running, jumping, hopping or push ups. Work with a partner and tell them what to do and what they are doing well. If you can, give them a tip to improve!



Can you use gestures to help the listener understand what they need to do?



Can you use description to make the instruction clear?



Can you stay focused on the coaching until your partner has finished?



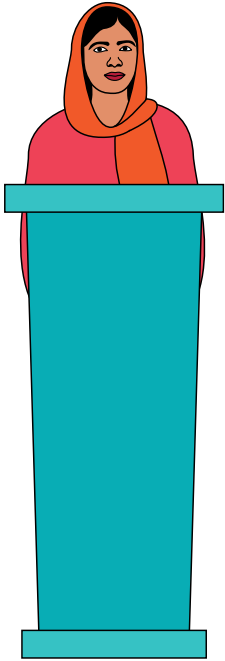
Can you take turns at giving instructions with your partner?

### So, when speaking like a sportsperson...

- Can you try to...?
- Keep your...
- You are good at...
- I like how you...
- Now try to...



Make a video where you are a coach. You could record your instructions to make a class exercise resource.



## Speaking like a citizen...

Speaking  
like a  
Specialist

I am Malala Yousafzai and I am from Pakistan. I noticed that girls were not going to school and getting an education. I did not think this was fair and I believe that all children have the right to learn. I decided to speak to people about what I believed and what I wanted to change. I know that if you don't speak out then nothing will ever change. Is there anything you notice around you that could be changed and made better? If so, can you tell people what you think needs to change?

### So, when speaking like a citizen...

- I think that... helps make our school...
- I think that we need to... because...
- I think everyone should... because...
- To make our school better, we could...
- To keep our classroom..., we could...



Speak to the adults who make decisions. You could share your ideas with your headteacher or business manager.

### Challenge: Campaign for change!

Look around your school or your classroom. What do you notice that makes your school a nice place to be? This might be artwork, play equipment, flowers or tidy spaces. What do you notice that could be improved? This might be having bins for rubbish, planting more flowers or putting things in the right place. Stand up in front of your class, small group or partner and tell them what you think.



Are you speaking at a volume so the people you are speaking to can hear you?



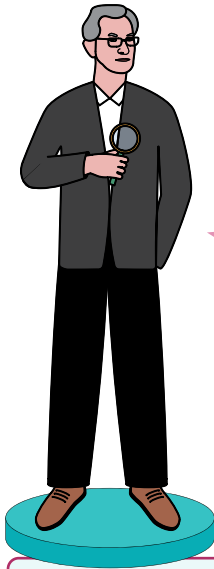
What key vocabulary will help you get across your ideas?



Is your idea something that people can do to make a positive change?



Can you practise saying your ideas so that you sound confident?



## Speaking like a historian...

Speaking  
like a  
Specialist

I am Simon Schama and I enjoy learning about what life was like in the past in different places. I love to learn about what people did, why things happened and how things have changed. To find out about the past, I look very closely at pictures, paintings, objects and pieces of writing. Like a detective, I try to find clues, think of ideas and then share them with other people. Can you look closely at something from the past and then describe it, say what you think about it and explain why you think that?

### Challenge: Analyse like a historian!

Look closely at an object, picture or painting from the past. You could even have a look round a gallery in a virtual museum such as

[www.britishmuseum.org/collection/galleries#virtual-galleries](http://www.britishmuseum.org/collection/galleries#virtual-galleries)

Have a group discussion about what you see and what you think it is, or what it is made from or used for.



Are you speaking at a good volume for small group discussion?



Can you use the word 'because' to explain your thinking?



Can you build on your friend's idea? You could say, "I agree with you...because..." or "I also think... because..."



Did anyone have similar ideas to you? Were you respectful of any ideas that were different from yours?

### So, when speaking like a historian...

- The ... is ... and ...
- I can see ...
- It feels ...
- I think it is made from... because...
- I think it is a ... because....
- I think it is used for... because...



Turn it into a game. Put out some artefacts. Choose one to analyse and see if others can guess the object you are talking about.



## Speaking like a mathematician...

Speaking  
like a  
Specialist

I am Katherine Johnson. I am a mathematician whose calculations led to the first American flights to space and the moon! I asked lots of questions because I wanted to know how things worked. I had to think carefully about many ideas and find what would work best. Then I had to explain my thinking with others and give reasons. Can you find something out and explain it clearly to other people?

### So, when speaking like a mathematician...

- I think that... because ...
- I know... because...
- This has... and...
- It is the same as...
- It is different because...
- This made me think that...
- I can prove I am right because...



Try talking in a traverse. Stand in two lines facing each other. Share your reasoning. One line moves down so you can speak to a different person.

### Challenge: Explain and reason like a mathematician!

Using an 'odd one out' activity is a great way to introduce discussion without a focus on a 'correct' answer. Choose one of the visual puzzles from this 'Which one doesn't belong?' activity found on [wodb.ca/shapes.html](http://wodb.ca/shapes.html). There are many ways of choosing one which doesn't belong!

Explain to your partner which one you think is the odd one out and why. Use the sentence stems to help reason. Can you convince them? Did they agree?



Can you give reasons to support your answer?



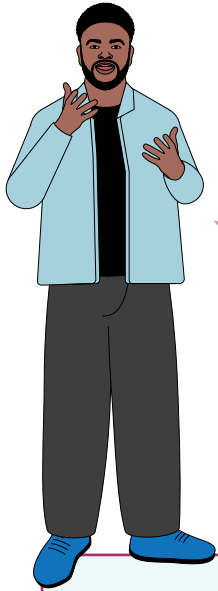
Are you speaking clearly?



Can you use technical vocabulary related to shape?



Can you listen and respond to your partner?



## Speaking like a performance poet...

Speaking  
like a  
Specialist

I am Casey Bailey. I use performance poetry to share stories and my message with audiences. I use my words, body language and facial expressions to guide the audience through the stories I tell in my poetry. I write and perform poetry to tell my story. Can you perform a poem to an audience and bring it to life with your body and voice?

### Challenge: Perform like a poet!

Choose a poem to perform. This might be a poem or a nursery rhyme you already know or learn a new one! Learn the poem. Practise reciting it, ready to share. Perform your poetry to an audience – this might be to a small group or your whole class. You might want to share your performance with your family.



Can you experiment with your voice? (*pace, pitch, volume*). Can you change your facial expression, gestures and body language to share your ideas? (*You might want to choose one of these to focus on*)



Are there any words you want to emphasise? How will you do this?



Do any of the words in your poem repeat or stand out? How will you say these each time?



How do you want your audience to feel?



Find a different audience. You could perform your poem to another class or year group.

### So, when speaking like a performance poet...

Watch examples of performance poetry and think carefully about these things:

- How does the poet change their voice? What gestures or actions do they use?
- Does the poet use any interesting words in their poem?
- What is the poem about? How do you know this?
- How did the poet's performance make you feel?

You can explore these elements of performance poetry further by using the following resource: Google 'Joseph Coelho how to perform poetry BBC' or use [this link](#).

## Speaking like an artist...



I am Frida Kahlo. I am a famous artist. I am most well known for my self-portraits. Lots of people describe my paintings as magical or fantasy. I draw whatever passes through my head. Lots of people talk about my paintings and their feelings about them. A big part of being an artist is looking at other artists' work and sharing your feelings about it. Have you seen any pieces of art that you really love? Can you share your feelings about it?

### So, when speaking like an artist...

- I notice... *(choose vocabulary to describe colours, the patterns, texture, shapes, lines)*
- The... is... and...
- I like...
- I dislike...
- In my opinion ...
- It reminds me of ...
- It makes me feel ...



Turn it into a game. Describe a piece of art and how you feel about it. Can your partner draw what you describe?

### Challenge: Speak like an artist!

Set up an art gallery in your classroom using your own pieces of art or use work of famous artists. Or you can visit a gallery virtually, for example The [Tate Modern](#) has online galleries. Choose your favourite piece of art. Look carefully at the piece of art. Work with a partner to share your ideas and opinions.



Can you respond to your partner by agreeing or disagreeing?



Are you choosing words that describe the art in detail?



Can you share your opinion clearly?



Can you relate your ideas to things you have seen before?



Are you facing your partner and looking at the art work together?

# Speaking like a Specialist

As you complete each challenge, reflect on the oracy skills you have used as a whole class.

In each box, you could add comments, quotes or photos to celebrate your achievements.

- What did you do well?
- What do you feel proud of?
- What new oracy skill have you learnt?

## Speaking like a sportsperson

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## Speaking like a mathematician

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## Speaking like an artist

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## Speaking like a citizen

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## Speaking like a scientist

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## Speaking like a historian

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## Speaking like a poet

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# Speaking like a Specialist

This certificate is presented to



for successfully completing  
Oracy October 2022

