

Great Oracy Exhibition 2025

Scaffolding talk - how much is too much?

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Voice 21



Introductions - an experiment

Get into pairs or small groups

Label yourselves A, B, C etc.

Take turns to introduce yourself starting with A.

Use the sentence stems:

Hi my name is...

I work for...

Today I've seen...



Listeners, use the following talk tactics and sentence stems to find out more.

Probe

Dig deeper, ask for evidence or justification of ideas



What did you find most interesting about..?

Build

Develop, add to or elaborate on an idea.



I also saw...and I thought...

What 3 words?

**Describe the characteristics of effective scaffolding
in 3 words.**

What is scaffolding?

“What the notion of scaffolding offers...is a way of conceptualising the process whereby one person facilitates the progress of another person, thereby reducing the scope for failure.”

Maybin et. al., 1992, p. 188

What scaffolds for oracy do you use in your school?

Scaffolds for oracy



What is the *intent* of Talk Tactics and sentence stems?

Scaffolds for oracy

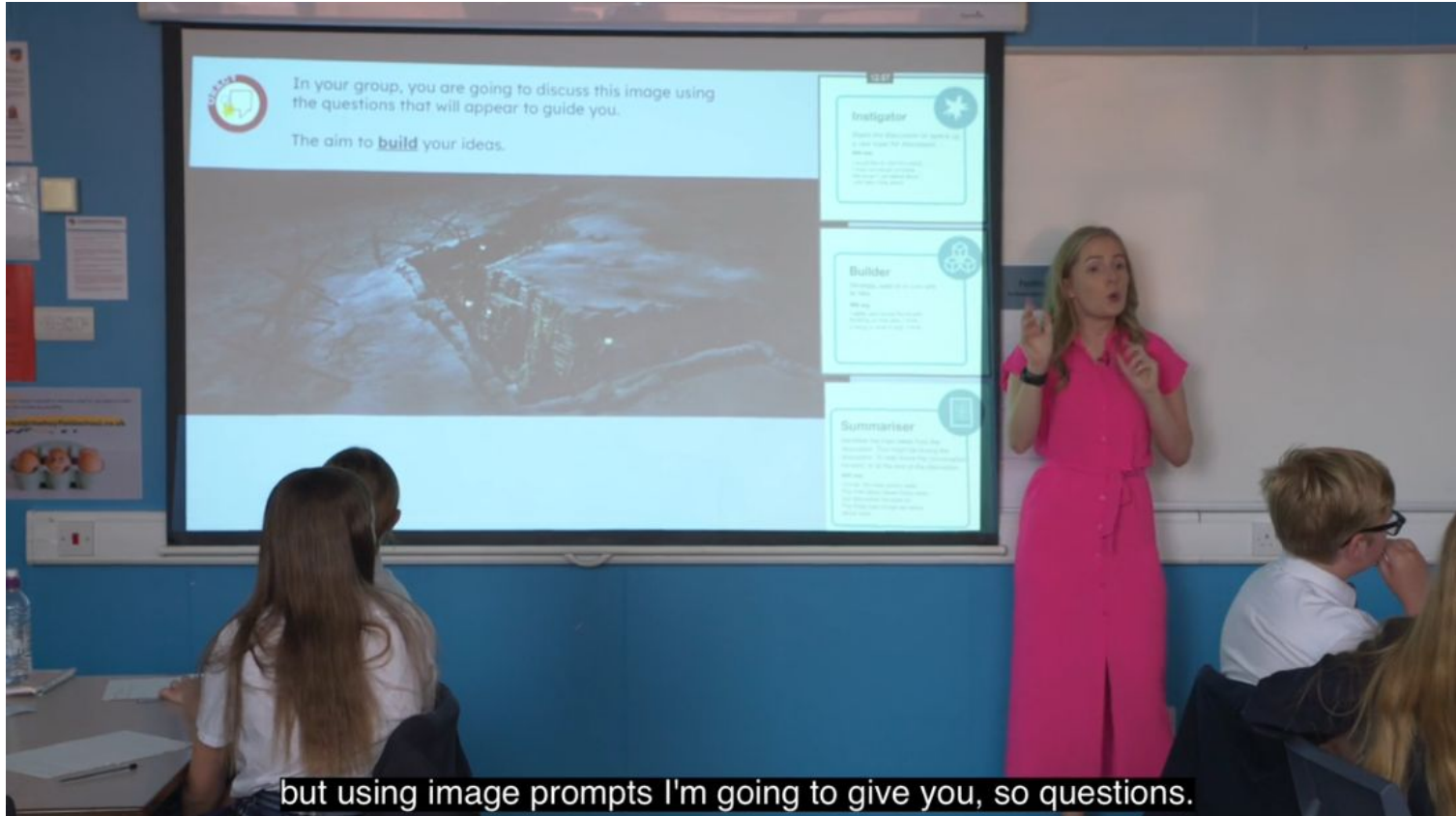
“[Sentence starters] can get in the way, blocking thought processes [...] and making students sound stilted and inauthentic”

McCallum, 2024



What have we learnt as part of
our research project
Inside Oracy Education?

Scaffolding oracy



In your group, you are going to discuss this image using the questions that will appear to guide you.

The aim to **build** your ideas.

Instigator

- What are the questions for people to ask when they discuss?
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Builder

- What are the questions for people to ask when they discuss?
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Summariser

- What are the questions for people to ask when they discuss?
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but using image prompts I'm going to give you, so questions.



How might you develop the use of scaffolding for oracy in your school?

“Where scaffolding scholars emphasise reducing degrees of freedom, dialogic teaching scholars stress the opening of a space of possibilities.

In our view, both need to happen - just like breathing in and breathing out. In this respect, scaffolding and dialogic teaching processes could be complementary.”

Bekker et. al., 2015, p. 1062