

Great Oracy Exhibition 2025

Inclusive Classrooms: why oracy matters for pupils with Developmental Language Disorder

Catherine Pass, Voice 21

Sue Marr, Moor House Research & Training Institute

Hilary Nicoll, Moor House Research & Training Institute



Developmental Language Disorder

Why are we talking about it?



Developmental Language Disorder

How confident are you?

1



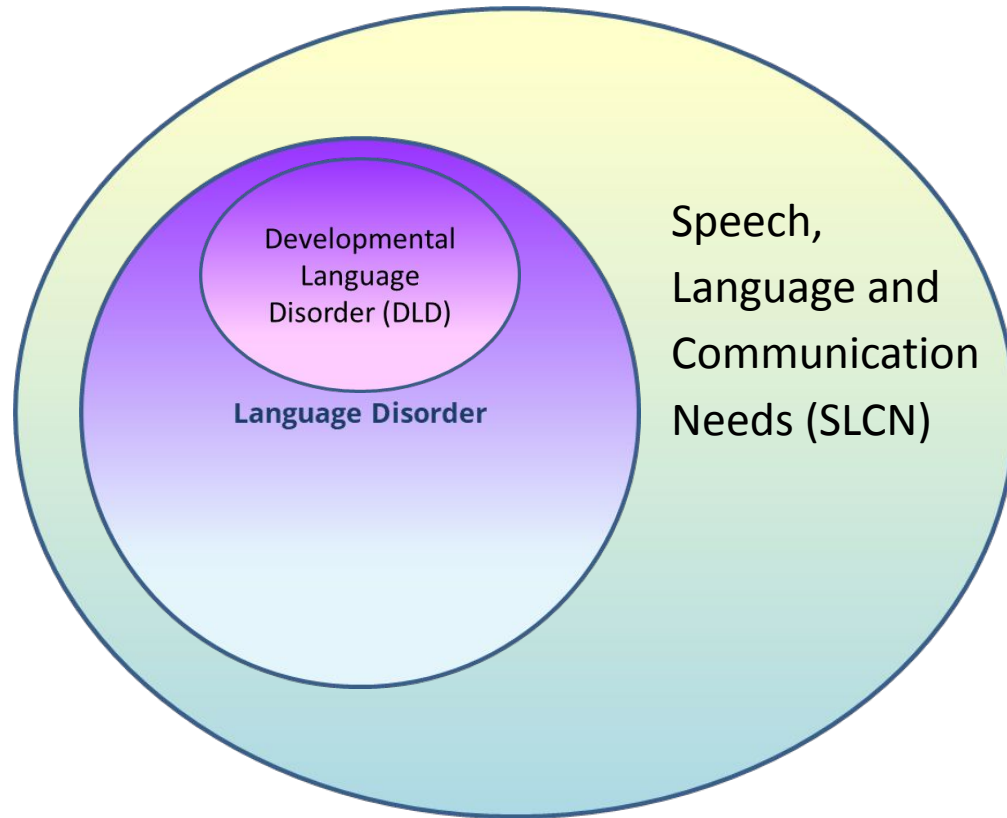
2



3



Why are we talking about oracy and DLD?



SLCN is the **most common** primary need amongst students with SEND

Long term impact if not identified and supported early

10% of students have **language disorder or impairment**

2 students in every **class of 30** have **DLD**

A High Quality Oracy Education for **every child**

What is DLD?

DLD is when a child/adult has **difficulties with talking and/or understanding language.**

These difficulties **impact on education and/or social interactions.**

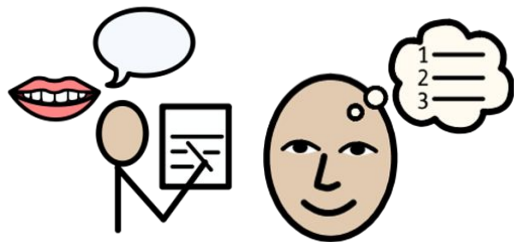
The difficulties exist **without another biomedical condition**, such as autism, **or intellectual disability.** A child with these conditions would be diagnosed with “a language disorder associated with X”.

Developmental Language Disorder

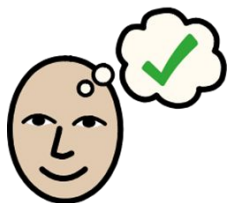
What does it mean to have DLD?



Processing Language



Following Instructions

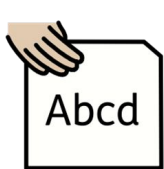


**Finish question four
please, then out your
book on my desk
and go out to play.**



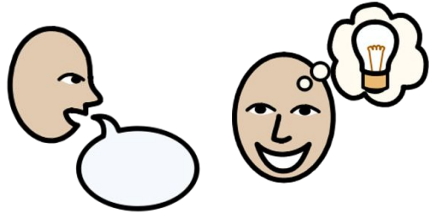
**Child with DLD goes
straight out to play**

Vocabulary



Leopard Bird

Expressing Ideas



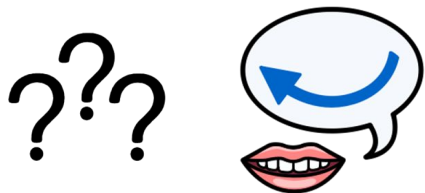
We had to make a...we had to draw
a...draw something and draw it in a...in
a...dunno how to say it
properly...like...something...something
like a copper, but it's called...and it's
aluminium and then we draw it with the
pencil and then we get a punch and a
hammer, then start digging it in that
outline...

Asking and Answering Questions



Adult: “New shoes? Who bought them for you?”

Child: “They are red.”



Developmental Language Disorder

What are the benefits of an oracy rich classroom?



**A high quality oracy
education for every
child.**

**What about children
with DLD?**



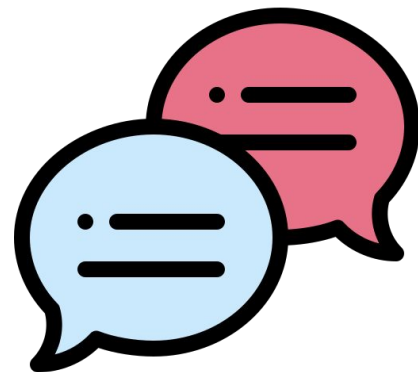
The benefits of oracy for those with DLD

Immersion in oral language rich environment

Hear language skills modelled by adults and peers

Explicit teaching of new linguistic, cognitive and social skills

Multiple opportunities for guided practice of new language skills



Improving long-term outcomes

- Literacy & Numeracy
- Mental Health
- Employment
- Decrease chances of offending or re-offending

Physical Strand



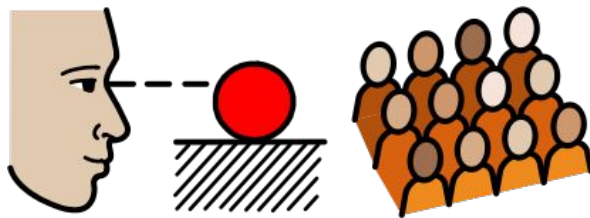
Making yourself heard, using your voice and body as an instrument.

Explicitly teach what **NVC** might look like in different scenarios. Modify your pace. Be overt in your **gestures and expressions**.



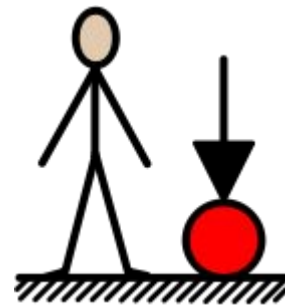
Smile

Look at your audience



**Hands down,
away from face**

**Stand up straight,
don't fidget**

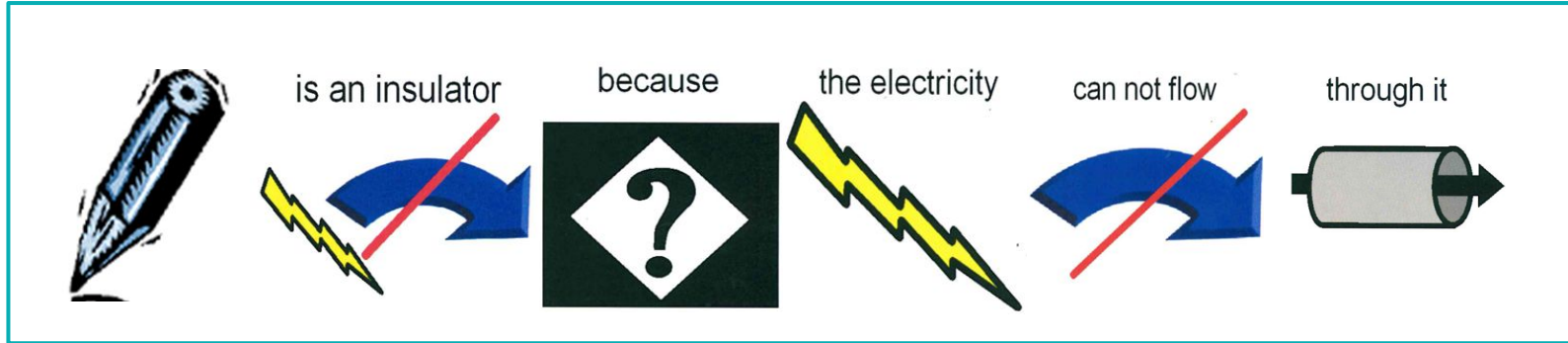
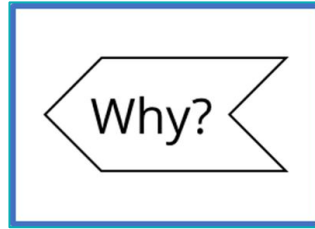


Linguistic Strand



Knowing which words and phrases to use, and using them.

Pre teach vocabulary. Prioritise or adapt words in a topic that can be generalised. Talk Tactics to scaffold. Model language.



Modelling the Language

“The pencil is an insulator because the electricity cannot flow through it.”

Cognitive Strand



The deliberate application of thought to what you're saying.

Make it visual. Processing time. Model and explicitly teach how to break tasks into logical, smaller steps. Repeat before rephrasing. Simplify your instructions.



Graphic Organisers for Narrative Types

Information Report Planner

Name 	
Looks like 	
Lives 	
Eats 	
Picture 	

Persuasion Planner

Main idea

Point 1

Point 2

Point 3

Conclusion

Story Planner

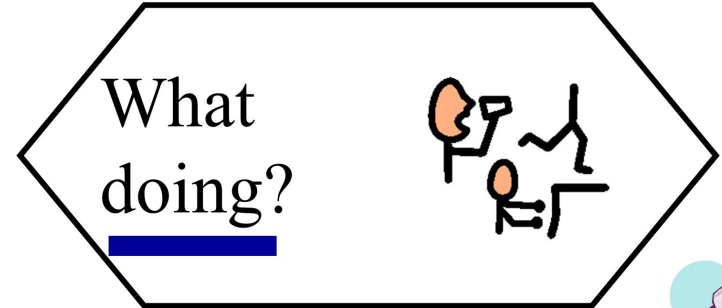
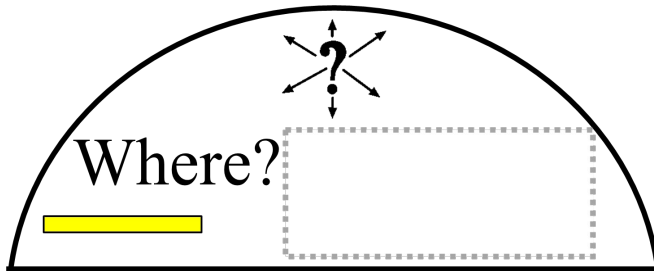
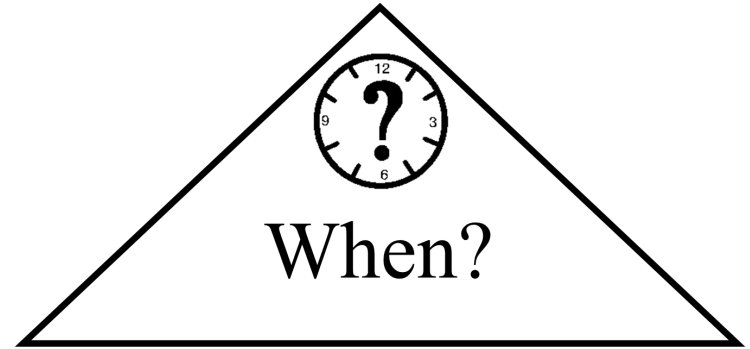
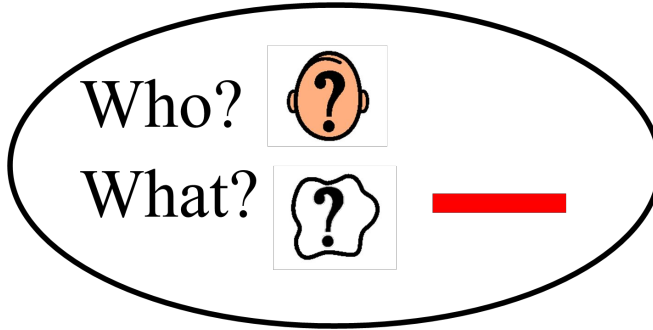
Title When, who, where, what doing 	
Take-off 	
Feelings 	
Plan 	
Event 	
Solution 	
Consequence 	

Social and Emotional Strand



Engaging with the people around you, knowing you have the right to speak.

Sentence structures for emotional language to support understanding self and others. Explicitly teach how to self advocate (eg **clarifying**, probing, asking for repetition)



The Oracy Compass

- A brand new tool to use with the Oracy Framework
- In each resource pack there are a range of bite size primary and secondary challenges.
- The challenges blend skills from the Oracy Framework strands linked to the context, audience and purpose of the talk.
- Use the challenges to teach to oracy skills and knowledge in and beyond the classroom.

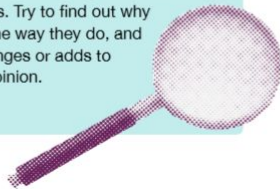
Challenge 3

TALK TO EXPLORE

Talking to explore an idea is something we do all the time, often without noticing! We might talk about a news story, share our feelings about something that happened at school, or work together to solve a problem. But really exploring means listening to other people's ideas, asking questions, and sometimes changing your mind. When you talk to explore, you don't need to be "right" – instead, you're building your understanding by hearing and thinking about different opinions.

THE CHALLENGE

Choose a question that people might have different opinions about – for example, "Which is the best sport?", "What's the best time of year?" or "What do you think of X show on TV?" Talk with a friend and explore each other's ideas. Try to find out why they think the way they do, and see if it changes or adds to your own opinion.



Use a kind and encouraging voice so that others feel comfortable sharing their opinions.



Use verbs like I think, I believe and I wonder to share your thoughts and reflections.



Listen respectfully, even if you don't agree.



Ask thoughtful questions to help you understand their perspective.

YOU COULD SAY...

"X, what do you think?"

"Tell me more about...to help me understand."

"Why do you think that?"

REFLECTION:

Could you tell if the person speaking felt comfortable to share their ideas with you? How?

What questions did you ask to understand your friend's opinion better?

Further resources and information

www.moorhouseinstitute.com

www.shapecoding.com

www.widget.com

www.thinkingtalking.co.uk/word-aware

www.blacksheeppress.co.uk



BLACK
SHEEP
PRESS



Get involved in **DLD Day!**
Friday 17th October



#DLDday. 17/10/25. RADLD.ORG



What will you do next?



- 1 reflection on something you've learnt
- 2 takeaway for your practice
- 3 takeaway to develop awareness and/or the practice of others