Great Oracy Exhibition 2025

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

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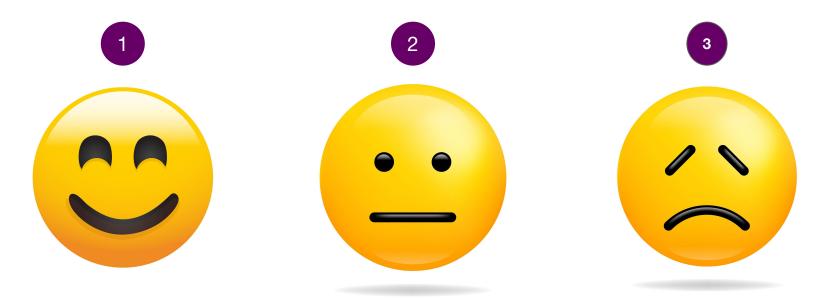
Developmental Language Disorder

Why are we talking about it?



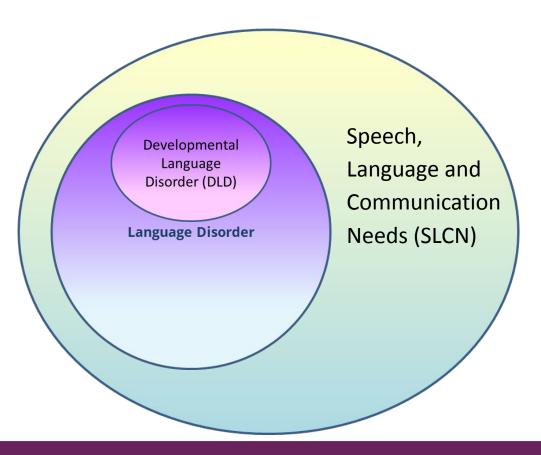
Developmental Language Disorder

How confident are you?





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".



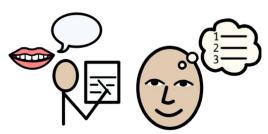
Developmental Language Disorder

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







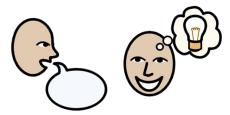


Leopard Bird



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





Child: "They are red."







Developmental Language Disorder

What are the benefits of an oracy rich classroom?



The role of oracy and inclusion

A high quality oracy education for every child.

What about children with DLD?





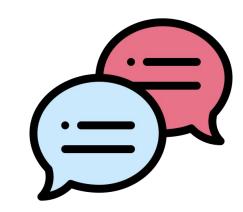
The benefits of oracy for those with DLD

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
- Employment

- Mental Health
- Decrease chances of offending or re-offending



The role of oracy in inclusive classrooms



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.

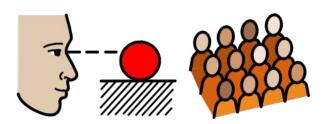






Smile

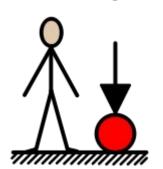
Look at your audience





Hands down, away from face

Stand up straight, don't fidget





The role of oracy in inclusive classrooms



Linguistic Strand

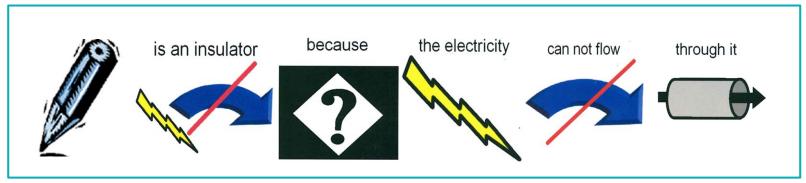
Knowing which words and phrases to use, and using them.

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."



The role of oracy in inclusive classrooms

Cognitive Strand



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

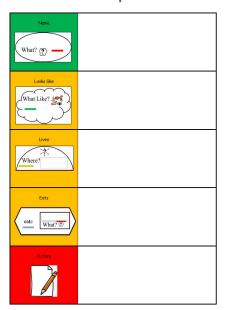
Make it visual. Processing time. Model and explicitly teach how to break tasks into logical, smaller steps. Repeat before rephrasing. Simplify your instructions.



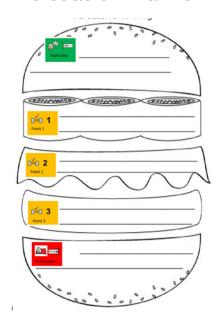


Graphic Organisers for Narrative Types

Information Report Planner



Persuasion Planner



Story Planner





The role of oracy in inclusive classrooms



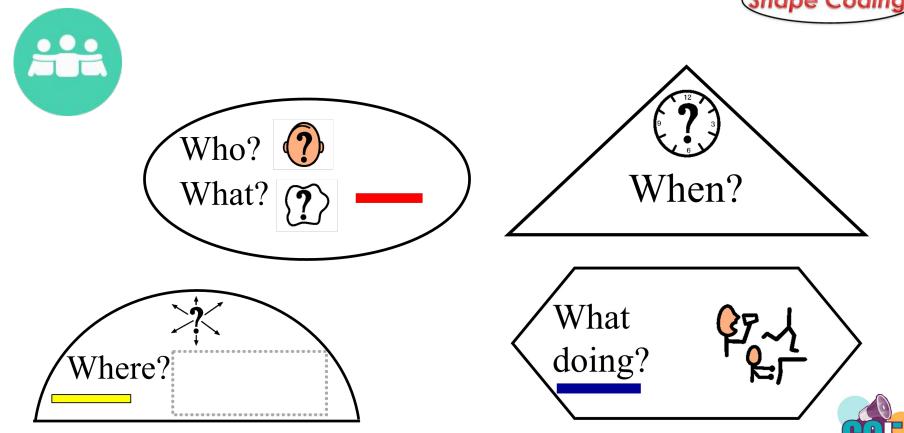


Engaging with the people around you, knowing you have the right to speak.

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.



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?



DEVELOPMENTAL LANGUAGE DISORDER



A COMMON FORM OF NEURODIVERSITY MOST PEOPLE HAVE NEVER HEARD OF

Developmental Language Disorder (DLD) is a common but often overlooked or misunderstood aspect of neurodiversity. DLD means a child may experience significant differences in how they use and/or understand language. It's estimated that around two children in every classroom have DLD.1 These differences can influence literacy, learning, friendships, and emotional wellbeing.

With the right understanding and support, children with DLD can thrive and fully participate in school and social life, However, DLD is often unrecognised or misunderstood, which can make it harder for children to access the support they need.

CHILDREN WITH DLD MAY EXPERIENCE DIFFERENCES IN:

- Paying attention and listening to others
- Following instructions
- · Answering questions and putting words in the right order
- Learning new words and remembering words they already know
- · Learning to read and write²

 Using communication successfully to build friendships and keep up in a conversation

These experiences can overlap with other neurodevelopmental differences such as dyslexia or autism which sometimes leads to DLD being misidentified. Some children may also mask their differences, which can be mistaken for behaviour challenges, inattentiveness, shyness, or other types of difference and special educational needs (SEN).

ORACY AND DLD

Classroom talk and taking part in conversations is important for children with DLD. A focus on gracy can support learning through explicit teaching, modelling and opportunities to practice aspects of oracy, for example how to engage in discussion, use key vocabulary, ask and answer questions, and use language for different purposes.

TO SUPPORT CHILDREN WITH DLD, CONSIDER:

- · Providing extra time to process information and instructions
- · Repeating key points and using visual supports as scaffolds
- · Adapting your own language: simplify sentences, slow your speech and use clear, literal languages
- · Creating a positive culture of classroom talk: encourage contributions, use supportive feedback and give specific praise to build confidence and participation

WHAT IS DLD DAY?

DLD Day is an international awareness day led by RADLD (Raising Awareness of Developmental Language Disorder). This year, DLD Day is on Friday 17th October. It's a great opportunity to increase understanding, spark conversations and take practical steps to support children with DLD.

Visit radld.org

WHAT CAN YOU DO NOW?

Use DLD Day as a springboard to make a difference in your classroom and school:



- · Spread the word Share what you've learned about DLD with a colleague or your team.
- · Learn more Explore resources on DLD through the RADLD or NAPLIC websites, then try the RADLD DLD Quiz to test your knowledge.



- Reflect on your class - Consider whether any students might be showing signs of DLD and consider how you could better support them. Raise any reflections with your SENDCO.

CONTINUE THE CONVERSATION

To deepen your understanding and connect with others:

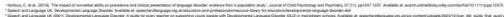
- · Join NAPLIC Peer Support Network groups - Engage with teachers and professionals sharing experiences and strategies. Visit www.naplic.org.uk/events/
- Become a NAPLIC member Access resources, professional development, and a supportive community of educators focused on DLD. Visit www.naplic.org.uk/membership/



OCTOBER







Moor House Research and Training Institute. Could it be Language? Noy strategies to support language disorders in the classroom. Available at www.moorhouseschool.co.uk* districts*(New Assert*) 1257794-2594CEFSDDSC09A91709C.pdf



Further resources and information

www.moorhouseinstitute.com
www.shapecoding.com
www.widget.com
www.thinkingtalking.co.uk/word-aware
www.blacksheeppress.co.uk















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





What will you do next?



1 reflection on something you've learnt

1 takeaway for your practice

1 takeaway to develop awareness and/or the practice of others

