

Great Oracy Exhibition 2025

Using Disciplinary Oracy to Open Doors for Disadvantaged Pupils

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Heading

Subheading

Text Body

Guidance:

- All font should be minimum size 16
- Video's should be embedded and provided as separate files



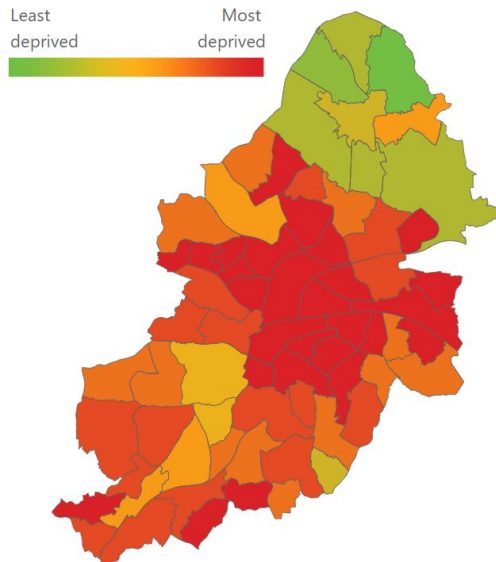


Background of Parkfield

- Purpose- raise aspirations for disadvantaged pupils
- 680 children on roll
- 75% EAL
- 26 languages spoken

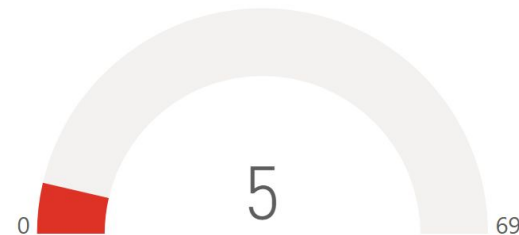
Map of Birmingham

Deprivation Decile



Alum Rock's rank out of 69

Where 1 is most deprived and 69 is the least



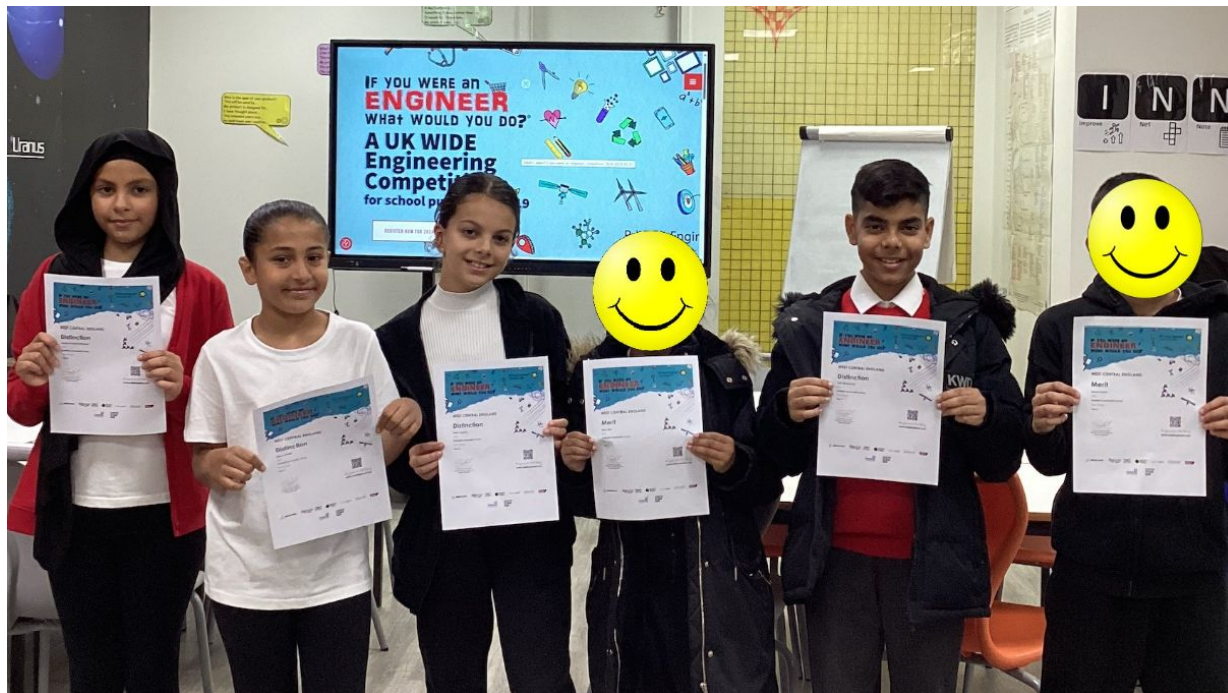
Alum Rock's decile score out of 10

Where 1 is 10% Most Deprived Nationally

























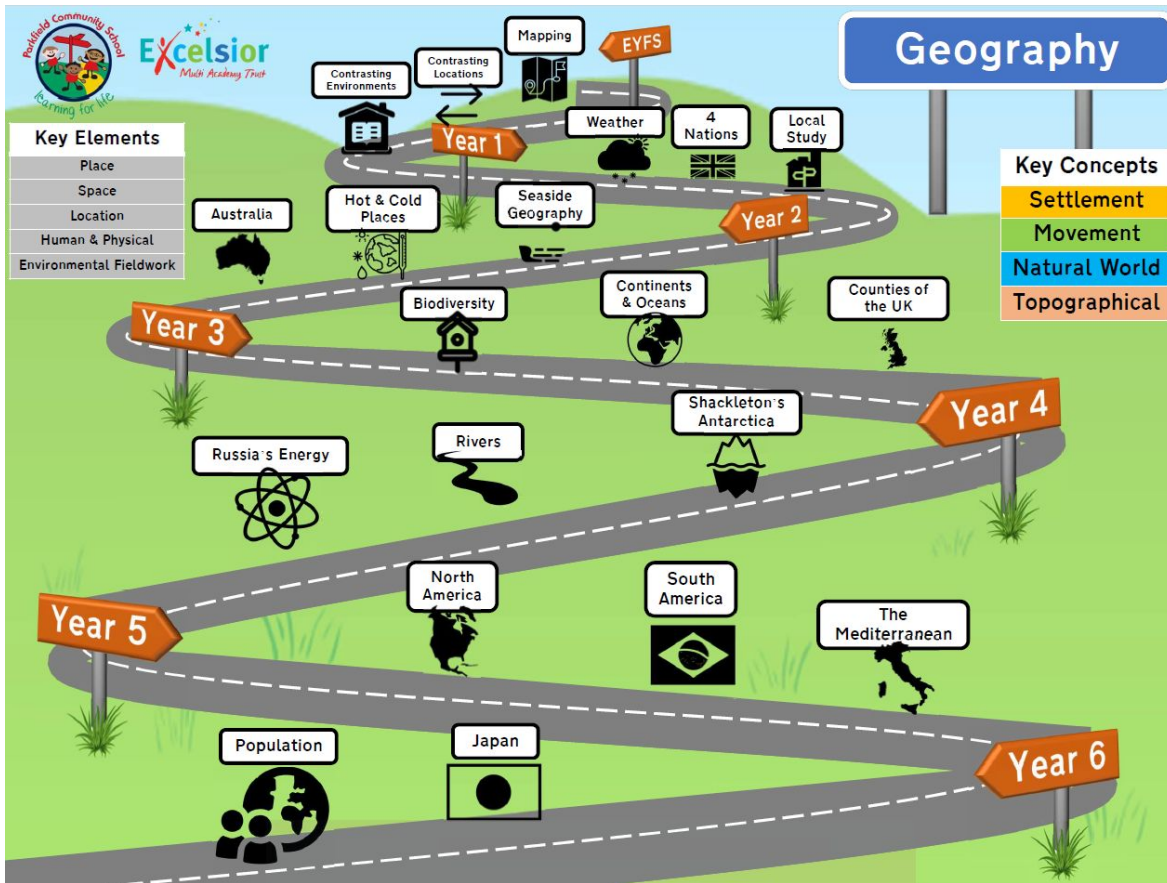




Curriculum Design

Key principles of our curriculum:

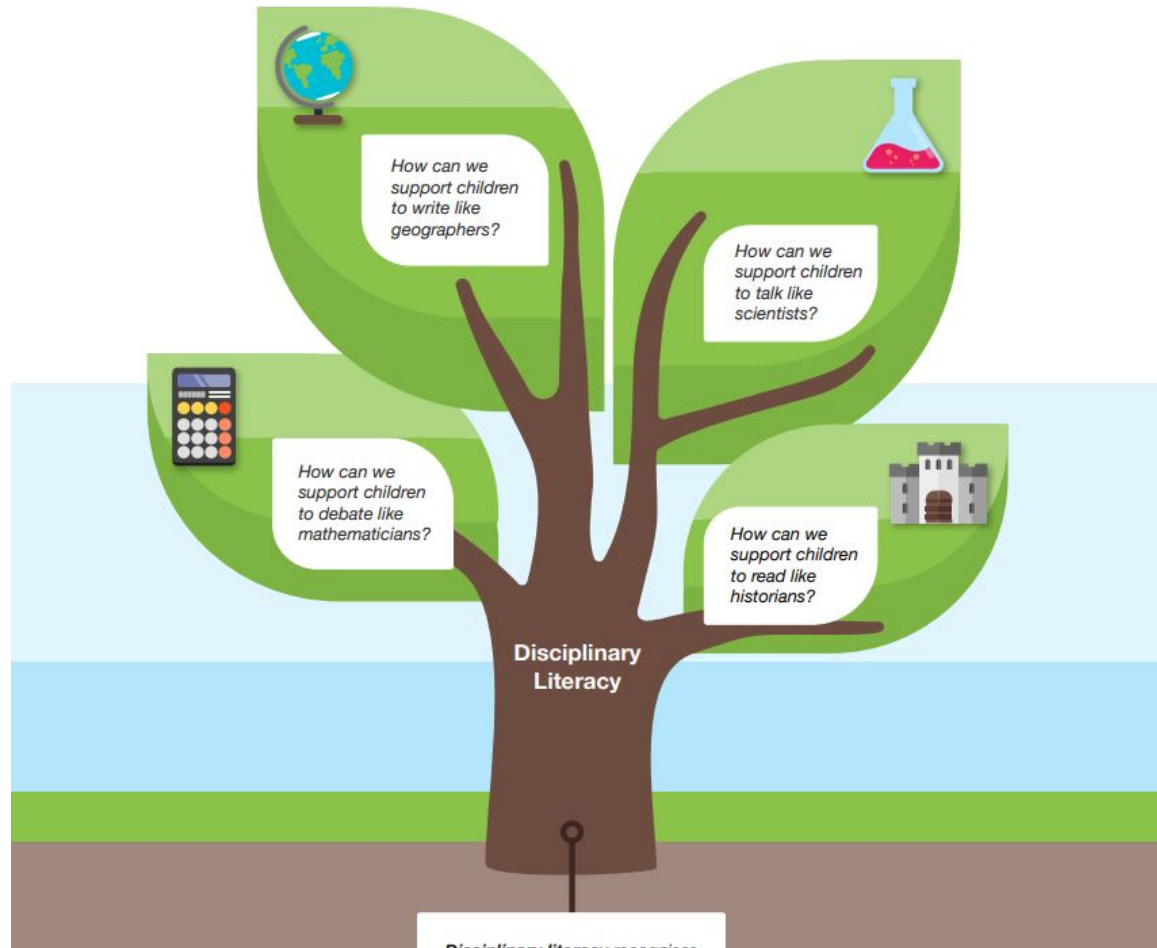
- Our curriculum aims to produce articulate, confident, well-rounded individuals, who show tolerance and respect for other's beliefs and values.
- It instils the requisite knowledge, skills and cultural capital, in our pupils, so they can question and engage with the world; to express their personal opinions and to achieve their potential in the next stage of their education.
- It is a broad and balanced curriculum with the needs and aspirations of our community at its heart.



Progression of Skills & Knowledge: Geography

Substantive Knowledge
Declarative Knowledge
Locational - the local area, the UK, the world
Place - comparisons
Human - settlements and land use, economics, trade & resources
Physical - weather & climate, other physical features and processes

Disciplinary Knowledge	
Procedural Knowledge	Geographical Enquiry
Geographical Skills & Fieldwork World maps UK maps Local/regional maps and other secondary data sources Local fieldwork	Asking and Answering Questions Collecting and Interpreting Analysing and Communicating Evaluating and Debating



- ‘Disciplinary oracy’ is the recognition that what it means to use oracy skills effectively varies between disciplines (Moorghen, 2023). The oracy skills we use, teach and value in the science classroom differ to those used, taught and valued in the history classroom (Moorghen, 2025)
- Disciplinary oracy is inextricably linked with students’ sense of confidence and agency over their academic performance. It makes explicit, through talk, the logics of the discipline. As a result, students are better able to evaluate their own performance, and less reliant on external validation. In their words: “It helps me understand what to do and how to learn without being stuck” (Year 5 student) (Moorghen, 2025)

Talk task

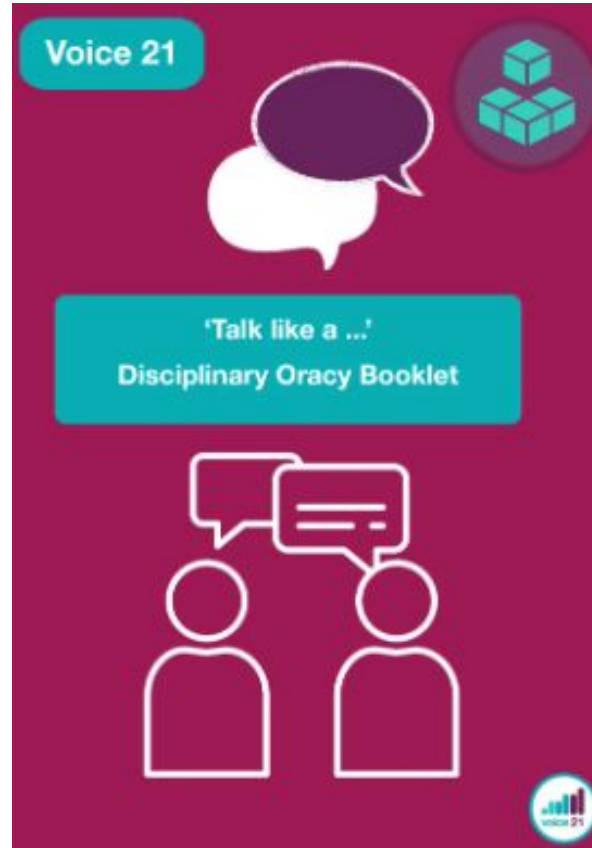
What is unique about your subject discipline in terms of reading, writing, speaking and listening? What is common with other subject disciplines?

How do members of this subject discipline use language on a daily basis?

Are there any typical literacy misconceptions held by students, for example, how to write an effective science report?

Are there words and phrases used typically, or uniquely, in the subject discipline?

Voice 21 Guidance



Oracy in the National Curriculum

Art	Critical thinking, exploring ideas, evaluation and analysis
Computing	Analyse problems and evaluate
DT	Critique, evaluate, understand and apply principles
Geography	Collect, analyse and communicate data, interpret sources, communicate information
History	Understanding of abstract terms, use concepts to make connections, draw contrasts, analyse trends, frame questions and create accounts, use evidence to make claims, discern how contrasting interpretations & arguments have been made
Maths	Reason mathematically, vocabulary, justification, argument, proof, presenting thinking
Music	Review & evaluate, explore creation, production and communication
Science	Rational explanation, prediction & analysis, vocabulary, presenting thinking
PE	Engage in healthy competition
RE	Provoke challenging questions, explore beliefs, examine issues, build sense of identity and belonging, develop respect for others.



Talk like a Historian



- ... and ... are similar because...
- ... and ... are different because...
- ... has...happened/ changed because ...



Talk like a Historian



- ... and ... are different because...and...
- I believe it is the same, due to...
- It is significant because...
- This source is reliable because...
- How do the sources suggest...?



Talk like a Historian



- The most significant reason was...
- I believe the most important factor was...
- This is similar to...
- During this time, ... remained the same / different, therefore....
- In my opinion, ...has stayed the same. I know this because...
- The impact of this event on us now is...



Talk like a Historian

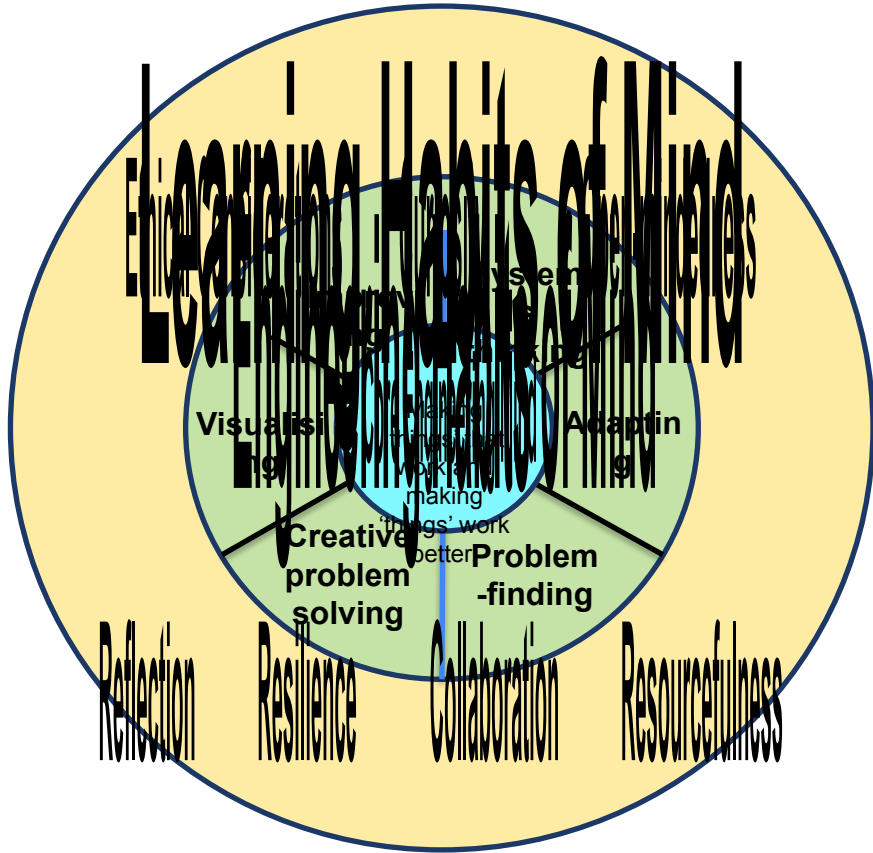


- Based on..., I conclude that...
- The text stated..., from this we can infer that...
- There is evidence to suggest that...
- The most significant effect of... was...
- A further key event was...
- This demonstrates continuity because....
- To some extent, the event of... caused...
- It is important to understand how concepts/ ideas change over time...



Disciplinary oracy sentence stem progression for geography:

	EYFS & Year 1	Year 2	Year 3 & 4	Year 5 & 6
Talk like a Geographer Collect, analyse and communicate data, interpret sources, communicate information	• They are similar because... • They are different because... • How has...changed?	• I know that... because I have observed... • I believe there is a pattern of... • A sustainable solution would be... • An economic problem would be... • Environmentally, the project is a bad idea because... • How has this influenced this culture?	• The primary impacts of the disaster were... • The social impact of... was.... • To ensure that we help countries develop... • The development of a country can be measured by... • The main advantages / disadvantages are... • To move away from an unsustainable future... • How has this event impacted globally?	• I have considered the viewpoints, and am confident that... • From the evidence/ data, you can infer that... • It is thought that the main cause of... was... and ... • By looking at the national / local impacts, I can conclude... • It is clear that the following factors have contributed to... • The effect on the infrastructure is... • Why is it important to understand traditional/ modern concepts over time?



Engineering Habits of Mind

Systems thinking

Seeing whole systems and parts and how they connect, pattern-sniffing, recognising interdependencies, synthesising

Problem-finding

Clarifying needs, checking existing solutions, investigating contexts, verifying

Visualising

Being able to move from abstract to concrete, manipulating materials, mental rehearsal of physical space and of practical design solutions

Improving

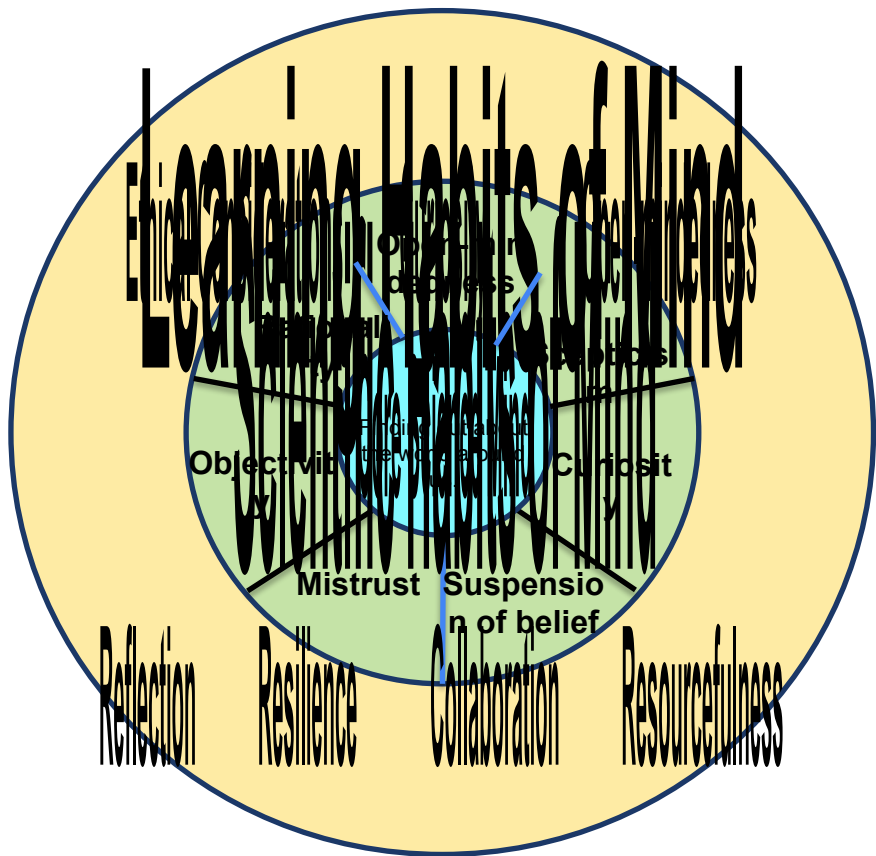
Restlessly trying to make things better by experimenting, designing, sketching, guessing, conjecturing, thought-experimenting, prototyping

Creative Problem-solving

Applying techniques from different traditions, generating ideas and solutions with others, generous but rigorous critiquing, seeing engineering as a 'team sport'

Adaptability

Testing, analysing, rejecting, rethinking, changing both in a physical sense and mentally



Science Habits of Mind

Open-mindedness

Being receptive to new ideas, prepared to consider the possibility that something is true and willing to change ideas in the light of evidence.

Scepticism

Using critical questioning, adopting a critical appraisal approach, only according provisional status to claims until proven otherwise.

Rationality

Appealing to good reason and logical arguments as well as a need to revise arguments in the light of evidence and argument.

Objectivity

Adhering to accepted modes of inquiry in different disciplines and recognising the need to reduce the idiosyncratic contributions of the investigator to a minimum and always look for peer scrutiny and replication of findings.

Mistrust of arguments from authority

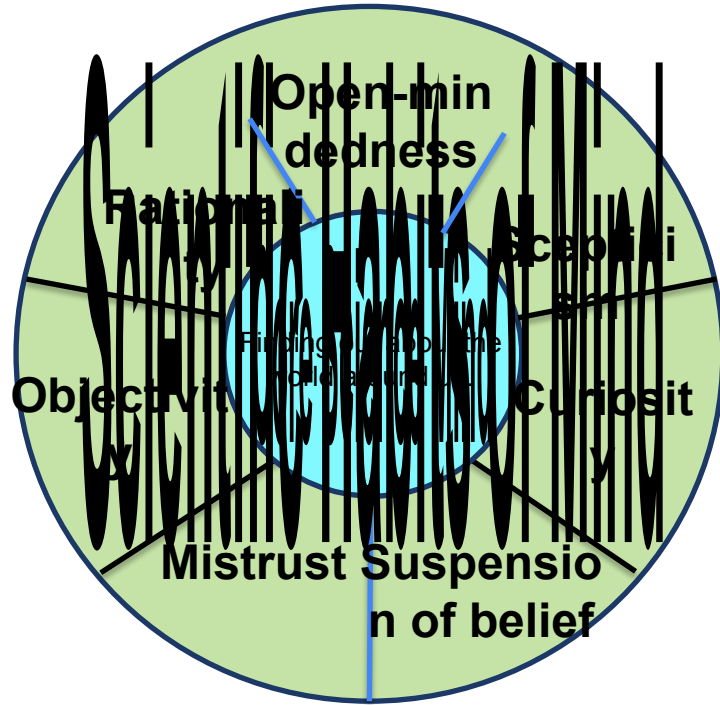
Treating arguments sceptically irrespective of the status of the originator.

Suspension of belief

Not making immediate judgements if evidence is insufficient.

Curiosity

Demonstrating a desire to learn, inquisitiveness and a passion for discovery.



Talk like a Scientist



- Can we prove that...?
- In conclusion, I have found that...
- I would like to prove / disprove...
- Perhaps the reason is ...
- Based on the evidence I have been presented with, I conclude...
- Taking everything into account...
- Having pondered...
- Given this, it is likely that...
- If we accept this hypothesis, what else will be true?

Excelsior
Multi-Agency Trust

Summary

- Disciplinary oracy is vital to embed children's disciplinary skills across the curriculum.
- Work to embed disciplinary skills must go beyond the surface level: children must understand the characteristics of different disciplines, not just use sentence stems.
- Children and staff must have a solid understanding of habits of mind and how these overlap across disciplines to have a truly cohesive curriculum.
- Curriculum documents must reflect progression of disciplinary skills, as well as habits of mind.

Future of Disciplinary Oracy

