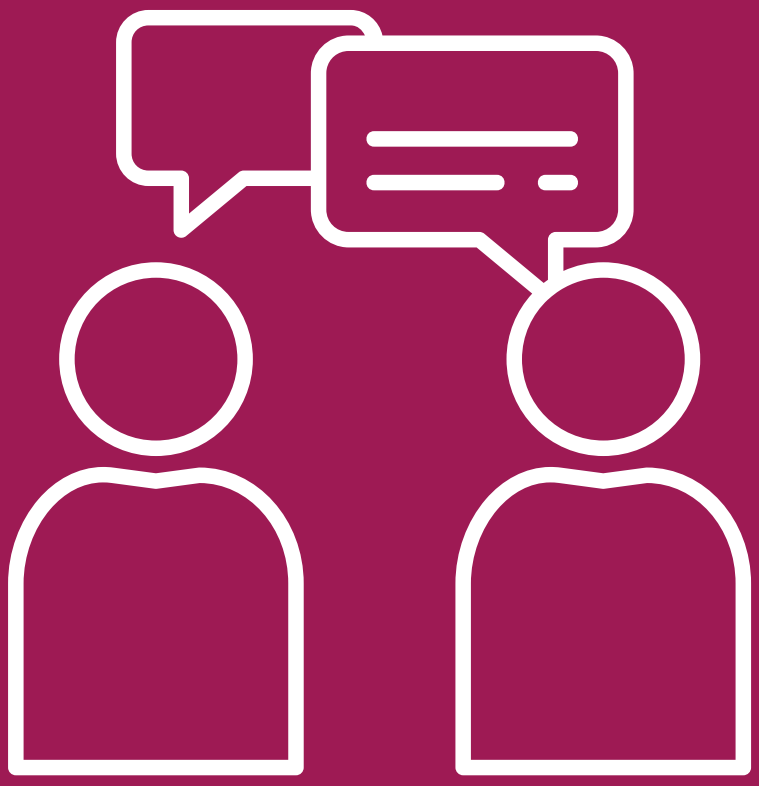
Voice 21

# ‘Talking like a ...’
# Functional Language Booklet



# Contents page

This resource shows how our language shifts depending on the subject area. The sentence stems provide and initial framework for talk and can be easily adapted to be even more specific to the exact lesson. They enable students to reflect on their own talk and that of their peers through a subject specific lens.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# Oracy Framework Skills

Make sure you consider the Oracy Framework when feeding back to students..

- Body language
  - Gesture and posture
  - Facial expression and eye contact
- Voice
  - Fluency and pace of speech
  - Tonal variation
  - Clarity of pronunciation
  - Voice projections

- Rhetorical techniques
  - Metaphors, humour, irony, mimicry
- Vocabulary
  - Appropriate vocabulary choice
- Language
  - Register
  - Grammar

- Self regulation
  - Maintaining focus
  - Time management
- Reasoning
  - Giving reasons to support views
  - Critically examining ideas and views
- Content
  - Convey meaning and intention
  - Building on the views of others
- Structure
  - Organisation
- Clarifying and summarising
  - Asking questions
  - Summarising

- Confidence in speaking
  - Self-assurance
  - Liveliness and flair
- Audience awareness
  - Taking account of the understanding of the audience
- Working with others
  - Managing interactions
  - Turn taking
- Listening and responding
  - Listening actively and responding appropriately

# Sentence stems for giving feedback

Praise: What have they done well?

Be specific
Give an example
Why was it good?

- Because you have...
- Your work has had the effect of...
- You have improved how...
- I notice how you...
- This means that...

- When you... it made me....
- Your use of... in order to..
- I enjoyed the part where...
- The part where you... has the effect of...

Enhance: What do they need to improve?

Be specific
Give an example
Why will it enhance their learning?

**Checking for understanding**

- Why did you choose to...?
- Can you explain how...?
- Prove to me how you came to this conclusion by using...
- What effect did.. have on...

**Reshaping and extending learning**

- I've noticed you haven't...
- Can you prove...?
- Could you have included?
- Where else could you use... in your learning?
- In order to imporve your learning, you need to...

Respond: Show that you understand

Read what you could have done better
Correct the mistake
Show how you understand

- Thank you, I agree that... because...
- I can see why you've said that...
- I actually disagree with you because...
- I have now... the effect this had is...

- Now that I've had time to reflect...
- I agree with your comment that... because...
- Now that you've pointed it out...
- You've helped me to understand...

# Tiered vocabulary wall:

## A way to organise words

Tiered Vocabulary Walls are a great way to organise words and increase the amount of Tier 2 and Tier 3 words which students hear and use themselves. Tier 2 and Tier 3 words make the most impact on students' vocabularies and therefore their learning and need to be directly taught in order for them to be understood and used.

| | |
|---|---|
| **Tier 3** | **Subject specific words:**<br><br>These are rare words that are heard within particular contexts or subject areas. These will need direct teaching, such as:<br><br>*estuary, alliteration, igneous...* |
| **Tier 2** | **Focus words:**<br><br>These will be common words that are found across subjects. These will need direct teaching, such as:<br><br>*contradict, circumstance, precede, retrospect...* |
| **Tier 1** | **Everyday words:**<br><br>These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as:<br><br>*warm, dog, tired, run, table, flower....* |

For example, Tiered Vocabulary for weather could look like:

**Tier 3**: barometer, isobar, celsius, tsunami
**Tier 2**: predict, forecast, breeze, shower, pressure
**Tier 1**: sun, cloud, rain, cold, warm, wind

## Talking like an Artist Sentence Stems

- I like...
- I dislike... because...
- *What else could improve this?*

- In my opinion...
- I know that... because I have observed...
- I believe there is a pattern of...
- I think this has developed by...
- *How does this technique make you feel?*

- I believe this technique is important because...
- Evidence suggests that the artist...
- Over time, the changes ensure that...
- The design element has meant that...
- The artists... and... are similar because...
- *How has this art influenced the modern world?*

- I believe that the design stage shows...
- I think the combination of media means that...
- Using the technique of... ensured that the piece was...
- Through working in this way, I have found that...
- This artist has influenced my designs by...
- This style is classically... as you can see from the...
- *Why is it important to understand traditional/modern concepts through time?*

## Talking like an Citizen Sentence Stems

- I liked / I disliked...
- I think that...
- I feel...

- I agree / disagree with your suggestion of...
- I felt the most inspired when...
- We worked together best as a team when we...
- We found it difficult when...
- During this activity, I felt... because

- I found the..., a particular struggle / strength...
- The strengths / weaknesses of our work were...
- An advantage / disadvantage of this work was...
- To improve your mood, I would suggest...
- I feel the emotion of..., because.... impacted on me positively / negatively.
- Working in teams has meant that...
- Overall, I think that...has led...to respond in this way

- Personally, I found this activity..., therefore...
- Mentally, I found this activity the most demanding, as...
- After careful evaluation, I now feel that... would make the most difference.
- I have considered both sides of the argument and have concluded...
- Although I respect your opinions, I personally believe that...
- Collaboratively, we felt that...
- The impact of this activity has made me feel..., which has surprised me, as...

## Talking like a Computer Scientist
## Sentence Stems

- I liked / I disliked...
- I think that...
- I made this model because...

- The purpose of my product is ...
- In my opinion, I feel that I can improve this by...
- I believe this programme is (good / bad) because ....
- I found the process / skill of ... the most challenging because...

- Based on my design criteria, I believe ...
- I believe this was ambitious because...
- You could improve this product by...maybe you could try...
- I used the process / skill of .... because ...
- I can transfer the skill of... to ...
- The problems I faced were.... I overcame these by...
- I believe the strengths / weaknesses are evident in the...

- Based on the design brief I have been presented with....
- In my opinion, the success of this product was... However, ...
- Possible improvements may include...
- This product has met / has not met the brief because ...
- Alternatively, I believe the product would be more suited to...
- I have come to the conclusion that...
- The evidence / facts lead to...
- The computer aided design helped me to...
- To create my product, it was essential to understand...
- When I began to critique my product, I found that...
- The functional properties, which I am proud of, are...

## Talking like a Designer
## Sentence Stems

- I made this model because...
- I like / dislike this because...
- I think I can make this better by...

- The purpose of my product is ...
- In my opinion, I feel that I can improve this by...
- I believe this product is (good / bad) because ....
- I found the process / skill of ... the most challenging, because...

- Based on my design criteria, I believe ...
- I believe this was ambitious because...
- You could improve this product by...maybe you could try...
- I used the process / skill of .... because ...
- I can transfer the skill of... to ...
- The problems I faced were.... I overcame these by...

- Based on the design brief I have been presented with....
- Possible improvements may include...
- This product has met / has not met the brief because ...
- Alternatively, I believe the product would be more suited to...
- I have come to the conclusion that...
- The evidence / facts leads to...
- I deduce / deduct...
- When I disassembled...., I learnt that...
- The computer aided design helped me to...
- To create my product, it was essential to understand...
- When I began to critique my product, I found that...
- The functional properties which I am proud of, are...

## Talking like a Geographer
## Sentence Stems

- It is similar because...
- It is 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 poverty cycle means that...
- The main advantages / disadvantages are...
- To move away from an unsustainable future...
- *How has this event impacted globally?*

- I have considered the viewpoints, yet I am confident that...
- If you read the statistics, 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 through time?*

## Talking like a Historian
## Sentence Stems

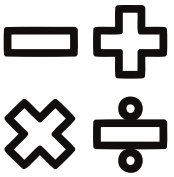
- It is similar because...
- It is different because...
- *Why has...changed?*

- It is different because...and...
- I believe it is the same, due to....
- It is important because...
- I agree / disagree with this source, because...
- *How do the sources suggest...?*

- The most likely reason was...
- I believe the most important factor is...
- This reminds me of...
- During this time, .... remained the same / different, therefore....
- In my opinion, ...has stayed the same due to the evidence of...
- *How has this event impacts on us now?*

- Based on..., I conclude that...
- The text stated..., which is why I think that...
- I can infer that.... because I know 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...
- *Why is it important to understand traditional / modern concepts through time?*

## Talking like a Mathematician
## Sentence Stems



- It is the same / different...
- This reminds me of...
- I can prove I'm right because
- We must remember...because
- There is one more/one less...

- My working out is the same / different than yours because...
- I can prove I am right because...
- Another strategy you can use is...
- I learnt the word...and it means...

- We know that... so... it can't be...
- A major difference between... and... is that...
- I agree because...
- My strategy works because...
- I can check my answers by...
- Next time, I will...

- I think the question means... so the answer means...
- I know that... Therefore, I would try out...
- I approached it methodically by...
- I was systematic... when...
- I looked at the whole problem and broke into these steps...
- So far, I have discovered that...
- The strategy I used was...
- I agree/disagree with...because...
- The solution makes sense because...
- I can visualise this problem by...
- I know my answer is reasonable because...
- The information needed to solve the problem is...
- When I used the inverse, I noticed...

## Talking like a Musician
## Sentence Stems

- I like / dislike..., because...
- I think this music is like...
- The music made me feel...

- In my opinion, this piece is... because...
- I know that... because I have listened carefully to the...
- I believe there is a strong emphasis on...
- I think this music has been developed with... in mind.
- *How does this technique make you feel?*

- I believe this musical technique is important, because...
- The musicality of this ensures that the listener...
- The most surprising thing about the music was...
- The planning of this musical piece has meant that...
- The musicians... and... are similar, because...
- The questions I have after listening to this piece are...
- *How has this music influenced the modern world?*

- I think the combination of media means that...
- This piece made me ask the following questions...
- The combination of music has concluded that...
- The music within this piece has enhanced the emotion, because...
- Using the technique of... ensured that the piece was...
- Through working in this way, I have found that...
- This articulation makes music more interesting by...
- This music has influenced me, by...
- This style is classically..., as you can see from the...
- *Why is it important to understand traditional/modern concepts through time?*

## Talking like a Scientist
## Sentence Stems

- It is...because...
- It will...because...
- How do you know (e.g. 'The porridge is hot')?

- I think this...because...
- I know this, so I think...
- This will happen because...
- *What do you think?*
- *What will happen if...?*

- I know that.... Therefore, I know that...
- Due to the fact that..., I know that...will happen.
- Maybe it's because...
- It is true that...
- Having analysed..., I believe that...
- I can prove how I know this because...

- 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?*

## Talking like a Sportsperson
## Sentence Stems

- I liked / I disliked...
- I think that...
- *Can I make a suggestion?*

- I agree / disagree with your suggestion of...
- I felt the most energetic movement was the...
- We worked together best as a team when we...
- We encountered difficulties when...
- During this activity, we noticed the following changes on our bodies...

- We composed our movements, by...
- The strengths / weaknesses of our work were...
- An advantage / disadvantage of this technique was...
- We believe the highest impact on our bodies came from...
- To improve your technique, I would suggest...
- I think your technique would be more efficient if you...

- Personally, I found this activity..., therefore...
- This movement contrasts with..., because...
- In comparison, I preferred this sports technique to..., due to...
- Physically, I found this movement the most demanding, as...
- After careful consideration, I have evaluated the effects on my body and these were...
- I found...the most successful / unsuccessful, because...

## Talking like a Theologian
## Sentence Stems

- I like / dislike...
- I wonder...

- Overall, I think that...
- I agree / disagree with...as...
- I wonder why...

- Some people believe that,
- This teaches others that...
- This has influenced others, by...
- From my own reflection,
- I have noticed that...
- It is a view that...
- Some people agree / disagree with this belief, because...
- This view is persuasive because...

- One interpretation of this text is...
- I think this means...
- The greatest effect of this is...
- One impact of this belief is...
- In contrast, it could be argued...
- Therefore, we can conclude that...
- One of the main effects of this is...
- It is possible that... results in...
- Ethically, this makes me feel...due to the...