

ORACY: 5
strategies to
support talk in
the classroom



BRYN TAWE

ENNILL LLWYR YW ENNILL IAITH

Ysgol Gyfun Bryn Tawe is a Welsh-medium secondary school for pupils between 11 and 18 years old. The school is situated in the north of Swansea and is maintained by Swansea local authority. Thirty point two per cent (30.2%) of pupils live in the 20% most disadvantaged areas in Wales.

Around 10% of pupils come from Welsh-speaking homes.

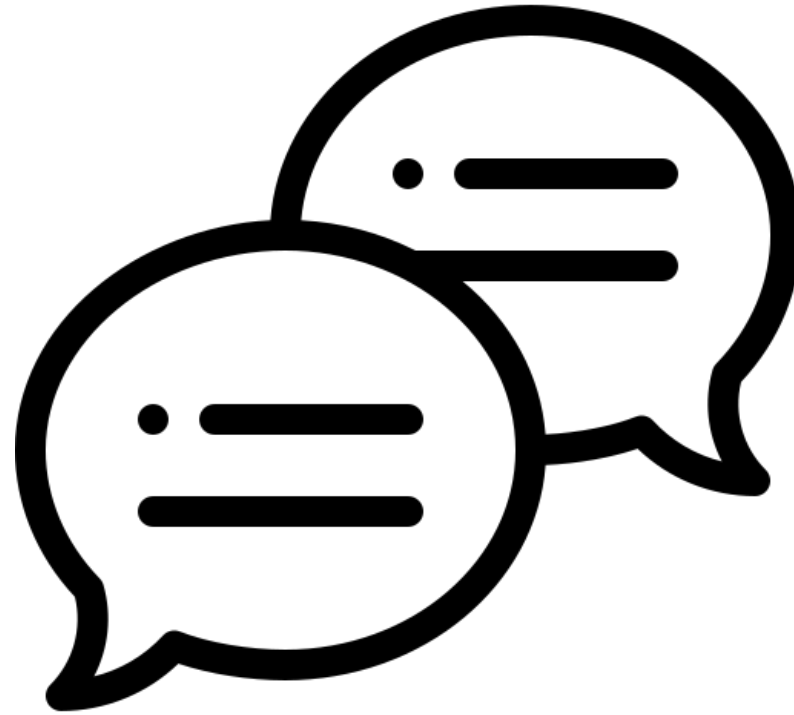
(ESTYN Report, 2019)



BRYN TAWE RESEARCH TEAM



1. Identify
2. Current scenario
3. Plan and prepare
4. Implement
5. Evaluate
6. Refine



WHY ORACY?

Why oracy?

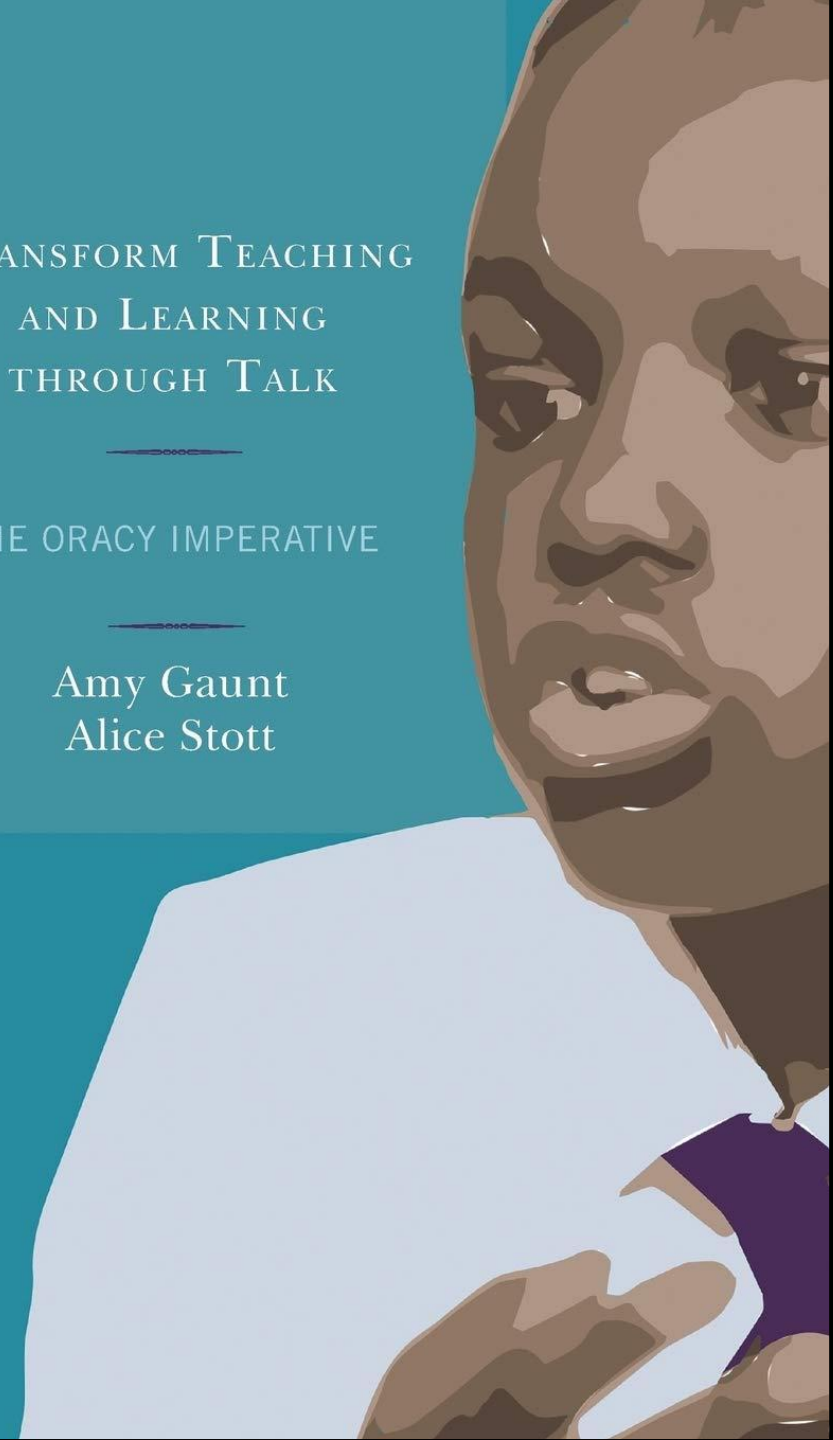
“While no one would ever question the need to teach a child to read, all too often it is assumed that speaking is a skill that doesn’t require teaching—instead, children should just “pick it up”. But not all children will”.

“By the age of five, 75% of British children who experienced poverty persistently throughout the early years are below average in language development, compared to 35% who never experienced poverty”.

TRANSFORM TEACHING
AND LEARNING
THROUGH TALK

THE ORACY IMPERATIVE

Amy Gaunt
Alice Stott



'The first step in embedding oracy into your classroom is accepting that it already happens - your students talk a lot, and you can leverage that'

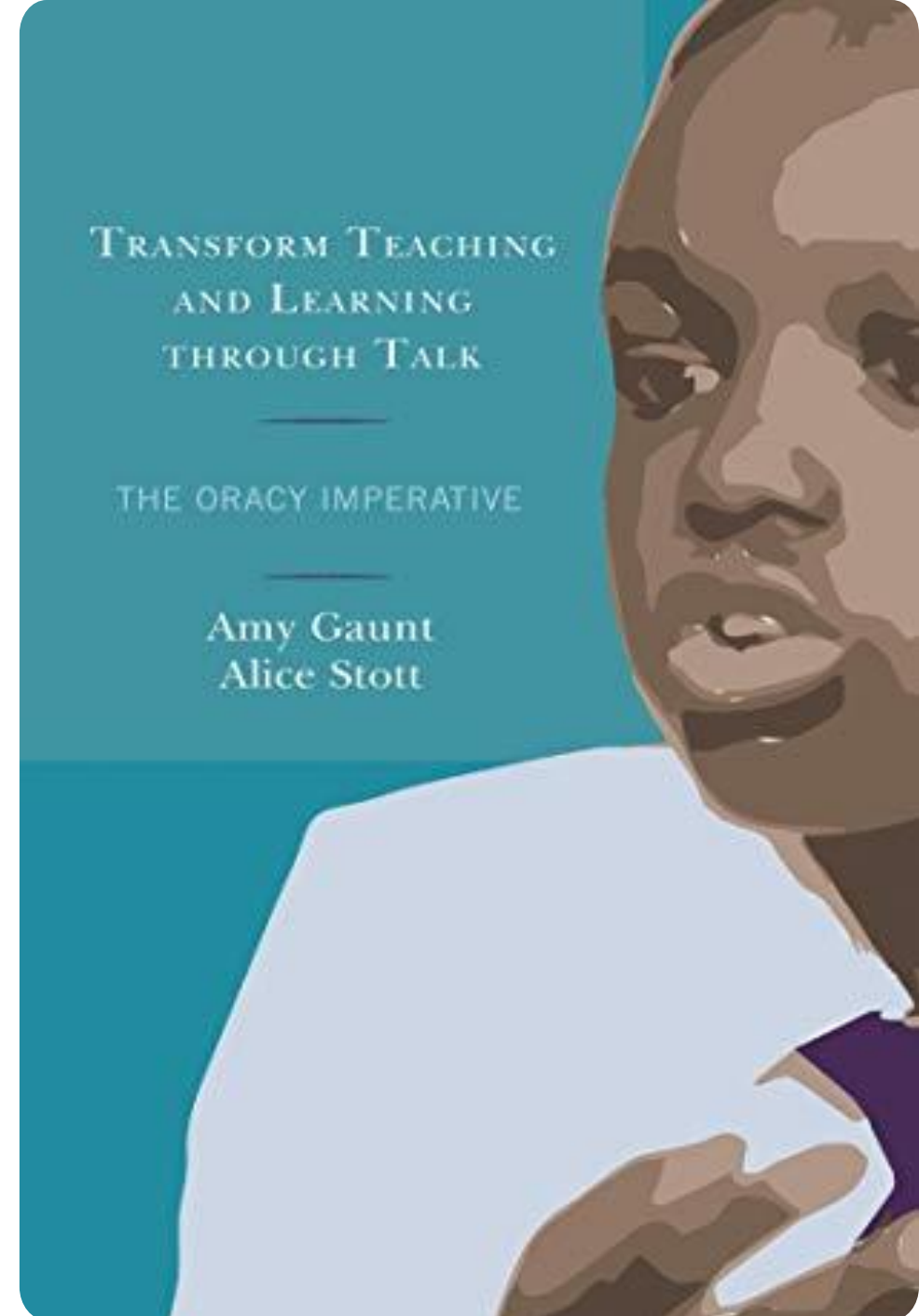
'You start from the idea that talking isn't an extra thing.....It's children discussing ideas with each other and coming up with their own conclusions. Talk supports thinking, and that means it supports learning.'

'Teaching oracy means putting more intention behind how you guide and organize your students' talk. When they gather for group work or discussions, give them talking guidelines, roles, and tools.'

TRANSFORM TEACHING
AND LEARNING
THROUGH TALK

THE ORACY IMPERATIVE

Amy Gaunt
Alice Stott



Oral language interventions

Very high impact for very low cost based on extensive evidence

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>

Implementation cost



Evidence strength



Impact (months)



[What is it?](#)

[Key findings](#)

[How effective is the approach?](#)

[Behind the average](#)

[Closing the disadvantage gap](#)

[How could you impleme](#) >

[Technical Appendix](#)

What is it?

Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.

Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion

Engaging in high-quality oracy practices during lessons **deepens understanding** and is linked with **improved test scores and exam grades** as well as **greater knowledge retention, vocabulary acquisition and reasoning skills**. The Education Endowment Foundation's (EEF) trials of oral language interventions in schools have demonstrated that pupils make approximately **five months additional progress** over a year, rising to six months for students from disadvantaged backgrounds.

DO YOU STILL NEED TO BE CONVINCED?



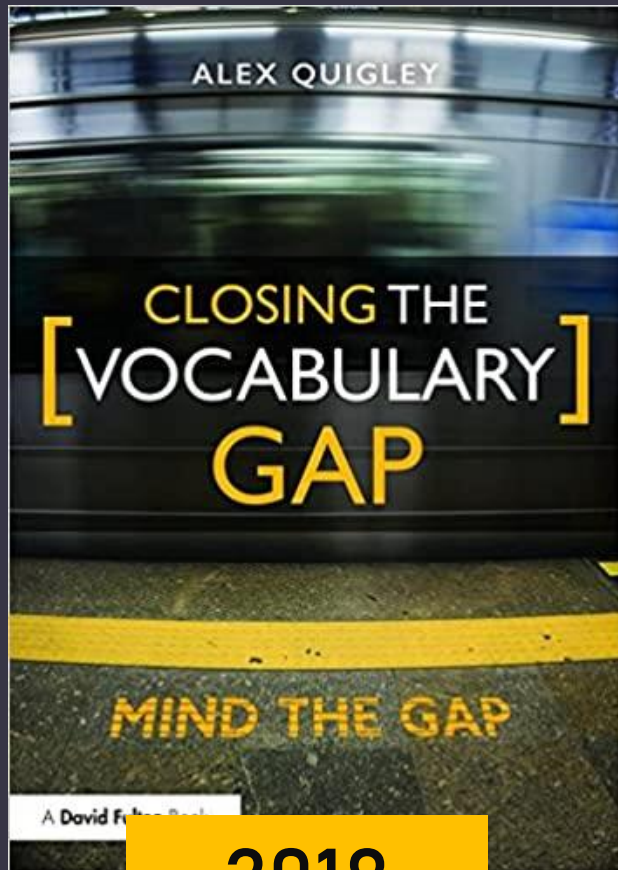
“Pay attention to language. The gap in language is one of the key factors which lead to underachievement later in life, especially among underprivileged learners”

Sir Alasdair
Macdonald

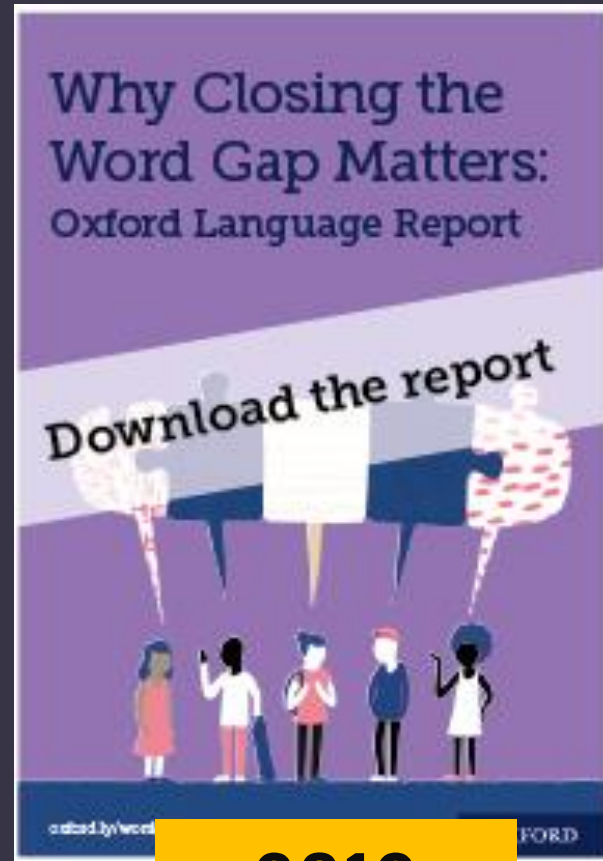
“The limits of language are the limits of my world.” Ludwig Wittgenstein

“Vocabulary is a huge predictor of how far children from any background will succeed at school and beyond. The words they know will help them to read, understand, gain new perspectives, and change or confirm their world view. The words they use will give them precision, clarity, nuance, as well as being used to judge them in exams, and in life.” Geoff Barton

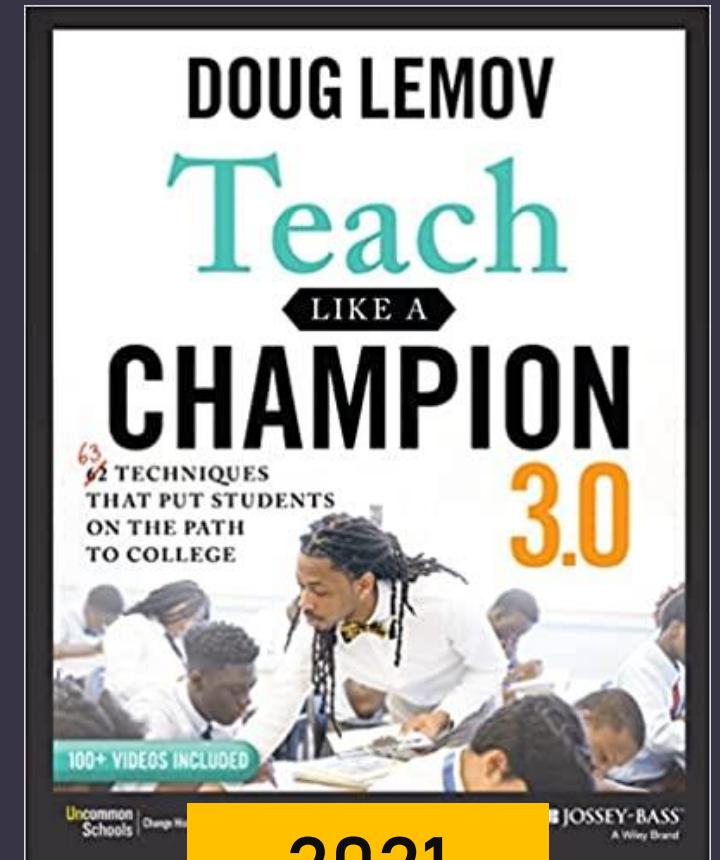
CORNERSTONE TEXTS



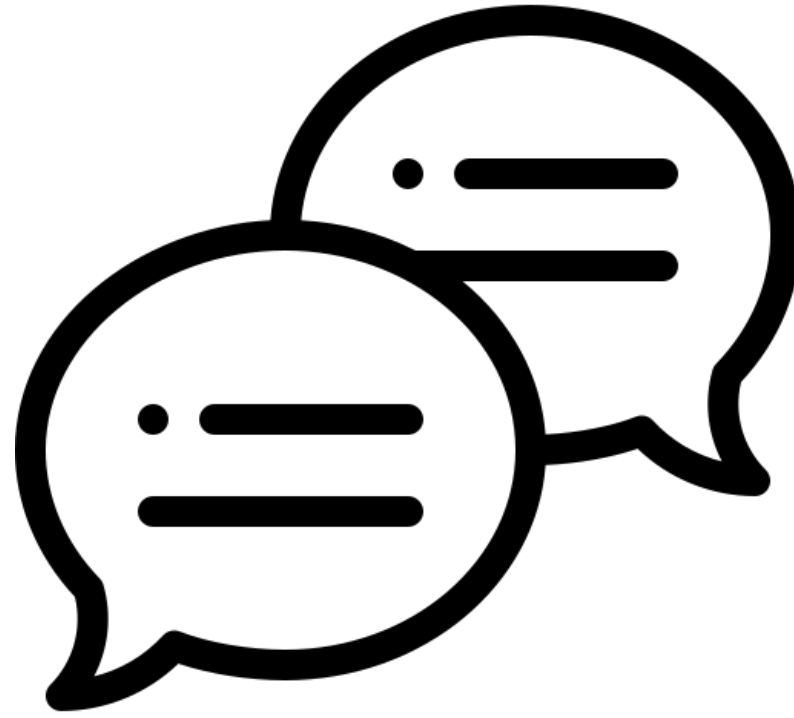
2018



2018



2021



INITIAL RESEARCH

19 members of staff

10 departments

6 AOLEs

294 learners

Staff viewpoints (prior to implementation): What did we want to improve in relation to oracy?

Ensure that participants make equal and balanced contributions to discussions, and structure conversations effectively. REJ

Enrich vocabulary and improve learners' grasp of technical and subject-specific terminology. EH

Improve confidence to discuss subjects in class. SG

Breadth of vocabulary, and how such terms can be implemented into conversation. ED

Improve listening skills and the ability to build on contributions of other participants. DE

How we can train learners to evaluate their own contributions to discussions? RhW

Hope to see learners use a wider range of vocabulary and be able to extend spoken responses. CL

Learner Feedback

19. Ydych chi erioed wedi clywed enghraifft o drafodaeth dda mewn unrhyw bwnc?

[Rhagor o Fanylion](#)

● Ydw	108
● Nac ydw	186



18. Ydych chi'n cael matiau iaith/ taflenni cymorth ar gyfer gwneud tasgau trafod?

[Rhagor o Fanylion](#)

● Ydyn	58
● Weithiau	183
● Nac ydyn	53



What is most challenging about oracy?

We don't have access to the Welsh terms.
Libby

Lots of times, discussions drift from the task or focus.
Ellie

Some group members do not contribute or can interrupt discussions.
Yasmin

Learner responses: How has lockdown impacted oracy skills?

My confidence when speaking Welsh has decreased.

I think lockdown has had a negative impact on my social skills.

The lack of face-to-face communication has been challenging and it's difficult to adjust to 'normality' again.

I think using Standard English/Welsh and an academic register has been a challenge having been away for so long!

VOICE 21

Oracy Skills Framework



Voice

- Fluency & pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact

Physical



Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry

Linguistic



Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questions
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed

Cognitive


Voice 21
“Get talking in class”



Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self-assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience

Social & Emotional

Discussion Roles



Discussion roles help students to manage talk and encourage the development of certain speaking and listening skills.

Instigator



Starts the discussion or opens up a new topic for discussion

Will say:

I would like to start by saying ...
I think we should consider ...
We haven't yet talked about ...
Let's also think about ...

Prober



Digs deeper into the argument, asks for evidence or justification of ideas

Will say:

What do you think would be the effect of ...?
Why do you think ...?
Can you provide an example to support what you are saying?

Challenger



Gives reasons to disagree or presents an alternative argument

Will say:

I disagree with you because ...
You mentioned X but what about ...
To challenge you X, I think ...
I understand your point of view, but have you thought about ...?

Clarifier



Simplifies and makes things clearer by asking questions

Will say:

What do you mean when you say ...?
Can you explain a bit more about ...?
Does that mean ...?
Please can you clarify what you meant by ...?

Summariser



Identifies the main ideas from the discussion. This might be during the discussion, to help move the conversation forward, or at the end of the discussion.

Will say:

Overall, the main points were ...
The main ideas raised today were ...
Our discussion focused on ...
The three main things we talked about were ...

Builder



Develops, adds to or runs with an idea

Will say:

I agree, and would like to add...
Building on that idea, I think ...
Linking to what X said, I think...

Groupings

Different groupings support different types of talk



Trios

Talk with two other people. Alternatively, talk to a partner while a third person listens in and summarises or critiques the discussion. Or two people talk and the third listens in to summarise and critique the discussion.



Traverse

Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.



Pair

Talk to a partner



Circle

Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.



Fishbowl

Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.



Onion

Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.



Nest

Stand apart from each other and whisper your ideas to yourself.



The 5 strategies



BRYN TAWE

ENNILL LLWYR YW ENNILL IAITH

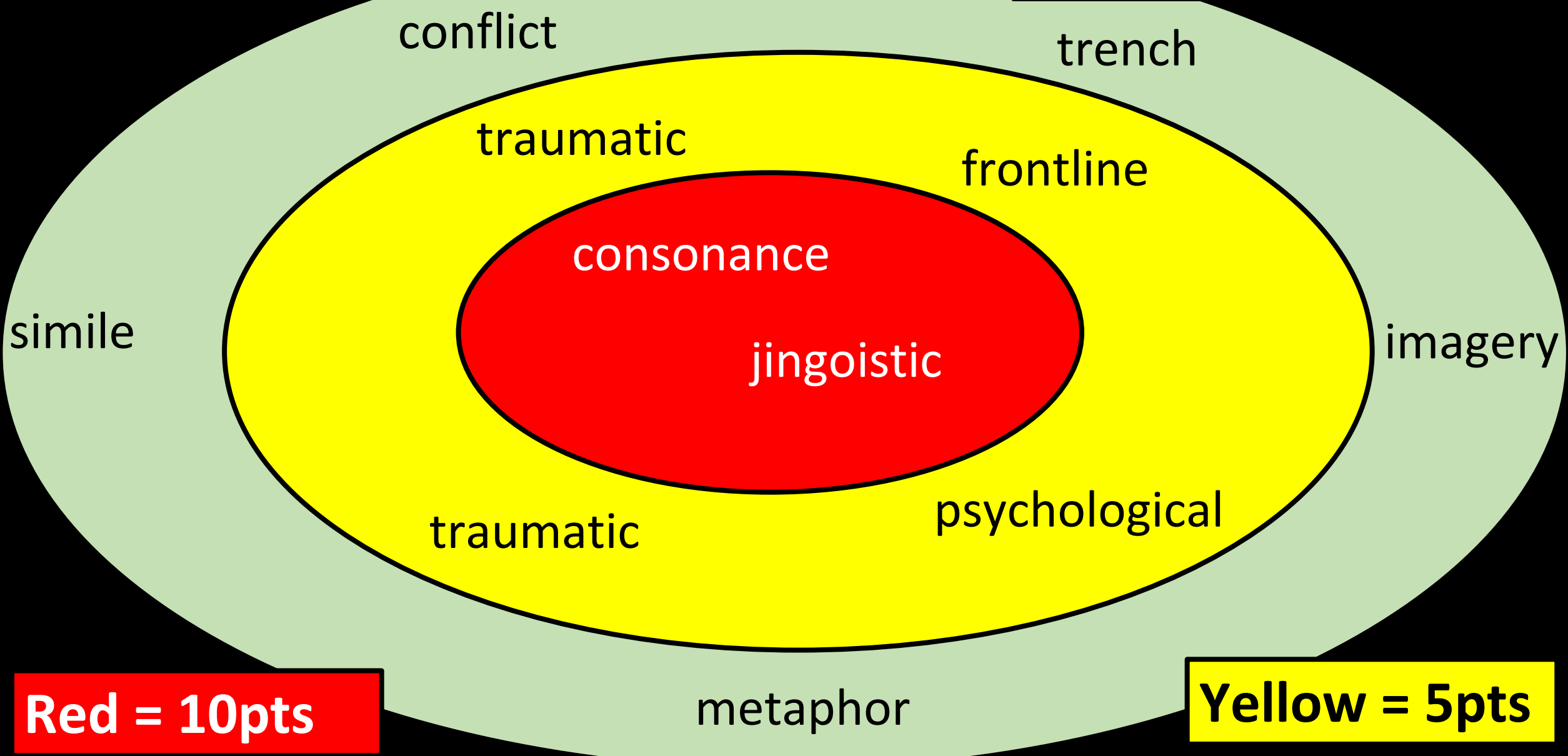
1. Enriching Vocabulary
2. The Listening Switch
3. ABC
4. Discussion Mats
5. Think. Pair. Share.

ENRICHING VOCABULARY

'92 per cent of teachers think school closures due to the Covid-19 pandemic have contributed to a widening of the 'word gap' and that 94 per cent found it challenging to support pupils' vocabulary development while teaching remotely during the first national lockdown' (Bristol University)

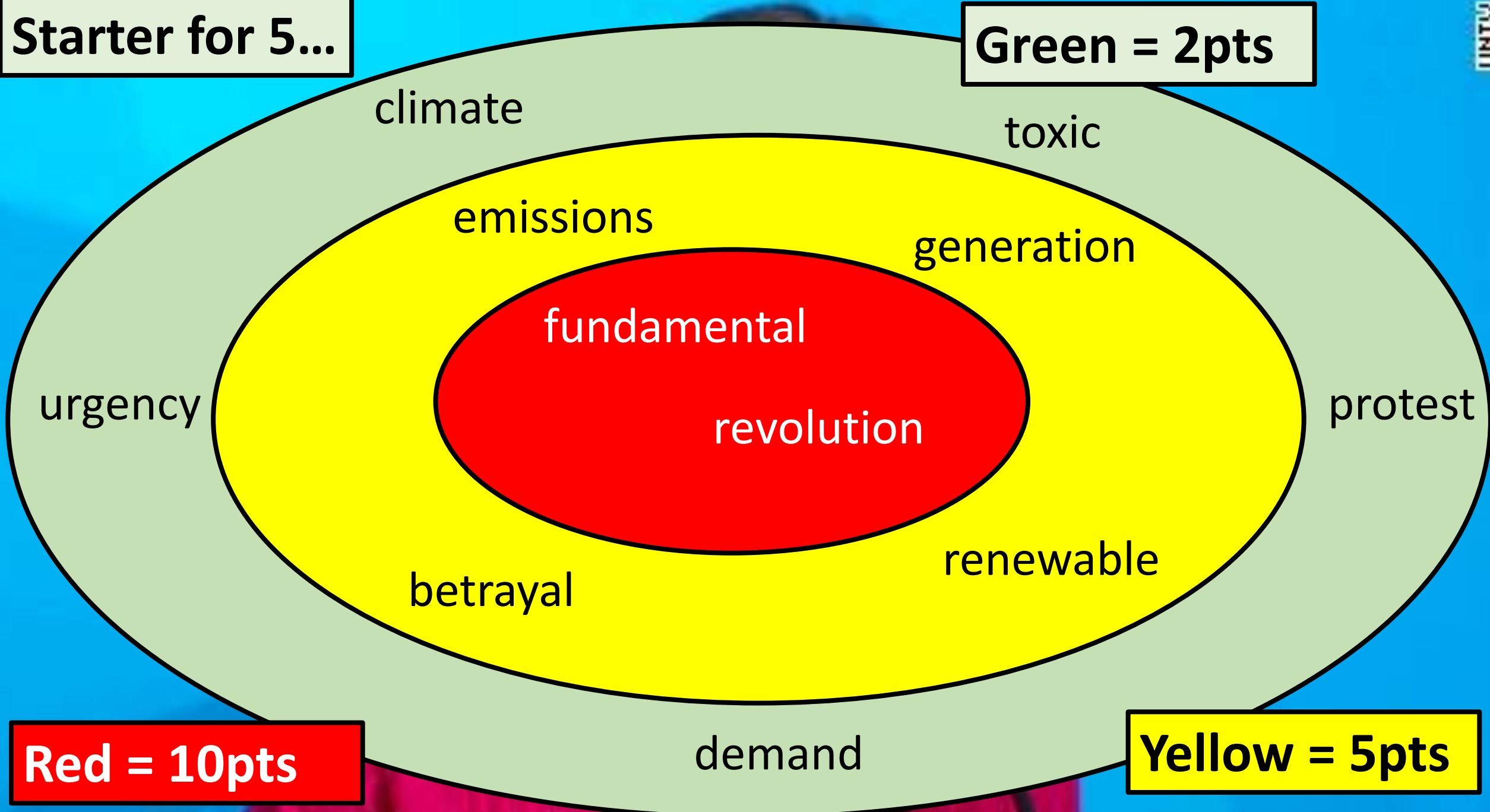
Starter for 5...

Green = 2pts



Starter for 5...

Green = 2pts



Red = 10pts

Yellow = 5pts

Group Discussion: Which text is most convincing in persuading soldiers to enlist?



QR Code



I was so impressed by your ability to challenge the views put forward by [redacted] and tentatively evaluated Pope's poem.

[redacted] you helped move discussion forward, and reflected the variety of propaganda posters established during the First World War, and you dealt well with [redacted] opposing views.

[redacted] can you try to use some of the impressive words collated in your vocabulary book to expand your range in discussion?

Learning Outcome: To assess the factors that can increase the risk of flooding

Speak Like A Geographer....

Impermeable	Urbanisation	Building	<i>Using text language</i>
Drainage	Geology	Deforestation	<i>Umm</i>
Interception	Surface Runoff	Agriculture	<i>One word answers</i>
3 Points	2 Points	1 Point	-5 points

1. How does geology affect flood risk?
2. How does drainage basin shape affect flood risk?
3. How do human actions increase flood risk?

Use the key terminology to help prepare your response to share with the rest of the class

THE 3 TIERS OF VOCABULARY

TIER 3

low-frequency words that are content specific

TIER 2

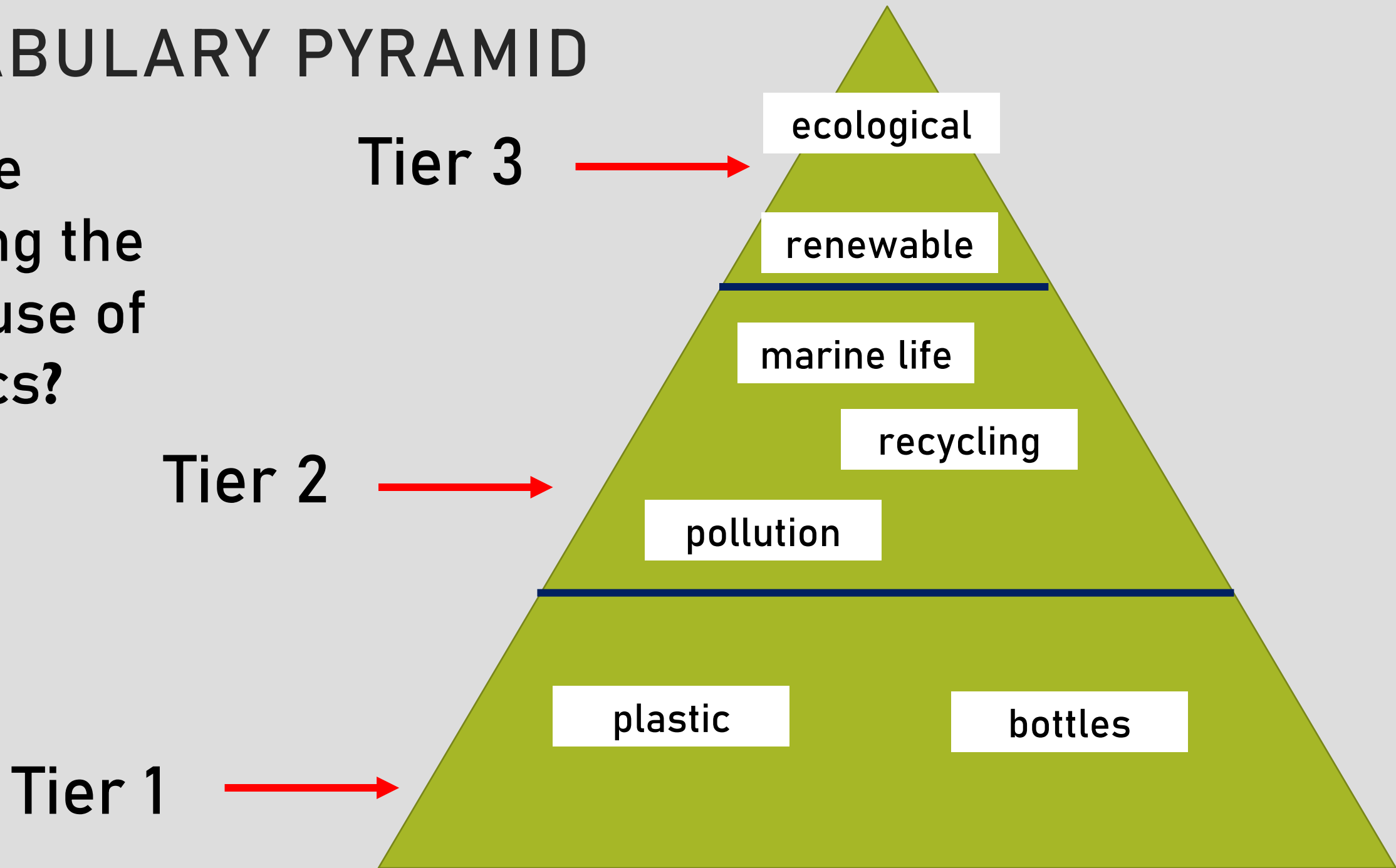
robust, high-frequency words that students encounter across the content areas and topics. Tier 2 words often have multiple meanings and are referred to as academic vocabulary words.

TIER 1

basic, familiar words that are commonly used by most students in everyday conversation

VOCABULARY PYRAMID

Are we
tackling the
over-use of
plastics?



WORD DOMINOES

What does it mean to be Welsh?

Wales

National Anthem

Football

Rugby

Welsh Language

Passion



THE LISTENING SWITCH

The Listening Switch

with Robin Stevens & Jo Cotterill

Manchester City



Manchester United

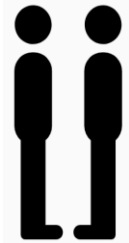
EFFECTIVE LISTENING CUES



Maintaining eye-contact



Nodding head



Looking at other group members



Respond



Agreeing and disagreeing



Ask questions



Developing and extending points



Respect the views of others



8 Ways to be a Better Listener

by @inner_drive | www.innerdrive.co.uk

- 1 Listen closely instead of just getting ready to reply.
- 2 You have two ears and one mouth. Use them in the same ratio.
- 3 Be open minded and don't rush to conclusions.
- 4 Focus on what is being said, rather than who is saying it.
- 5 Ask questions to check you understand what is being said.
- 6 Use the principle of charity - interpret what the other person is saying in the best possible light.
- 7 Pause for thought. That extra second can help you express yourself clearly.
- 8 Make eye contact, as it shows the other person that you are paying attention to them.

A growing body of evidence has demonstrated that there are a number of techniques people can use to develop their listening skills. For example, they can sustain eye contact, ensure they pause for thought before replying and be open minded throughout a conversation.

If students are able to improve their listening skills, it is likely they will come to agree with the words of Ernest Hemingway, who said: "I like listening. I have learned a great deal from listening carefully."

<https://blog.innerdrive.co.uk/how-to-be-a-better-listener>

Sesiwn Gau: 'Pe bawn i'n gaethwas...'



Trowch at eich partner dysgu.

Eglurwch ar lafar i'ch partner, beth fyddech chi wedi gwneud os fyddech chi'n gaethwas yn gweithio yn y caeau cotwm yn yr 18G.

Cofiwch rheolau'r 'swits gwrando':

- Un person i siarad y llall i wrando'n astud.
- Dim torri ar draws y person sy'n siarad.
- Dangoswch iaith gorfforol bositif - cyswllt llygaid, nodio'r pen ayb.
- Gwasgwch y swits dychmygol yna i gyfnewid rolau.



3

CYMORTH LLAFAR

I ddechrau....
'Pe bawn i'n gaethwas byddaf yn....'

yr ymateb:
• ceisio dianc,
• gwneud dim byd,
• ceisio gwneud y mwyaf o'r sefyllfa...
• helpu eraill...

Eglurwch eich ateb yn llawn
• trwy...
• wrth...
• gan...
• oherwydd...



4

Sesiwn Gloi: Y Switsh Gwrando

1. Disgybl A (siarad):

Trowch at eich partner ac eglurwch sut rydych chi'n feimlo ar hyn o bryd ar ôl ddysgu am drychineb Aberfan.

2. Disgybl B (gwrando):

Tra bod eich partner yn siarad, peidiwch â torri ar ei draws a dangoswch iaith gorfforol bositif – cyswllt llygaid, nr pen ayb.

Yna, gwasgwch y switsh.

Nawr mae'n tro Disgybl B i siarad a Disgybl A i wrando.



CYMORTH LLAFAR

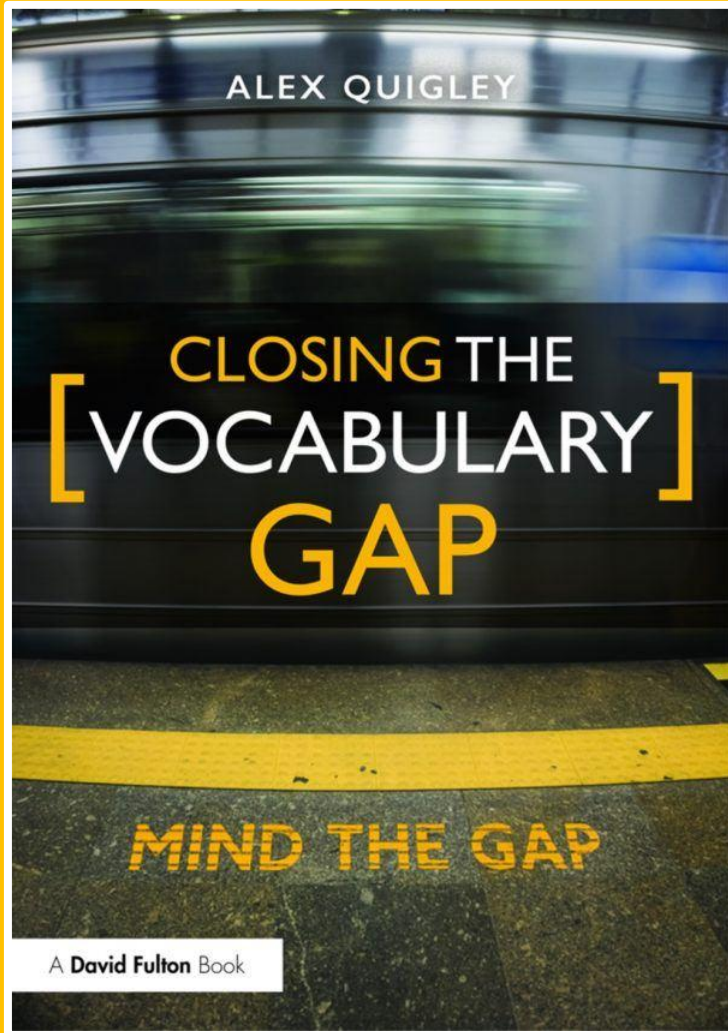
I ddechrau....
▶ Rwy'n feimlo...
▶ Teimlaf...

yr emosiwn:
• yn drist
• siomedig
• grac
• chwerw

eglwchad:
• oherwydd...
• gan fod...
• does bosib...

cofiwch i dreiglo'n feddal ar ôl 'yn' traethiadol.

**ABC (ANSWER. BUILD.
CHALLENGE.)**



This simple strategy has probably had the biggest impact upon my practice, relative to the effort it takes to implement, over the last couple of years in the classroom. It is incredibly easy, but it adds a sophisticated degree of differentiation into the questioning process. By asking students to Answer; Build upon; or Challenge the answers of other students it allows students to develop their ideas in a more disciplined fashion, whilst giving a helpful scaffold to their ideas.

(Alex Quigley, Closing the Vocabulary Gap)

ABC ANSWER. BUILD. CHALLENGE

What is the main message of Thunberg's speech?

To build on Jack's point, Thunberg wants to draw attention to the lack of action on climate change from some world leaders.

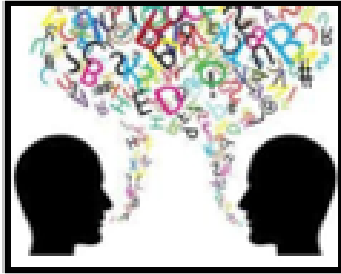


The speech conveys the urgent need to tackle climate change.



Although Sally's point is valid, I would also say that Thunberg's speech does offer solutions in addition to focusing on current problems facing the planet.





TASG ABC



Ffocws: Pwysu a mesur / ateb dwy ochrog
Ai gelyniaeth y gangiau oedd yr elfen bwysicaf o droseddu yn UDA yn y 1920au?



DISGYBL A - 'O blaid'

Ar un llaw ie gelyniaeth y gangiau oedd yr elfen bwysicaf o droseddu oherwydd...

- Mae'n glir...
- Heb os...
- Heb amheuaeth...

DISGYBL C - Casgliad

1. Felly i grynhoi ar un llaw roedd... ond ar y llaw arall roedd...
2. Ar ôl ystyried y ddau ochr, credaf taw... / yn fy marn i... (atebwch y cwestiwn).

DISGYBL B - 'Yn erbyn'

Ar y llaw arall nid gelyniaeth y gangiau oedd yr elfen bwysicaf o droseddu oherwydd roedd mathau eraill o droseddu difrifol e.e....

- Yn fwy pwysig...
- Yn ychwanegol...
- Yn ogystal...

DISCUSSION MATS

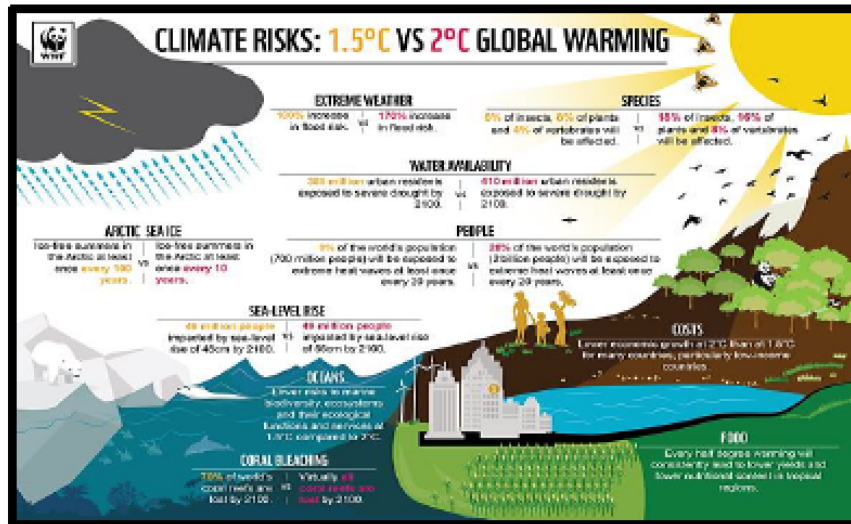
'NOUGHTS AND CROSSES'

Ar un llaw...ond ar y llaw arall...	Tybed a fydd hyn yn arwain at...?	Rhaid i ni ystyried goblygiadau
Gallwn gyfeirio at enghreifftiau fel...	CWESTIWN TRAFOD: A fandaliaeth yw graffiti?	Mae pobl yn gyffredinol yn meddwl bod...
Yn fy marn i, bydd hyn yn gallu achosi...	Gallaf ddeall dadleuon y ddwy ochr ond rhaid...	Wrth drafod y pwnc, mae'n rhaid tynnu sylw at...

Climate in Crisis: How can we help preserve the planet?

In your groups, discuss some, or all, of these points:

- the current problems being caused by climate change which are impacting the planet
- how young people are campaigning to highlight the issues of climate change
- potential solutions for tackling climate change or raising awareness of the issue



Climate Change: A change in global or regional climate patterns caused by the increasing levels of greenhouse gases in the atmosphere as a result of the use of fossil fuels.

Global Warming: An increase in the average of global temperatures of the Earth's atmosphere through the Greenhouse effect.

(Definitions provided by WWF: <https://www.wwf.org.uk/>)



Twitter account of @GretaThunberg (a climate activist) with the hashtag #FridaysForFuture denoting the protests of young people about climate change.

Infographic (from the WWF) based on effects of potential rises in global temperatures due to climate change.

Statements and tweets on climate change made by US President, Donald Trump.



THIS DEAD BUTCHER AND HIS FIEND-LIKE QUEEN

In your groups, you will discuss the extent to which you agree or disagree with this as a view of Shakespeare's play.

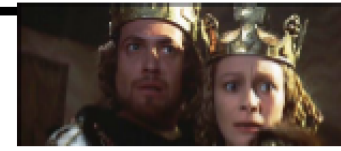
Macbeth and Lady Macbeth: In Film

Look at the film interpretations of the relationship. What do they imply about the balance of power and the validity of the statement?



First mention of murder...

*'The raven himself is hoarse
That croaks the fatal
entrance of Duncan
Under my battlements.'*
(Lady Macbeth, Act i.v)



Second thoughts?

*'First, as I am his kinsman
and his subject,
Strong both against the
deed: then, as his host,
Who should against his
murderer shut the door,
Not bear the knife myself.'*
(Macbeth Act i.vii)

A dagger of the mind?

*Is this a dagger which I see before me,
The handle toward my hand? or art
thou but
A dagger of the mind, a false creation,
Proceeding from the heat-oppresed
brain?* (Macbeth, Act ii.i)

MACBETH

We have scotched the snake, not killed it.

LADY MACBETH

*Come on;
Gentle my lord, sleek o'er your rugged looks.
Be bright and jovial among your guests tonight.*

MACBETH

*So shall I, love, and so I pray be you.
Let your remembrance apply to Banquo.
Ere the bat hath flown his cloistered flight
There shall be done a deed of dreadful note.*
(Act iii.ii)



What the experts say?

Lady Macbeth – the scheming spouse who plots the villainy at the centre of Shakespeare's devastating 'Scottish play' – has been seen as a figure of 'almost peerless malevolence'. Monstrous and murderous, she was based on a woman described in Holinshed's *Chronicles* as 'burning in unquenchable desire to bear the name of a queene'. (British Library)

TASQ Trafod:

Cyfarwyddiadau.....

Mewn grwpiau o 3, cynnal trafodaeth sy'n adlewyrchu ar ac yn gwerthuso rhai o'r cynnyrch sydd wedi cael ei greu yn ystod eich uned gwaith presennol.

Dylai ddisgybl rhif 1 cymryd rôl cymedrolwr yn y drafodaeth. Y disgybl yma bydd yn holi cwestiynau i ddisgybl rhif 2 a 3 ac wedyn adlewyrchu a rhoi ei barn nhw ar yr atebion a rhoddwyd gan y ddau ddisgybl arall.

Bydd disgybl 2 a 3 yn gwerthuso'r cynnyrch meint wedi creu yn ystod yr uned wrth ateb cwestiynau disgybl 1.

Bydd disgwyl i chi drafod 9 elfen o'r cynnyrch wrth werthuso, sef yr:

- ♦ Esthetig (Sut mae'n edrych)
 - ♦ Camau Gwneud
- ♦ Gorffeniad (Paent, staen, farnais, ac ati)
 - ♦ Cynulleidfa Targed
 - ♦ Cost
 - ♦ Diogelwch
 - ♦ Maint
 - ♦ Deunyddiau
 - ♦ Gwelliannau

Ar ochr arall y tudalen, mae yna awgrymiadau ar gyfer ddechreuadau brawddegau a fframiau trafod i gynorthwyo disgybl 2 a 3 i ateb cwestiynau disgybl 1.

I'r dde mae yna awgrym ar gyfer strwythur y drafodaeth gallwch ddilyn.

Ymhellach i'r dde mae yna ddechreuadau brawddegau a fframiau trafod i gynorthwyo disgybl 1.

GWERTHUSO DALIWR



Strwythur

DISGYBL 1

- ♦ Cwestiynu Disgybl 2 ar elfen o'r werthuso, ee ESTHETIG, CAMAU GWNEUD, GORFFENIAD, ayyb
- ♦ Defnyddiwch yr adran 'I holi / cynnwys eraill' o'r cymorth cwestiynu ar y dde.

DISGYBL 2

- ♦ Ateb Disgybl 1 gan ddefnyddio'r fframiau trafod ar ochr arall y tudalen yma.
- ♦ Rhaid dweud o leiaf 2 brawddeg. Bydd y sgysiau gorau yn fwy cynhwysfawr a byddant yn cynnwys cymaint o wybodaeth ag sy'n bosib.

DISGYBL 1

- ♦ Gofyn yr un cwestiwn i ddisgybl 3.

DISGYBL 3

- ♦ Ateb Disgybl 1 gan ddefnyddio'r fframiau trafod ar ochr arall y tudalen yma.
- ♦ Rhaid dweud o leiaf 2 brawddeg. Bydd y sgysiau gorau yn fwy cynhwysfawr a byddant yn cynnwys cymaint o wybodaeth ag sy'n bosib.

DISGYBL 1

- ♦ Defnyddio adrannau 'I fynegi barn/gwerthuso' neu 'I ymateb i gyfraniad rhywun arall' o'r cymorth cwestiynu ar y dde er mwyn ymateb i atebion Disgybl 2 a 3.

DYLUNIO & THECHNOLEG

Cymorth Cwestiynu

..... I holi cwestiwn / cynnwys eraill

- ♦ Beth yw dy farn / safbwynt di ar.....?
- ♦ Wyt ti'n cytuno gyda.....?
- ♦ Beth yw'r effaith mae hyn wedi cael ar.....?
- ♦ Pam gwnest di.....?

..... I ymateb i gyfraniad rhywun arall...

- ♦ I ategu at hyn ddywedaist ti ynglyn a
- ♦ 'Dwi'n cytuno / anghytuno
- ♦ Mae gen i farn debyg / wahanol i
- ♦ Dw I'n dueddol o gytuno gyda

..... I fynegi barn neu werthuso....

- ♦ 'Dw i'n credu ... oherwydd ...
- ♦ 'Dw i'n cytuno/anghytuno ...
- ♦ Yn bersonol, 'dw i'n meddwl
- ♦ Fodd bynnag ...
- ♦ 'Dw i'n cydnabod ... ond yn teimlo ...

- Does dim angen glynu at y strwythur / fframiau trafod sydd wedi'i rhoi i chi.
- Gall Disgybl 1 llywio'r drafodaeth mewn unrhyw gyfeiriad.
- Gall Disgybl 2 neu 3 cynnwys unrhyw wybodaeth berthnasol sydd heb ei gynnwys ar y tudalen cymorth.
 - Ceisio fod yn gynhwysfawr!!!



Tectoneg



Prosesau Naturiol y dddear a'r

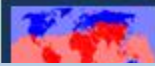
Trychineb Lliffogydd

Asiantaeth Cymorth



Corff fel Oxfam ac Action Aid sy'n helpu mewn gwledydd

Gwledydd Mwy Datblygedig yn Economaidd



Gwledydd mwy cyfoethog y gwledydd

Tywydd a Hinsawdd

Antiseiclau/ Gwasgedd Uchel (Anticyclone)		Corff o aer o wasgedd uchel. Mae'n dod â thywydd gostog (calm) a sefydlog	Ffrynt Achludol (Occluded Front)		Pan fydd y ffrynt oer yn dal i fyny gyda'r ffrynt cynnes. Dyma ddiwedd y diwasgedd.
Anweddïad (Evaporation)		Pan fydd hylif yn newid i nwy (anwedd dŵr)	Ffrynt Cynnes (Warm Front)		Y ffin rhwng yr aer pegynol oer a'r aer trofannol cynnes. Wrth iddo basio ceir glaw cyson, parhaus.
Cyddwysiad (Condensation)		Pan fydd anwedd dŵr yn aeri i ffurfio cymylau a niwl.	Ffrynt Oer (Cold Front)		Y ffin rhwng yr aer trofannol cynnes a'r aer pegynol oer. Wrth iddo basio ceir glaw trwm o gymylau cwmwl animbws trwchus.
Cysgod Glaw (Rain Shadow)		Ochr y mynydd sydd yng nghysgod y prifwyntoedd, ac felly sy'n derbyn llai o law nag ochr arall y mynydd	Glaw Darfudol (Convective Rainfall)		Glaw sy'n ffurfio pan mae'r haul yn gwresogi'r ddaear, mae'r ddaear yn gwresogi'r aer, sy'n codi i ffurfio cymylau. Mae'r glaw yma fwyaf cyffredin yn yr Haf yn y D.U.
Corwynt/Seiclau Trofannol/ Teiffîn (Hurricanes/ Cyclones/ Typhoon)		Storm Drofannol ffyrnig. Ei nodweddion yw wasgedd isel, glaw trwm a gwyntoedd cryf dros ben a all achosi difrod helaeth.	Glaw Ffrynt (Frontal Rainfall)		Glaw sy'n ffurfio pan fod ffrynt cynnes yn cwrdd â ffrynt oer
Diwasgedd - Gwasgedd Isel (Depression)		Corff o aer o wasgedd isel. Mae'n dod â thywydd gwlyb a gwyntog	Glaw Tirwedd (Relief Rainfall)		Glaw sy'n ffurfio pan fod aer yn cael ei gorfodi i godi dros fynyddoedd
Dyddïad (Precipitation)		Dŵr yn syrthio a'r awyr fel glaw, eira, einlaw neu gesair	Gwasgedd aer (Air Pressure)		Mesuriad o ba mor drwm neu ddwys yw corff o aer

Termau Ddaearyddol Adeiladol Byw

Tectoneg



Deall Llifoedd - beth sy'n diwydd i ddŵr pan mae'n cyrraedd y ddaear?

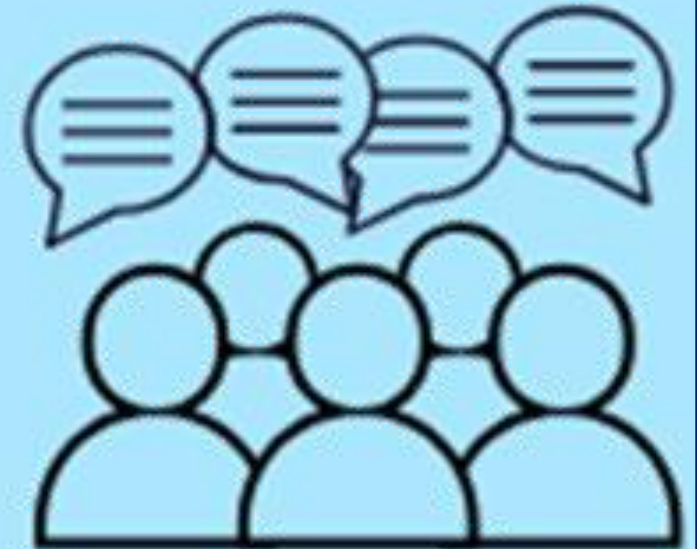


Er mwyn deall sut mae llifogydd yn ffurfio mae'n bwysig ystyried beth sy'n diwydd i'r dŵr pan mae'n cyrraedd y ddaear. Fe fydd naill ai yn:

- Ymdreiddio (suddo i fewn) a llifo fel 'dŵr ddaear' i fewn i afonydd neu gaiff eu ddefnyddio a'u 'transbiradu' gan blantigion.
- Parhau i sefyll ar arwyneb y tir a dros amser cael eu 'anwedd'

Hinsawdd (Climate)		Patrwm y tywydd dros gyfnod hir o amser	Prif Wyntoedd (Prevailing Winds)		Y cyfeiriad y bydd y gwynt yn chwythu ohono fel rheol. Ym Mhrydain mae ein prifwyntoedd yn chwythu o'r De Orllewin
Isobarrâu (Isobars)		Llinellau sy'n uno llefydd o'r un wasgedd aer ar siart synoptig	Siart Synoptig (Synoptic Chart)		Map sy'n dangos cyflwr y tywydd ar adeg benodedig
Lleithder (Humidity)		Mesuriad o faint o ddŵr sydd yn yr aer	Transpiradaeth (Transpiration)		Pan mae planhigion yn rhyddhau anwedd dŵr
Llygeid (Eye of the storm)		Le mae aer oerach yn suddo trwy ganol y corwynt.	Tywydd (Weather)		Cyfnod hir o dywydd sefydlog, cynnes, yn yr Haf, heb unrhyw ddiwedd.
Meteoroleg (Meteorology)		Astudiaeth o'r tywydd	Ton wres (Heat wave)		Cyflwr yr aer o'n cwmpas o ddydd i ddydd
Monsŵn (Monsoon)		Tymor o law trwm	Wal y Llygeid (Storm Wall)		Yn ochr mwyaf agas i lygeid y storm. Dyma ble mae'r tywydd gwaethaf yn ystod corwynt.
Rhagolygon (Forecast)		Pan fydd meteorolegwyr yn defnyddio mapiau tywydd a gwybodaeth o loerennau i ragfynegi'r tywydd.	Ymgilio (Evacuate)		Pan fydd pobl yn gadael rhywle peryglus a symud i rywle ddiogel

THINK. PAIR. SHARE.



Getting the “Think-Pair-Share” Technique Right



Kate Jones, Dylan William



Don't Skimp on the “Think”

When Pairing, Listen

When Sharing, Pause

A Different Way to Share

The Bottom Line

INSTRUCTIONAL STRATEGIES



Don't Skimp on the “Think”
One of the biggest challenges to implementing Think-Pair-Share is making sure to not skimp on think. When you pose a question to your class, the first impulse for students will be to turn and talk to a peer, skipping the thinking stage. Ensuring that ample think time is provided before the pair and share steps take place can prevent this impulse.

<https://www.ascd.org/blogs/getting-the-think-pair-share-technique-right>

1. Don't rush the 'THINK(ing)' stage...



2. Listening while they 'PAIR'



3. Pause before the 'SHARE'



“Listening requires effort, attention, and time. Teachers should actively support student listening, as it’s often an underrated element of Think-Pair-Share. In order to learn from each other, students have to listen to each other.”

DISCUSSION:

1. Think
2. Pair
3. Share



Key Vocabulary:

Useful Phrases:

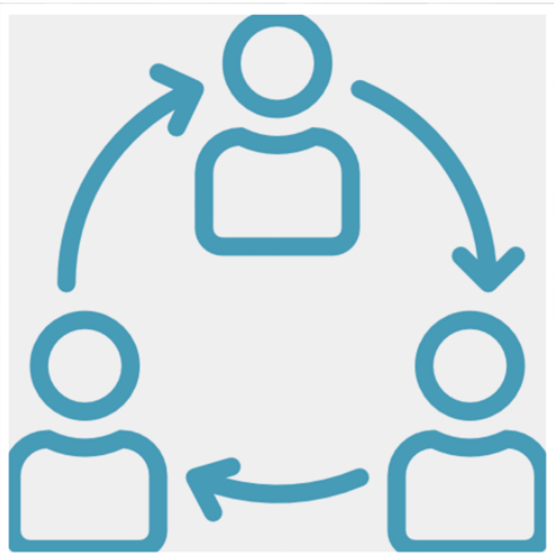
In my view, it is vital that...

Although your point is valid, I believe...

However, another way of...

Could we challenge the idea that...

In conclusion...



DT

TRAFODAETH: BETH YW DY FARN AM Y CYNNYRCH?

- 1. Meddwl
- 2. Paru
- 3. Rhannu



Geirfa allweddol: cynnyrch, apelgar, addas ar gyfer, deunyddiau, pris,

Ymadroddion allweddol:

Hoffais y cynnyrch yma oherwydd...
Yr hyn sy'n effeithiol yw...
Teimlaf fod y syniad yma'n llwyddiannus oherwydd..
Y gynulleidfa darged ar gyfer y cynnyrch hwn fyddai.
Byddai modd datblygu'r syniad yma ymhellach wrth.



MFL

TRAFODAETH: BETH YDYCH CHI'N EI GOFIO AM LA CULTURE BANDE DESSINÉE?

- 1. Meddwl
- 2. Paru
- 3. Rhannu



Geirfa allweddol:

Cymeriadau cartwn, Ffrangeg eu hiaith, diwylliant, Belgaid, oedolion a phlant, unigryw

Ymadroddion allweddol:

Dw i wedi dysgu.....
Rhywbeth arall pwysig i'w gofio am 'la bande dessinée' yw...
Oeddech chi'n gwybod....?
Dwy enghraifft o 'la bande dessinée' yw...
Fy hoff gymeriad o'r BD yw... oherwydd...



Music

TRAFODAETH: BETH SY'N DEBYG AC YN WAHANOL RHWNG Y DDAU DDARN O GERDDORIAETH?

- 1. Meddwl
- 2. Paru
- 3. Rhannu



Geirfa allweddol: tebygrwydd, gwahaniaeth, offerynnau, gwedd, cyflymder, sain

Ymadroddion allweddol:

Yr hyn sy'n debyg rhwng y ddau ddarn yw...
Un peth tebyg yw...
Un peth gwahanol yw...
Yn y darn cyntaf mae... ond ar y llaw arall, yn yr ail ddarn....

TRAFODAETH: BETH OEDD DY FARN AM Y PERFFORMIAD?

Drama

- 1. Meddwl
- 2. Paru
- 3. Rhannu



Geirfa allweddol: cryfder, cymeriadu, cynulleidfa, ynganu, goslef, symud,

Ymadroddion allweddol:

Rwy'n falch o fy mherfformiad oherwydd...
Roeddwn i wedi...
Y darn gorau yn fy marn i oedd....
Yr her fwyaf oedd....
Fy nharged y tro nesaf yw...



Humanities

TRAFODAETH: SUT BYDDECH CHI'N EICH ARDAL LEOL?

- 1. Meddwl
- 2. Paru
- 3. Rhannu

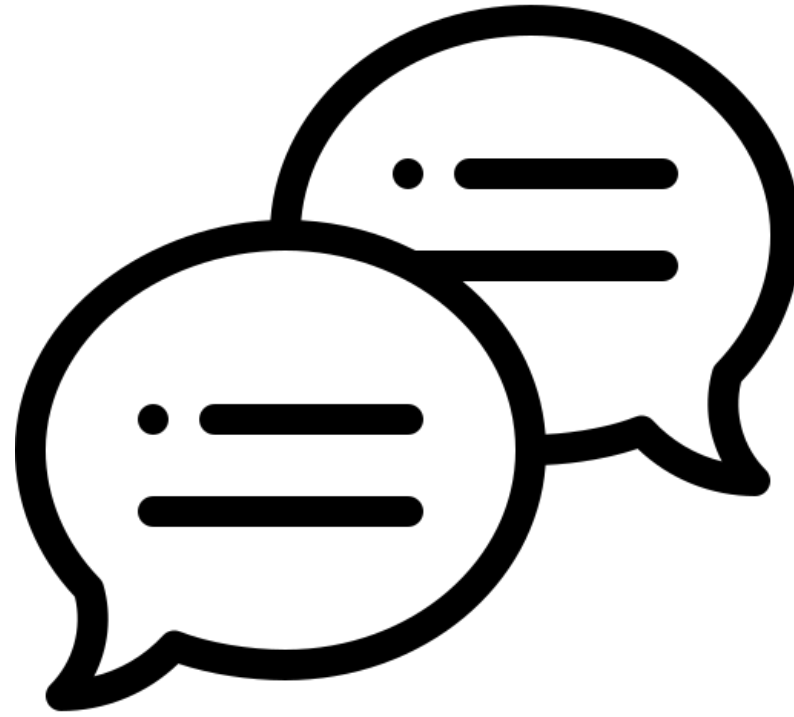


Geirfa allweddol: prysur, tawel, hardd, llygredd, diweithdra, busnesau, trigolion

Ymadroddion allweddol:

Mae fy ardal leol i yn lle...
Un gair i ddisgrifio fy ardal leol i yw... oherwydd...
Credaf fod fy ardal leol i yn....
Rwy'n falch iawn o fy ardal leol oherwydd...





USEFUL RESOURCES

Thoughtful Contributions

- Make suggestions
- Give your views/opinions
- Support your points with evidence



Involving Others

- Invite others to speak
- Ask another pupil(s) their views
- Seek clarification from other pupil(s)

What makes a **GREAT** discussion?

Active Listening

- Respond to questions
- Paraphrasing
- Use attentive body language e.g. nodding, eye-contact, and facial expressions

Thoughtful Challenges

- Question the views of others
- Ask for justification of a view
- Ask for evidence to support a point of view/ outlook



Building Knowledge

- Ask questions to clarify meaning
- Use summary statements
- Clarify complex vocabulary

Sentence Stems

Thoughtful Contributions

- We need to start the task by...
- Let's brainstorm our ideas, I suggest that...
- It is important to consider that...
- Why don't we...?
- I agree with...because...
- I like ...suggestion that...
- This supports my idea that...
- In my opinion/ I believe...
- This might be because...
- The reason(s) why I think/ believe this to be the case is (are)...



Involving Others

- Let's divide this into sections and look at...
- What do you think/ feel about...?
- What's your view on...?
- Do you agree/ disagree?
- Have you any comments you would like to make on...?
- Does anyone else wish to offer a different view?



Thoughtful Challenges

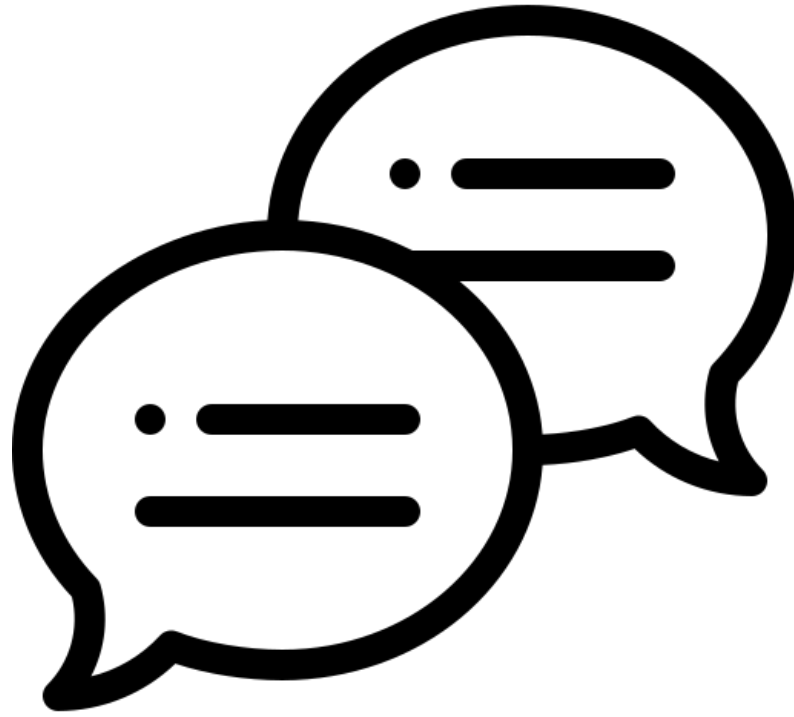
- Maybe, but don't you think...?
- I can see your point, however...?
- But don't the facts suggest...?
- I am unconvinced by this because...
- But what about...?
- I think we should focus on...rather than...
- What evidence do you have to prove this?

Building Knowledge

- What did you mean when you said...?
- Could you explain that again please?
- To summarise...
- Could you provide an example of...?
- In conclusion/ To summarise...

Active Listening

- Nodding
- Eye-contact
- I agree with you...because...
- So what you seem to be saying here is...
- You have convinced me to consider...



FINDINGS

Staff Feedback

ABC-This was something that has now become a class routine. I used this extensively with my year 9 class, where discussion orally has had a significant impact on written responses in class. *NW (Mathematics)*

During this trial period, I realised that I hadn't been getting this technique right. I think that the thinking part of this process is often overlooked. I have really focused on giving learners this time to think to formulate their verbal responses. For example, in a Maths context, the opportunity to consider a problem, and discuss this with peers before being questioned, has proved particularly empowering for learners. *CS (Mathematics)*

Staff Feedback– Discussion Mats

Learners were more than happy to make use of this resource. They were particularly helpful in structuring discussions, and offering a framework for less confident learners.

HJ (Humanities)

The useful phrases and syntax suggestions were really helpful in allowing learners to develop their responses within discussions.

ED (English)

Learner feedback: How are you being supported with oracy tasks in the classroom?

The starter activity focusing on vocabulary is really helpful.
Owain J

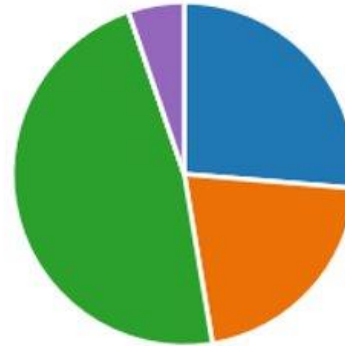
It's useful to have supporting resources which focus on vocabulary and sentence starters.
Bria H

The vocabulary bullseye helps develop a wider range of vocabulary.
Tegan R

2. Pa mor aml ydych chi'n gosod tasgau trafod penodol (h.y. tasg ar lafar mewn grŵp) yn eich gwers?

Rhagor o Fanylion

● Yn wythnosol	5
● Bob pythefnos	4
● Bob hanner tymor	9
● Bob tymor	0
● Byth	1



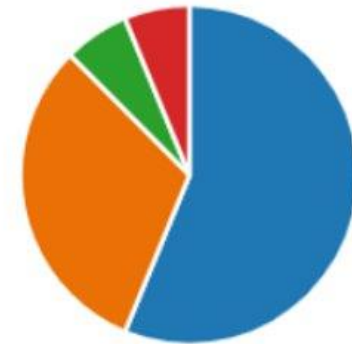
Before...

After...

4. Pa mor aml ydych chi wedi bod yn gosod tasgau trafod penodol (h.y. tasg ar lafar mewn par/grŵp) yn eich gwersi wrth gymryd rhan yn y prosiect ymchwil hwn?

Rhagor o Fanylion

● Yn wythnosol	9
● Bob pythefnos	5
● Bob hanner tymor	1
● Bob tymor	1
● Byth	0



ORACY: 5
strategies to
support talk in
the classroom

Mr Chris Shaw
@athroaesneg



BRYN TAWE

ENNILL LLWYR YW ENNILL IAITH