

# Research and Innovation Work Group

## Group

### Oracy

This Work Group will focus on the key research question, '**How can Oracy deepen pupils' mathematical reasoning?**'

Join us for our fully funded Work Group where we will be reviewing how stem sentences can be incorporated into lessons to deepen understanding and how teachers can use talk and questioning to develop and strengthen pupil's explanations.

We will also look at how the use of discussion, precise language and stem sentences can support children to make mathematical generalisations.

Schools will work collaboratively to develop a strategic approach to implementing and developing oracy within mathematics and build up to having precise language and stem sentences embedded within mathematics lessons.

### Session 1 – 26.01.23 - 3:30pm - 4:30pm

#### **Introduction**

Introduction to the Work Group and introducing the research question: **How can Oracy deepen pupils' mathematical reasoning?**

Building a shared consensus '*What do we mean by Oracy?*'

Consider the implications of lack of oracy skills which may be more prevalent in specific groups of children.

### Session 2 - 01.03.23 - 9:30am - 3:00pm

#### **Developing vocabulary to support teacher's planning**

Explore ambiguous language and use of precise mathematical language.

Develop progression in language.

Observe use of language in action. Explore ways to introduce key language.

#### **Developing your environment for maths talk**

Explore how teachers can set the right environment for talk.

Look at the importance of questioning by asking the right questions to support talk.

Begin to explore use of stem sentences and how these are used.

### Session 3 - 26.04.23 - 9:30am - 3:00pm

#### **Developing Stem Sentences**

Define what a mathematical stem sentence is and purpose of these.

Consider what makes a good stem sentence and what it enables children to do/access.

Opportunity to observe a maths lesson where oracy is well-embedded. Consider the impact that well-developed oracy skills can have upon children's mathematical thinking and reasoning.

#### **Developing generalisations**

Look at the difference between generalisations and stem sentences. How do we develop this in maths lessons? How do we come to a consensus towards the end of a lesson or cycle of learning? How do generalisations and stem sentences support teachers and children to follow a line of enquiry?

### Session 4 - 21.06.23 - 3:30pm - 4:30pm

#### **Share and finalise**

Share and finalise materials worked on throughout the Work Group.

Discuss next steps for each school and support schools to action plan where appropriate.

**[Click here to register for this Work Group via Eventbrite](#)**