



The Role of High-Quality Talk and Oracy in Reading, Writing and the Wider Curriculum

High-quality talk and oracy play a crucial role in enhancing pupils' reading and writing skills, particularly in comprehension and the planning stages of writing. Here's how they contribute effectively:

1. Facilitating Idea Generation

- **Exploratory Talk:** Engaging in discussions allows pupils to explore their thoughts and ideas verbally before committing them to writing. This process helps them articulate their understanding and refine their concepts (e.g. their interpretation of a historical source, explaining cause and effect in a science lesson or inferring reasons why a character acted as they did) .
- **Collaborative Planning:** Working in pairs or small groups fosters collaboration, where pupils can share and test ideas with one another, leading to richer content and more diverse perspectives in writing and their interpretation of texts.

2. Developing Vocabulary and Language Structures

- **Vocabulary Acquisition:** Oracy activities expose pupils to new vocabulary and phrases that they can incorporate into their writing. This helps them express their ideas more effectively and creatively.
- **Sentence Construction:** Through talk, pupils consider the meaning of and practice constructing sentences and using grammatical structures, which they can then apply in their writing. This practice builds their confidence and fluency in written expression, and their ability to reflect upon the meaning of what is read and how to summarise their thoughts for others.

3. Enhancing Understanding of Audience and Purpose

- **Audience Awareness:** Discussing authorial choices and their own writing with peers helps pupils consider who the audience is, what messages are being given and what tone or style is appropriate in their own writing.
- **Purposeful Writing:** Through dialogue, pupils can emulate written models and clarify the purpose of their writing, whether it's to inform, persuade, explain, or entertain, which guides their planning and content choices.

4. Encouraging Critical Thinking and Reflection

- **Feedback Mechanism:** Engaging in high-quality talk allows pupils to receive immediate feedback on their ideas and responses to texts. This reflection can lead to deeper thinking and more structured planning.
- **Rhetorical Skills:** Discussing the elements of effective communication, such as persuasion and argumentation, equips pupils with the tools to plan their writing with greater sophistication.

5. Building Confidence and Motivation

- **Safe Environment:** A classroom culture that promotes oracy encourages pupils to share their thoughts without fear of judgement. This confidence can translate into a willingness to explore texts and write more freely and creatively.
- **Motivation to Write:** When pupils engage in meaningful discussions about their writing topics, they are often more motivated to write, as they feel a sense of ownership over their ideas.

Implementation Strategies

To effectively integrate high-quality talk and oracy into reading comprehension and writing planning, we use a range of the following strategies:

- **Structured Talk Activities:** structured sessions where pupils can discuss their writing ideas in pairs or small groups.
- **Modelling and Scaffolding:** effective talk strategies are modelled and scaffolds provided to help pupils articulate their thoughts clearly.
- **Use of Visual Aids:** note-taking, drawing, mind-mapping or highlighting of knowledge organisers during discussions to help pupils visualise their ideas and structure their writing.
- **Regular Reflection:** regular opportunities for pupils to reflect on their discussions and how these have influenced their writing plans.

Conclusion

High-quality talk and oracy are essential components in the writing process, particularly in the planning phase. By fostering a culture of effective communication, we can significantly enhance pupils' writing skills, leading to more thoughtful, well-structured, and engaging written work. Discussing interpretations of authorial language, character intent and overall meaning of texts promotes critical and reflective thinking enabling pupils to develop a deeper comprehension of a variety of texts.