

Developing pupils written responses through structure and oracy

Dee Tombs

*Head of Geography
Humanities Literacy Lead*



Developing pupils written responses through structure and oracy

- Clear approach to answering questions
- Planning of answers
- Use of connectives
- Answer structure guidance



- Modelling answers and speech
- Planning dedicated time for talk within lessons
- Full sentences. Formality. Fearlessness

AO1 - Knowledge → AO2 - Understanding → AO3 Evaluation

Formality.

- Removing the informal language and slang from the classroom environment
- Modelling good formal responses

Fearlessness.



Full Sentences

Whole School Approach



Response A:

Teacher: What is an environmental impact of mining?

Pupil: Water contamination ★

Response B:

Teacher: What is an environmental impact of mining?

Pupil: An environmental impact of mining is water contamination ★



Do say...	Don't say...
How are you? I'm well.	How are you? I'm good.
Cara and I went to the restaurant.	Cara and me went to the restaurant.
Can I have a coffee?	Can I get a coffee?
You need to get to your lesson quickly.	You need to get your lesson quick.
You need to talk quietly.	You need to talk quiet.
You were there.	You was there.
You did well	You did good.
I'm going to...	I'm gonna...

- Be confident and clear
- Project your voice
- Praising the effort
- Praising responses
- Acknowledging own mistakes

Dedicated time to talk

Y9 focus
(all year groups)

Areas for discussion: *Where do you think those people are? What area has the better life? What type of jobs do you think you find in each area? What one has better services? Where will people be paid the most?*

1. Class discussion

2. Pen to paper

- Opportunity to hear other pupils ideas and build on them
- Opportunity to oppose other pupils ideas
- Practice formulating an argument out loud
- Teacher differentiation
- Teacher can address common misconceptions



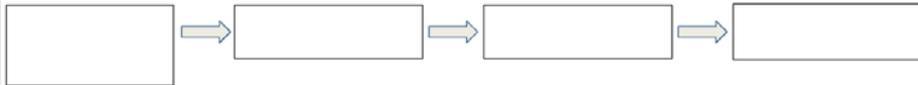
Photo 1



Photo 2

Speak First...Now Write!

"Explain two causes OR impacts of plastic in our oceans."



AO1 - Knowledge → **AO2 - Understanding** → **AO3 Evaluation**

More important than ever in September due to potential gaps lack of communication and lack of good speaking role models

Use of connectives: CATT Statements

- Allows pupils to create complex answers and paragraphs
- Responses are developed and thinking is extended
- Encourages pupils to think more deeply about the content within their sentences
- **Teacher differentiation can also be applied**

C - *Consequently*
A - *A reason for this / As a result of this*
T - *Therefore*
T - *This meant that*

All pupils



Explain one social impact of the Boscastle flood (4 marks)

Y7
remote
learning
example

One social impact of the Boscastle flood was that Telephone cables and wires were all lost in the flood. Therefore, people would not be able to talk to family, friends and loved ones. Consequently, People who were in the flood couldn't talk to anyone to help cope with the stress and anxiety. As a result of this, They will be depressed, sad and very alone (if they have no one else).

Consequently,
As a result of,
This means that,
Therefore

Statement 5
Describing and explaining the impact of an event



Success Criteria:

- Have you followed the structure of the example?
- How many sentences are there?
- Have you included evidence?
- Have you used CATT statements?

AO1 - Knowledge → **AO2 - Understanding** → **AO3 Evaluation**



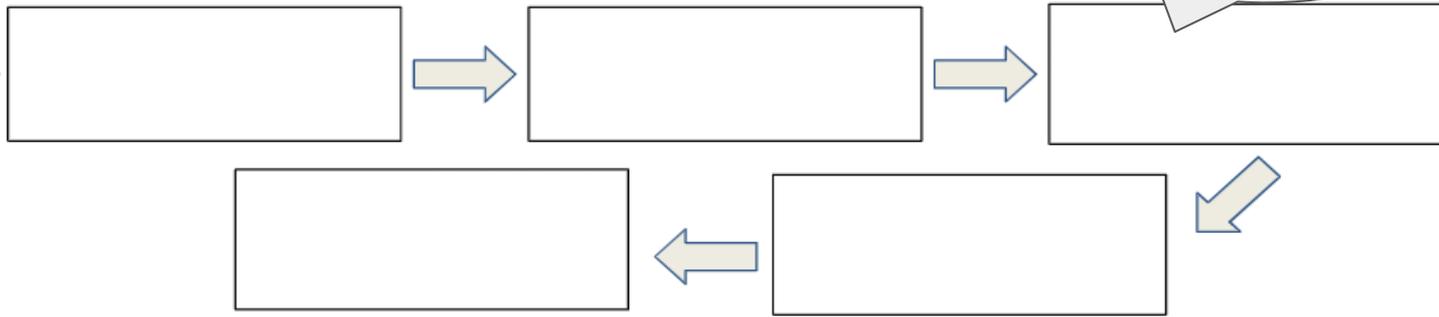
Step 1: Completed as a class

Causes of uneven development

Structure and oracy: Y8 example



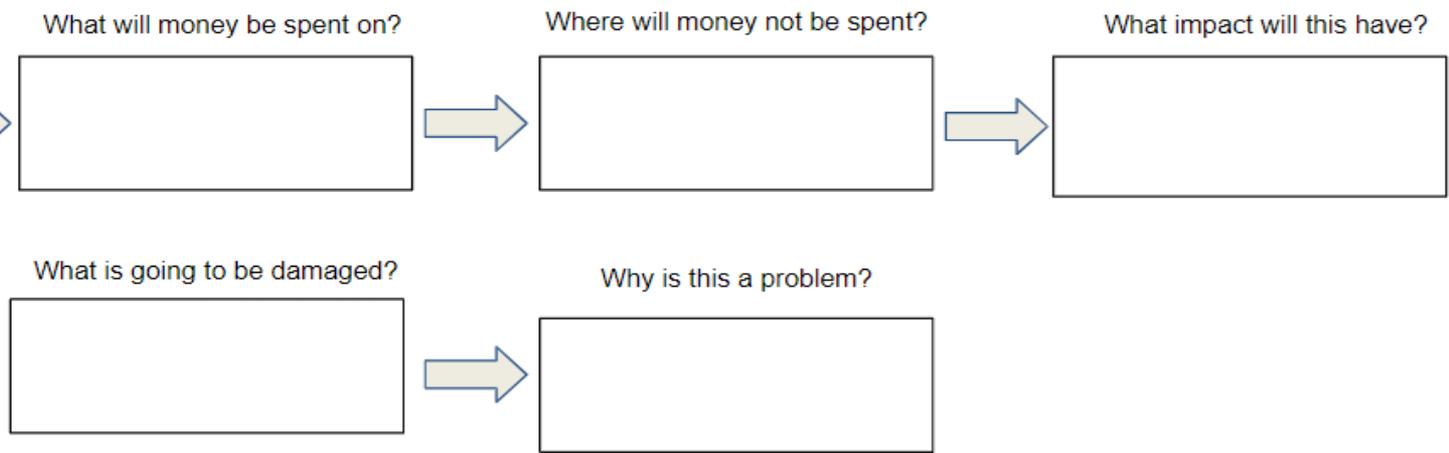
Poor climate



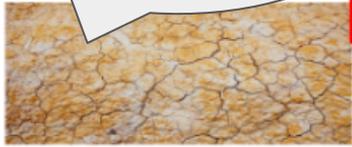
Step 2: Pupils guided by questions



War and conflict

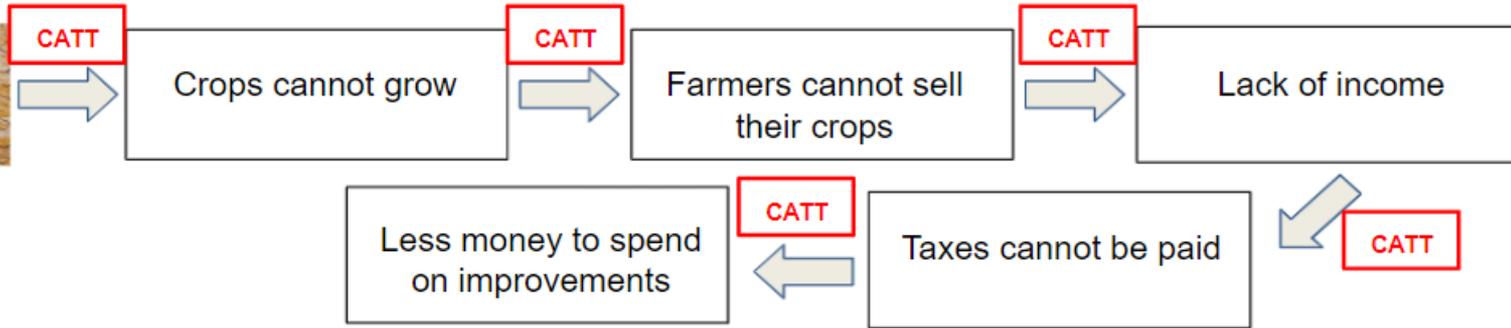


Structure and
oracy: Y8
example



Poor climate

Causes of uneven development



AO1 - Knowledge

AO2 - Understanding

AO3 Evaluation

- Modelling to pupils how to develop their answers
- Deepen and developing their thinking
- Opportunity to practice an answer verbally

Pupil response example:

*One cause of uneven development is a poor climate. **As a result of this** crops are unable to grow. **This means that** the farmers are unable to sell the crops as none are produced.....*

Top Tips

- Create a classroom environment where pupils are encouraged to talk - this should be considered in the planning stages of SOW (*this more than ever will be crucial in September!*)
- Provide a clear structure that works for your pupils (e.g. CATT)
- Praise the effort and correct the speaking - encourage the use of full sentences
- Model how to develop answers - provide scaffolding that you will pull away over time and re-introduce when needed
- Familiarity and consistency

All pupils

How do I write great written answers in Geography?

Use **WHO** when comparing data, graphs and information

W - Whereas

H - However

O - On the other hand

Use **PEDD** paragraphs for 6 mark questions (X2)

P - Point

E - Evidence / Explanation

D - Develop

D - Develop

Use **PEDDaL** paragraphs for 9 mark questions (X3)

P - Point

E - Evidence / Explanation

D - Develop

D - Develop

a

L - Link back to the question

Use **PDA** when describing a graph or data

P - Pattern

D - Data

A - Anomaly

Use **BUG** with all exam questions to ensure you are clear

B - Box the command word

U - Underline the key words

G - Glance back over the question before you begin

Use **KILLER FACTS**:

Names, dates, places, numbers, statistics

Improve your explanations using **CATT**:

C - Consequently

A - As a result of this / A reason for this

T - This means that

T - Therefore