St Stephen Churchtown Academy

Strategies for Developing Oracy in Science

	Purpose and Impact
Being Curious: Asking Scientific Questions	At St Stephen, we ensure that students ask questions to their own scientific enquiry to promote inquisitive and curious learners. Through the oracy progression, students are expected to ask increasingly challenging questions alongside previously learned scientific knowledge.
Practical Skills: Modelling Narration	Working scientifically, students and staff are expected to narrate their modelling to encourage scientific language and thinking.
Scientific Enquiries: Group Discussion	The purpose of group discussion is to inspire pupils to use and challenge their key foundational knowledge and concepts within science, encouraging a sense of excitement and curiosity about natural phenomena. Alongside given sentence stems, students should be able to explain what is occurring, predict how things will behave and analyse causes.
Recording Data & Results	Students should use given sentence stems and scientific vocabulary to articulate given scientific data or results. In doing so, students should be using technical language associated with that area of science: chemistry, physics or biology.
Reporting & Presenting Findings: Defending Conclusions Reached	By defending conclusions, using given sentence stems, students think more critically about given scientific phenomena. In doing so, students will build an extended specialist vocabulary, apply mathematical knowledge to their understanding of science and use appropriate evidence to support their thinking. The ability to defend scientific conclusions will unsure students further their conceptual understanding of the given topic.
Evaluation: Self Reflection	Through the oracy progression, students are invited to change their mind based on what they have heard. In doing so, pupils develop their perspective and judgement of given scientific evidence. Further to this, in science students are expected to engage with the unknown as a means of scientific exploration. Within this unknown, it is vital that students use appropriate vocabulary and sentence stems to support their future understanding.

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?*