

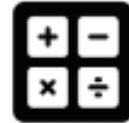


Strategies for Developing Oracy in Maths

	Purpose and Impact
Defending Conclusions Reached	By defending conclusions, using given sentence stems, students think more critically about given mathematical problems. In doing so, students will follow a line of enquiry, conjecture relationships and generalisations, develop an argument and use mathematical language when presentation proof.
Group Discussion	The purpose of group discussion is to inspire pupils to develop a foundation for understanding the world, the ability to reason mathematically, an appreciation for the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.
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 mathematical evidence. Further to this, in maths students are expected to engage with uncertainty and misconceptions as a means of mathematical exploration. Within this uncertainty, it is vital that students use appropriate vocabulary and sentence stems to support their future understanding.
Manipulative Tools	Manipulatives and pictorial representations support students to organise their thinking and structure their talk, providing a bridge from the concrete to the abstract.
Model Narration	Students and staff are expected to narrate their modelling to encourage mathematical language and thinking.
Real-World Maths	At St Stephen, we root mathematics within aspirational talk to ensure its relevance, showing how maths is intrinsic to everyday life. In doing so, students are expected to make verbal links between their mathematical reasoning and aspirational links.



Talking like a Mathematician Sentence Stems



- It is the same / different...
- This reminds me of...
- I can prove I'm right because
- We must remember...because
- There is one more/one less...

- My working out is the same / different than yours because...
- I can prove I am right because...
- Another strategy you can use is...
- I learnt the word...and it means...

- We know that... so... it can't be...
- A major difference between... and... is that...
- I agree because...
- My strategy works because...
- I can check my answers by...
- Next time, I will...

- I think the question means... so the answer means...
- I know that... Therefore, I would try out...
- I approached it methodically by...
- I was systematic... when...
- I looked at the whole problem and broke into these steps...
- So far, I have discovered that...
- The strategy I used was...
- I agree/disagree with...because...
- The solution makes sense because...
- I can visualise this problem by...
- I know my answer is reasonable because...
- The information needed to solve the problem is...
- When I used the inverse, I noticed...