

## Oracy and Science

Mrs Angela Forshaw, Science Coordinator: 'Oracy is key to good science teaching and learning. The focus on building specific oracy skills across our curriculum has allowed our pupils to take time to discuss, question and evaluate concepts in science. We use paired and group discussion, focus on building scientific vocabulary, and make asking questions central to our lessons.'



Junior pupils using their oracy skills in Science investigations.

BoltonSchoolJnrGirls @BoltonJnrGirls - 09/10/2020  
The skeletons have come out of the Year 3 closet for a play this afternoon. Where does each bone go? What do they do? What are they called? How do they join? When's Halloween?! So many questions to explore! 🦴👻



Year 3 investigating skeletons through questioning.



Oracy skills in action; collaborating, taking turns, asking questions, acquiring new vocabulary.

We used grouping ideas from Voice 21: Nests, Pairs, Circle and Onion. Year 3 used the 'onion' formation to share their ideas before moving on to the next partner; a very effective way to allow for different, more randomised talking partners. We found that by giving the children a limited time before moving on, they quickly realised the importance of starting straight away and prioritising the information they wanted to share. We noticed an improvement, after a few sessions, in how children who are easily distracted by background noise would focus better on their own conversation. They also became keener listeners because they knew that she would ask them afterwards what they had learned from their peers, rather than to share their own ideas.



BoltonSchoolJnrGirls @BoltonJnrGirls - 04/12/2020  
Collaborating with our isolating talking-partners in science via Zoom really shows off our great oracy skills in listening and turn-taking! @voice2toracy



Talk partners via zoom Science



Use of 'onion' grouping to compare their science predictions and ideas, before they feed back to the wider group. Pupils gained confidence in themselves as they were given the chance to share and 'test out' their theories or initial ideas on a one-to one with multiple children first. It generated confidence to ask questions.



Year 6 pupils interview an ophthalmologist.

BoltonSchoolJnrGirls @BoltonJnrGirls - 11/08/2020  
Our scientists are having fun learning about air resistance @STEMLearningUK



<https://twitter.com/boltonjnrgirls/status/1271874832477626368?s=21>

BoltonSchoolJnrGirls @BoltonJnrGirls - 17/06/2020  
How to make a walking rainbow part 1. Fantastic oracy and science skills combine @WomenInSTEM20 @TheOracyHub



Oracy and Science in Year 5 combine as one of our pupils explains the findings of her experiment.  
<https://twitter.com/boltonjnrgirls/status/1273326814342111235?s=21>

After learning about Darwin observing that the finches of the Galapagos Islands had different shaped beaks depending on the food that was available to them, Ashriya presents her beak experiment.

[https://app.seesaw.me/pages/shared\\_item?item\\_id=item.e5c66b11-9e08-4734-b0ea-](https://app.seesaw.me/pages/shared_item?item_id=item.e5c66b11-9e08-4734-b0ea-)