

Plean Scoile

St Fiacc's NS

A Whole School Approach to Oral Language



St. Fiacc's N.S.
Fírinne le Misneach

Year 1	Year 2
Partner & Small Group Work	Cooperative Group Work Roles
Arguments & Informal Debates	Conversations
Formal Debates	Storytelling/anecdotes
Giving Instructions/Procedures	Oral Reports
Questioning & Interviews	Interest talks

Partner and small group work

Partner and small group work provides an authentic learning context in which students can develop both speaking and listening skills. Pupils are allowed to become actively involved in the construction of their own knowledge. This can often lead to a greater understanding and internalisation of material. Pupils are allowed to use language to interact and plan, take on a particular role such as the manager, the recorder etc., develop a group activity and monitor and reflect on the task/learning. Small group learning allows the teacher to effectively scaffold students learning by providing guidance towards ensuring that the groups run smoothly, that allocated roles are working and that learning is being fostered.

Infants	1 st /2 nd	3 rd – 6 th
<ul style="list-style-type: none"> ● Yes/no ● Ok ● Right ● I think ● It's my/your turn ● Who's next? ● Can you help me? ● Would you like me to help? ● What if...? 	<ul style="list-style-type: none"> ● I see ● I get it now ● You're right ● That's great ● Let's try that ● Maybe if we....then..... ● Whose turn is it? ● Who would like to go next? ● Why does....? ● How do you...? ● How about...? ● Why/how did that happen? ● Why/what do you think...? ● Can we try this? ● What did you say again? ● Could you say that again please? ● Is everyone happy with...? ● What do we think about...? ● What if we....? 	<ul style="list-style-type: none"> ● I think we should try... ● This might work better if we..... ● That's a great idea ● We should experiment with ● It might be better if..... ● That could work if/when.... ● The result of that would be... ● Would you mind if I...? ● What caused this? ● What might this be the result of? ● Why do you think so? ● Can you think of another reason? ● Can you explain how...? ● Would you mind repeating that for me? ● Can I just clarify....? ● Just to be clear...? ● Is what you meant that....? ● So just to be clear....what we are saying is... ● What might the outcome be if...?

Arguments and Informal Debates

The purpose of debating and developing arguments is to persuade an audience to accept a particular point of view. Debates provide pupils with practice in giving and justifying opinions. Pupils will be required to research topics to provide relevant information to support their point of view. Debates can be used for exploring issues and different points of view such as topics from literature being studied in class or local concerns such as pollution, phone masts and current affairs

Infants	1 st /2 nd	3 rd – 6 th
<ul style="list-style-type: none"> ● I think/I don't think ● Because ● Yes/No ● I like/I don't like ● I agree/disagree ● My favourite 	<ul style="list-style-type: none"> ● I have mixed feelings ● I prefer ● I strongly agree/disagree ● In my opinion ● I believe ● I feel ● For instance ● Unless ● However ● Except 	<ul style="list-style-type: none"> ● I strongly/thoroughly/firmly believe ● I agree/disagree that ● It is believed/widely believed that ● It has been found/discovered/proven ● On one hand/other hand ● Consider the following ● To begin ● Furthermore ● In fact ● As with ● Likewise ● Owing to ● Equally ● Alternatively ● Significantly ● Indeed ● In particular ● In the case of ● Firstly, secondly, next ● For example ● However/although ● To further illustrate my point ● To reinforce my point ● The problem with _____ is.... ● Similarly, conversely ● Finally ● Therefore ● Because of that ● Overall ● In conclusion ● In summary ● Consequently

Formal Debates

The purpose of debating and developing arguments is to persuade an audience to accept a particular point of view. Debates provide pupils with practice in giving and justifying opinions. Pupils will be required to research topics to provide relevant information to support their point of view. Debates can be used for exploring issues and different points of view such as topics from literature being studied in class or local concerns such as pollution, phone masts and current affairs

Structure	Infants	1 st /2 nd	3 rd – 6 th
Introduction			
Greeting	<ul style="list-style-type: none"> • Good morning/afternoon • Hello everybody 	<ul style="list-style-type: none"> • Hello ladies and gentlemen • You are all very welcome to 	<ul style="list-style-type: none"> • Good afternoon esteemed guests • Welcome to todays • I would like to take this opportunity to welcome you all to • On behalf of _____ I would like to welcome you to • Chairperson, adjudicators and fellow debaters...
Thesis	<ul style="list-style-type: none"> • My name is _____ and today I will talk about 	<ul style="list-style-type: none"> • I am and today I would like to talk to you about..... • The topic for today's debate is.... 	<ul style="list-style-type: none"> • I'd like to start by introducing myself. My name is _____ I am _____ and I wish to talk to you about • Today we are proposing/opposing the motion... • The topic for today's debate is..... • The motion being debated today is....
State position	<ul style="list-style-type: none"> • I think/I don't think • Yes/No • I like/I don't like • I agree/disagree • My favourite 	<ul style="list-style-type: none"> • I have mixed feelings • I prefer • I strongly agree/disagree • In my opinion • I believe • I feel 	<ul style="list-style-type: none"> • I strongly/thoroughly/firmly believe • I agree/disagree that • Firstly, secondly, next • I would like to start off by saying... • I propose the following.... • The problem with _____ is.... • To begin • In my opinion....
Provide supporting evidence	<ul style="list-style-type: none"> • Because 	<ul style="list-style-type: none"> • For instance • Unless 	<ul style="list-style-type: none"> • It is believed/widely believed that • It has been found/discovered/proven • On one hand/other hand • Consider the following • To further illustrate my point • To reinforce my point • Furthermore

			<ul style="list-style-type: none"> ● In fact ● As with ● Likewise ● Owing to ● Equally ● Significantly ● Indeed ● In particular ● For instance ● An example of this can be found... ● In other words... ● That is to say... ● What is important to remember... ● I'd like to emphasise.... ● I like to stress the importance of... ● I would like to highlight.... ● Here I'd like to refer to.... ● As you may well know.... ● As you are probably already aware.....
Present alternative position		<ul style="list-style-type: none"> ● Can be found..... ● For example ● However/although ● Except 	<ul style="list-style-type: none"> ● Similarly, conversely ● Alternatively ● In the case of ● Others believe... ● According to.... ● Although others believe.... ● Regardless of.... ● Contrary to.... ● _____ stated that..... however....
Conclusion	<ul style="list-style-type: none"> ● Thank you for listening 	<ul style="list-style-type: none"> ● Thank you for your attention ● To summarise.... ● In conclusion.... 	<ul style="list-style-type: none"> ● Therefore ● Because of that ● Overall ● In conclusion ● In summary ● Consequently ● As I have already said earlier... ● As previously stated... ● I'd like to summarize/sum up ● Let me summarise by saying... ● So that concludes my ● At this stage I would like to run through/over the main points... ● So, as we have seen today.... ● In conclusion I would like to say that... ● My final comments concern...

			<ul style="list-style-type: none">● I would like to finish by reminding everyone that...● I am confident that you will all agree that
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Giving Instructions/Procedures

Giving instructions and outlining procedures involve communicating a series of steps in order to accomplish an end. The language used for this spoken text includes the use of dictate verbs such as *put, go, turn, take* etc.

Infants	1 st /2 nd	3 rd – 6 th
<ul style="list-style-type: none"> ● First ● Next ● After that ● Then ● Here ● Later ● Now ● In the end 	<ul style="list-style-type: none"> ● You will need ● Remember ● Firstly, secondly ● In the beginning ● To begin with ● To start ● Following ● After a while ● At this point ● Before that ● Finally ● Lastly ● To end ● To finish 	<ul style="list-style-type: none"> ● In order to ● The process involved ● The steps taken were ● First of all ● In the first instance ● Initially ● To begin the process ● Starting out ● Meanwhile ● Previously ● Additionally ● Alternatively ● Eventually ● Accordingly ● Consequently ● While ● In summation ● To conclude ● In conclusion ● The final step ● On completion

Questioning and Interviews

Questioning encourages higher order thinking and forms the basis of inquiry. Good questioning enhances understanding, as it provides opportunities to explain, clarify, probe, make connections and identify problems and issues. Questioning encourages dialogue between pupils and teachers and influences pupil's use of questioning to promote their own learning. Self-questioning enables pupils to reflect and assess their own results and efforts with a view to making them better.

Purpose	Infants	1 st /2 nd	3 rd – 6 th
To recall	<ul style="list-style-type: none"> Who? What? Where? When? 	<ul style="list-style-type: none"> How many? What happened next? 	<ul style="list-style-type: none"> What is the name of...? Which is true or false?
To understand	<ul style="list-style-type: none"> How did...? 	<ul style="list-style-type: none"> What do you think will happen? How are they different/similar? How about...? Can you tell me? Can you show me? 	<ul style="list-style-type: none"> What is meant by...? How would you describe..? What is the main idea? Can you tell me about...? Can you provide an example of...? Can you explain exactly why..?
To solve	<ul style="list-style-type: none"> Why is...? In what other way can these be sorted? 	<ul style="list-style-type: none"> What would happen if...? What other reasons might there be for..? How would you...? What does this remind you of? 	<ul style="list-style-type: none"> How might you use this? What information would you need to...? What would you do next time? If you had to.....what would you do? Why is ____ significant? Where have you seen something like this before?
To reason	<ul style="list-style-type: none"> Why did....? 	<ul style="list-style-type: none"> What was the purpose of...? What are the parts...? What might have happened if...? 	<ul style="list-style-type: none"> Which were the facts and which were opinions? What do you see as other possible outcomes? What were the causes of...? What were the effects of...? How are these the same? What is the difference between...?
To create	<ul style="list-style-type: none"> How could you...? Pretend that.... 	<ul style="list-style-type: none"> Can you design a ____ to...? What ways might there be to...? If you were ____ what would you have done? 	<ul style="list-style-type: none"> What conclusions are you making? Can you see possible solutions? Can you develop an idea which...? What other ideas do you have for...? How can you use what you have learned to....?
To judge	<ul style="list-style-type: none"> Should...? Why? 	<ul style="list-style-type: none"> Do you agree/disagree? 	<ul style="list-style-type: none"> How could this be improved? How would you rank order...?

	<ul style="list-style-type: none">• Why not?	<ul style="list-style-type: none">• Do you think that ___ should....?• Which is better? Why?	<ul style="list-style-type: none">• What is the most important...?• How did you come to that conclusion?• How did you make your decision?• What is your top priority?
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Co-operative Group Work Roles

Role in co-operative group	Function	Language Required
Manager	Keep the group on task, ensure contributions from all and guide discussion or activity	<ul style="list-style-type: none"> ● <i>Let's take it in turns to...</i> ● <i>We have _____ left to get this done</i> ● <i>Let's make a decision on...</i> ● <i>So what you're saying is...</i> ● <i>How do you think we should approach this?</i> ● <i>Has anyone got any ideas about?</i> ● <i>What do you think about...?</i> ● <i>What about if we...?</i> ● <i>Are we getting there with...?</i> ● <i>How's _____ going?</i> ● <i>Can I check in with you on...?</i> ● <i>Are we happy with progress?</i>
Encourager	Encourage speakers and promote tolerance within the group	<ul style="list-style-type: none"> ● <i>That's a great idea</i> ● <i>Well done</i> ● <i>Brilliant</i> ● <i>That's super</i> ● <i>We are doing really well</i> ● <i>Keep it up</i> ● <i>Just to remind you that....</i> ● <i>Let's listen to _____'s opinion</i> ● <i>Let's see what _____ has to say about....</i> ● <i>Is there anything I can do?</i> ● <i>Would you like me to...?</i> ● <i>Are we all happy with..?</i> ● <i>Is everyone ready to....?</i>
Record keeper/Data gatherer	Take notes or summarise ideas, clarify ideas, read aloud from material when appropriate	<ul style="list-style-type: none"> ● <i>Am I right in saying that....?</i> ● <i>So are you happy with me saying....?</i> ● <i>Can I clarify _____ with you?</i> ● <i>Can I ask you to check this with me?</i> ● <i>Have I heard you correctly?</i> ● <i>Is that accurate?</i> ● <i>Just to be clear....</i> ● <i>So what you're saying is.....</i> ● <i>I hear what you are saying</i>
Spokesperson	Act as spokesperson when reporting to the class	<ul style="list-style-type: none"> ● <i>Our group worked on...</i> ● <i>We discovered that...</i> ● <i>In order to....we...</i> ● <i>In doing this, we learned that....</i> ● <i>_____ had responsibility for</i> ● <i>Our findings were....</i> ● <i>In summary</i>

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Conversations

Classroom conversations are dialogues that occur between students and teachers and between students and students. They are used to create, negotiate or deepen the understanding of a topic.

Infants	1 st /2 nd	3 rd – 6 th
<ul style="list-style-type: none"> • You said.... • I said.... • I think.... • But.... • So.... • Because.... • What if....? • So why....? • But what about....? 	<ul style="list-style-type: none"> • I get it • I see what you mean • Now I have it • Does that mean...? • Can I ask....? • What do you think....? • So if....then.... • What if.....? • Could we try.....? 	<ul style="list-style-type: none"> • That was a good point about....it could also.... • I would like to add to what ____ said by.... • Yes! And then you could..... • Am I right in thinking that you mean.....? • Are you saying....? • Have I got it right? You think....? • What is it about...that makes you say....? • Can you tell us a little more about....? • What do you mean when you say.....? • Can you give us an example? • Is that the same as....? • Can you explain a little more about....?

Storytelling and Anecdotes

Telling stories, recalling events and relating personal anecdotes has been how many cultures and societies have preserved and passed on their traditions. We constantly communicate information through stories e.g. *Wait until I tell you a good one about ...* Storytelling is a vital part of everyday conversation and so should be an important feature in all classrooms. Teachers can extend storytelling skills into performance opportunities such as play, recital in drama

Structure	Infants	1 st / 2 nd	3 rd – 6 th
Beginning			
Introduction	<ul style="list-style-type: none"> ● Once upon a time... ● Long, long ago... ● One day... 	<ul style="list-style-type: none"> ● In a faraway land... ● Many years ago... ● Fadó, fadó... ● In the beginning... ● Once there lived.... ● Remember when... ● Wait until I tell you... 	<ul style="list-style-type: none"> ● Long ago in the mists of time... ● This is a story I heard a long time ago... ● We were I the ____ one morning when... ● It was a dark and dismal night.... ● It all started when... ● Once upon a time, when the world was young.... ● I'm going to tell you a tale about... ● One day, not too long ago... ● It had all happened so quickly... ● That reminds me of... ● I have a story to tell you about.... ● Did you hear the one about...
Describing Characters	<ul style="list-style-type: none"> ● Big/small ● Long/short ● Thin/fat ● Tall/small ● Happy/sad ● Nice/nasty 	<ul style="list-style-type: none"> ● Flat/lean/thick/wide/round ● Skinny/slim/straight ● Annoyed/pleased ● Horrible/nasty/mean ● Crazy/wild ● Awful/cross/mean/evil/nasty ● Fine/lovely ● Clever/excellent/friendly ● Amazing/brilliant/fantastic 	<ul style="list-style-type: none"> ● Bloated/broad/bulky/curved/crooked ● Delicate/gangly/gaunt/lanky/plump ● Stocky/stout/symmetrical ● Berserk/enraged/furious/hysterical ● Appalling/beastly/pessimistic/revolting shameful/shocking/vicious ● Attractive/desirable/pleasant/delightful ● Admired/affectionate/appreciated/considerate/compassionate/enthusiastic generous/genuine/gracious/obedient ● Exceptional/fabulous/glorious/superb
Describing setting	<ul style="list-style-type: none"> ● Above/below ● Behind/beside ● Up/down 	<ul style="list-style-type: none"> ● At the end ● To the left/to the right ● Inside/middle 	<ul style="list-style-type: none"> ● Among/across/against/around ● Between/beneath ● Beyond/closely

	<ul style="list-style-type: none"> ● Hot/cold ● Wet/dry ● Big/small/little ● Loud/quiet 	<ul style="list-style-type: none"> ● Outside ● Calm/clear/cool ● Foggy/misty/icy ● Freezing/warm/wet ● High/huge/large/long/tall ● Little/low/short/tiny ● Banging/crashing/hissing howling/hooting ● Blast/noisy/roar/scream ● Low/gentle/silent/soft 	<ul style="list-style-type: none"> ● Throughout/underneath/toward ● Balmy/humid/muggy/overcast ● Blazing/scorching/tropical ● Blizzard/gust/severe/squall ● Dense/drizzly/gale/heavy ● Colossal/enormous/immense/gigantic massive/vast ● Microscopic/miniature/miniscule narrow/shallow/slight ● Babbling/buzz/clatter/high-pitched screeching/shrieking/snarling/whining ● Deafening/ear-splitting/shrill/uproar ● Dull/faint/inaudible/mumble/murmur rustle/whisper
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Middle

Time connectives	<ul style="list-style-type: none"> ● Then ● Next 	<ul style="list-style-type: none"> ● Firstly, secondly ● While/since ● Then one day.... ● Now when.... ● The next day/morning.... ● On his way.... ● Suddenly... 	<ul style="list-style-type: none"> ● Meanwhile/eventually ● But as soon as.... ● It wasn't long before.... ● Soon afterwards.... ● Along came.... ● That very morning/day.... ● All at once.... ● All of a sudden.... ● Out of the blue....
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Words instead of went	<ul style="list-style-type: none"> ● Drove ● Flew ● Cycled ● Ran ● Walked 	<ul style="list-style-type: none"> ● Climbed ● Crawled ● Jumped/hopped 	<ul style="list-style-type: none"> ● Crept/tip-toed/roamed/meandered ● Floated/drifted/slithered ● Screeched/skidded/squeezed ● Strode/stormed/thumped/thundered ● Tumbled/zoomed/ambled/trekked
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Words instead of said	<ul style="list-style-type: none"> ● Said ● Shouted ● Roared 	<ul style="list-style-type: none"> ● Answered ● Called ● Cried ● Screamed ● Thought 	<ul style="list-style-type: none"> ● Added/admitted/announced/agreed ● Boasted/bragged/ ● Complained/concluded/confessed ● Denied/described/discussed ● Encouraged/explained/exclaimed ● Informed/interrupted ● Moaned/pleaded/protested ● Remarked/replied/reminded ● Sighed/suggested/urged/uttered ● Commanded/declared/directed ● Examined/inquired
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End

Connectives	<ul style="list-style-type: none"> ● So 	<ul style="list-style-type: none"> ● After 	<ul style="list-style-type: none"> ● Even though/lest/provided/unless
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		<ul style="list-style-type: none"> • Although • Even though • As 	<ul style="list-style-type: none"> • In order that/since/so that • Except/however/save • As though/neither/otherwise/whereas/whenever/whereby
Conclusion	<ul style="list-style-type: none"> • They all lived happily ever after 	<ul style="list-style-type: none"> • ...and nothing was heard of the _____ ever again • And that was the last that was seen/heard of.... • And that was the end of that • 	<ul style="list-style-type: none"> • ...and so we'll never know what really happened • ...it had finished, at last • ... and so it was over • ...and now we could all have a well-earned rest • ...and I can't wait to do it again!

Oral Reports

Oral reports give pupils experience in selecting and organising information that will suit specific purposes, situations and audiences. Reports can be planned such as reporting on a project and unplanned such as the plenary part of a lessons. Oral reports are those based on a shared focus of interest or particular topics being studied at that particular point in time. Subjects like science and geography lend themselves to organising reports.

Structure	Infants	1 st /2 nd	3 rd – 6 th
Introduction			
<i>Greet audience</i>	<ul style="list-style-type: none"> • Good morning/afternoon • Hello everybody 	<ul style="list-style-type: none"> • Hello ladies and gentlemen • You are all very welcome to 	<ul style="list-style-type: none"> • Good afternoon esteemed guests • Welcome to todays • I would like to take this opportunity to welcome you all to • On behalf of _____ I would like to welcome you to
<i>Introduce self & subject</i>	<ul style="list-style-type: none"> • My name is _____ and today I will talk about 	<ul style="list-style-type: none"> • I am and today I would like to tell you all about/talk to you about..... • The topic for my report is..... 	<ul style="list-style-type: none"> • I'd like to start by introducing myself. My name is _____ I am _____ and I wish to talk to you about • I plan to speak about..... • Today I'm going to talk about.... • The subject of my presentation is..... • I would like to give you an overview of.....
<i>State purpose</i>	<ul style="list-style-type: none"> • I want to talk about this because 	<ul style="list-style-type: none"> • What I would like to do today is • At the end of this report I hope you will... 	<ul style="list-style-type: none"> • I have chosen to speak about this because..... • I have been asked to speak about _____ because • Have you ever heard of? • You may already know.... • Every day you encounter.... • The purpose of my talk today is..
<i>Provide outline</i>			<ul style="list-style-type: none"> • To illustrate... • To give you the essential background information on... • To outline... • To have a look at...

			<ul style="list-style-type: none"> • What I want my listeners to get out of my speech is... • If there is one thing I'd like to get across to you today it is that... • What I would like to do today is to explain • In the first part I give a few basic definitions. • In the next section I will explain • In part three, I am going to show... • In the last part I would like/want to give a practical example...
Body of report	<ul style="list-style-type: none"> • _____ is a • _____'s are 	<ul style="list-style-type: none"> • This is.... • These are.... • Can be found..... • For example 	<ul style="list-style-type: none"> • For instance • An example of this can be found... • In other words... • That is to say... • What is important to remember... • I'd like to emphasise.... • I like to stress the importance of... • I would like to highlight.... • As I have already said earlier... • As previously stated.... • In the words of.... • According to.... • Here I'd like to refer to.... • There is a famous quotation that goes.... • As you may well know.... • As you are probably already aware.....
Conclusion	<ul style="list-style-type: none"> • Thank you for listening • I hope you enjoyed my report 	<ul style="list-style-type: none"> • Thank you for your attention • To summarise.... • In conclusion.... 	<ul style="list-style-type: none"> • I'd like to summarize/sum up • Let me summarise by saying... • So that concludes my • At this stage I would like to run through/over the main points... • So, as we have seen today.... • As I have tried to explain • In conclusion I would like to say that... • My final comments concern...

- I would like to finish by reminding everyone that...

Interest Talks

Interest talks are a way for pupils to share topics of personal interest with others. Choosing a topic they know about well allows pupils to concentrate on developing the skills needed to organise and present the information to others. Interest talks contain information that is used to describe and they can also contain explanations. They can be part of daily sharing sessions with a partner/small group or they can be developed into planned, formal presentations.

Structure	Infants	1 st /2 nd	3 rd – 6 th
Introduce the topic	<ul style="list-style-type: none"> ● I would like to talk about.... ● This is.... ● Here is.... 	<ul style="list-style-type: none"> ● I would like to tell you all about.... ● I am very interested in... 	<ul style="list-style-type: none"> ● I would like to take this opportunity to talk to you about... ● I first became interested in.... ● I have a passion for.... ● Today I would like to talk to you about....
State reasons for an interest in the topic	<ul style="list-style-type: none"> ● I like... ● I enjoy... 	<ul style="list-style-type: none"> ● I find ____ interesting because.... ● My hobby is.... ● I like to spend my time.... ● One of the things I like to spend my time doing is.... 	<ul style="list-style-type: none"> ● I am passionate about... ● I have a passion for.... ● I have, for many years, enjoyed... ● I like challenging myself to.... ● It is a creative pastime that.... ● I enjoy the feeling of.... ● It gives me great satisfaction to.... ● I have enjoyed many successes
Provide relevant information	<ul style="list-style-type: none"> ● I want to talk about this because ● This is.... ● These are... 	<ul style="list-style-type: none"> ● What I would like to do today is ● As you may already know... ● Many of you may already... 	<ul style="list-style-type: none"> ● I have chosen to speak about this because..... ● Have you ever heard of? ● You may already know.... ● Every day you encounter.... ● You may already be familiar with
Explain technical terms to the audience	<ul style="list-style-type: none"> ● This works 	<ul style="list-style-type: none"> ● The purpose of ____ is... ● This is called the ____ and it is for 	<ul style="list-style-type: none"> ● To illustrate... ● To give you the essential background information on... ● To outline... ● To have a look at... ● What I would like to do today is to explain ● We use the word ____ to describe....

			<ul style="list-style-type: none"> • The function of _____ is....
Conclusion	<ul style="list-style-type: none"> • Thank you for listening • Any questions? 	<ul style="list-style-type: none"> • Thank you for your attention • To summarise.... • In conclusion.... • Does anybody have any questions? 	<ul style="list-style-type: none"> • I'd like to summarize/sum up • Let me summarise by saying... • So that concludes my • Would anybody like to ask me any questions? • I welcome any questions or comments that you may have