

Scaffolding oracy

8B – Provide scaffolded oral opportunities for pupils to discuss understanding

One post-reading strategy is to give pupils opportunities to summarise their understanding orally. This has multiple benefits:

- > It develops their *oracy* skills
- > It gives them a chance to digest what they have read in a low stakes environment
- > It enables pupils to support one another
- > It gives pupils the chance to articulate their response before the act of writing.

Consider the processing required to fully comprehend the passage from a GCSE PE booklet below on the Double Circulatory System:

Blood in the body continuously flows through a network of blood vessels that form a double circuit. This circuit connects the heart to the lungs and then the heart to the other organs in the body. The double circuit involves pulmonary circulation and systemic circulation.

Pulmonary system – this involved the transportation of blood between the lungs and the heart. The pulmonary artery takes deoxygenated blood from the right ventricle of the heart to the lungs. In the lungs, blood becomes oxygenated and off-loads carbon dioxide. The pulmonary vein then takes the oxygenated blood back to the left atrium of the heart.

Systemic system – the blood is pumped from the left ventricle of the heart into the aorta. The blood is then transported to the rest of the body via arteries. Veins return the blood, which is low in oxygen and high in carbon dioxide, to the heart. The blood then enters the right atrium via the vena cava.

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Various strategies such as *Check Link Connect* questioning (see pages 6A, 6B, 6C), using diagrams before and during reading, and pre-reading teaching of required knowledge of certain body parts, such as the heart, would be used to support pupils' reading here. But despite its relative brevity, it is a complex text, so standard comprehension tasks might need support.

Pupils might be asked this for instance:

The heart is responsible for pumping blood around the body.
Describe how the double circulatory system performs this function.

We could just ask pupils to 'Turn & Talk' and share their ideas. But our less confident readers may still struggle. Since the question is asking pupils to describe a process, we can support them with sentence starters to guide their thinking, identify details in the text, and articulate their responses coherently.

We could help pupils frame their thinking with the following:

In the pulmonary system, the pulmonary artery takes to
Once oxygenated in the lungs, the pulmonary vein takes
In the systemic system, the oxygenated blood is transported to the via
Veins then return to the

Pupils are given a structure to process what they have read, re-read where necessary, and articulate their summary clearly, allowing them to speak confidently.