

MATHEMATICAL ORACY • TEACHER TOOLKIT

Every child notices. Every child talks. Every child reasons and solves problems.

The sophistication of that talk develops from Nursery to Year 6.

PHYSICAL How we speak and present voice • clarity • pace • gesture • eye contact	LINGUISTIC The language we use vocabulary • sentence structure • precision	COGNITIVE How we think and reason ideas • reasoning • questioning • explaining	SOCIAL & EMOTIONAL How we listen, respond and work together listening • turn-taking • building • challenging
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30-SECOND ORACY LENS				
1 START White Rose small step: key idea + precise vocabulary	2 CHOOSE One mathematical talk move: what do I most want children to do?	3 HEAR What would successful mathematical talk sound like?	4 STEM Use the White Rose small-step stem where helpful	5 RESPOND Press for reasoning; invite, test and build on ideas

OUR 8 MATHEMATICAL TALK MOVES			
NOTICE Prompt: What do you notice? What do you see? What is changing? Listen for: Pay attention to structure, quantity, pattern, position or change.	DESCRIBE Prompt: Tell me what is happening. What can you say about it? Listen for: Use precise mathematical vocabulary.	EXPLAIN Prompt: How does it work? Why do you think that? Listen for: Link the idea, representation or method to a reason.	JUSTIFY Prompt: How do you know? What evidence supports your answer? Listen for: Give reasons and evidence.
COMPARE Prompt: What is the same? What is different? Which is more efficient? Listen for: Look for connections between methods, representations and efficiency.	CHALLENGE Prompt: Do you agree? Can you test that? Can you find a counterexample? Listen for: Question and test ideas respectfully.	GENERALISE Prompt: Will that always be true? What stays the same? What can you predict? Listen for: Look for patterns and structure, and make conjectures.	CONVINCE Prompt: How can you convince us? What would persuade someone who disagrees? Listen for: Give a clear mathematical argument that others can follow.

PROMPTS TO KEEP HANDY How do you know? Tell me why. Can someone build on that idea? Different way? Which is more efficient? Why? What do you mean by ____? Can you explain why you disagree? Will that always be true? Can you test it?	MODEL MATHEMATICIAN "I'm not sure yet - let's work it out." "I agree with your answer, but I want to understand your reasoning." "Let's test whether that is always true." "I changed my mind because..." "I noticed something I hadn't seen before."	DON'T SETTLE FOR... "It's 24." → How do you know it's 24? "Because I just know." → What could you show or say that would convince us? "My method is better." → Better in what way? Why?
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DAILY MATHS PLANNING ORACY LENS				
A quick jot only - use when it helps planning.				
White Rose small step	Talk move	What do I want to hear?	Key mathematical language	Teacher prompt