



St Martin's Catholic Primary school and Preschool Oracy Strategy



Speak like a
Designer

Strategies for developing oracy in Design Technology	Purpose and impact
Defending Conclusions Reached	By defending conclusions, using given sentence stems, students think more critically about given designs and crafts; they will consider how design and craft reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.
Group Discussion	The purpose of group discussion is to inspire curiosity in the embodiment of human creativity, equipping them with the knowledge and skills to experiment, invent and create their own works designs and craft.
Self-Reflecting on Learning	Through the oracy progression, students are invited to change their mind based on what they have heard. In doing so, pupils develop their evaluative and analytical skills through the language of design and craft.
Stimulus for Narrative and Ideas	We use design and craft as a stimulus for creative expression across the curriculum. Students use accompanying oracy skills to portray the consequential ideas in given subjects.
Describing Work	Within DT, we insist that design and craft vocabulary is used when describing the work of great designers, their own work and that of their peers. Examples of this can be seen during in class design-exhibitions.

Sentence Stems

- I made this model because...
- I like / dislike this because...
- I think I can make this better by...
- The purpose of my product is ...
- In my opinion, I feel that I can improve this by...
- I believe this product is (good/bad) because ...
- I found the process / skill of ... the most challenging, because...
- Based on my design criteria, I believe ...
- I believe this was ambitious because...
- You could improve this product by...maybe you could try...
- I used the process / skill of because ...
- I can transfer the skill of... to ...
- The problems I faced were...I overcame these by...
- Based on the design brief I was presented with....
- Possible improvements may include...
- This product has met/not met the brief because ...
- Alternatively, I believe the product would be more suited to...
- I have come to the conclusion that...
- The evidence / facts leads to...
- I deduce / deduct...
- When I disassembled... I learnt that...
- The computer aided design helped me to...
- To create my product, it was essential to understand...
- When I began to critique my product, I found that...
- The functional properties which I am proud of, are...

LOVE TO LEARN AND LEARN TO LOVE!