

Talk moves

Purpose	What might it sound like in the classroom?
Wait time	
- Allows time for students to organise their thinking. - Allows for more considered responses.	"Take some time to think." "I'm going to give you some time to think about your answer before I ask you to respond." "Be prepared to share your thinking with a partner."
Turn and talk	
- Provides opportunities for students to share ideas and build confidence. - Students rehearse and clarify their responses before sharing with the whole group.	"Turn and talk to the person next to you." "Share your thinking about ..." "How is your thinking similar or different?" "What strategy did you use to ...?" "Be prepared to share your discussion with the group. I may ask you to share what your partner said as well as your own thinking."
Revoicing	
- Useful for clarifying meaning. - Used to highlight an important idea or reveal a misunderstanding. - Assists students in linking everyday language with more precise and sophisticated language.	"So you're saying ... Do I have that correct?" "Are you saying that ...?" "I think I could also explain your thinking by saying ... Do I have that right?"
Reasoning	
- Encourages students to justify or elaborate their own thinking, providing evidence. - Exposes students to the thinking of others, expanding their own perspectives. - Useful for clarifying meaning.	"Can you explain that further?" "What evidence did you use?" "Do you agree or disagree with ____ idea ? Why?" "Can you convince ____ that ...?"
Adding on	
- Invites students to participate in the discussion by building on the ideas of others. - Helps build substantive conversation and promotes deeper reasoning.	"Does anyone have something else to add?" "I agree with ____ because ..." "I disagree with ____ because ..." "Can you say some more about that please? What else do you?"
Repeating	
- Slows the pace of a lesson when concepts are complex or deserve extra attention. - Adds emphasis to important ideas.	"Can you repeat or rephrase what ____ said about ...?" "I think we should go back to what ____ said about ... It was important. Can you repeat what ____ said please?" "How could you summarise that discussion?"
Revise your thinking	
- Indicates to students that it is acceptable to change thinking once new knowledge is understood. - Provides an opportunity to reflect on and review learning.	"Has anyone revised their thinking? Why?" "Would anyone change their strategy/thinking now? Why?" "How has your thinking/understanding changed? What was your 'ah-ha' moment?"