



# Excellence and Enjoyment: learning and teaching for bilingual children in the primary years

## Unit 4

### **Speaking, listening, learning: working with children learning English as an additional language**

**Headteachers,  
teachers and  
teaching assistants  
at Foundation Stage  
and Key Stages 1  
and 2**

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# Excellence and Enjoyment: learning and teaching for bilingual children in the primary years

## Unit 4

**Speaking, listening, learning:  
working with children learning  
English as an additional language**



## Defining terms

**EAL** stands for English as an additional language and recognises the fact that many children learning English in schools in this country already know one or more other language and are adding English to that repertoire.

**Bilingual** is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

**Advanced learner of EAL** is a term used by Ofsted to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children who, often born in this country, appear to be fluent in ordinary everyday conversational contexts, but require continued support in order to develop the cognitive and academic language necessary for educational success.

**Minority ethnic group** is used in this publication for all those groups other than the white British majority. Although children from these groups may well form the majority in some school contexts, they are still members of groups in a minority nationally and will continue to be referred to as children from minority ethnic groups. Most children learning EAL are from minority ethnic groups. School Census data shows that only a very small percentage of EAL learners are white.

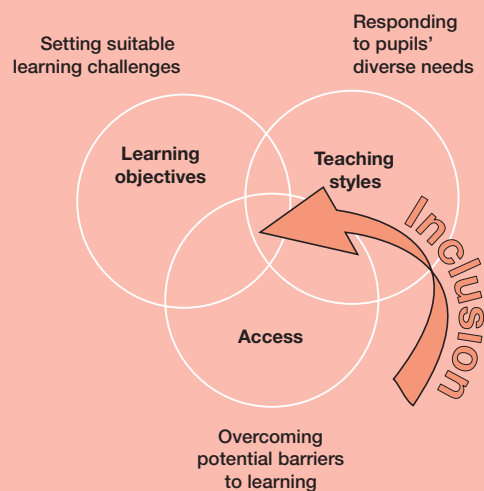
# Preface

This publication aims to support schools and settings in promoting the progress and achievement of all learners.

It is underpinned by the three principles of the National Curriculum inclusion statement:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The Primary National Strategy model of three circles of inclusion illustrates these three principles in practice, and has been used to ensure that this publication will support the learning of children with diverse needs.



Teachers will need to further adapt the materials for individual children. Some examples of how teachers who have used the materials have done this for their classes have been provided. These are examples only – the particular choice of appropriate learning objectives, teaching styles and access strategies lies with the informed professionalism of the teacher, working with teaching assistants, other professionals, parents/carers and the child.

# General introduction

This is Unit 4 of a set of materials: *Excellence and Enjoyment; Learning and teaching for bilingual children in the primary years*.

The materials consist of the following:

## **Introductory guide: supporting school improvement**

Unit 1: **Planning and assessment for language and learning**

Unit 2: **Creating the learning culture: making it work in the classroom**

Unit 3: **Creating an inclusive learning culture**

Unit 4: **Speaking, listening, learning: working with children learning English as an additional language**

**Professional development modules** (PDMs) linked to the units and designed to support school-based CPD

Three fliers: **First language for learning, ICT for EAL and Information for school governors**

A '**route map**' providing an overview of and some guidance for using these materials



A **CD-ROM** containing a variety of additional materials which are referred to throughout the pack



A **DVD** providing some exemplification, particularly of the material related to speaking and listening



An apple symbol is used to highlight practical strategies for teachers

Although the content has been organised in this way there is a great deal of overlap between the different units because aspects interrelate. The importance of building on children's first language skills, for example, is a theme which runs through all the units. Providing planned opportunities for speaking and listening for a range of purposes across the curriculum supports access to the whole curriculum for children learning EAL. Readers will find Group discussion and interaction, one of the four strands in the Speaking and Listening curriculum, in this unit and in Unit 2. Unit 2 describes tools and techniques to support EAL learners to access the curriculum and develop their additional language: opportunities to work collaboratively provide a supportive context for curriculum learning, and exploratory talk supports children to develop academic and cognitive language.

This unit builds on *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* (DfES 0623-2003 G). It is intended as supplementary guidance and includes the following sections.

- **Introduction:** This section includes the purpose of this supplementary guidance; the importance of sharing the value of speaking and listening with bilingual parents and carers; the benefits and challenges of oral language for children learning EAL; additional guidance on planning and assessment for learning.
- **Speaking, listening, learning:** This covers key issues, opportunities and potential challenges in each of the four strands of the National Curriculum programmes of study for speaking and listening, together with learning and teaching strategies to improve access and maximise opportunities for additional language development. Providing opportunities to talk is a key scaffolding strategy for supporting understanding in and learning of an additional language, development of literacy in an additional language and development of key aspects of learning. For use of talk as a scaffold, see Unit 2, section 2.
- **Exemplar whole-class teaching sequences:** These are examples of teaching sequences for each of the four aspects of speaking and listening in the National Curriculum:
  - speaking: being able to speak clearly and to develop and sustain ideas in talk;
  - listening: developing active listening strategies and critical skills of analysis;
  - group discussion and interaction: taking different roles in groups, making a range of contributions and working collaboratively;
  - drama: improvising and working in role, scripting and performing and responding to performances.

The indications are that far more attention needs to be given, right from the start, to promoting speaking and listening skills to make sure that children build a good stock of words, learn to listen attentively and speak clearly and confidently. Speaking and listening, together with reading and writing, are prime communication skills that are central to children's intellectual, social and emotional development.  
Rose, 2006



Two sequences which appear in the original materials have been annotated to show how practitioners can make the learning contexts more supportive for children learning EAL. There are also examples of three new teaching sequences where the starting points build on children's previous experiences, are culturally familiar or are particularly relevant for a particular group of children learning EAL. Accompanying DVD exemplification supports some of the teaching sequences.

*Note:* Further complementary materials have been published which focus on children with special educational needs: *Speaking, Listening, Learning: working with children who have special educational needs* (DfES 1187-2005 G).

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# Introduction

This guidance is intended to supplement the materials published by the Primary National Strategy and QCA in 2003, *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* (DfES 0623-2003 G). The handbook for these materials highlights the importance of speaking and listening for learning across the curriculum.

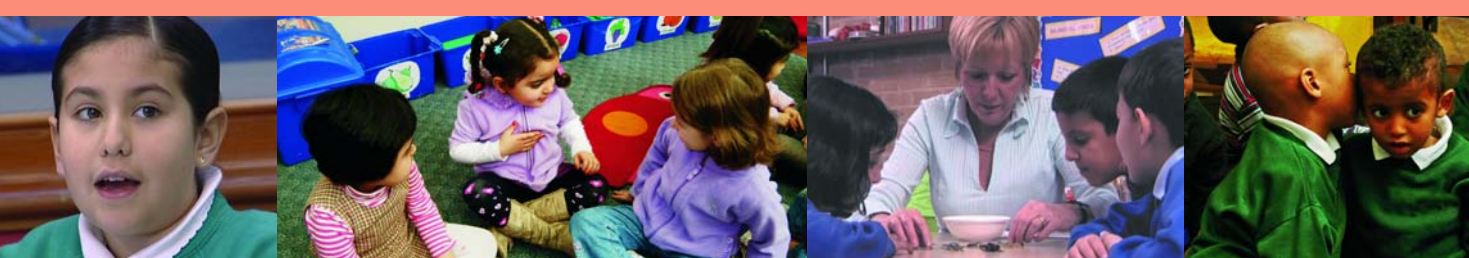
Language is an integral part of most learning and oral language in particular has a key role in classroom teaching and learning. Children's creativity, understanding and imagination can be engaged and fostered by discussion and interaction. In their daily lives, children use speaking and listening to solve problems, speculate, share ideas, make decisions and reflect on what is important. Most social relationships depend on talk, and in the classroom children's confidence and attitudes to learning are greatly affected by friendships and interactions that support them .... The requirement to teach speaking and listening is found in the programmes of study for English, but best practice embeds this teaching in all subjects across the curriculum. This is particularly important as different subjects offer opportunities for different kinds of talk, so that teachers can maximise the effective use of time ... Giving a higher status to talk in the classroom offers motivating and purposeful ways of learning to many children, and enables them and their teachers to make more appropriate choices between the uses of spoken and written language.

*Speaking, Listening, Learning: working with children in Key Stages 1 and 2*



*Speaking, Listening, Learning: working with children in Key Stages 1 and 2* develops key elements supportive to all learners. These include:

- a clear analysis of the distinctiveness of speaking and listening;
- an exposition of the interdependent nature of speaking and listening, reading and writing;
- a focus on the distinctive opportunities for developing speaking and listening offered by all areas of the curriculum;



- a clear and progressive framework of objectives for the four strands of speaking and listening;
- a clear teaching sequence for the development of oracy, together with exemplification of this teaching sequence in a range of curriculum contexts;
- advice on assessment.

The handbook in *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* highlights the importance of speaking and listening across the curriculum and the value of collaborative work. Both these aspects support the development of EAL.

The handbook makes explicit references to the support which the materials offer and, in addition, draws attention to the specific support children learning EAL require:

- listening and participating in extended speaking (page 11);
- vocabulary and knowledge of word meanings in other languages for new learners (page 11);
- the importance of recognising cultural differences which influence the way children speak to peers and adults (page 11);
- the importance of organising opportunities to learn different ways of working (page 11).

Attention is also drawn to strategies which support EAL learners such as:

- explicit modelling, offering thinking time and reflecting on oral work (pages 11 and 19);
- use of first language and first language groups (page 21);
- identification of linguistic prompts to support talk (page 23);
- extending children's contributions (page 23 and related guidance in the Speaking leaflet).

Although fluency in basic conversational aspects of English usually develops in advance of cognitive and academic language proficiency (see Unit 1 of these materials, page 9), children learning EAL, like all children, need to continue to develop their speaking and listening skills. They will continue to benefit from planned opportunities to use oral language in a range of contexts including for social interaction.



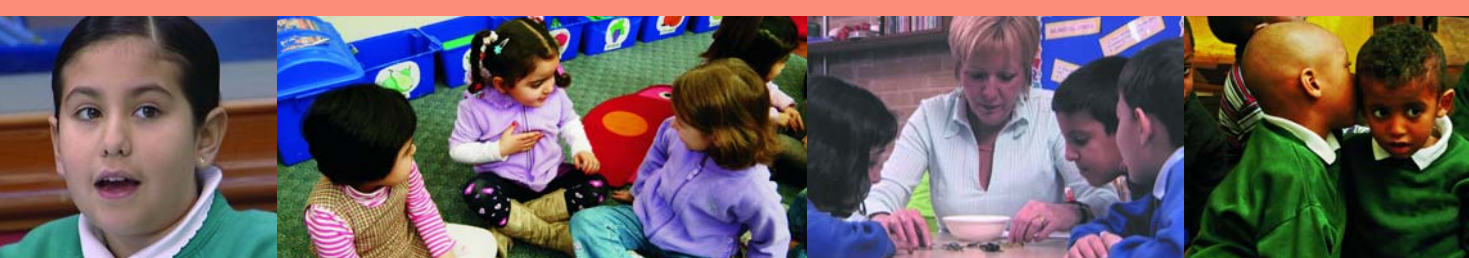
This supplementary guidance will build on the original materials in order to:

- highlight the opportunities that speaking and listening affords for additional language development and access to the curriculum;
- address the challenges that planned opportunities for whole-class speaking and listening can present for children learning EAL;
- enhance the use of existing materials in multilingual classrooms;
- support mainstream practitioners in developing their confidence and expertise in meeting the needs of bilingual learners;
- ensure that planned opportunities for speaking and listening in the classroom are fully accessible to children learning EAL.

## The importance of sharing the value of speaking and listening with bilingual parents and carers

The PNS materials *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* highlight the role of parents in supporting the school's work in speaking and listening and the importance of explaining how talk contributes to learning throughout the whole curriculum. In addition to this very important understanding, bilingual parents and carers need to understand that talk in any language supports learning. It is the quality of the talk in the home which supports their child when they move into the school environment. Talk in any language helps children to develop key aspects of learning such as the ability to reason and solve problems.

Often parents and carers from minority communities feel ill-equipped to support their children's learning in school if English is not their strongest language. It is vitally important not to exhort bilingual parents and carers to use English in place of first language with their children at home. They need to understand that rich communication using their strongest language is the best way to support their children's learning in school. It is also important to discuss the value of bilingualism. There is a great deal of research evidence to suggest that being bilingual can potentially confer an intellectual advantage. Parents and carers need to understand that the school values their child's bilingualism.



Bilingual parents and carers often worry that unless children use English all the time in school their learning will suffer. When explaining the use of bilingual strategies it is helpful to share research findings which show that providing children with opportunities to continue to use their first language for cognitively demanding tasks supports the development of their additional language. Concepts, knowledge and skills developed in one language transfer readily to additional languages.

## Benefits and challenges of oral language for children learning EAL

Speaking and listening generally provides a very supportive context for EAL learners.

### Benefits are that:

- oral language provides opportunities to clarify what has been said. Teachers and practitioners can judge by the response of children whether they have understood;
- teachers and practitioners have opportunities to scaffold the EAL learner's response and help children to extend their contributions;
- oral language is more repetitive than written language and gives the EAL learner the opportunity to hear the same idea being expressed a number of times and in different ways;
- oral language may be supported by intonation, facial expression and gesture;
- speaking and listening can be directly linked to practical activities;
- oral language takes place in real time and often words such as *here*, *that one* or *this* are used to refer to something within view. EAL learners find these direct pointers helpful in attaching meaning to the language they hear.

### Speaking and listening may also pose challenges, for example:

- oral language moves very quickly, sometimes making understanding difficult;
- oral language often contains fragments of sentences, colloquialisms and figurative language which can present barriers to understanding;
- the pace of oral language may make it difficult for the child to contribute meaningfully.





Children learning EAL, like all children, need:

- an understanding of purpose and audience;
- the opportunity to activate prior knowledge of the topic or to make connections with something familiar;
- to hear from other, more fluent, speakers the language they will be expected to use;
- to have language modelled for them;
- time to process and mentally rehearse their own speech;
- to have their contributions scaffolded with, for example, talk frames or graphic organisers.

Activities need to be carefully planned to provide the time and support necessary to ensure that the children will be able to contribute.

## Planning and assessment for learning

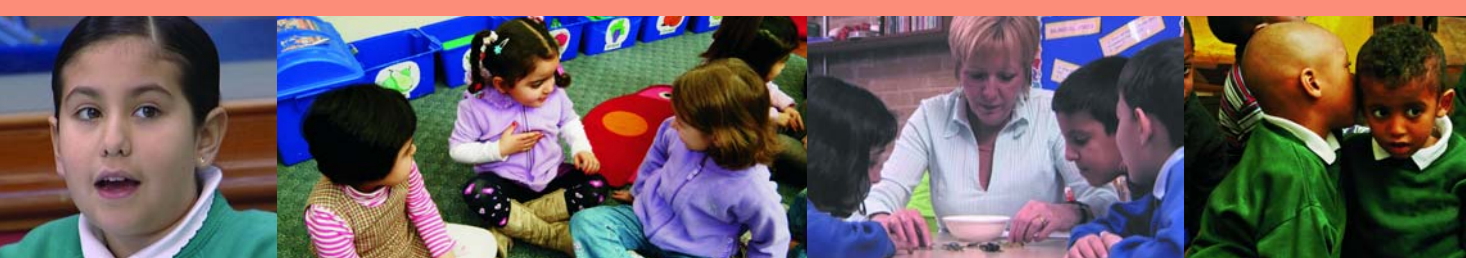
### Planning

The programme of study for Speaking and Listening identifies the knowledge, skills and understanding required for speaking, listening, group discussion and interaction, and drama.

The Primary Framework (2006) incorporates speaking and listening strands to promote children's learning in literacy and mathematics. The PNS materials *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* recommend that the termly teaching objectives for each of the four strands should be built into medium-term planning across the curriculum. This is likely to be particularly supportive for children learning EAL as each different subject will afford particular opportunities for language development in terms of both the purposes or functions of language and the subject-specific vocabulary (for further detail see also Unit 1, pages 14–20).

- Planning should identify the form of language most appropriate for the purpose as well as the vocabulary in order to model this for children learning EAL.





- Planning should also identify opportunities to use bilingual strategies including how children will be grouped in order to facilitate this, and roles of any bilingual adults who share children's first language or languages.
- Talk partners and groupings should also ensure that children have opportunities to work with peers who are more proficient speakers both of their first language and of English.

Additional considerations when planning speaking and listening across the curriculum for children learning EAL include:

- providing starting points which are culturally familiar, or ensuring that all children are able to activate prior knowledge and experience relevant to the topic – adults who share a language or culture with children in the class may be able to suggest ways to ensure this if they are involved at the planning stage;
- building in preparation or pre-teaching by bilingual adults and/or adults who share a culture to provide context for groups or individuals;
- providing opportunities for children to reflect on their choice of language in different situations and the range of possible reasons for code switching (the way speakers who share more than one language commonly switch between languages during a conversation – the switch ranges from a single word to a few sentences);
- providing opportunities for bilingual children to compare and contrast their languages;
- providing opportunities for children to reflect on their additional language development as well as the development of their speaking and listening achievement;
- providing opportunities for children to articulate their feelings and views about topics including exploring bias, racism, prejudice and stereotyping in order to learn to recognise and resist it;
- ensuring that contexts for speaking and listening are inclusive and promote a sense of belonging for all children.





## Assessment for learning

The focuses for assessing all children's achievements in speaking and listening are:

- the effectiveness of their talk, including adaptation to purpose, context and audience;
- clarity in communicating, including the use of reasons and evidence, clear sequence ideas and use standard English;
- contributions that show positive and flexible work in groups.

Assessment should not be influenced by accent, dialect, confidence or opinion expressed.

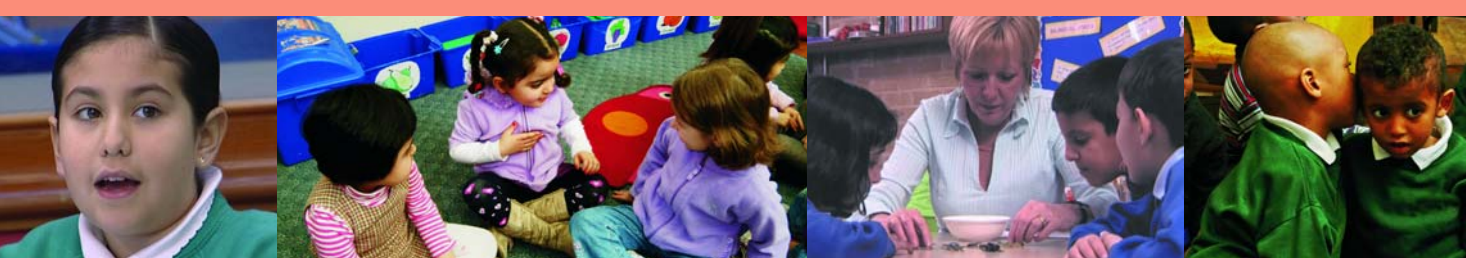
These criteria and the guidance for collecting evidence apply equally to children learning EAL when assessing their achievements in speaking and listening in English. In addition, it is important to note accuracy and proficiency in the use of standard English.

However, it is also important to remember that their achievements in speaking and listening may differ in the different languages they use. The guidance in *Speaking, Listening, Learning: working with children at Key Stages 1 and 2* on collecting evidence needs to be supplemented with the following considerations.

- Use of the progression statements in *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* for bilingual learners needs to acknowledge that good assessment looks at the *whole* language repertoire of the child, though in practice this may not always be possible.
- Evidence for use of first language should be collected by adults who are trained in collecting and evaluating this evidence and have a clear understanding of the nature of conceptual and linguistic development. Ideally, they should be known to the child and speak the same dialect of the home language.
- Progress may be different between the two or more languages used by the child. Judgements should recognise achievements in first language without compromising the expectation that learners need to achieve in English as well.
- Progress in use of English may be uneven in the different strands:
  - beginners may have a 'silent' period when new language is being acquired through active listening;
  - speaking and discussion in small groups is likely to develop earlier, speaking in large and/or unfamiliar groups may take







For further guidance on assessing speaking and listening for bilingual learners see:

*A language in common: Assessing English as an additional language* (QCA/00/584)

*Excellence and Enjoyment: learning and teaching in the primary years: Planning and assessment for learning* (DfES 0521-2004)

*Marking progress: Training materials for assessing English as an additional language* (DfES 0196-2005)

*Aiming High: Guidance on the assessment of pupils learning English as an additional language* (1469-2005DOC-EN)

longer. Learning an additional language is a continuing process so extended dialogue using language for particular purposes may show progression in effective communication and yet include grammatical errors.

- Oral language samples of the use of English, across the curriculum as well as in social contexts, provide a rich source of evidence for analysing the linguistic development of children learning EAL and can be used as part of the language development target-setting process as well as for informing planning, teaching and reporting on progress.
- Oral language samples should always include details of the context in which the samples were collected and the specific focus. (See Unit 2 section 2 and PDM 6, Day-to-day assessment, for more information about collecting oral language samples and setting targets for children learning EAL.)

General guidance on the conditions for assessing bilingual learners should be applied when assessing speaking and listening:

- a safe environment in which the child's identity is affirmed and they feel able to take risks;
- assessment tasks which are embedded in supportive contexts which enable learners to show what they can do.





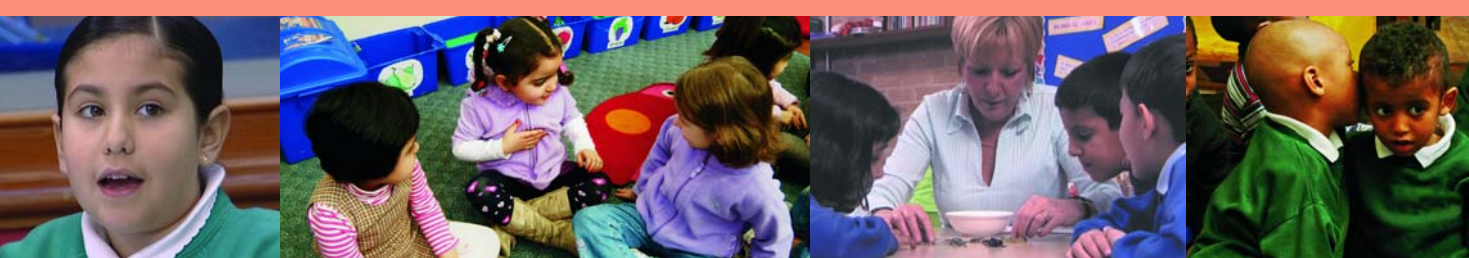
# Section 1 Speaking, listening, learning

## The four strands in the National Curriculum programme of study for Speaking and Listening

Children learning EAL need to use English in order to access the curriculum including the speaking and listening curriculum. They also, of course, need to use the curriculum as a context for developing their additional language. They need to develop their speaking and listening skills but they also need to use these speaking and listening skills to develop the additional language.

Most children learn their first language at home without any difficulty. When they enter the school/setting, they also need to maintain their first language, learn EAL and access the school curriculum through the additional language. They need plenty of exposure to oral language in meaningful contexts and plenty of opportunities to use oral language with their peers as well as with adults in the service of a whole range of different purposes.

The need to communicate is one of the strongest motivations for language learning and peers make excellent teachers. Although speaking and listening lessons can be potentially challenging for children learning EAL, when properly planned and scaffolded they provide invaluable opportunities for these learners.



# Speaking



For children learning EAL, speaking skills in English are more than skills required for communicating for a range of purposes and with a range of audiences. They are essential for developing cognitive and academic language, and it is important that spoken language is given status if it is to support such development. Teachers need to pay attention explicitly to language structures as well as vocabulary and the use of these for a range of cognitive functions.

## Additive or subtractive bilingualism

A highly significant factor in acquiring an additional language is whether the child feels they are adding a new language to the language(s) that they already speak or whether they feel they are having to learn a new language in order to replace the one they already have as that one is no longer of any value.

The former circumstance is described as *additive bilingualism* while the latter is described as *subtractive*. It is extremely important, therefore, that children feel that their first language is valued by the school and is seen to have a significant and continuing role in their learning.

Cummins (2000) emphasises this and also highlights the important role of the first language in the acquisition of additional languages. Those who have learned their first language in some depth and used it for learning can transfer much of their first language learning to additional languages. Children who move into a new language environment at an early age can benefit enormously if they are given opportunities to continue to develop their first language alongside English, using both languages for cognitively demanding tasks. See Unit 1, pages 9–12 for further detail. Children who are conversationally fluent in English continue to benefit from the use of bilingual strategies for learning (see Unit 2).

See also Unit 3, page 23, Finding out about children's other languages.

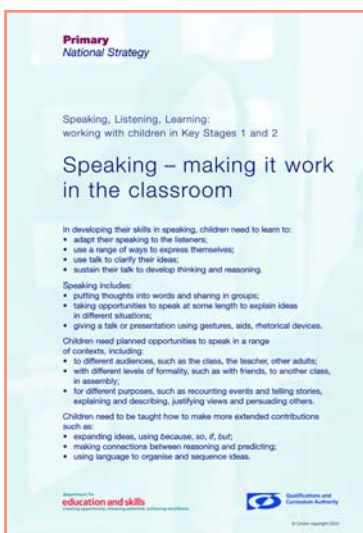




A 'silent' period, where children are learning receptively by listening, is a natural stage which many early-stage learners of EAL, including children of any age who may be newly arrived from overseas, go through. This is not a sign of learning difficulties and children should not be exhorted to contribute orally in their newly developing language until they are ready to do so. Language learning styles vary and some children will not want to speak until they feel confident they can produce an accurate and complete utterance. They will be using sub-vocal speech for 'inner rehearsal'. Fitzpatrick (1987) observed this and called it 'a necessary and fruitful way into the new language', which in his research appeared to pay off later in better proficiency. He did, however, caution teachers and practitioners to observe the behaviour of non-responders carefully in case their silence is an indication of trauma. Different children will have different attitudes towards learning by experimenting and some will feel more comfortable than others about taking risks.

Practitioners can support children in the early stages best by ensuring that anxiety levels are kept low and by not exhorted them to contribute orally until they feel ready to do so. Children will benefit from:

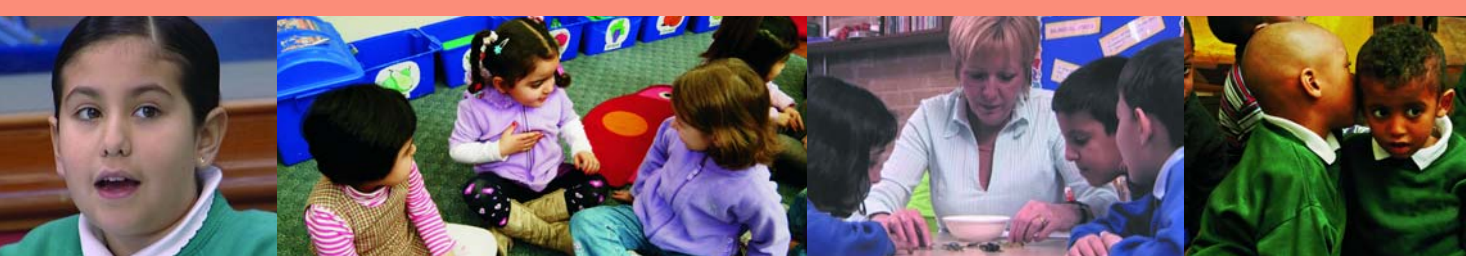
- the opportunity to build on their previous experience including their first language;
- hearing good models of English used for purposes which are clear;
- pre-teaching or preparation in their first language;
- working with a talk partner who speaks their first language as well as English;
- working on practical tasks in small groups;
- visual support such as pictures, props and realia.



Children who speak English as an additional language benefit from hearing and participating in extended speaking. When working with new learners of English, it is important to check that they understand the key words needed for any topic being discussed, and also to enable them to exploit their knowledge of word meanings in other languages.

*Speaking, Listening, Learning: working with children in Key Stages 1 and 2, DfES 0626-2003 G*





Even children who speak English as a first language take longer to learn some contractions than others. For example: *I'm, aren't; I did...didn't I?*



The handbook and leaflets in *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* address many of the specific needs of children learning EAL whether they are beginners or advanced learners.

Provision for speaking and listening across the curriculum affords opportunities for children learning English as an additional language to encounter and use certain aspects of language that are commonly heard in speech but are less frequently seen in writing. See Unit 1, Section 1 for opportunities for developing language across the curriculum.

These include the following:

### • Contractions

Children learning EAL need opportunities to hear and use contractions in interrogative and negative forms as well as in positive statements.

Contractions are used in sentence tags which are only encountered in spoken language: *You're going, aren't you?; You'd like to, wouldn't you?*

They are used after pronouns: *I'm, he'll, you'd*; sometimes after nouns: *this apple's good*; after question words: *who'll be coming?*; after *there, that* or *here*, e.g. *there'd, that'll, here's*.

Sometimes there are alternative short forms, e.g. *it isn't* or *it's not* and *they won't* or *they'll not*.

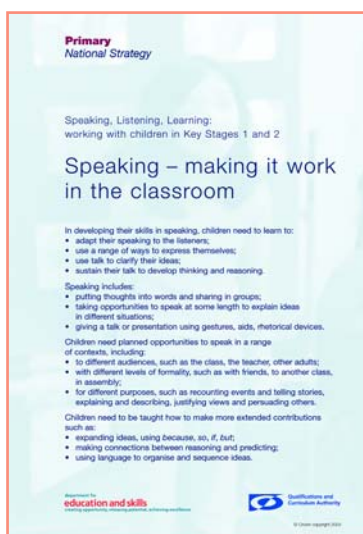
Note: Children also need to use these when writing dialogue.

### • Modality

Children learning English as an additional language benefit from opportunities to hear and use modal verbs in meaningful communicative contexts. They need opportunities to hear and use modal expressions such as *probably, I suppose* and *I think*; modal verbs such as *may* and *might*, used in order to be purposefully vague; and expressions such as *definitely* and *really*, along with modal verbs such as *must* and *ought to*, used to persuade and cajole.

### • Ellipsis

Speakers do not always have to say everything when their listeners have a shared knowledge of the subject, where everyone knows what is being talked about or when the relationship are very informal. Audio recordings of talk generated in contexts such as these provide opportunities for children to investigate and draw conclusions about the functions and features of ellipses in spoken language.



## • Discourse markers

Children learning EAL need support to learn to 'read' and to use discourse markers such as *so, anyway, OK, you know* and *right*. These can be used to provide encouragement or discouragement. Participants who can read these clues can shift their stance accordingly. They are used to check understanding, invite agreement and so on.

## • Phrasal verbs

Phrasal verbs may be verbs with adverbs (*The car broke down, When he grew up*), verbs with prepositions (*I agree with you, She asked for a pencil*), or verbs with adverbs and prepositions (*I won't put up with bad behaviour*). Sometimes the meaning can be guessed from the meaning of the parts but more often than not this is impossible and, in the case of verbs with an object, the adverbs can be found before or after the object (*Clean up this mess, Clean this mess up*). Modelling the use of these verbs and ensuring that children are exposed to them repeatedly in meaningful contexts is the best way to ensure that children learning EAL begin to use them accurately in their spoken English.

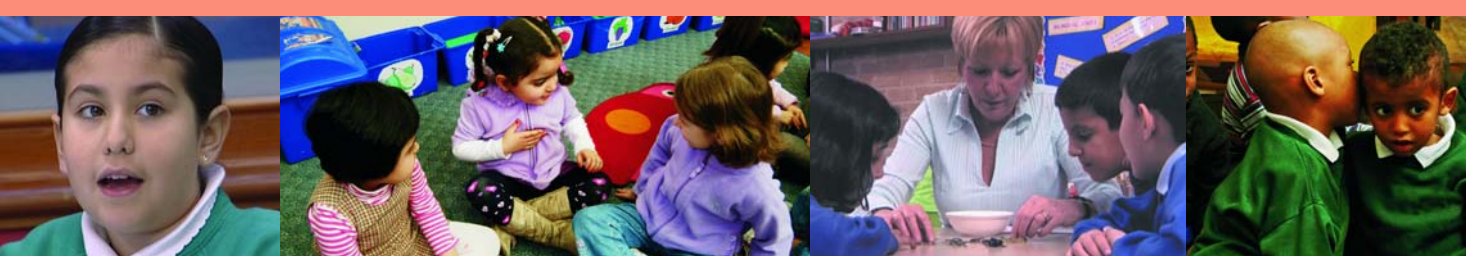
- **Non-specific nouns** such as *thing, bit, stuff*.
- And last, but certainly not least, certain **idioms and colloquialisms** (*Pull your socks up, She's stuck up*).

### Notes:

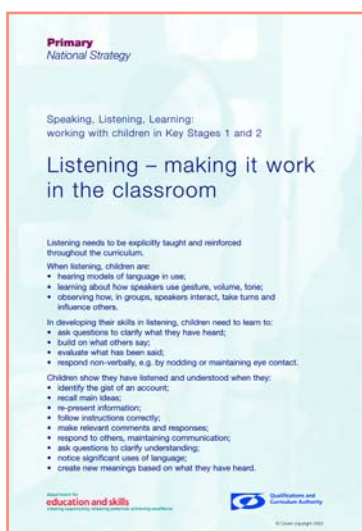
For further information and detail on these aspects, see *Introducing the grammar of talk* (QCA 2004).

Unit 1, Section 1 of these materials highlights opportunities for developing language across the curriculum.





# Listening



Although listening is usually linked with speaking, and writing with reading, the process of listening is similar in many ways to the process of reading. Both processes involve decoding information – listeners decode sounds – and both processes involve ‘meaning making’ – listeners construct their understanding based on their previous experience and their knowledge of the structure of language. When listeners cannot hear every word clearly they fill in the gaps by predicting what is likely to have been said based on their experience of what different speakers are likely to say in similar situations and on similar topics. One-way listening is more challenging than face-to-face situations where listeners can ask speakers for clarification or repetition or to slow down.

The National Curriculum programme of study requires children to be able to listen for particular purposes to increasingly de-contextualised talk, including speakers on the radio or on audiotape talking about completely unfamiliar topics. It is much easier to listen in contexts where talk is:

- face to face;
- supported by actions;
- purposeful and immediate;
- interesting, useful and relevant.

EAL learners often internalise whole chunks of unanalysed language. Initially they may not hear where one word starts and another ends. Children learning English as an additional language may continue to use many of these chunks of language for some time before they begin to analyse them in order to use the constituent words in new contexts.

During this important stage errors may occur such as the one in this example of a notice written to advertise a small roadside stall in Morocco: *Notex Pensive* (not expensive). Advanced learners of EAL develop greater awareness of words within sentences and focus on the range of linguistic structures which make up the sentences.

Listening in any situation where the context is reduced will present particular challenges for children learning EAL and they will need to have their listening carefully scaffolded initially in order to support







them to achieve these objectives. Listening to extended stretches of language where both the speaker and the topic are unfamiliar and where the listener does not have the benefit of face-to-face clues is a skill which EAL learners need to build towards gradually.

A familiar speaker using pictures and props to support their talk and a topic the children already know something about will provide a supportive context for the listening of children learning EAL. See page 43 of this unit for an example of how a Year 4 term 2 Listening and Drama teaching sequence has been adapted from the original in the *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* learning materials in order to make the context more supportive for EAL learners.

Contexts can also be made more supportive by preparing children for what they are about to hear. There is a range of possible ways to do this. Where there are adults who share a first language with children a group could be prepared through the medium of their first language. This preparation could consist of sharing the objectives for the lesson, providing a listening focus, providing note-taking frameworks where appropriate, giving a summary of what they are going to hear, activating any prior knowledge or experience the children may have relevant to the subject of the talk and providing key subject-specific vocabulary. Where no such bilingual support is available this could be done in English.

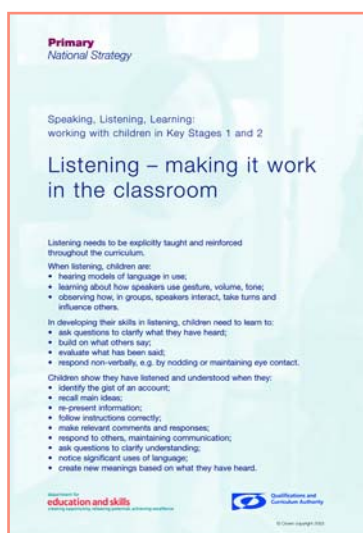
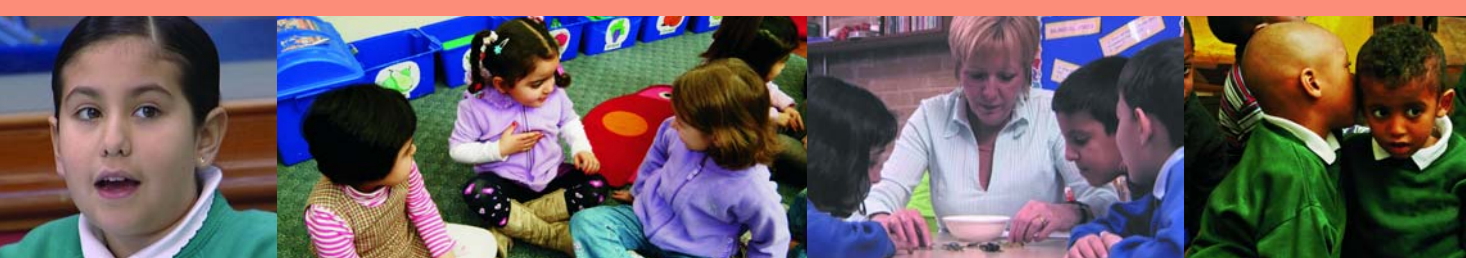
Children could be encouraged to check their understanding by

discussing in their first language as well as in English with their peers.

Visuals could be developed which help children to anticipate the way in which the talk may be structured and support the identification of key points and so on.

Listening to stretches of unfamiliar language makes great demands on an EAL learner's ability to concentrate. Structuring the listening into manageable chunks, using partner talk as a strategy to consolidate





understanding and building in time during the listening activity for children to think, formulate questions and ask for clarification if they need it will all support children learning EAL to listen actively and not 'switch off'.

Children going through a silent pre-production stage (see page 17) will be concentrating on understanding the speaker but may say little or nothing at all. No pressure should be put on early-stage learners to contribute orally before they are ready to do so.

Children need good listening to be modelled for them. This includes modelling:

- making eye contact with speakers;
- asking the sort of questions good listeners ask – not only questions about content but also, for children learning EAL, questions about language, e.g. *What does [X] mean?*; *Can you repeat that, please?* *I didn't quite understand;* *Can you say that another way, please?*;
- comments to show speakers you are actively making sense from what you hear, e.g. *Oh yes, I've seen one like that before;*
- comments which signal to speakers that you are ready for them to move on, e.g. *Go on ... and after that?*

*Speaking, Listening, Learning: working with children in Key Stages 1 and 2* refers to barrier games as one example of a useful classroom activity (*Listening – making it work in the classroom*).

For further detail in these materials about the use of barrier games see Unit 2, pages 94–97.

There has been a great deal of research internationally into the characteristics of talk which are most likely to result in listeners acquiring and using the new vocabulary and grammatical forms they hear. Speech is most likely to work as language learning input when it is heard in meaningful, inclusive and interactive contexts; and where speakers check that listeners understand, and are prepared to clarify, repeat and explain. When listeners know that speakers have something interesting or meaningful to communicate they will make every effort to understand.





## Pronunciation

Listening is an important way in which children learning EAL learn to adjust their pronunciation in order to speak intelligibly as well as appropriately in a range of situations.

Miscommunication can occasionally occur due to a range of pronunciation factors. Consonant and vowel sounds do not always map exactly across languages and, where no exact equivalent exists in the first language, speakers sometimes substitute sounds. Punjabi, for example, has a consonant which lies between English *v* and *w* and children from this linguistic background often sound as though they are saying *vest* when they are meaning to say *west* and so on. Gujarati speakers sometimes substitute *j* for *z*, and children from Bangladesh often substitute a sound more like *p* for *f* and seem to be saying *pish* when they intend to say *fish*. Speakers of Swahili may substitute *r* for *l* and Cantonese *l* for *r* and so on.

Consonant clusters which do not occur in the first language can be difficult to hear and reproduce. People who speak English as a first language find the consonant clusters in many Eastern European languages difficult. Children who speak South Asian languages often find *crisps* and *desks* difficult to pronounce.

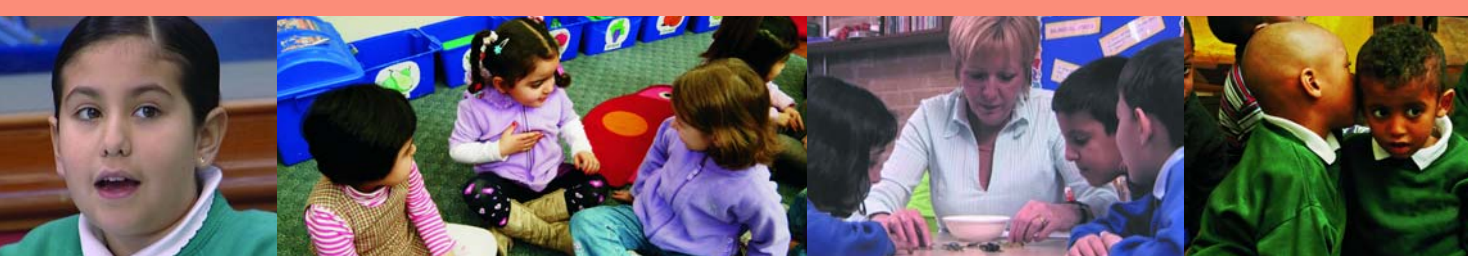
Laying the stress in the wrong place can sometimes lead to misunderstandings or to people sounding unintentionally abrupt. Questions may sound like statements; questions intended to be polite may sound like accusations.

There is evidence to suggest that children with strong accents deriving from their first language suffer discrimination which may affect their life chances in negative ways (Lippi-Green 1997, Bonfiglio 2002, Major et al 2002, cited in Jenkins 2005).

Although, generally speaking, children learning EAL acquire intelligible pronunciation through listening to their peers as well as adults, some attention to pronunciation may help to counter stereotyping and teachers should correct errors likely to cause problems by modelling and remodelling (see Unit 2, pages 19–20).

However, it is equally important to ensure that all children are familiar with and respectful of a range of accents including local accents, accents deriving from a first language other than English, and World English accents such as those heard on television (Australian, Indian English, American). This can be achieved by providing plenty of opportunities for children to listen to speakers with a range of accents.





The teaching sequence for Year 6 term 3 Listening and group discussion and interaction in *Speaking, Listening, Learning: working with children at Key Stages 1 and 2* explores accent and dialect and the differences between the two, as well as the use of more formal language in some contexts. It is important to emphasise that different accents are not out of place in formal situations though the use of dialect words might be.





# Group discussion and interaction



## Groupings

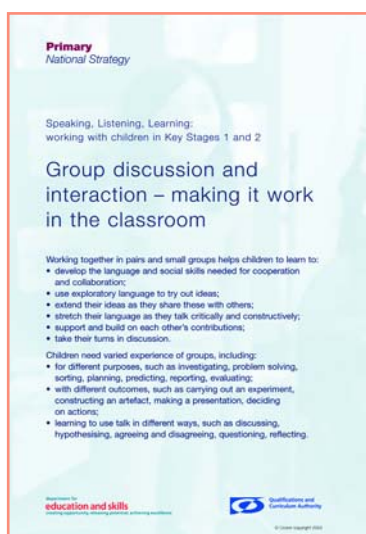
Highly supportive contexts for children learning EAL are provided by mixed-ability groups, groups which include more expert speakers of English and groups where there are children who share a first language.

Work in speaking and listening should be planned to make effective use of the range of groupings possible according to gender, age, first language, number of children, ability and confidence. On occasions it may be useful to group children together who share a common cultural heritage or a shared experience as well as a first language, for example children who came to England as refugees. On other occasions it will be important to group children with contrasting experiences or to ensure a range of different 'experts'. The *Group discussion and interaction – making it work in the classroom* leaflet in the original materials points out that single-sex groups are socially more comfortable for some children.

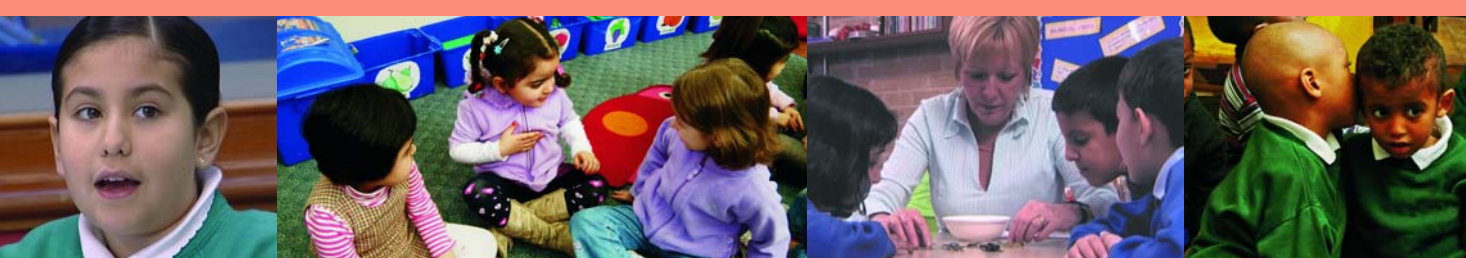
The size of the group will also have benefits as well as limitations. A small group (three or four children) provides some diversity of opinion and may be less threatening than a larger group. Larger groups require more social skills but are better when a range of views and ideas are needed. They provide the EAL learner with access to the vocabularies of more children. However, even children who are conversationally fluent may remain silent in a larger group.

For further useful guidance on group size and composition, roles for group members and ways to design activities which require group interaction and discussion see *Group discussion and interaction – making it work in the classroom* in *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* leaflets and poster pack (DfES 0624-2003).

For other examples of collaborative activities which are particularly useful for children learning EAL see 'Dictogloss' and 'Detectives' in Unit 2, pages 51 and 52.







### Group discussion – key teaching points

Planning for group work includes deciding the best size and composition of the groups and which roles children will take.

#### Group size

- Working in pairs is quick and easy. It demands a contribution from both partners.

- Working in small groups of three or four offers diversity of ideas without becoming threatening or cumbersome.
- Working in larger groups of five to seven produces a greater range of ideas and helps pupils gain the confidence and skill to contribute in whole-class discussion.

#### Group composition

- Friendship groups are secure and affirming and help children build confidence.
- Ability groups enable work to be pitched at the appropriate level of challenge.
- Structured mixed-ability groups ensure a range of views and are especially suitable for tasks which require diversity.
- Mixed, as well as same-language groups offer advantages to children learning English as an additional language, depending on the nature of the task.

- Random mixed-ability groups increase children's experience of working with different partners and different views.
- Single sex groups are socially more comfortable for some children and can be useful in contexts where one sex tends to dominate.
- Leader/Chair – organises the group, encourages all to participate and to complete the task.
- Scribe – notes main points of discussion and any decisions, checks accuracy of notes with group members.
- Reporter – works with scribe to organise the report on findings, summarising up and presenting ideas.
- Mentor – helps group members to carry out the task, supporting them and exploring what is needed.
- Observer – makes notes on how the group works and on different contributions, then shares the observations with the group.

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## Benefits for children learning EAL

A particular benefit of collaborative group work for children learning EAL is the development of new forms of language. Well-planned collaborative activities also provide a secure and appropriate context for learners to use language for a wide range of functions. During the process of trying to explain something to others, learners often notice that they do not have the language to say exactly what they need to say. This awareness is an important stage in the development of additional language (Swain and Lapkin 1995). In groups with more proficient speakers of English, EAL learners hear their peers model the appropriate forms for different purposes as well as hearing and acquiring new vocabulary in context.

According to Vygotsky (1962) collaborative talk plays an important role in the development of the ability to reason. In collaborative situations, children often use higher-order language skills when explaining ideas to others, ideas which could be formulated in the first language and then reformulated in English. This facilitates understanding and powerfully supports the development of cognitive and academic language proficiency (Cummins 1986).

## Access to the curriculum

We are not always fully aware of what is most familiar to the children we teach, particularly in the case of children from different cultural, linguistic and religious backgrounds. Children bring their own knowledge, experience and ways of seeing the world to collaborative activities which then reflect their meanings and build on what they know and can do. They can suggest examples and analogies of their own. They are given the chance to hear each other's views and formulate shared opinions. In this way collaborative activities may help to avoid stereotyping and promote inclusion.

## Metacognition

Collaborative work in groups requires children to discuss and develop an awareness of their own learning strategies. They become more conscious of their own thinking processes when called on to explain their reasoning to their peers. This contributes to cognitive development and the development of language to talk about learning. There is evidence to suggest that using language to explain something to others helps to retain it in the long-term memory (Vygotsky 1962, Halliday 1975).





Children learning EAL need opportunities in plenary sessions to reflect on their talk as well as their learning and the processes involved in working together in a group. In order to do this they need to hear vocabulary such as *idea, opinion, reason(s), information, suggestion, explanation, justify, respect, alternative, consider* and *clarify* modelled in meaningful contexts.

## Learning with, and from, others

Child-to-child explanations are often understood more readily than the explanations of teachers because the language used by a slightly more expert peer is closer than the teacher's language to the language of the learner. Vygotsky's concept of the 'zone of proximal development' (ZPD) provides an explanation for how children learn with the help of others. ZPD is the distance between a child's current level of development and his or her potential in collaboration with more expert peers. As long as the majority of the input is comprehensible and within ZPD, collaborative work enables the child to accomplish something he or she could not do alone.

### Primary National Strategy

Speaking, Listening, Learning:  
working with children in Key Stages 1 and 2

## Group discussion and interaction – making it work in the classroom

Working together in pairs and small groups helps children to learn to:

- develop the language and social skills needed for cooperation and collaboration;
- use exploratory language to try out ideas;
- extend their ideas as they share these with others;
- stretch their language as they talk critically and constructively;
- support and build on each other's contributions;
- take their turns in discussion.

Children need varied experience of groups, including:

- for different purposes, such as investigating, problem solving, sorting, planning, predicting, reporting, evaluating;
- with different outcomes, such as carrying out an experiment, constructing an artefact, making a presentation, deciding on actions;
- learning to use talk in different ways, such as discussing, hypothesising, agreeing and disagreeing, questioning, reflecting.

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## Group discussion – key teaching points

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- Random mixed-ability groups increase children's experience of working with different partners and different views.
- Single-sex groups are socially more comfortable for some children and can be useful in contexts where one sex tends to dominate.

### Roles for group members

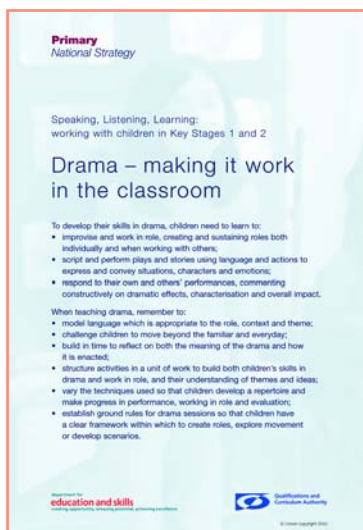
- Leader/chair – organises the group, encourages all to participate and to complete the task.
- Scribe – notes main points of discussion and any decisions, checks accuracy of notes with group members.
- Reporter – works with scribe to organise the report on findings, summing up and presenting ideas.
- Mentor – helps group members to carry out the task, supporting them and explaining what is needed.
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# Drama



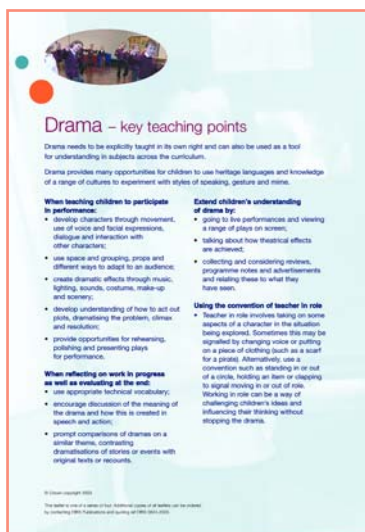
Drama provides unique opportunities for children to speak and listen in a variety of roles. This enables children learning EAL to develop their understanding of how to use language appropriately in a range of situations beyond those they would normally experience.

Children can explore the range of factors which contribute to variation in talk, including the speaker's purpose and their relationship with the listeners; they can view incidents from different points of view, make changes and discuss the impact of characters speaking or behaving in a different way.

Children are not dependent entirely on oral language to convey meaning. They can use their whole bodies to create meaning and convey particular effects. Listening and understanding is enhanced for all children when oral language is accompanied by appropriate gestures, facial expressions, reactions of other participants and so on.

Using researched information as a basis for improvised or scripted drama is an effective way for children to communicate what they have learned in any area of the curriculum.





In literacy, drama provides opportunities for children to remodel or transform a text: a narrative can be explored from a different perspective, historical events can be re-enacted in modern contexts and characters can be questioned.

Drama allows children to explore complex issues including issues which may have personal relevance such as loss, change, trauma, racism, cross-cultural communication and so on 'at one step removed'. Migration and settlement are issues which could be explored through drama in history or through literacy using techniques such as hot-seating to explore the feelings and motivation of historical or fictional characters.

Drama also provides opportunities for children to use their whole language repertoire creatively, drawing on a rich range of meanings and sources of humour available within bilingual communities.

Use of shared first languages or community languages (e.g. lingua franca such as Urdu or Hindi for Pakistani and Indian heritage families) alongside English is particularly valuable for children learning EAL and particularly appropriate in dramatic situations depicting bilingual communities which enable children to explore living in two cultures as well as two languages. When children are discussing dramatic effects and how they have been achieved they could include the impact of code switching between languages and the possible reasons for this, e.g. to facilitate understanding, to emphasise a point, to create a sense of belonging to a particular group, to convey a concept not easily spoken about in English and so on.

Bilingual adults should model new forms and vocabulary appropriate for the purpose in the child's first language or the community language during such activities in exactly the same way as new and appropriate English language forms and vocabulary are modelled (see Unit 2, pages 19–20, Modelling and recasting language).

# An overview of the opportunities for speaking and listening in the classroom



The handbook in *Speaking, Listening, Learning: working with children in Key Stages 1 and 2* highlights the importance of speaking and listening for learning across the curriculum.

'Language is an integral part of most learning and oral language in particular has a key role in classroom teaching and learning. Children's creativity, understanding and imagination can be engaged and fostered by discussion and interaction. In their daily lives, children use speaking and listening to solve problems, speculate, share ideas, make decisions and reflect on what is important. Most social relationships depend on talk, and in the classroom children's confidence and attitudes to learning are greatly affected by friendships and interactions that support them ... The requirement to teach speaking and listening is found in the programmes of study for English, but best practice embeds this teaching in all subjects across the curriculum. This is particularly important as different subjects offer opportunities for different kinds of talk, so that teachers can maximise the effective use of time ... Giving a higher status to talk in the classroom offers motivating and purposeful ways of learning to many children, and enables them and their teachers to make more appropriate choices between the uses of spoken and written language.'





The range of opportunities includes:



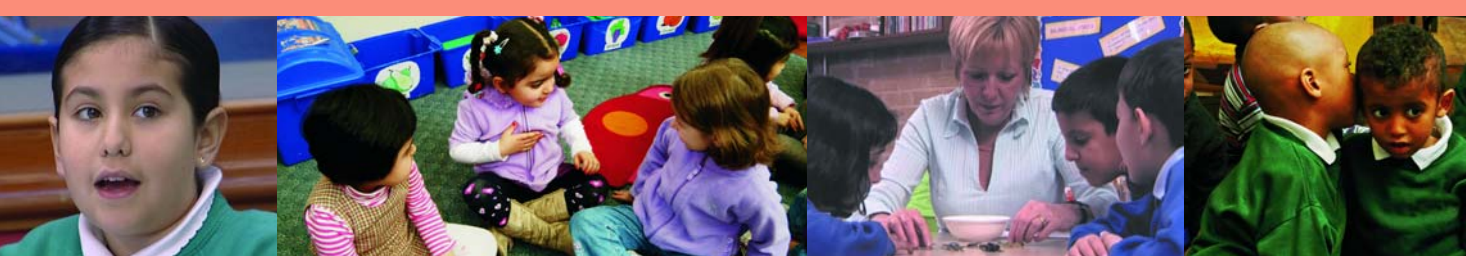
- whole-class teaching sequences for speaking and listening. They will need to be appropriately scaffolded for children learning EAL. For exemplification of this scaffolding see the following teaching sequences (on pages 33–54) and accompanying DVD. See also material with accompanying video/DVD exemplification published by Education Bradford for further well-scaffolded teaching sequences in supportive contexts;
- discussion as part of whole-class teaching where all children are engaged. EAL learners need time to hear language modelled and time to process and mentally rehearse their responses in order to contribute.

A set of leaflets, including *Talking in class* (NLS 506/1) and *Engaging all pupils* (NLS 506/2) (1999) provides useful guidance for managing whole class discussions in all areas of the curriculum.



See also *Excellence and Enjoyment: learning and teaching in the primary years*, Creating a learning culture: Classroom community, collaborative and personalised learning (DfES 0518-2004 G):

- pair talk in either first language or English, or combining both, used as a strategy to articulate and clarify thinking, check and consolidate understanding, share and develop ideas and reflect on learning during whole-class, small-group and independent work;
- guided talk sessions, which provide opportunities to orally rehearse writing and develop academic language, built into teaching sequences for writing in any area of the curriculum;
- exploratory talk in small groups during collaborative practical, investigative, creative or problem-solving activities across the curriculum, with reporting back opportunities (closely related to the group interaction objectives in *Speaking, Listening, Learning: working with children in Key Stages 1 and 2*);



- communicative activities such as barrier games (described in Unit 2, pages 94–98);
- extended dialogue between an individual child and the teacher to probe and deepen understanding and model the use of cognitive language. Examples are on the DVD *Opening up talk* (QCA).

In addition the Talking Partners programme developed by Education Bradford, which is designed to be delivered by a teacher or teaching assistant to groups of three children in Key Stage 1 or lower Key Stage 2, over a ten-week period, may be used as an additional small-group intervention. For an evaluation of this programme see Unit 2, page 81.

# Section 2 Exemplar whole-class teaching sequences

## Introduction

The following five teaching sequences exemplify each of the four strands of Speaking and listening. They are examples which have been developed or adapted by teachers in order to facilitate the development of additional language.

Year 1 term 1 Listening and Year 4 term 2 Listening and drama teaching sequences are examples from *Speaking, Listening, Learning: working with children in Key Stages 1 and 2*, annotated to show how they have been adapted and further scaffolded for EAL learners. Adaptations include additional resources, opportunities to build on previous experience including first language, guidance about groupings and so on (see Unit 2 Section 1 of these materials for information about the range of ways in which learning contexts can be made more supportive for children learning EAL).

Year 2 term 1 Listening, Year 5 term 1 Group discussion and interaction and Year 5 term 3 Speaking are all new sequences designed to support children to develop additional language within supportive contexts.



# Speaking, Listening, Learning: working with children in Key Stages 1 and 2



## Year 1 term 1 Group discussion and interaction



### Objective 3:

to ask and answer questions, make relevant contributions, offer suggestions and take turns, for example, when devising ways of sorting items in the classroom.

This teaching sequence has been annotated to show additional scaffolding for children learning EAL. Annotations are shown in bold.

### Planning a role-play area

**Teacher's notes:** Planning for talk must take into account children at all stages of English language acquisition. Teachers need to refer to class profile to get an overview of language learning needs, for example, children new to English, children who have acquired some competence in spoken, social English as well as children who need to develop more complex, academic uses of English.

**Timing:** Recognise there is a need for flexibility as children developing English may require more thinking time to enhance the quality of their contributions.

**Overview:** Children work as a whole class and in pairs to decide on a role-play area. They:

- decide on a location;
- select contents;
- refine choices;
- reflect on how they used talk to set up the area.

**Language features:** Children learn to ask and answer questions using *How? When? Why? Who? Where? What?*

This teaching sequence provides opportunities to use the language of asking and answering questions, explaining and describing and reasoning and justifying.

**Resources:** These could include a speaking and listening prompt chart, a list of carpet buddies (talk partners), a selection of objects, photographs, pictures and posters related to the role-play area and small plans of the classroom.

**Grouping strategies:** Paired work where two children share the same first language or one partner provides a good model of English. Groups of three are supportive when children are new to English.

**Use of first language:** More advanced learners of English can translate for others in the group and report back using both languages.

**Curriculum link:** Science scheme of work for Key Stage 1 and 2, Unit 1A, 'Ourselves', and NLS Year 1 term 1, text objectives 7 and 16.

Teaching sequence Part 1	Language features
<p><b>Invite school nurse to talk to children and show a range of equipment.</b></p> <p><b>The following can be done as whole class or in groups supported by adults. Children have access to real objects, photographs, pictures and posters.</b></p> <p><b>Name items and match to labels. Introduce posters, pictures and photographs of hospital or doctor's surgery. Activate prior knowledge by asking:</b></p> <p><b><i>Where have you seen these before?</i></b></p> <p>Tell the children that they are going to plan a role-play area, for example, hospital and doctors. Prompt them to share briefly their own experiences and introduce key vocabulary, linking words to objects.</p> <p><b>Model and recast pupil contributions where appropriate for example <i>So the nurse put a thermometer in your mouth to measure your temperature?</i></b></p> <p><b>Ask: <i>Who has been hurt at school?</i></b>  <b><i>What happened?</i></b>  <b><i>What did Mrs Sterne do? (Have first aid box available as prompt.)</i></b>  <b><i>What will we need to talk about when we make this role-play area?</i></b></p> <p>Organise children into pairs with a talk partner. Model asking questions. Give children a couple of minutes to share ideas, and then ask pairs for suggestions (allow additional thinking time). Draw out and record key issues.</p> <ul style="list-style-type: none"> <li>• Where could the role-play area go?</li> <li>• What will it look like?</li> <li>• What equipment will we need?</li> </ul> <p><b>Teacher scribes and makes a list.</b></p>	<p>Listen for relevant contributions, for example:  <i>When I went to the hospital we had a form.</i>  <i>At our doctors there were comics to read.</i></p> <p><i>She put something like a lollipop stick in my mouth.</i></p> <p>When I fell in the playground Mrs Sterne washed my knee and put a plaster on it.</p> <p>Listen for suggestions related to planning, for example:  <i>We'll need to choose posters to go on the wall.</i>  <i>It would be good to have the sink.</i>  <i>There should be chairs for the patients.</i></p>

Teaching sequence Part 2	Language features
<p>Give pairs plan of the classroom. Ask them to decide on the best place for the role-play area, to mark it on the plan and be ready to explain the choice.</p> <p>After about 5 minutes, draw the class together.  <b>One adult models the language of suggestions, explanations and reasons with own choice.</b>  <b>Another adult (if present) may draw out the clarity with which the choice was explained.</b> Then choose one or two pairs to state the choice and give one reason for it.</p> <p>Respond to suggestions and explanations, modelling the language features and kind of discussions expected.  <b>Prompt children to make their reasons clear by focused feedback and questions.</b></p> <p>For example, <i>I think that is a good idea. You've explained it well. Yes, that's a good reason for putting it there, but why ...? Have you thought about ... ?</i></p> <p>Ask pairs to swap their plans and consider each other's suggestions. Think of a question to ask about them.</p> <p><b>Display question words Why? How? and Where? to focus and prompt this.</b></p> <p><b>Model use of question and response.</b></p> <p><i>Jonah and Akash put it by the door. Where will the patients wait?</i></p> <p>After 5 minutes, choose pairs and help them to share their question.</p> <p><i>You've looked at X's plan. Where did they put the area? What questions do you want to ask them?</i></p> <p>Give the other pair an opportunity to answer, explaining their reasons. Prompt other children to comment or ask further questions. Round off the session by reaching agreement on the location of the</p>	<p>Monitor pairs, looking for focused partner talk in which suggestions are offered and discussed, questions asked and answered. Support children where necessary.</p> <p>Listen for:</p> <ul style="list-style-type: none"> <li>• suggestions, for example, <i>We could put it ... , We think the best place is ... !</i></li> <li>• descriptions, for example, <i>between the cupboard and the ... near the sink.</i></li> <li>• reasons related to the choice made and logically expressed, for example, <i>... because the doctors can wash their hands. If it's near to the door then ..</i></li> <li>• justification of choice if there is disagreement.</li> </ul> <p>Monitor pairs, checking that partners are asking and answering a range of questions, supporting where necessary.</p> <p>Listen for:</p> <ul style="list-style-type: none"> <li>• focused questions using the word prompts provided, for example, <i>Where can we put things on the wall? How many people will be able to use the area?</i></li> <li>• relevant answers and explanations.</li> </ul> <p>Look also for evidence that children have listened to contributions made earlier in the discussion.</p>



Teaching sequence Part 3	Language features
<p><b>Again, activate prior knowledge by naming equipment and matching labels to equipment.</b></p> <p>Give talk partners 2 minutes to talk about and choose equipment for the area. Explain that both partners will need to have a suggestion. <b>(Children may need more time.)</b></p> <p><b>Be specific, for example, <i>I want everyone to choose one item of equipment.</i></b></p> <p><b>Then extend according to fluency. Ensure that either the real equipment or photographs/pictures are displayed.</b></p> <p>Then ask children to sit in a circle and to offer their suggestion in turn. Scaffold response for children new to English. Encourage them to suggest something that has not been mentioned before. List the suggestions as they are made.</p>	<p>Check turn taking and look for evidence that children are listening to each other's contributions.</p>

Teaching sequence Part 4	Language features
<p>Collect as many of the items listed as possible. Gather the children into a circle and display the objects in the middle. Display question words again.</p> <p><i>Who? What? How? Why? Where?</i></p> <p>Choose one of the objects and model questions about it, for example, <i>Who uses/wears this? When would the doctor use this?</i></p> <p>Then give pairs 2 minutes to frame similar questions. Choose children to ask their questions and invite others to answer them. <b>Recast where appropriate.</b></p> <p><b>Allow thinking time as necessary. Prompt them to extend the range of questions: Has anyone got a question beginning with the word ... ?</b></p>	<p>Listen for clear questions using the range of question words. (Look for evidence of progression from Part 2.)</p> <p>Listen for relevant answers:</p> <ul style="list-style-type: none"> <li>• for <i>why</i> questions: <i>because ... , that ... ;</i></li> <li>• for <i>where</i> questions: <i>behind the ... , on the bed;</i></li> <li>• for <i>how</i> questions: <i>by ringing a bell, using the computer;</i></li> <li>• for <i>who</i> questions: <i>the nurse ... , the receptionist ... ;</i></li> <li>• for <i>what</i> questions: <i>a stethoscope, the magazines;</i></li> <li>• for <i>when</i> questions; <i>before she takes your temperature, after the nurse has seen you.</i></li> </ul>

Teaching sequence Part 5	Language features
<p>Before the session, set out the furniture in the role-play area.</p> <p>Display objects in the middle of the circle again.</p> <p><b>Have photos of the objects with a matching name as visual support.</b></p> <p><b>Encourage children new to English to pick up an object and ask their talk partner, <i>What is this?</i></b></p> <p><b>Early learners who are still largely silent in English can participate by following simple instructions/requests, for example <i>Mehmet, can you find the stethoscope?</i></b></p> <p>Ask a child to choose one object and say where it should go in the area and why. Ask another child to choose an object that goes with it. As the discussion develops, prompt children to think about ways of sorting the objects: <i>Who can see something that goes with this? What else goes there? What other things would the doctor use? Who can see something that goes somewhere else?</i> Extend dialogue by asking why ... ?</p> <p><b>Peers provide models of language.</b></p> <p>Set up the role-play area with the children.</p>	<p>Listen for suggestions that:</p> <ul style="list-style-type: none"> <li>• identify similarities and differences, for example, <i>The rubber gloves are for the doctors too. The comics go with the magazines on the little table;</i></li> <li>• show understanding of how things are being sorted, for example, <i>the receptionist needs the telephone. That should go in the waiting room with the ...</i></li> </ul> <p>Check turn taking and look for evidence that children are listening to and building on earlier contributions.</p>

Teaching sequence Part 6 Reflect	Language features
<p><b>Ask:</b> <i>How did we use talk when we planned the hospital?</i> <i>How did it help us?</i></p> <p>Prompt children to identify the different speaking and listening activities and to describe how they contributed to the planning and organisation of the role-play area.</p>	<p>Listen for responses that indicate children are reflecting on:</p> <ul style="list-style-type: none"> <li>• making suggestions: <i>There were lots of good ideas about where to put the hospital. It made us think hard about what should go in the hospital. We had to remember what other people said;</i></li> <li>• taking turns: <i>It's more fair when we take turns. I was going to say computer but someone said it first;</i></li> <li>• questioning: <i>Asking questions helped us decide the best place. The list of words helped me think of more questions. X's question made me change my mind.</i></li> </ul>





## Year 2 term 1 Listening



### Objective 14:

to listen to others in class, ask relevant questions and follow instructions, for example, listen to and question instructions for devising a recipe.

### Listen and make

**Overview:** Children create a simple recipe, using ingredients provided, and then explain it to the rest of the class. They:

- plan their explanation;
- listen to another group's explanation and then carry out the recipe;
- reflect on successful explanations and good listening behaviours.

This teaching sequence reinforces the importance of order, clarity and accuracy, and supports the development of language necessary for this.

**Language features:** Children learn how to use language to give instructions. When listening, they use questions to check or clarify their understanding, repeat or rephrase instructions in their own words and ask for repetition or advice when they do not understand.

EAL learners will need explicit provision to support the development of language required to check or clarify understanding, for example *Do you mean that? But what if...? Is this right?* For giving instructions they will need input on sequential and instructional language as well as the naming of ingredients.

**Previous experience:** In Year 1 term 2, children have worked on following instructions. The quality of work in this unit will be improved if the class is experienced at working in groups and is used to talking about their activities.

The children have had the experience of working in groups, including listening triangles, within a variety of contexts and themes.

**Resources:** A variety of cooking ingredients and utensils which can be utilised for creating simple recipes, for example, *strawberry dessert powder, biscuit decorations, and a selection of ingredients for pizza topping.* (Note: Avoid ingredients which contain animal products or nuts.)

Curriculum link: National Literacy Strategy Year 2 term 1, text objectives 14 and 16.

Teaching sequence Part 1 Parent making Turkish Borek	Language features
<p>Invite in a parent or a member of the community who will illustrate a simple recipe, representative of children's cultural or ethnic background. Introduce instructional language paying particular attention to sequential language, verbs and adverbs.</p> <p><b>For learners accessing EAL it is vital to support newly introduced language, using visual aids, for example, posters, instruction cards, photographs, recipe books.</b></p> <p>Record the parent's instructions on tape and replay, listening for key language features. <b>Prompt less confident EAL speakers to repeat the language in order to reinforce the key language features heard on the tape to ensure understanding.</b></p> <p>Teacher uses fluent English-speaking role models to demonstrate speaker or listener roles in a role-play situation through partner talk. Use props such as <i>chef's hats</i> and <i>microphones</i> to determine roles and support turn-taking.</p> <p>Provide opportunities for the application of newly introduced language for the purpose through simple partner talk, for example, role-play – 'Ready, Steady, Cook', one being the cook giving instructions to the host. Children can use a chef's hat as a way of allocating speaker role. Host can ask questions about the instructions. Take turns in the two roles.</p> <p>Focus on the key language features and make it a requirement that the 'chef' applies these in his or her explanation, for example, <i>Firstly ... , Then ... , After that ...</i> . Use cards with prompts.</p>	<p>Listen for the use of:</p> <p><b>Connectives supporting sequential structures:</b> <i>first, next, then, during, meanwhile, after a while, finally</i></p> <p><b>Adverbs:</b> <i>carefully, slowly, quickly</i></p> <p><b>Key verbs for direct language:</b> <i>put, sprinkle, decorate, mix, wait, spread, pour</i></p>

Teaching sequence Part 2 Creating own recipes	Language features
<p>Remind children again of last sequence's key language features.</p> <p>Listen to the parent's instructions on the tape and get the children to mime following them. <b>Listening to instructions again provides further opportunity to hear the language they are required to use.</b></p> <p>Draw attention to a classroom display of the parent's recipe with bilingual text.</p> <p><b>Ask speakers of other languages to identify key vocabulary: for example <i>Can you tell us how to say 'first' in Turkish?</i> Make connections to other children's first language where possible.</b></p> <p>Put children into groups of three or four. Give each group ingredients which can be used to create simple recipes.</p> <p>In their groups of three, children will name ingredients and the utensils provided on their tables.</p> <p>Ask the groups to create something using the ingredients. Consider the actions they are carrying out, naming the ingredients and the utensils, and ask them to say what they are doing. <b>The experience provides opportunity to use language in a real situation for a real purpose.</b></p>	<p>Listen for the use of:</p> <p><b>Verbs:</b> <i>put, stir, mix, pour, spread, press, roll out, add, decorate, sprinkle</i></p> <p><b>Ingredients:</b> <i>strawberry dessert powder, biscuits, powder, sugar strands, milk, pastry, dough, tomato paste, mushrooms, cheese, green pepper</i></p> <p><b>Utensils:</b> <i>whisk, bowl, rolling pin, tray, spoon</i></p>

Teaching sequence Part 3 Rehearsing own recipe instructions	Language features
<p>Get each group to plan the set of instructions to be given out to other groups. Remind them of the key points on using the instructional language/time connectives and adverbs. <b>Have this language displayed in the classroom.</b></p> <p>Ask members in each group to take it in turns to rehearse the instructions of the recipe within their groups. Use a chef's hat to denote the speaker. Make it a requirement to use the language features necessary for sequential structures.</p> <p>Others in the group evaluate how good the instructions were.</p> <p><b>Ask:</b> <i>How good are the instructions?</i></p> <p>Support with prompts: <b><i>What do you think was said well? Is there a better way of giving that instruction? Did you understand the instructions clearly?</i></b></p> <p>Choose one group from each table to demonstrate their recipe.</p> <p>Focus on listening to each group and evaluating clarity of instructions as a whole class. Make notes on what was good and what needed improvement.</p>	<p>Listen for the use of:</p> <p><i>firstly, then, while, after that, later, next, finally</i></p> <p>Listen for the use of language to evaluate:</p> <p><i>I think these are the things that were said well ...</i> <i>He spoke clearly.</i></p>

Teaching sequence Part 4 Following new recipe instructions	Language features
<p>Explain that for this session the children will learn how to carry out the recipe instructions given by a speaker from another group. Remind children of the key phrases for giving instructions.</p> <p><b>Model good listening skills and refer to the 'Good listener poster' created by the class. Remind children of the key principles: <i>listening with concentration, making sure you understand, asking questions when you are uncertain</i>. Refer to class posters to remind children what makes a good speaker and observer.</b></p> <p><b>In Listening triangles:</b> One <b>speaker</b> gives instructions, one <b>listener</b> follows instructions and one <b>observer</b> uses a checklist on a clipboard to note the language that is being used and how the listener seeks clarification for the instructions given. Give clear guidance on timing.</p> <p>Ask observers to give feedback to the class during the activity (mini-plenary).</p>	<p>Monitor groups and support use of: connectives, adverbs and naming of ingredients and utensils.</p> <p><b>Listen for key questions in seeking clarity:</b>  <i>Is this right? ... ? Can you please repeat that?</i>  <i>Do you mean ... ? Is this how you do it? ...</i>  <i>Am I doing it properly?</i></p> <p><b>Listen for key language features from speakers:</b>            Use of connectives to support sequential structures for giving instructions and the above phrases for seeking clarity when carrying out the instructions.</p> <p><b>Expect observers to:</b>            Look out for key language features. <i>Is the listener following instructions properly ... ? What do they say if they don't understand? Which words were good to use? Which words helped the person carrying out the instructions?</i></p>

Teaching sequence Part 5 Plenary	Language features
<p>Ask observers to give feedback to the class at the end of the activity.</p> <p><b>Observers will refer to the checklist of features and reflect on the key points they noticed. The checklist can include:</b>  <i>Everyone kept to their roles.</i>  <i>Listeners followed the new instructions.</i>  <i>Listeners asked for clarification.</i>  <i>Speaker used a wide range of time connectives.</i>  <i>Speaker used connectives correctly.</i></p> <p>Thank observers and emphasise the importance of their role.</p>	<p>Listen for evidence that observers have reflected on language used by speakers and listeners:</p> <p><i>I think the instructions were clear because Amy knew what to do.</i>  <i>Wembo asked Xavier, 'Am I doing it right?'</i>  <i>Salma used 'add' all the time.</i></p>





## Year 4 term 2 Listening and drama

### Objective 42:



- to listen to a speaker, make notes on the talk and use the notes to develop a role-play. Listening to an expert explaining their job, using notes as a basis for improvisation.
- to develop a script based on improvisation – still or freeze-frame.

### What did they say?

#### Overview: Children:

- listen to and make notes on a talk;
- comment on the main features of the talk;
- work in groups to develop, present and comment on a role-play based on the talk;
- reflect on the strategies for listening and on a role-play.

#### Language features:

##### Children learn:

- to ask questions for clarifying and getting information;
- to use discussion to organise their information.

##### Children use:

- key terminology: role, responsibility, relationships, situations.
- language of negotiation and sharing ideas: *We could ... , I think it's a responsibility not a relationship because ... , It's important to ...*
- specific language associated with the roles and responsibilities of the teacher, first modelled by the teacher in the first person (*I organise trips to the theatre, I have to prepare lessons, etc*) and transformed by the children to the third person (*She organises ... , She has to ...*).

#### Previous experience:

- builds on work on identifying main points: making notes, presenting events and characters through freeze-frames.

#### Resources:

- an effective speaker who provides a context which is familiar to the children;
- notepads, cards to make graphic organisers to support collaborative group work.

**Curriculum links:** National Literacy Strategy Year 4 term 2, objectives 21 and 22.

Teaching sequence Part 1: Making notes and asking questions	Language features
<p>Teacher as speaker talking about her different roles, responsibilities and relationships. Ask the speaker to support listening by use of visual props.</p> <p><b>Tell children you want them to listen and make notes about teacher's roles, responsibilities and relationships. Providing the purpose for listening supports learners.</b></p> <p>Tell them they will be using the notes for a role-play and remind them of the process for recording notes (bullet points).</p> <p><b>Ask:</b> <i>How will we record the main points of the speech? What are bullet points and how do they help us structure our work?</i></p> <p>Show how bullet points capture the main points – reminder of previous learning. Review listening behaviours.</p> <p><b>Activate prior knowledge by asking children to discuss in pairs.</b></p> <p><b>Ask:</b> <i>What do you already know about a teacher's day? How do you know this? What evidence do you have?</i></p> <p>Link some of the responses to key terminology 'roles, responsibilities and relationships' (for a speaker talking about an unfamiliar topic it would also be important to introduce key vocabulary/scenarios which would be used by the speaker).</p> <p><b>Model use of key terminology:</b> <i>I mark your work – that is one of my responsibilities. I have many roles – I teach you, I produce the school play.</i></p> <p>Ask children to work in pairs to write questions they might ask teacher.</p> <p>Children listen to 'teacher as speaker', make notes and ask questions to clarify or confirm what they have heard or to seek further information. Support listening through paired talk where a more expert user of language is paired with a less expert user.</p>	<p>Look for evidence of listening demonstrated through body language, and questions asked.</p> <p>Look out for the use of key terminology, questions and formal register to show understanding and appropriate use.</p> <p><i>What is your favourite job? Are there any responsibilities you don't like? What is the hardest job that you have to do? What is your favourite role? Why did you become a teacher? Why do you like teaching? Who else do you work with?</i></p>

Teaching sequence Part 1: Developing graphic organisers	Language features
<p>Whole-class review of the key points raised by speaker. Use partner talk to provide thinking time and oral rehearsal.</p> <p>Ask children to work in small groups to share their ideas about the talk, focusing on the roles, responsibilities and relationships. Include children at various stages of learning English, and a fluent speaker who acts as a model in each group.</p> <p>Children use their notes to develop a graphic organiser and support discussion and understanding of difference between roles, responsibilities and relationships.</p>	<p>Listen for use of <i>roles, responsibilities ...</i></p> <p>Listen for the use of modal verbs to express possibilities:</p> <p><i>Maybe one of her responsibilities could be to teach creative arts.</i></p> <p>Listen for the use of <i>because</i> to give reasons:</p> <p><i>I think a trip is a responsibility because she has to ...</i></p>

Teaching sequence Part 3: Still image	Language features
<p>The groups then go on to develop a still image in role-play of particular roles and relationships.</p> <p>Remind them of the importance of using their notes, clarifying their notes through discussion and the success criteria for the role-play, i.e. demonstration through freeze frame and the language they use to explain their frame.</p> <p><b>Adults and peers model the language of evaluating the listening shown by the role-play by focusing on one group:</b></p> <p><i>This group has listened to the detail and can show my responsibility for writing reports.</i></p> <p><i>I liked the way this group showed us one of the responsibilities through their body language and expressions.</i></p>	<p>Listen for evidence that children are negotiating within their group to decide on an activity or relationship they want to develop in role-play.</p> <p>Listen for children using the language used by the speaker in their role-play.</p>

Teaching sequence Part 4	Language features
<p>The plenary provides the opportunity for another group to use the language of evaluating the role-play against the success criteria.</p>	<p>Listen for evidence of children using language to evaluate their own and each others role-play.</p>



## Year 5 term 1 Group discussion and interaction

### Objective 50:



to plan and manage a group task over time by using different levels of planning.

### Finding all possibilities

#### Overview:

- Develop strategies and methods for solving mathematical problems.
- Work in groups to solve 'finding all possibilities' problems.
- Observe and comment on effective group work, particularly being prepared to change your mind during exploratory talk.
- Explain findings in a plenary session.

**Language:** Children use mathematical language as well as the language of reasoning, questioning, explaining.

**Previous experience:** Work on problem solving and managing tasks in groups.

This session builds on previous speaking and listening lessons where children have:

- developed protocols for speaking and listening (Key Stage 1);
- used modal verbs to talk about possibility (Year 3 term 3);
- learned about different group roles: mentor, reporter, scribe, etc. (Year 4 term1) through activities in mathematics and science.

Teacher teaches the whole class in parts 1 and 4, and works with one specific group, guiding them in parts 2 and 3.

#### Resources:

- mathematical problems on enlarged text;
- language prompt sheets, problem-solving strategies prompt sheet (from PNS *Problem solving: A CPD pack to support the learning and teaching of mathematical problem solving*, DfES 0247-2004 G), and observer's recording sheet (sheets 1–4 below);
- whiteboards to record possibilities.

**Curriculum link:** NNS Year 5 Solve mathematical problems or puzzles, recognise and explain patterns and relationships, generalise and predict. Suggest extensions asking *What if...?*



Teaching sequence Part 1	Language features
<p>Introduce the lesson by sharing the speaking and listening objective and explain that the task for the groups is to solve a mathematical problem.</p> <p>Recap on speaking and listening courtesies and remind them of the importance of listening to everyone's ideas and being prepared to rethink their own in the light of what they hear. Remind them to assign roles for members of the group.</p> <p>Review the importance of clear, logical explanations:</p> <p><b>Ask:</b> <i>What do people need to provide you with in order to get you to change your mind?</i></p> <p>Then tell children they will be expected to explain their findings in a plenary.</p> <p>Remind them of the importance of logical connective as well as clarity, 'explanation making sense'.</p> <p><b>Refer to display with language structures</b> for exploratory talk, modal verbs and other vocabulary for reasoning: <i>could be, might be, couldn't be, must be, etc., possible, possibility</i> as a reminder of the language children are expected to use.</p>	<p>Ask children to discuss briefly which speaking and listening courtesies they think could be the most important in this context and why – elicit use of <i>because</i>.</p> <p>Listen for children providing reasons which make sense.</p> <p>Listen for children:</p> <ul style="list-style-type: none"> <li>identifying that the reason provided makes sense;</li> <li>showing how the alternative would be better.</li> </ul> <p>Expect children to say that they will use <i>because</i> when explaining the solution and when expecting people to change their minds.</p>

Teaching sequence Part 2	Language features
<p>Explain that the teacher will be working with one group while the other groups work independently.</p> <p>NB: The following notes are for the guided group where the teacher models the process and the language required for solving the problem.</p> <p>Assign roles to the group: chair/leader (adult), scribe, reporter, mentor, and observer.</p> <p>Introduce the observer's recording sheet.</p> <p><b>Activate prior knowledge of context of problem</b>, i.e. car number plates.</p> <p><b>Ask:</b> <i>Why do cars have number plates?</i></p> <p>Read problem with group.</p> <p>Discuss problem and establish meaning.</p> <p><i>Jazira Island has only ever had a few cars, but now some new roads have been built across the island and everybody wants a car. The police think that they need to give the cars number plates so that they can easily work out who owns each car.</i></p>	<p>Listen for the use of logical connectives in children's explanations:</p> <p><i>because, so</i></p>

Teaching sequence Part 2 Guided work	Language features
<p><i>They have a number plate machine, but it can only print the digits 1, 2, 3, and 4. Each number plate will have four digits. They can only use each digit once on each number plate. How many different number plates can they make before they run out of combinations?</i></p> <p>Use shared first language as appropriate.</p> <p><b>Emphasise that they can use any language for learning.</b></p> <p>Remind children of problem-solving strategies. Refer to sheet 3 (ask the mentor to use this to support the investigation) and explain the importance of formulating a strategy.</p> <p><b>Model the process and the language, e.g. What could one car number be? Could it be 2234?</b></p> <p><i>Why could this number not be a possibility?</i></p> <p><b>Take a range of answers and recast as appropriate.</b></p> <p>Ask the group to try out various combinations and record them.</p> <p>Support prediction and hypothesing by asking:</p> <p><i>How many combinations do you think there will be?</i></p> <p><b>Remind children to use language structures provided on prompt sheet to offer suggestions and comments. Intervene as appropriate to model use of a particular prompt or recast to model appropriate use.</b></p> <p>The scribe records the hypotheses.</p>	<p>Listen for the use of modal verbs: <i>It couldn't be that because ... etc.</i></p> <p>Listen for the language of discussion and explanation: <i>I agree with ... because ...</i> <i>I disagree with .... because ...</i> <i>In my opinion ...</i> <i>I've changed my mind because ...</i></p>
Teaching sequence Part 3 Guided work	Language features
<p><b>Children work in pairs</b> (shared language or friendship) to generate number plates, record these on a 'show me' board, and discuss whether each combination is possible or not.</p> <p><b>Adult to intervene to model or recast or appropriate the language of possibility/causality/explanation.</b></p> <p>Pair share their number combinations.</p> <p>Make sure all ideas are listened to and encourage children to listen to other people's ideas and to be prepared to change their minds. <b>Adult as group leader to probe understanding and encourage use of specific language.</b></p> <p>Feed back agreed possibilities to the scribe who will records them for the group.</p> <p>Encourage the children to look for patterns.</p>	<p>Listen for the use of language to explain, give reasons and ask questions throughout the session.</p> <p><i>Could be/might be ... because ...</i> <i>I agree with ... because ...</i> <i>I've changed my mind because ...</i></p> <p>Continue to listen for: <i>Couldn't be ... because ...</i> <i>What do you think ...?</i> <i>Could it be ...?</i> <i>I think it must be X because ...</i></p>

Teaching sequence Part 3	Language features
<p>Point out that some combinations begin with 1, some 2 and so on.</p> <p><b>Ask:</b> <i>How could we sort these to make sure we have all possible combinations?</i></p> <p><b>Model the strategy of grouping and recording all possible combinations beginning</b> with 1... then 2, 3, etc. Ask the children to investigate possible combinations beginning with 2, 3 to apply the process.</p> <p><b>Use the question How many combinations do we have? to model and encourage use of specific vocabulary.</b></p> <p><b>Explore understanding of the word ‘predict’ with the question</b> <i>Can you predict how many combinations we get when 3 is the first digit?</i></p> <p><b>Ask the key question:</b> <i>Do you think we have found all the possibilities and how can we check?</i></p> <p>Ask children to predict, to check for repeats and to revise their predictions in the light of new evidence. Ask children to explain why they have changed their mind.</p> <p>Establish the fact that 4 digits have given us 24 possibilities.</p> <p><b>Model use of specific mathematical language through questions and matching number sentences with mathematical calculations.</b></p> <p>Using the digit cards ask:  <i>If we had only 1 digit how many combinations could we have?</i></p> <p><i>If we had 2 digits how many combinations could we have?</i></p> <p><b>Reinforce the language matching the number sentences with the formula.</b></p> <p><i>For 1, 2, 3 and 4 digits write out <math>1 \times 1 = 1</math>, <math>2 \times 1 = 2</math>, <math>3 \times 2 \times 1 = 6</math> and <math>4 \times 3 \times 2 \times 1 = 24</math></i></p> <p><b>Guide the group to articulate the pattern they have discovered as a number sentence or formula.</b></p> <p><b>Ask:</b> <i>Can we use this to predict how many combinations there would be for 5 digits?</i></p> <p><i>4 digits gave us 24 possibilities. What if we had used 5 digits?</i></p> <p>Support the group in preparing an explanation and setting a challenge for the rest of the class.</p> <p>Support the observer to feed back on the use of language during the problem solving, by recasting when necessary.</p>	<p>Listen for:  <i>I predict that there will be ...</i>  <i>I think we will get ... combinations with ... digits</i></p> <p>Listen for use of specific vocabulary within full sentence responses.</p> <p>If we have 2 digits we would have 2 combinations.</p> <p>With 3 digits, there are 3 multiplied by 2 multiplied by 1, so 6 combinations altogether</p> <p>Listen for:  <i>We could challenge them to...</i></p> <p>Listen for comments on use of mathematical language as well as language of finding possibilities, predictions, etc.</p>

Teaching sequence Part 4: Plenary	Language features
<p>Reporters from each group feed back to class by:</p> <ul style="list-style-type: none"> <li>describing the problem</li> <li>explaining the strategies they used</li> <li>giving their conclusions</li> <li>setting a challenge for the rest of the class.</li> </ul>	<p>Listen for the use of the language of possibility, probability and the use of logical connectives in children's explanations.</p> <p>Listen for the use of modal verbs (e.g. <i>could</i>, <i>must</i>), <i>possible</i>, <i>possibility</i>, <i>so</i> and <i>because</i>.</p> <p>Listen for appropriate use of mathematical language.</p>



## Year 5 term 3 Speaking

### Objective 55:



Listening

**to analyse the use of persuasive language**

e.g. how a speaker uses emphasis, rhetoric and gesture effectively.

Speaking

**to present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language**

e.g. preparing a group presentation of the pros and cons of a current issue.

### *The benefits of being bilingual*

**Overview:** Children consider the elements which support an effective argument and evaluate their own use of such elements in their speech.

They:

- listen to and observe examples of persuasive language devices focusing on emphasis, rhetoric and gesture;
- work in groups to prepare and rehearse a spoken argument based on the one they heard;
- present their argument to a panel of peers for their evaluation.

**Language features:** Children apply the persuasive devices identified such as rhetorical language, eye contact, body language and emphasis to achieve increased impact. They learn to sequence their points logically. They will consider ways to support their points with evidence and begin to anticipate and counter potential conflicting views.

**Previous experience:** Children have learned how to identify the points made by various speakers, compare their arguments and how they are presented. They may have considered some presentational differences (see Year 4 term 3 Objective 46). Children have also listened to the school council discussion on bilingualism.

**Resources:**

- a bilingual speaker (this could be a parent, a member of the local community, a language assistant from a secondary school, a student, or someone from the LA Ethnic Minority Achievement team);
- facts and figures about languages spoken in the school, locality, country and the world;
- main findings of research about bilingualism.

**Curriculum link:** Year 5 term 3 NLS text level objectives:

- Objective 15, from reading to collect and investigate use of persuasive devices;
- Objective 19, to construct an argument in note form or full text to persuade others of a point of view and:
  - present the case to the class or group;
  - evaluate its effectiveness.

Teaching sequence Part 1	Language features
<p>Invite a speaker to give a short talk about the social and academic benefits of bilingualism. Brief them about the use of persuasive language including rhetoric, gesture, emphasis.</p> <p><b>Activate children's prior experience and knowledge of the topic by sharing quick ideas.</b></p> <p><b>Ask:</b> <i>How many of you know more than one language?</i></p> <p><i>How many of your brothers/sisters are learning another language now – at home, in school, in a supplementary or community school?</i></p> <p><i>... parents who speak more than one language?</i></p> <p><i>How many languages do you think are spoken in this school by children and staff?</i></p> <p><i>What do we use our other languages for?</i></p> <p><i>How do you feel when you use them and why?</i></p> <p>Record children's contributions on the interactive whiteboard and print enough copies of the screen for use during Part 2 of the teaching sequence.</p> <p><b>Remind children about the characteristics of effective listening and use of note taking.</b></p> <p><b>Split the class into 3 groups. Each group has to listen, focusing on a different aspect of the argument. Support listening by providing prompts for key features (learning wall).</b></p> <p><b>Group A:</b> How does the speaker sequence their points? For example:</p> <ul style="list-style-type: none"> <li>• introduction of the topic and the reason for their participation;</li> <li>• presentation of the argument;</li> <li>• concluding with a final plea for their case (perhaps with a warning about the consequences if the case is not considered).</li> </ul> <p><b>Group B:</b> How does the speaker provide evidence to support their views? <i>Research has shown that latest figures show ...</i></p> <p><b>Group C:</b> What persuasive language is used for sentence starters? <i>Everyone agrees that ... In my opinion ...</i></p> <p>Then introduce the speaker.</p> <p>Each group takes notes on individual whiteboards and reports back to the class.</p> <p><b>Record the language features identified and display them prominently.</b></p> <p>Ask children to evaluate the presentation by identifying which part of the argument they found particularly persuasive, and why. Remind them of use of gesture, emphasis etc. <i>The point about ... was effective because he used his hands to emphasise the point. He paused and then spoke about his own experiences so I believed him.</i></p>	<p>Listen for and draw attention to any persuasive devices such as emphasis, body language and use of rhetorical language by children.</p> <p>Look for evidence of attentive listening.</p> <p>Listen for language used to support views with evidence, for example:</p> <ul style="list-style-type: none"> <li>• <i>Everybody knows that ...</i></li> <li>• <i>70% of people ...</i></li> <li>• <i>It is widely believed ...</i></li> <li>• <i>My own experience tells me ...</i></li> </ul> <p>Use of persuasive language, for example:</p> <ul style="list-style-type: none"> <li>• <i>In my opinion ...</i></li> <li>• <i>I believe ...</i></li> <li>• <i>It is a shame that ...</i></li> <li>• <i>Everyone knows that ...</i></li> <li>• <i>I am disappointed that ...</i></li> </ul> <p>Listen for responses that refer to emphasis, persuasive phrases etc.</p> <ul style="list-style-type: none"> <li>• <i>He repeated the facts and figures about how bilingual children do well in school</i></li> <li>• <i>He used short sentences and paused after each. That made you remember and believe him.</i></li> <li>• <i>It really persuaded me when the speaker said once you can speak two languages you can learn others more easily, I thought it would be harder to learn more than one language.</i></li> </ul>

Teaching sequence Part 2	Language features
<p>Preparing a presentation focusing on persuasive language and using evidence to support views.</p> <p>Remind class of points previously made about persuasive devices.</p> <p>Create new groups ensuring that each group has children from each of Groups A, B and C as well as bilingual children and children who share a first language where possible.</p> <p>Ensure that each group has good language models.</p> <p>Provide each group with some facts and figures and research findings about bilingualism as well as a copy of their original ideas recorded on the interactive whiteboard.</p> <p>Use the prompts and feedback from Group A (sequence 1) to develop a talk frame to support groups to sequence their argument logically.</p> <p>Ask children to plan a similar talk lasting 2 or 3 minutes to persuade others of the benefits of being bilingual. Ask them to think about the audience, parents, carers and other children.</p> <p>Allow enough time for groups to prepare and rehearse their presentations.</p> <p><b>Teachers (and additional adults) move between groups to model persuasive language by offering contradictory views, or recasting and extending children's contributions.</b></p> <p><i>Some people say it would be better if everyone just spoke English.</i></p> <p><i>Some people think you would get mixed up if you spoke more than one language.</i></p> <p>Encourage groups to support views with reasons, and evidence.</p> <p>Give participants clear roles to monitor different aspects of the presentation by completing a talk log. They must ensure:</p> <ul style="list-style-type: none"> <li>• effective use of persuasive devices;</li> <li>• logical sequencing of points;</li> <li>• use of evidence to support their views.</li> </ul>	<p>Listen for use of persuasive language and devices.</p> <ul style="list-style-type: none"> <li>• <i>It's good because it makes your brain bigger.</i></li> <li>• <i>It's good because you can talk to people on holiday.</i></li> <li>• <i>When they go to big school bilingual children might learn another language quicker.</i></li> <li>• <i>I think it's good because other people think you are clever if you know other languages.</i></li> <li>• <i>Another benefit is when new children come to our school we might be able to talk to them if we know their language.</i></li> <li>• <i>Everyone agrees it's a good thing to know other languages. That's why we learn them at school.</i></li> </ul> <p>Listen for the use of emphasis to highlight important points.</p> <p>Watch for eye contact, gesture and body language being used effectively.</p>

Teaching sequence Part 3	Language features
<p>Each group presents their case to the rest of the class who discuss and evaluate the presentation. Opinions should be expressed on the aspects the class has been focusing on, i.e. logical sequencing of points, persuasive devices including eye contact, emphasis and gesture, and using evidence to support points of view.</p> <p>Adults and children model the language of feedback and evaluation; expect children to use it.</p> <p><i>Aarti used gesture and language such as ... to persuade us.</i></p> <p><i>When S said ... it didn't work because he said it too quickly, as if he didn't believe it himself.</i></p>	<p>Listen for phrases such as:</p> <p><i>That made the point clearly.</i></p> <p><i>She used language such as ...</i></p> <p><i>I liked it when he said ...</i></p> <p><i>It would have been better if ...</i></p> <p><i>In my opinion ...</i></p> <p><i>The most effective use of persuasive language was ...</i></p> <p><i>The least effective ...</i></p> <p><i>It could be made stronger by ...</i></p>





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