PDM 5

Speaking and listening: guided sessions for language development

Aims

- To provide a rationale for the use of guided speaking and listening as a strategy to support curriculum access and additional language development
- To develop the use of:
  - guided talk for literacy
  - guided exploratory talk in mathematics
  - barrier games
- To explore the potential of different types of talk for different purposes across the curriculum

Overview of a suggested professional development programme

Learning and teaching: assessment for learning			
PDM 1 Establishing layered curriculum targets as a context for language development		**PDM 6** Day-to-day assessment	
Learning and teaching: language development and curriculum access			
PDM 2 EAL principles, pedagogy and practice: first language as a tool for learning	**PDM 3** Integrated planning for language development and curriculum content	**PDM 4** Supportive contexts: scaffolding language and learning	**PDM 5** Speaking and listening: guided sessions for language development
Conditions for learning			
PDM 7 Culture and identity: ethos, environment and curriculum			
Partnerships beyond the classroom			
PDM 8 Developing learning partnerships with parents, carers, families and communities			

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Key messages

- Essential knowledge and understanding from PDMs 2–4.
- Accessing the curriculum requires proficiency in speaking and listening.
- Children's apparent fluency may mask their lack of cognitive and academic language proficiency (BICS and CALP).
- Children learning EAL need carefully planned opportunities for speaking and listening to peers as well as adults for real purposes and across the whole curriculum.
- A useful distinction can be made between 'process talk' and 'talk as presentation'; both types of talk support the development of CALP.
- EAL learners can be supported to move beyond their linguistic comfort zone through the intervention of a trained adult. Giving children the opportunity to rehearse specific language forms, which have been modelled by proficient speakers in appropriate contexts, will support language and literacy development.
- Benefits of oral language are that:
  – it provides opportunities to clarify what has been said;
  – teachers can assess understanding by the child's response;
  – it is more repetitive than written language and gives learners the opportunity to hear the same idea being expressed in different ways;
  – when talk is linked to practical activities, learners have an immediate context which helps give meaning to the language they hear;
  – situations which require children to produce oral language afford teachers the opportunity to use assessment for learning;
  – there is clear evidence that guided sessions can raise the attainment of children learning EAL (see evaluations of Talking Partners in Unit 2, page 73).

Suggested activities

Review and reflect on progress since the last meeting.
- What have you done?
- What was the impact?
- What have you learned?
- Share curriculum targets.

- Discuss guided talk for literacy (Unit 2, page 74). Work collaboratively to plan a guided talk session which will support children to develop and present an oral personal recount using a talk frame.

  When planning the session:
  – consider exactly what language is appropriate for the particular purpose;
  – identify this as the language learning objective;
  – indicate how and when this language will be modelled and when children will use it during the sesssion;
  – decide exactly what language children should be able to understand and use by the end of the session and how they will demonstrate this (language structures, grammatical form and vocabulary). Identify this language as the learning outcome.

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- Design a talk frame to support children in another guided talk session, using a context relevant to current curriculum targets.
- Watch and discuss a guided exploratory talk session where children are solving a mathematical problem (section 3 on the accompanying DVD and the teaching sequence in Unit 4, pages 44–48).
- Play a barrier game designed to develop the language of space and shape for mathematics, including the language of comparison. One participant models language by giving instructions. Listeners ask for clarification and additional information. Observers evaluate the participants' use of language for the purpose.

Next steps

- Trial a guided talk session in literacy or a guided exploratory talk session in mathematics and agree a process for reviewing.
- Design a barrier game designed to develop language relevant to current priorities as identified in layered curriculum targets. Implement and review at a future meeting.
- Observe children during experiential play in the Foundation Stage and identify opportunities to develop first language as well as English through modelling. Review at a future meeting.

Notes

Specific

- Explain the opportunities for different kinds of talk offered by guided talk for literacy, exploratory talk and barrier games. Refer to process talk, presentational talk and precision in language (see Unit 2, pages 21–23 and 28 and *Planned opportunities for speaking and listening*, a handout on the accompanying CD-ROM).
- Decide which strategy to focus on during the session.

General

- Arrangements should be made to facilitate participation by part-time staff, EMAG-funded staff and teaching assistants.
- Ensure that key messages are secure and that participants leave with a clear understanding of where they need to focus over the coming half-term.
- Staff who are confident in this area should support other colleagues.
- The activities above are intended as examples. Choose from, and adapt, the suggested activities to fit in with the current priorities for the school as identified in the half-termly whole-school curriculum targets.

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Resources

- Primary Framework, 2006

- Guided talk for literacy, exploratory talk, barrier games (Unit 2, pages 80–97)

- For talk during experiential learning see pages 77–79 in Unit 2 (see Talk Frames for news telling in Unit 2, pages 83 and 84).

- Guided talk used as an intervention in Year 3 (developing descriptive language) (Unit 2, page 81, and on the accompanying DVD, section 4)

- Group discussion and interaction (Unit 4, pages 25–27)

- Group discussion and interaction teaching sequence Year 5 (Unit 4, pages 46–50, and on the DVD section 3, Guided exploratory talk to solve a mathematical problem)

- See the accompanying CD-ROM for an example of a Year 5 guided talk session which develops language for mathematics

- *Planned opportunities for speaking and listening*, a handout on the accompanying CD-ROM

- *Developing Early Writing* (DfES 0055/2001, 0056/2001), see especially talk for writing on page 15

- *Excellence and Enjoyment: learning and teaching in the primary years*, Creating a learning culture: Classroom community, collaborative and personalised learning (DfES 0522-2004 G), especially page 21, exploratory talk

- *Mathematical vocabulary*, DfES, ISBN 08 55229551

- *Problem solving*, a CPD pack to support the learning and teaching of mathematical problem solving (DfES 0247-2004 G)

- *Speaking, Listening and Learning* materials (DfES 0623-2003 G), see especially the leaflets and posters (four of the five are available on the CD-ROM)

- *Speaking, Listening, Learning: supplementary materials* (2004) Education Bradford, additional teaching sequences and video/DVD

- *Supporting pupils learning English as an additional language* (revised edition, DfES 0239/2002) for modules 4 and 6 including guided work, language games, case studies and video exemplification

- *Talk across the curriculum: an activity referenced guide for 'speaking and listening'* (2006) Education Bradford

- The Basic Skills Agency (2003) *EAL: More than survival*, see Annex 4: Guided talk (www.standards.dfes.gov.uk/ethnicminorities/)

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