

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

Handbook

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website www.education.gov.uk for updated policy and resources.



Guidance

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

Handbook

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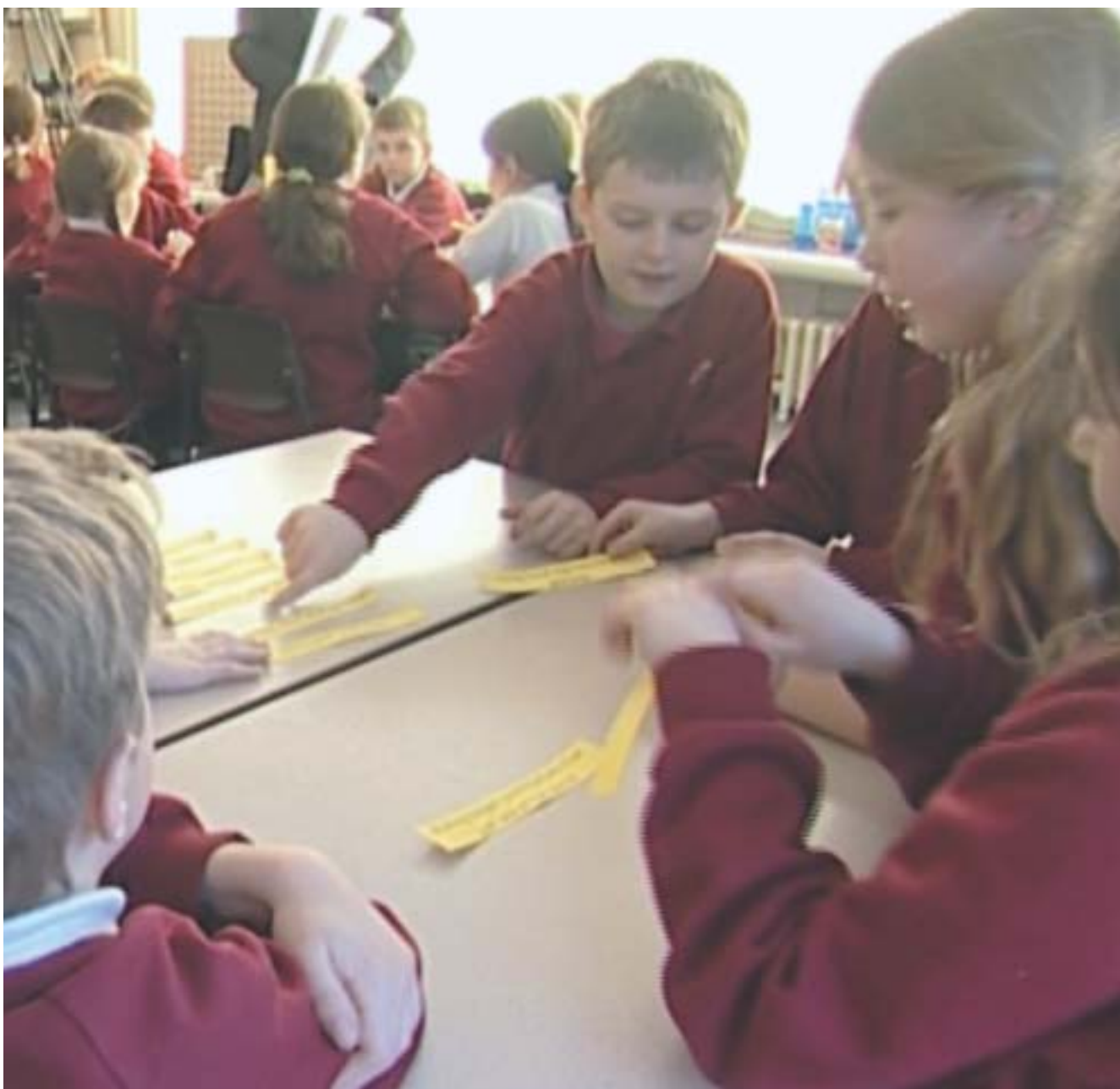
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Introduction

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 interaction that support them.

These materials, the Primary National Strategy's first main publication for teachers, focus on this fundamental aspect of primary classrooms. The materials are the result of a two-year partnership between QCA and the National Literacy Strategy (NLS). For some time now, teachers have been asking for more support in the area of speaking and listening to complement the objectives for reading and writing set out in the NLS *Framework for teaching* (DfES 0500-2001). The materials reflect the National Curriculum requirements in English and develop approaches to teaching, extending and reinforcing speaking and listening both in English and across the curriculum. They build on and extend the approach first outlined in *Teaching speaking and listening in Key Stages 1 and 2* (QCA, 1999).

The materials include:

- a set of **objectives** for speaking and listening in Years 1–6;
- examples of **teaching sequences** for the objectives, some in this pack and others on the Internet (www.standards.dfes.gov.uk/primary);
- a **video** illustrating the teaching of speaking and listening linked to some of the sequences;
- a **handbook** with advice on the principles behind the materials and on assessment, together with commentaries on the video;
- **leaflets** on the four aspects of speaking and listening (speaking, listening, group discussion and interaction, and drama);
- a **poster** focusing on progression across Years 1–6.

In addition, **training materials** are available for schools and Primary Strategy consultants employed by each LEA.

The materials are all related to the four aspects of speaking and listening in the National Curriculum programmes of study for English.

- 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 materials encourage schools to take a systematic approach to the teaching of speaking and listening. They suggest how to teach speaking and listening explicitly as well as how to find opportunities to reinforce and extend children's developing skills. 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 teachers can maximise the effective use of time.

We are convinced that excellent teaching of speaking and listening enhances children's learning and raises standards further. 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.



How to use these materials

Where to begin

These materials offer different starting points for teachers and schools who want to review their current provision and develop the teaching of speaking and listening. Choosing a way into the pack depends on school circumstances, current provision, development plans and priorities. Here are some suggestions.

- Ask each teacher to develop a teaching sequence for one of the objectives in the next term, possibly drawing on the teaching sequences in the Objectives booklet. At half-term, review progress and discuss implications for next steps.
- View one or two sequences on the *Speaking, Listening, Learning: working with children in Key Stages 1 and 2: Classroom examples* video, such as the Year 4 Speaking sequence (0:33:37) or the Year 2 Listening sequence (0:12:27). Identify what these teachers and children do and what has contributed to the success. Consider how to encourage this type of achievement in your current curriculum.
- Look at one of the strands in the objectives (*Teaching objectives and classroom activities*, section 2) and identify what counts as progression. Compare this with the poster on progression, included in these materials, and then consider how to develop this strand in the curriculum.
- Discuss some of the suggestions in section 3, *Making it work in the classroom*, and identify new ways to include these features in teachers' repertoire.
- Look at examples of activities which encourage speaking and listening across the curriculum. Ask teachers to plan to include explicit teaching of speaking and listening in a unit of work in a subject other than English. Review how this goes and the implications for curriculum planning.



Developing a systematic approach

These starting points need to lead to a more systematic approach to teaching speaking and listening. The next stage is to ask teachers to build the objectives into their teaching, using the suggested teaching sequences or developing their own alternatives. This process needs to be supported and monitored in a range of ways, such as in-class support, logging successes and issues for discussion, and agreeing a whole-school approach to finding the time to teach oral work. Making short videos of classroom work for sharing with colleagues and governors can enable focused discussion.

Assessing speaking and listening: resources

Once oral work is integrated into teaching, routines need to be established for assessing children's speaking and listening (see section 5, pages 29–34). There are other resources to support this, including the QCA Exemplification on CD-ROM, *English: speaking and listening* (QCA/02/898) and the pack on gifted and talented pupils, *Working with gifted and talented children at Key Stages 1 & 2 in English and mathematics* (QCA/01/801, Handbook) (QCA/01/802, Written examples) (QCA/01/803, video).



1. What is distinctive about speaking and listening?

In the National Curriculum there are separate programmes of study for speaking and listening, and reading and writing. In one sense these are inextricably linked, focusing on language and how it is used in the different modes. However, each mode also has its own particular features, not least speaking and listening.

There are features of language that are distinctively oral and do not occur in a written form. These include very brief exclamations or utterances (*OK, Really?, Right!, Now*) or half-finished remarks that are not meaningful outside the context in which they occur. Speakers often make rapid changes of tone, formality or topic, for example when an important person enters the room or to enliven a formal talk with a joke. There are also distinctive forms used in talk, particularly spoken standard English, which clearly differ from the written form, so when a teacher says 'that book over there, the one with the red cover, can you pass it to me please', that person is progressively defining what he/she wants to happen. This is a common characteristic of spoken language and, in this case, relates closely to action and context. Speakers employ more than words to convey meaning, using movement and gesture, eye contact, tone and volume. The interactive nature of talk and its ephemeral nature are in direct contrast to most writing. Clearly, some teaching about language is relevant to reading and writing as well as to speech, but the curriculum for speaking and listening must also give due weight to the distinctiveness of talk.

Non-verbal communication is integral to talk and obviously supplements – or subverts – the spoken word. Many children have a limited understanding of movement, gesture, position and their effects. Both through drama and other exploration, children can develop a better understanding about effective communication, both verbal and non-verbal.

Collaborative meaning-making

In the whole range of interactive situations from, for example, informal conversation to formal interview, meaning is mainly constructed collaboratively. Characteristically participants question, disagree with, extend and qualify each other's utterances. They may finish each other's comments, compete to be the dominant voice, or agree what matters. This contrasts with writing, where a single author is mostly in control. Collaborative meaning-making in talk is highly significant and leads to many of the differences, grammatical and otherwise, between speech and writing.

Another area where talk offers a different set of language patterns is the oral exploration of ideas. Here the talk is fluid and open-ended. Participants may change their views or change direction many times; they can revisit ideas and the talk may be interspersed with asides, comments and anecdotes. This function of

What is distinctive about speaking and listening?

talk is often exploited in classrooms but it is likely that such explorations would be more successful if the patterns of language needed were to be explicitly identified and taught.

Variation and range

In comparison with writing, spoken language is more varied in terms of purpose, context and levels of formality. Because of its relatively permanent nature, writing serves purposes where time or distance are significant. Because the written code is fairly fixed, the range of styles and expression is more limited, so that even where writers attempt to replicate speech they can only use some accepted conventions to indicate informality in the talk being portrayed. Actual talk varies far more and children need to be taught about how, when and why such variety happens and how to use this repertoire effectively. There are particular challenges for children learning English as an additional language to capture the meaning of idioms and different language varieties, including spoken standard English.

Personal and social development

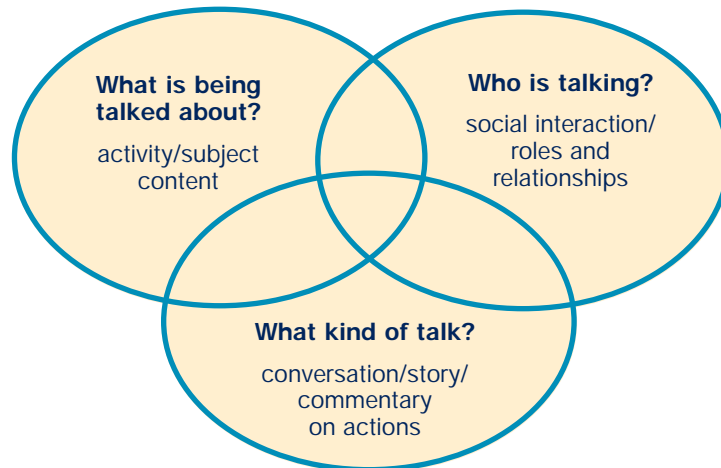
Social relationships are mostly enacted through talk. Levels of intimacy or formality may be tried out and instant feedback means constant adjustment of tone, register or content. These nuances can be explored in role-play and drama where children can 'try out' different relationships. Acceptability of talk in different contexts, as indicated by its reception, is vital knowledge for children.

So while speech and writing have much in common, which general teaching of English will enhance, there are other areas that are distinctive and need to be explicitly addressed in the classroom.



Taking account of the distinctive features of spoken language in planning

Whether spoken or written, all languages vary according to the functions they serve. It is helpful to think of three main factors contributing to this variation in talk.



What is being talked about?

Emphasis on subject content or topic means developing necessary knowledge including specific vocabulary and expressions. For example, in a science lesson on testing forces, children need to understand the concept of fair test, use words like *speed* and *distance*, and be able to make comparisons between *length*, *height* and *weight*. When talking about drama, children need some technical vocabulary to describe the effects of *characterisation*, *costume* and *vocal expression*.

Who is talking?

To carry out the different roles in effective group work, children need to learn the language associated with them. For example, how to support others in the group by building on or clarifying contributions, ways of taking the lead and ensuring everyone has a turn to speak, how to introduce a new idea or change the topic and how to make relevant written notes of the outcome of the discussion. As children move between pairs, groups and the class as a whole, they need to adapt their language from lesser to greater formality.

What kind of talk?

Sometimes the aim of the lesson will be for children to create spoken texts of particular kinds, such as oral stories, spoken arguments, dramatic dialogue or extended contributions in whole-class discussion. The language needed here is more explicit, and contains more formal types of structuring conventions than language used in accompanying action or in a conversation with a group of friends. Children need to understand how to develop these more sustained forms of talk through hearing them demonstrated, paying attention, for example, to the ways speakers connect longer utterances, sequencing and emphasising their ideas.

What is distinctive about speaking and listening?

In practice, all these dimensions of language in use arise in the course of a complete lesson sequence, but the Objectives highlight what is most relevant for a particular activity. For example, in Year 3 Listening, children need to learn the language needed to talk about the presentational features of a broadcast (Objective 30); in Year 4 Group discussion and interaction, they are learning the language associated with carrying out specific roles in groups (Objective 39); in Year 5 Speaking, they are devising and telling a story using specific techniques (Objective 48). Within each sequence, teachers' planning has also involved implicit or explicit attention to the other variables without which the work could not be completed.

The connections between topic, social interaction and type of talk are particularly fluid and dynamic in spoken exchanges, as speakers adjust what they say and how they say it according to the responses from others. Effective teaching of speaking and listening takes account of the ways these different factors bear on children's success in the main focus of any activity.



2. Speaking and listening in all areas of the curriculum

Speaking and listening, reading, and writing are interdependent. Teaching and learning about language and how it is used in the different modes will develop all three of them. Most children try out ideas in talk long before they are able to try to pin them down in writing. Reading aloud helps children to become familiar with the cadences and uses of English. For many children, expressing ideas orally is easier than in writing, where it is more complicated to orchestrate all the necessary skills. The discipline of writing, which involves precision and clear articulation of meaning for a distant reader, aids clarity in oral communication too. Reading gives children models of language, and discussion of texts helps them to take such language into their own repertoire. So speaking and listening, reading, and writing are not only interdependent, but also mutually enhancing.

All areas of the curriculum offer distinctive opportunities for developing children's speaking and listening. The purposes and types of talk appropriate in different subjects – such as hypothesis and experimenting in science, causal reasoning in history, creating patterns in poetry, discussions of issues in PSHE – provide specific opportunities for speaking and listening. Therefore, it is necessary to teach speaking and listening explicitly across the curriculum, not just in English. Teaching units already planned need to be developed to create specific teaching opportunities and to extend and reinforce children's skills. The teaching sequences (see *Teaching objectives and classroom activities* booklet, section 3) give examples of how this can be done.

Diversity and inclusion

The range of speaking and listening opportunities helps in responding to pupils' diverse learning needs. Children's differing social skills mean they need to work in groups of different sizes and compositions. Drama is also a way of promoting social and emotional development as well as extending children's ways of expressing themselves. 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. The techniques suggested in these materials, such as explicit modelling, offering thinking time and reflecting on oral work, are helpful in providing differentiated support.

The oral sharing of experiences and ideas supports equality of opportunity in terms of access to the curriculum and promotes children's motivation and engagement across subjects. As children's strengths and preferred learning styles differ, those children who are less comfortable and successful with written forms can communicate effectively and develop confidence through speaking and listening.

Extended discussion between teachers and children can enable problems to be resolved, especially where children are expected to support each other rather than work in competition. Cultural differences influence the ways children speak to their peers and adults. Children need carefully organised opportunities to learn different ways of interacting and to work with others who are more confident and versatile.

Characteristics of the talk of boys and girls often differ. Girls are generally more collaborative, supporting each other and developing ideas together. Boys often like to propose ideas, to use language dramatically and to move on fast rather than develop detail. Such differences can be tackled, and children's repertoires extended, by planning different groups, partners, classroom seating and activities. Embedding speaking and listening across the curriculum builds on children's preferences and strengths as well as challenging them in areas where they are less strong.

Opportunities in literacy

In literacy, children are regularly engaged in responding to, analysing and creating texts in whole-group and guided sessions. In reading, working out why characters behave in particular ways, speculating about their feelings, explaining the effect on the reader of particular images or techniques, or comparing the effectiveness of two different reports all provide ideal contexts for the kind of teaching approaches outlined in this booklet. Ideas can be clarified and extended, options explored and alternative views considered by children and the teacher together.

When writing in a whole-class context or in groups, the use of dialogue can help children to explain and justify choices, consider how effectively a particular text works and how it could be improved, and organise and rehearse ideas in advance of setting them down on paper. In such dialogue, alternative responses and viewpoints are recognised and valued, opinions need to be justified and ideas must be clarified and organised. Talk is a key underlying factor in the development of literacy as well as a central feature of any successful teaching and learning.

Speaking and listening is relevant to all parts of the literacy hour.

- In whole-class work, shared reading and writing provide opportunities for discussion when working in detail on texts, looking at meaning and considering the use of literary techniques to achieve particular effects.
- In group and paired work all children should be encouraged to participate and share ideas.
- During independent work children have opportunities to share ideas in in-depth work, helping them to reflect on and refine their learning and to extend their thinking.
- Plenaries can involve oral evaluation and consolidation of what has been learned, complemented by moving the learning on.

Opportunities in mathematics

In mathematics, it is important for children to use the correct terms and vocabulary. In number, for example, discussing what happens to a number when multiplied by another number is an opportunity to introduce the vocabulary of multiplication and establish that the answer does not always get bigger. In lessons on shape and space, children identify properties of particular shapes, describing what they see and what they think will happen, for example, when two or more shapes are joined together to make a new one. Their answers can then be tested and discussed. When handling data, children have the opportunity to describe, interpret, predict and hypothesise, using the data they collect and represent. Oral work fosters the essential skills involved in using and applying mathematics – problem solving, reasoning and communication.

Speaking and listening is integral to the daily mathematics lesson, especially where the work goes beyond simple recall or the routine following of procedures.

- In the oral and mental starter, children are expected to give more than a single short oral response, explaining and justifying their strategies to others.
- In the main part of the lesson, children often need to apply what they already know to new problems and situations. During written or practical work, it is useful to draw the class together to explore problems by inviting a child or a group to explain their thinking to the class.
- In the plenary, feedback involves explaining what has been learned and identifying any misconceptions and what needs to be taught next, particularly inviting children to consider what they have been learning and then explain how to apply it to a problem.



Opportunities across the curriculum

The objectives for speaking and listening can be built into all areas of the curriculum. The following table shows some ways in which the objectives can be linked to different subjects.

Year 1

Teaching objective	Example of subject link
Term 1 2. Listening to listen with sustained concentration	Geography Identifying points of interest when listening to the lollipop man or lady talking about safety in the street outside the school
Term 2 6. Listening to listen and follow instructions accurately, asking for help and clarification if necessary	Information and communication technology Learning about how to use familiar technology such as television or mechanical toys, by listening to instructions and placing them in the right order
Term 3 10. Listening to listen to tapes or videos and express views about how a story or information has been presented	Art and design Learning to select and describe key features of a video on Andy Goldsworthy's sculptures, identifying what it tells them about how he uses natural materials
11. Group discussion and interaction to explain their views to others in a small group, and decide how to report the group's views to the class	Music Learning to describe sounds and suggest to other members of the class how they might make sounds that would portray different feelings

Year 2

Teaching objective	Example of subject link
Term 1 14. Listening to listen to others in class, ask relevant questions and follow instructions	Mathematics Listening in 'Guess my shape' game, where one child chooses a shape and others have 20 questions to work out which one is selected
15. Group discussion and interaction to listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member	Religious education Children work together to research information about a place of worship to visit, share out tasks needed to prepare for the visit and how to follow it up
16. Drama to adopt appropriate roles in small or large groups and consider alternative courses of action	History Developing a plot and characters based on the Fire of London and considering how characters react
Term 2 19. Group discussion and interaction to ensure everyone contributes, allocate tasks, consider alternatives and reach agreement	Science Working collaboratively in planning, predicting and carrying out an investigative task in science about growing plants
Term 3 21. Speaking to use language and gesture to support the use of models/diagrams/displays when explaining	Design and technology Showing how, for example, puppets or vehicles work, combining language and gesture
22. Listening to listen to a talk by an adult, remember some specific points and identify what they have learned	PSHE Considering how a speaker, talking about how to use medicines safely, emphasises the main points and responds to listeners' reactions

Year 3

Teaching objective		Example of subject link
Term 1	25. Speaking to explain a process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively	Geography Using language to structure information about the use of land in the area around the school, taking account of listeners' knowledge
	27. Group discussion and interaction to use talk to organise roles and action	Science Planning and carrying out an investigation into the diets of animals, organising jobs and meeting deadlines
Term 2	31. Group discussion and interaction to actively include and respond to all members of the group	Mathematics Encouraging contributions by use of questions, in discussion about different mental strategies used to solve calculations and real life problems
Term 3	33. Speaking to sustain conversation, explaining or giving reasons for their views or choices	Design and technology Making extended contributions, choosing equipment for a classroom task, e.g. Packaging or Moving Monsters
	36. Drama to use some drama strategies to explore stories or issues	Religious education Working with different techniques to explore key aspects of stories, e.g. Rama and Sita

Year 4

Teaching objective		Example of subject link
Term 1	37. Speaking to use and reflect on some ground rules for dialogue	History Through a discussion of what Henry VIII was like as a person, learning to present ideas appropriately, listen to others and modify interpretations to construct valid historical conclusions
	39. Group discussion and interaction to take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor	Music Learning to work with others to agree the sounds they would use to describe different moods and effects and how they could make it work better
Term 2	41. Speaking to respond appropriately to the contributions of others in the light of alternative viewpoints	Religious education Discussing whether Easter is an important religious celebration for Christians today
	43. Group discussion and interaction to use time, resources and group members efficiently by distributing tasks, checking progress, making backup plans	Information and communication technology In groups, decide how to use more advanced features of a word processor to compose and edit text for a specific audience
Term 3	47. Drama to create roles showing how behaviour can be interpreted from different viewpoints	PSHE Presenting characters as they might see themselves, then as others see them in a situation where bullying is taking place

Year 5

Teaching objective		Example of subject link
Term 1	49. Listening to identify some aspects of talk which vary between formal and informal occasions	Geography Contrasting excerpts from national and children's TV about the problems of getting clean water in a less economically developed country
	50. Group discussion and interaction to plan and manage a group task over time by using different levels of planning	Mathematics Using knowledge of group roles to organise and accomplish a collaborative activity, e.g. following a question through the 'Handling data' cycle
Term 2	54. Drama to reflect on how working in role helps to explore complex issues	History Sustaining work in role to explore issues from different perspectives in a unit of work on refugees in WWII
Term 3	55. Listening to analyse the use of persuasive language	Science Noting techniques used in health promotion materials, e.g. a video on the harmful effects of drugs
	56. Group discussion and interaction to understand different ways to take the lead and support others in groups	Art and design Identifying how to organise, chair, report, listen constructively and draw others into a discussion about which story, myth or legend to use as inspiration for their work in textiles

Year 6

Teaching objective		Example of subject link
Term 1	58. Speaking to use a range of oral techniques to present persuasive argument	PSHE/Citizenship Attracting and holding listeners' attention through what is said and how it is delivered in a debate about what type of new playground equipment should be chosen for the school
	60. Group discussion and interaction to understand and use a variety of ways to criticise constructively and respond to criticism	Information and communication technology Using a multi-media authoring programme to present linked pages, incorporating images, sounds and text, adjusting ideas about style and content in discussion with others
Term 2	62. Listening to make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose	Science Listening to two different presentations on micro-organisms, for example living safely with micro-organisms and micro-organisms in the service of humans and noting how practical advice relates to facts
	63. Group discussion and interaction to consider examples of conflict and resolution, exploring language used	Religious education In a discussion about prejudice and discrimination, referring to key beliefs and teaching in religion, compare and contrast religious and secular values
Term 3	65. Speaking to use techniques of dialogic talk to explore ideas, topics or issues	Design and technology In an assignment on shelters, children explore ideas, make decisions and choices about allocating tasks and materials suitable for adventure playground equipment

Planning teaching time

Given the significance of speaking and listening for children's learning and overall language development, it is important to allow adequate curriculum time for it to be taught and to maximise opportunities for its consolidation within existing provision. Speaking and listening objectives need to be taught explicitly and systematically, albeit usually through the medium of different curriculum areas, and require a discrete time allocation. There should also be opportunities, both planned and incidental, for children to revisit, apply and extend the speaking and listening skills which they have been explicitly taught.

Having a weekly period in the timetable for 'speaking and listening' might help to ensure that specific and systematic teaching takes place but it is unlikely to make the best use of opportunities provided in the whole curriculum. In this guidance, four teaching objectives for speaking and listening are set out for each term from Year 1 to Year 6. When teachers are drawing up medium-term plans, these four speaking and listening objectives can be allocated to the most appropriate curriculum areas for specific teaching, then extending and reinforcing. Once identified, the relevant curriculum units can be allocated slightly more overall time, and specific opportunities for teaching the speaking and listening objective within the unit can be planned. If a history unit, for instance, is identified in this approach, the history objective(s) should take precedence most of the time but, at certain points, the teacher and class will actively concentrate on developing the specified speaking and listening skills within the context of the unit.

Just as it is important to identify clearly the place where the speaking and listening objectives are explicitly taught, it is also helpful to pinpoint places in the timetable where they can be extended, reinforced and assessed. All subjects, including the literacy hour and daily mathematics lesson, have the potential to provide opportunities for extending and reinforcing the term's speaking and listening objectives. As teachers become more familiar with the objectives, further opportunities will become apparent in the course of teaching to reinforce the current and previous term's objectives.



In a Year 4 class, for example, the teacher might incorporate the speaking and listening objectives into existing planning as follows:

Year 4 Term 1

Speaking

To use and reflect on some ground rules for dialogue

- context for explicit teaching

History Unit 7: Why did Henry VIII marry six times?

Children work on a range of information from different sources about the Tudor period, developing and comparing interpretations and learning to support these with evidence. They learn to make structured, extended contributions speaking audibly, making meaning explicit and listening actively.

- extending and reinforcing

In literacy, text level work in Reading on the way characters and settings are built up from small details and in Writing, developing character sketches based on historical facts.

Listening

To compare the different contributions of music, words and images in short extracts from TV programmes

- context for explicit teaching

Science Unit 4A: Moving and growing.

When using video or CD-ROM resources for this unit, children identify features of the presentation that help them to understand how muscles and bones work together. They learn to analyse qualities of a narrator's voice that contribute to impact.

- extending and reinforcing

In music, children identify different ways of 'painting with sound' and talk about how these effects differ from and sometimes support spoken words.

Group discussion and interaction

To take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe and mentor

- context for explicit teaching

Mathematics: Problems involving real life – planning food for a party.

Given a fixed sum of money and information about the costs of certain foods, children work together to devise a suitable menu for a party of 10. They use calculation and problem-solving skills to decide what is necessary and affordable, and learn to sustain roles when carrying out a group decision-making task.

- extending and reinforcing

In design and technology, in work on sandwich snacks, children use their knowledge of group roles as they cooperate to prepare some of their chosen foods.

Drama

To comment constructively on plays and performance, discussing effects and how they are achieved

- context for explicit teaching

After working on NLS text objective 13, writing playscripts using known short stories.

Children go on to perform a selection of these and compare the effects achieved by different groups.

- extending and reinforcing

In art and design, children look at the ways visual and other effects are created in different media as they explore ways to convey the atmosphere and story of a dream.

3. Making it work in the classroom

The role of the teacher is central to developing children's talk in the classroom. Teacher behaviours have a significant impact on what children say, how they say it and the opportunities they have to develop their skills as speakers and listeners. Parents are also important in supporting the school's work in speaking and listening. It is helpful to explain to them how talk contributes to learning throughout the whole curriculum.

All good teaching of speaking and listening involves:

- modelling appropriate speaking and listening, including as a supportive and probing listener;
- encouraging sensitive interaction;
- ensuring goals are set with clear criteria for success;
- planning opportunities for children to investigate, apply and reflect on language in use.



Essential experiences for children

Children should be regularly involved in work which encourages them to use talk effectively and see its value.

Teachers should ask questions about classroom practice such as:

- **when** is speaking and listening the focus of an activity, such as contributing to group discussion, asking questions at an interview, listening actively to a speaker?
- **when** is speaking and listening the outcome, such as taking on a specific role during discussion, a prepared talk or report, a performance, or a reading?
- **where** does discussion and group work result in action, such as agreement on a course of action, the solving of a problem or the production of a leaflet?
- **how** are structures and deadlines made clear and adhered to so that time is not wasted and talk is purposeful?
- **how** do different children undertake different tasks and when do they need to collaborate and negotiate to achieve an overall aim?
- **when** are children the experts and when do they genuinely have information to tell others?
- **where and when** do children have the opportunity to rehearse, practise and apply newly acquired speaking and listening skills?
- **how and where** do children reflect on their use of talk and its impact on their learning?

Using group work effectively

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 (see *Group discussion and interaction – making it work in the classroom* leaflet (DfES 0624-2003)). In planning, consider:

- the nature and purpose of the task and the type of grouping appropriate to the purpose;
- the advantages and disadvantages of mixed- and single-sex groups, friendship groups, ability groups, interest groups and targeted groups;
- using different sizes of groups, in particular how to use pairs which may then join with other pairs to compare work and move on;
- the allocation of lead and supportive roles within groups and ways of varying these;
- using observers to help a group reflect on how well it has been working;
- using specific techniques to structure interaction, such as 'listening triangles' or 'jigsawing' (see *Group discussion and interaction – making it work in the classroom* leaflet);
- the benefit of providing time for children to rehearse ideas and information in pairs or small groups before presentation to larger audiences. This is particularly helpful for children learning English as an additional language.



Teacher talk

As a starting point, compare these 'dos' and 'don'ts' with your normal practice in the classroom and identify what might make the biggest difference. Then choose two or three of these and try to use them in the classroom. A colleague observing in the classroom can offer useful feedback.

DO	DON'T
<ul style="list-style-type: none"> choose questions and topics that are likely to challenge children cognitively 	<ul style="list-style-type: none"> merely ask children to guess what you are thinking or to recall simple and predictable facts
<ul style="list-style-type: none"> expect children to provide extended answers which will interest others in the class 	<ul style="list-style-type: none"> tolerate limited, short answers which are of little interest to other children
<ul style="list-style-type: none"> give children time to formulate their ideas and views 	<ul style="list-style-type: none"> hope for high quality answers without offering preparation or thinking time
<ul style="list-style-type: none"> provide models of the patterns of language and the subject vocabulary to be used 	<ul style="list-style-type: none"> expect children to formulate well thought out answers without the language to do so
<ul style="list-style-type: none"> expect children to speak for all to hear 	<ul style="list-style-type: none"> routinely repeat or reformulate what children have said
<ul style="list-style-type: none"> vary your responses to what children say; debate with children; tell and ask them things in order to extend the dialogue 	<ul style="list-style-type: none"> just ask questions
<ul style="list-style-type: none"> signal whether you want children to offer to answer (hands up) or to prepare an answer in case you invite them to speak 	<ul style="list-style-type: none"> habitually use the competitive 'hands up' model of question and answer work
<ul style="list-style-type: none"> when children give wrong answers ask them to explain their thinking and then resolve misunderstandings 	<ul style="list-style-type: none"> praise every answer whether it is right or wrong

Talk about talk

During the teaching of speaking and listening, remember to:

- give children linguistic prompts to support their talk, especially in more formal presentations;
- discuss and demonstrate how to go about a task, for example the language useful to take turns, summarise or conduct an interview;
- extend children's vocabulary through activities which focus on words, alternative choices and different ways of saying the 'same' thing in English and other languages;
- introduce and teach appropriate terminology for discussing speaking and listening, for example, *accent, audience, consensus, context, dialect, dialogue, diction, discuss, emphasis, expression, formal, gesture, informal, interview, narrator, negotiate, open and closed questions, standard and non-standard English, take turns, tone* (see Glossary on pages 35–37);
- teach and use language to reflect on spoken language activities, for example reflecting on working in role and performance in drama activities.

4. Progression in speaking and listening

Progression in speaking and listening is related to children's ability to:

- contribute in a variety of ways;
- sustain speaking and listening using and appreciating imaginative, expressive and informative language;
- use standard English appropriately;
- adapt to different circumstances and contexts with independence and confidence;
- talk explicitly about speaking and listening.

Ensuring progress

To enable children to progress, how does the teacher:

- provide a variety of social contexts in which talk takes place?
These can include visits outside school, visitors to the classroom, use of parallel teaching groups, use of older and younger children, opportunities to see and hear different types of performance and drama such as theatre groups and teacher working in role;
- help children to extend and sustain their talk, for example by joining in the interaction and modelling ways of questioning or by demonstrating effective listening and responding strategies such as requesting children to say more, rather than doing it for them?
This type of encouragement can help children learning English as an additional language to take longer turns in speaking (see *Speaking – making it work in the classroom* leaflet (DfES 0624-2003));
- encourage maximum participation in class discussion and whole-class work by, for example, encouraging active responses through the use of 'wait time' and using varied, open questions and comments?
- enable children to be explicit about the nature of spoken language by teaching them appropriate terminology for discussing it, including drama conventions?
- monitor and assess children's achievements systematically, identifying strengths and weaknesses and ways in which they can improve?
- make clear to children what is expected of them in talk by explaining the criteria for judging achievement and improvement and helping them to review their own progress through the use of, for example, talk partners, talk logs or a tape compiled over time?

As well as providing a specific focus on speaking and listening, it is important to use incidental opportunities to build on children's achievements, for example when they are keen to describe a recent experience.

The English order offers a way of defining the range of contexts, purposes and experiences needed for children to develop as speakers and listeners.

- **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:** improvisation and working in role, scripting and performing, and responding to performances.

These four curriculum strands are used as headings in the teaching objectives to organise the work in each year and each term, suggesting lines of progression in each one.



Progression in speaking

Y1/2

Children at the end of Year 2 should be able to speak clearly and expressively in supportive contexts where the topic is familiar, or there is a pattern to follow in stories they have heard or read. When recounting events or actions, children's talk should be reasonably ordered and well paced. Their talk should be engaging to listeners through the use of emphasis and varied intonation, and they should also be able to use gestures and visual aids to highlight meanings.



Y3/4

Children at the end of Year 4 should be able to sustain their contributions in speaking to a range of listeners, telling stories, explaining reasons or why something interests them. They should be able to organise and structure subject matter of their own choice, and pace their talk to include pauses for listeners' comments and questions, as well as to contribute to meaning. When speaking to visitors to the classroom or in formal contexts, Year 4 children should be able to adapt what they are saying to the needs of the listeners, showing awareness of standard English.



Y5/6

Children at the end of Year 6 should be able to develop their ideas in extended turns in talk for a range of purposes, including persuasion and imaginative story telling. They should be able to assimilate information from different sources and contrasting points of view, presenting their ideas in ways appropriate to spoken language. As they move between informal and Year 6 children should be able to use some of the features of standard English appropriately. Their talk should demonstrate an ability to make connections and organise thinking.



Progression in listening

Y1/2

Children at the end of Year 2 should be able to listen actively in a context where there are practical consequences to following what the speakers say. They should have explicit understanding of some of the ways listening may be demonstrated, such as the need to look at the person speaking and ask them to repeat anything not understood. They should also be able to clarify and retain what they have heard, not only by trying to act on instructions but also by rephrasing in collaboration with others and then asking 'the experts' for more specific information.



Y3/4

Children at the end of Year 4 should have sufficient independence to sustain their own listening and make notes about what different speakers say, identifying the gist, key ideas and links between them. They should be able to formulate comments and responses to what they have heard, indicating how well they think the speaker has presented ideas, or give views on whether they think some spoken information is both clear and reliable. They should be accustomed to listening with concentration in different contexts, including to talk which is not necessarily supported by actions and visual aids.



Y5/6

Children at the end of Year 6 should be able to listen actively and selectively for content and for tone. As they listen to people in and outside the classroom, including in the media, they should be able to distinguish the ways speakers use different registers, moving between formal and informal language as they adapt their talk to the audience and emphasise or undercut surface meanings. They should be able to discern different threads in an argument or the nuances in imaginative anecdotes and stories.





Progression in group discussion and interaction

Y1/2

Children at the end of Year 2 should be able to participate in group work of different kinds, understanding how to use talk purposefully in pairs and small groups, and to contribute ideas in plenary and whole-class discussions. When working in groups, they should be able to make and share predictions, take turns, and note results that feed into an account of what they have done. Year 2 children should also have some understanding of how to comment on the effectiveness of group discussions, taking account of the topics talked about and how some particular uses of language help to communicate ideas.




Y3/4

Children at the end of Year 4 should be able to sustain different roles in group work with little intervention from the teacher, including ways to take the lead and drawing together the main reasons for taking a particular decision. Their ability to adopt appropriate roles in groups is supported by an ability to talk about the features of language needed to carry out such roles and how they contribute to the overall effectiveness of the work. In commenting on how they manage a task or work together, they should be able to reflect constructively on perceived strengths and weaknesses.



Y5/6

Children at the end of Year 6 should be able to draw on the skills of group work in different contexts, showing that they can organise and manage collaborative tasks over time with minimal supervision. In groups, they should be able to negotiate disagreements and ways of overcoming them by suggesting alternative courses of action, clarifying through open questions the extent of any differences, or putting ideas to the vote. As they move from peer groups to wider, more formal ones, Year 6 children should be able to vary the formality and precision of their language and comment on the choices made.



Progression in drama

Y1/2

Children at the end of Year 2 should be able to develop work in role where contexts are provided, either through discussion or from shared reading. They should be able to create characters imaginatively, making effective use of space and gestures, and talk about different characters' actions and feelings. In responding to performances they are able to say what they enjoyed or liked about what they have seen and heard.



Y3/4

Children at the end of Year 4 should be able to adopt roles in different contexts, interact with others in role and reflect on what the group or class has been trying to achieve. They should be able to develop ideas for performance including how to select and make use of props, costume and sets in work of their own devising. In commenting on outcomes, they should be able to make comparisons and identify features of audience response.



Y5/6

Children at the end of Year 6 should be able to select a variety of ways to enact dramatic roles, using these to explore complex behaviours. They should be able to use language in ways appropriate to role, sustaining dramatisation and interacting effectively with others. They should be able to plan and perform play scripts, making explicit attempts at achieving dramatic effects. In reflecting on and evaluating success, Year 6 children should be able to identify growth points in performance, showing understanding of the different elements that contribute to outcomes.





5. Assessing speaking and listening

Linking assessment to teaching objectives

It is important to be clear about the nature of the speaking and listening being assessed, to apply agreed criteria, and to find efficient ways of noting achievements. To be able to trace progress it is necessary to make some notes, otherwise at the end of the year reports can only be based on memory and impression. There may be memorable occasions and lasting impressions, but these are unlikely to be a sufficient basis for reliable assessments of all children across a range of work, or for ascribing National Curriculum levels for speaking and listening.

When specific activities are set up, it is possible to make judgements about more children because the criteria are clear and the teacher knows what to listen for. On these occasions, children may also be able to make records of how they think they have done and discuss with their peers how they worked together against a checklist of questions and criteria.

It is best to try to collect evidence when:

- activities have been specifically set up to teach speaking and listening and the criteria for success are very clear and have been shared with children. In this case any notes should be made against criteria. For example, if a task asks children to give instructions, then the criteria are likely to relate to the brevity and clarity of the wording, the sequence in which the instructions are given, and the choice of appropriate vocabulary to convey any technical information;
- the planned activities include substantial oral or group work, which may be related to other aspects of English or another curriculum area. This could include group work in the literacy hour. In this case, the task should include explicit instructions about the nature of the talk expected, such as the roles group members should take, the phasing of the work so there are times built in for planning, recapping, agreeing action and reviewing progress, and any particular demands in terms of vocabulary and grammar;
- a contribution is recognised as excellent or significant for a particular child.

It is important to separate children's skills and achievement from the social dimensions of groups and preferred behaviour in the classroom. Recognising the oral achievements of the child who only speaks confidently to the teacher on a one-to-one basis, or the child who is verbose in all situations, can be difficult.

Criteria for assessing

When monitoring and assessing children's achievements in speaking and listening it is very important to be clear about what is being assessed. It is not their accent or dialect that is being assessed, the length of their contribution, the opinion expressed, or their confidence and leadership qualities. It is:

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

The overall plan for assessment

Schools, teachers and coordinators need to agree how they are going to assess speaking and listening, including ways of:

- encouraging children to assess and evaluate their own and each other's speaking and listening;
- systematically collecting tangible evidence of talk in the form of group observation sheets, video and audio recordings, written logs and diaries;
- summarising achievement, for example, at the end of a term or year, in order to provide information to help plan for progression in the most appropriate way;
- standardising assessments by visiting each other's classrooms and discussing performance, both within school and using the QCA Exemplification on CD-ROM, *English: speaking and listening* (QCA/02/898).



Making and recording assessments

The evidence needed can take different forms:

- notes made by the teacher or other adults as an activity is going on or soon after;
- notes made by the children in talk logs, group observations, notes for talk and reflections on them;
- some taped work, for example when the task is to produce a radio broadcast.

Recording systems can take various forms – the main consideration is that they are clear, succinct and accessible to all who need to refer to them. The easiest recording system is probably a loose-leaf folder or screen folder that contains a page for each child (an example of a format is given on page 34). Loose-leaf pages can be taken out for use in the classroom, and additional pages can be added if notes are made when the folder is not available. In this case it is important to make notes on different children on separate pieces of paper so that it is not necessary to rewrite any assessments made.

Building assessment into curriculum planning

Focusing on two or three children each week. This ensures systematic coverage so that there are notes on all children by the end of the year and annual assessment and reporting are much more straightforward. For example, in one week it is possible to make a note about how two or three children perform in a whole-class discussion, a role-play and when planning an investigation in science. Record sheets for these children should be to hand in the classroom, so that notes can be made on the spot, rather than delayed.

Using objectives for whole-class monitoring. At times, it is possible to review the achievements of most of the children in the class. Where the objectives and targets are clear, a class list can be used to record which children exceed or fall short of expectations. This can feed into subsequent teaching.

Integrating speaking and listening assessment with other records. Some teachers have a system of 'a page per pupil' for making notes, paper or ICT based, in the classroom. Observations of children's speaking and listening can easily be integrated into such a system.

Termly checks. If the systems described here are in place, then a glance at the records, perhaps once a term, should reveal any interesting patterns in achievement or omissions in records that can be remedied. Such checks can also indicate any differences or similarities between the oral and written skills of particular groups of children or individuals.

Annual review. When reviewing achievement at the end of a year, or at the end of a key stage, the information on speaking and listening from these various sources should be combined to provide feedback to children, assist in refining target setting and feed into teaching plans.

On page 34 is a suggested format for recording children's achievement in speaking and listening. This could be:

- used for a range of assessments;
- the main record sheet for each child;
- adapted to record the specific criteria for talk in a particular task.

A completed example is shown on page 33, based on the evidence of one child's work on the video.



Speaking and listening		Record sheet
Name and year	Activity/date	Assessment comments
Speaking for different audiences: <ul style="list-style-type: none"> • clarity, intonation, pace • organisation, use of detail • adaptation to audience • use of standard English 	Pantomime set design (GpD&I, 24/11/02) Celts and Romans (Sp, 8/9/02)	Good pace to contributions as chair. Clear explanation for own choice of material. Nice use of detail when feeding back as observer, 'Didn't have to say "Amy", just knew it and answered'. Extended criteria for observation to 'frame' an explanation for the audience. Used formal language well when reporting back as observer. More tentative in group work. Clearly able to adapt language choices to the context.
Listening and responding: <ul style="list-style-type: none"> • understands main points • asks relevant questions • responds appropriately 	Pantomime set design	Showed understanding of main points of discussion in summary as chair. Asked 'How are the stage managers going to be able to get the piano on the stage?' A good question which elicited a thoughtful response.
Group interaction and discussion: <ul style="list-style-type: none"> • takes different roles • supports others, takes turns • makes contributions to sustain and complete the activity 	Celts and Romans Pantomime set design Celts and Romans	As observer, showed understanding of what makes good group work. Chaired demonstration group; outlined their task, managed contributions and ensured all took part, organised vote, made own contribution when invited. Very capable. Joined in with group discussion about Celts, gods and human sacrifices. Supported Joshua's challenge to the general view.
Drama and role play: <ul style="list-style-type: none"> • improvises and sustains role • plans, performs and evaluates plays • works with others in performance 	Celts and Romans	Some confusion about whether speaking in role or not when reporting back to 'Caesar' eg, 'No we didn't think we should because their religion wouldn't tie in with the Celts' religion...'
Next steps: Capable as both chair and observer in Pantomime set design and Celts and Romans units. Both involved speaking to the class - well handled. Next term - give opportunities to speak to less familiar audiences, eg other classes, assemblies. Also further experience of working in more supporting roles in group discussion to widen repertoire. Despite general fluency some explanations a little confused - perhaps more emphasis on rehearsing contributions before feeding back? Needs clearer signals about whether speaking in role or not, to help sustain the role. Check opportunities for drama work.		

Speaking and listening		Record sheet
<i>Name and year</i>	<i>Activity/date</i>	<i>Assessment comments</i>
<p>Speaking for different audiences:</p> <ul style="list-style-type: none"> • clarity, intonation, pace • organisation, use of detail • adaptation to audience • use of standard English 		
<p>Listening and responding:</p> <ul style="list-style-type: none"> • understands main points • asks relevant questions • responds appropriately 		
<p>Group interaction and discussion:</p> <ul style="list-style-type: none"> • takes different roles • supports others, takes turns • makes contributions to sustain and complete the activity 		
<p>Drama and role play:</p> <ul style="list-style-type: none"> • improvises and sustains role • plans, performs and evaluates plays • works with others in performance 		
<p>Next steps:</p>		



Glossary

Accent	Differences in pronunciation characteristic of different regions and social classes. Standard English can be spoken effectively in any accent.
Dialect	Dialects use different vocabulary and some different grammatical constructions from standard English. They are often associated with regional variation.
Dialogue/dialogic talk	Teaching through dialogue enables teachers and pupils to share and build on ideas in sustained talk. When teaching through dialogue, teachers encourage children to listen to each other, share ideas and consider alternatives; build on their own and others' ideas to develop coherent thinking; express their views fully and help each other to reach common understandings. Teaching through dialogue can take place when a teacher talks with an individual pupil, or two pupils are talking together, or when the whole class is joining in a discussion.
Diction	The way words are spoken or pronounced. Diction also means the words or phrases chosen in a particular context, for example poetic diction is the language associated with poetry.
Formal/informal language	Formal language is most frequently used for communications where the relations between speakers are unfamiliar; informal language is normally used when the communication is with somebody the speaker knows well. The main features of formal language are a preference for complete sentences with relatively little clause chaining, the use of conjunctions and markers (such as <i>therefore</i> , <i>however</i>) to link and organise ideas, greater precision of vocabulary and selection of nouns rather than pronouns. Informal language is characterised by grammatical ellipsis (<i>sounds great</i> , <i>off home now</i>), discourse markers (such as <i>anyway</i> , <i>right</i> , <i>now</i> , <i>OK</i>) to organise and link stretches of talk, non-specific nouns (<i>thing</i> , <i>stuff</i>) and phrases (<i>sort of</i> , <i>I think</i> , <i>whatever</i>) which serve to soften and make statements less assertive. Informal language uses extensive clause chaining, mirroring the dynamics of interactive conversation.

Freeze frame	A drama strategy involving children selecting a key moment, and creating a still picture to illustrate it. The still photograph can be activated to encourage children to 'come to life' briefly, or individuals in the picture can be encouraged to speak their thoughts.
Hot-seat	To put one person in role, often as a character from a book or play. Others ask questions, and the response should be consistent with the role. This can be an effective strategy for enhancing role, or for exploring character and motivation in narrative.
Intonation	The rise and fall in pitch used by speakers to encode contrasting meanings. Falling intonation is usually associated with certainty, and rising intonation with doubt. Wh-questions (<i>What's it called?</i>) as well as statements (<i>It's called a lozenge.</i>) can be spoken on a falling intonation contour. Yes/No questions are typically spoken on rising intonation (<i>Is that a lozenge?</i>).
Jigsawing	Home groups of children work together, and each child is assigned an issue or question within the topic. Expert groups, made up of all those in the home groups who have the same issue or question, work together and then return to their home groups to share their findings and contribute to group outcomes.
Listening triangles	In groups of three, children are assigned roles of a <i>speaker</i> , who explains a topic, a <i>questioner</i> , who finds areas for clarification or further detail, and a <i>note-taker</i> , who observes how effectively they fulfil their roles and reports back at the end. These roles should be rotated.
Open/closed questions	Closed questions (<i>how often?</i> , <i>what?</i> , <i>how?</i>) are ones to which there is a single right answer. Open questions (<i>why?</i> <i>how far?</i>) invite a range of acceptable answers. Answers to either type of question may be single words or longer responses, but often open questions prompt children to say more.
Register	The language associated with a particular context, such as lectures, in the staff room, interaction in the home.
Talk log	This is a means by which children can reflect on their contribution to speaking and listening activities by making brief notes on, for example, their contribution to discussion, ideas of others, areas of strength and aspects to improve on.

Talk partner	Each child has a partner who offers a context for sharing of ideas, expressing opinions or planning. It is particularly supportive for children learning English as an additional language.
Teacher in role	A drama strategy in which the teacher adopts the persona of a character in an improvisation, allowing the teacher to influence the work without stopping it. Teacher in role can be used to encourage children to take their own roles seriously, to challenge them to develop their ideas further and, in particular, to help model and emphasise the language demands of the dramatic situation as children explore characters, issues or events.
Wait time	A strategy designed to elicit a fuller and wider range of contributions to discussion and in whole-class teaching. The teacher asks an open-ended question, and tells children that no-one should respond until a short period of thinking time ('wait time') has elapsed. Even a 5-second wait results in a significant increase in children willing to contribute and is supportive for all children who need time to rehearse their talk mentally.





Useful resources

Primary National Strategy – Literacy and Numeracy

National Literacy Strategy:

- *Framework for teaching* (DfES 0500/2001)
- *Grammar for writing* (DfEE 0107/2000)
- *Developing early writing* (DfEE 0055/2001)

National Numeracy Strategy:

- *Mathematical vocabulary book*: section on asking probing questions (DfES 0313/2000)
- *Using assess and review lessons*: focuses on questioning and dialogue to explore levels of understanding (DfES 0632/2001)

Key Stage 3 National Strategy

Drama objectives bank (DfES 0321-2003)

QCA

Talk about reading: Gathering evidence of children's reading through talk (booklet: QCA/98/162; Key Stage 1 video: QCA/98/169; Key Stage 2 video: QCA/98/170)

National Curriculum in Action website (www.ncaction.org.uk) and CD-ROM (QCA/02/898)

New perspectives on spoken English in the classroom: Discussion papers, QCA 2003 (QCA/03/1071)

Working with gifted and talented children at Key Stages 1 and 2: English and Mathematics, QCA/The National Literacy and Numeracy Strategies, 2001 (Handbook: QCA/01/801; written examples: QCA/01/802; video: QCA/01/803)



Further reading

Culture and Pedagogy: International comparisons in primary education,
R J Alexander, 2000, Blackwell

Making progress in English, E Bearne, 1998, Routledge

The Cambridge Encyclopedia of Language, D Crystal, 1987, Cambridge
University Press

Literacy and Learning Through Talk, R Corden, 2000, Open University Press

Thinking together: a programme of activities for developing thinking skills at KS2,
L Dawes, N Mercer, R Wegerif, 2000, Questions Publishing Company

Common Bonds: storytelling in the classroom, A Howe and J Johnson,
1992, Hodder and Stoughton

Spoken and written language, M A K Halliday, 1989, Oxford University Press

Structuring Drama Work, J Neelands and T Goode, 1991,
Cambridge University Press



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Hotspur Primary School, Newcastle LEA

Lowther Primary School, Richmond LEA

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Ralph Butterfield Primary School, York LEA

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