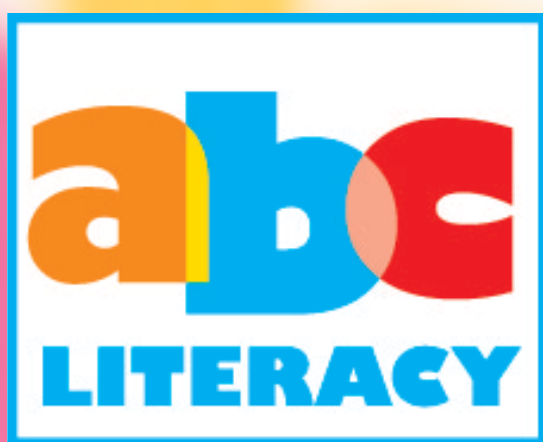


Primary Literacy Resource



Talking and Listening

Language and Literacy

In Key Stage 1

Northern Ireland Education & Library Boards



Talking and Listening

Introduction

‘Children’s language is central to their ability to communicate in relationships and learning, to understand ideas and to order, explore and refine their thoughts.’
(Northern Ireland Curriculum, 2007, Page 50)

Key Stage 1 builds on the knowledge, understanding and skills of oral language developed in the Foundation Stage.

The **purposes** for talking and listening require children to use language in different ways while engaging with different **audiences**. It is largely through active engagement in talking and listening experiences that effective learning takes place. Children need to use oral language to develop skills such as reasoning, observation, prediction and sequencing. Therefore teachers need to plan and provide opportunities for children to use language in imaginative ways and to structure their talk, using it to develop and clarify their thinking.

Reading, writing, talking and listening need to be developed holistically. Children’s awareness of the connections between oral and written language needs to be developed, i.e. that what they say can be written down and read by themselves or others. Talking and listening underpins all literacy learning.



Creating an environment for developing oral language skills

A supportive classroom environment is one in which children listen, show an interest in, and respect for, what others have to say. In such an environment children are enabled to express their thoughts, feelings and understanding and are willing to take risks.

Language should be promoted as a tool for learning across the curriculum. Therefore teachers need to provide opportunities to develop active listening and purposeful talking. make explicit links between talking, listening, reading and writing.

The teacher should:

- carefully plan how the layout of the classroom will support active learning
- discuss and agree with the children how areas of the classroom will be used
- use role-play to stimulate and experiment with language in a range of contexts
- provide age appropriate resources to support the development of oral language and encourage children to create their own
- provide a range of resources which reflects current interests, topics and takes account of different cultures. Use of resources such as artefacts, interest tables, story sacks and story boxes encourage children to talk to and with others.
- provide learning areas that activate children's thinking and motivate them to share their discoveries with others
- ensure access to ICT resources which develop specific talking and listening skills
- provide a range of opportunities beyond the classroom, for example, trips or visitors
- display unusual photographs or items to encourage different types of talk

Planning for talking and listening

Learning, teaching and assessment should be planned together as complementary aspects. The information obtained from assessment should be used to inform planning. Teachers should think and talk about **what** and **how** children learn in order to have a clear idea of the most appropriate teaching strategies and learning experiences to enable children to progress.

Long-term planning

Long-term plans provide a coherent overview from Years 1-7, enabling teachers to plan for breadth, continuity and progression throughout the school. They set out, in broad terms, the learning for a whole group of children, usually over a period of a year.

Medium/short-term planning

Medium-term plans bridge the gap between the broad outline of the long-term plan and the day-to-day detail of the short-term plan and generally refer to monthly or half-termly periods. Short-term plans should take account of the children's individual needs and have enough detail to inform



teachers on a daily basis. It should include the learning intentions, differentiation, assessment opportunities, make connections across and between areas of learning and an evaluation. Depending on the level of detail medium and short-term planning may be combined where appropriate.

When planning for talking and listening teachers must:

- plan appropriate experiences to develop specific language skills
- identify whether knowledge and skills are being introduced, assimilated or maintained
- consider the teaching strategy most appropriate to the needs of the children
- consider the composition of the groups, e.g. friendship, mixed ability
- emphasise the integration of talking and listening, reading and writing
- ensure that children understand **what** they are learning, **why** they are learning and **how** they are learning
- provide opportunities for children to contribute and share ideas, formulate their own questions and respond appropriately to others
- provide opportunities for children to cooperate and work collaboratively
- consider how, what and when to assess and give immediate and appropriate feedback

Teaching approaches and strategies

Teachers need to use a range of teaching approaches and grouping strategies, selecting the most appropriate at any given time.

Modelling

Teachers model talking and listening for different audiences and purposes. They emphasise specific skills, extending children's vocabulary and awareness of sentence structure. They demonstrate effective listening and responding appropriately to others. Teachers use talk to model their thinking and decision making processes.

Engaging children in conversation

Teachers model the conventions of conversation, prompting and scaffolding responses, summarising thoughts and ideas. They provide ample opportunities for children to initiate and engage in conversations, both incidental and planned.

Grouping strategies

Think, pair, share

Teachers provide time for children to think about their ideas and responses before sharing with partners and other groupings.

Teachers should establish practices to ensure children access partners easily and immediately get on task.

Partner Work

When children work together they learn from each other and teach each other. Working with a partner allows a child to share ideas, clarify thinking, interpret questions and structure or formulate responses. Children work with partners for a range of purposes, e.g. planning together, developing negotiation skills and collaborative ways of working. Partner work enables children to take responsibility for their own learning as well as support each other's learning. (*Pages 6 and 7 Thinking Skills and Personal Capabilities*). It also allows them to practise the use of social conventions.



Teachers should:

- model appropriate interactions and behaviours
- provide opportunities for children to complete tasks together, e.g.
 - sharing thoughts and ideas while working with a talking partner
 - problem solving, e.g. sorting activities – open (child determines criteria) or closed (teacher sets criteria); matching and sequencing
 - brainstorming, mind mapping, list making, note making
 - jointly interpreting or constructing a text
 - peer assessment and evaluation
 - engaging in/creating puppet plays and role play
 - sharing responsibilities for classroom tasks and routines
 - *'Each one, Teach one'* (*Page 25 Active Learning and Teaching Methods*)
 - barrier games (see *appendix*)

Group Discussion

Group discussion and interaction provides opportunities for children's thinking to be challenged and encourages them to consider other points of view. It allows children to express ideas and enables them to clarify their understanding. Participation in group discussion enables children to experience different roles and responsibilities and develop co-operative attitudes and behaviours.

Teachers should enable children to:

- listen attentively, look at the speaker, make contributions and respond to others
- develop a sense of fairness and respect
- discuss and begin to assign some roles within a group
- participate in plenary session
- talk in groups in different contexts, e.g.
 - contributing to the planning process:
 - deciding on main focus for a topic,
 - deciding how to and where to find further information
 - exploring themes and ideas
 - participating in a joint project, such as creating a story map, mind map, researching a topic or making a model, collating and presenting data
 - reaching consensus, e.g. agreeing a name for a character, choosing items to pack for a journey

talk in different groupings, e.g. friendship, ability, interest, randomly selected, twos-to-fours



Role-play and drama

Engaging in role-play and drama gives children opportunities to:

- express their thoughts and feelings; deal with specific issues such as conflict or developing friendships
- talk and behave in a manner appropriate to the context
- adopt the behaviours and characteristics of another person
- discuss issues raised in role-play scenarios

Teachers should enable children to:

- engage in child-initiated and teacher-initiated role play and drama, e.g. during Activity Based Learning and across curriculum areas
- engage in a range of drama strategies, e.g. hot-seating, freeze frame (*Pages 30, 36, Active Learning and Teaching Methods for KS1 and 2*)
- develop role play and drama appropriate to audience, context, purpose and task by using simple puppets and/or props to suggest character
- use digital resources to record thoughts, feelings and events, e.g. taped diary, Photo Story

Using Texts

The following activities will assist children to develop appropriate and effective language skills:

- reading to the children from a range of texts
- modelled and shared reading sessions
- talking about favourite books with others in pairs or small groups
- retelling a familiar story
- creating circle stories (begin with a shared book session of a familiar story and model how to create the story by taking turns and adding to the previous speaker's contribution)
- text innovation – changing the setting, characters or ending of a familiar story
- creating stories using a range of props, e.g. character masks, puppets, story boxes, storysacks, etc.
- using pictures /phrases as story starters, e.g. on move cubes, sentence strips, story dice
- comparing and contrasting different versions and presentation of the same story, e.g. book and video
- interviewing characters
- watching and listening to media texts, e.g. television programmes, talking books, audio-tapes



Developing listening skills

Listening needs to be explicitly taught and reinforced across the curriculum throughout the day. As children engage in planned learning experiences they have opportunities to:

- hear language used for different purposes and audiences
- see how speakers use gestures, facial expression and tone
- observe social conventions in action
- develop appropriate responses as a result of attentive listening
- respond non-verbally, e.g. by nodding or maintaining eye contact
- re- present information
- recall main events or ideas
- follow instructions accurately
- create new meanings based on what they have heard

Teachers should:

- plan opportunities for children to listen and respond to different speakers, e.g. peers, adults and media
- model active listening, e.g. maintaining eye contact, asking relevant questions, quick recapping
- articulate the purpose for listening in advance
- provide non-verbal cues to support listening
- encourage children to reflect on how they listened

Developing social conventions

Communication is central to the whole curriculum. In Key Stage 1 children continue to develop social conventions and an awareness of appropriate language styles for different situations. They need to explore relationships with peers and adults and as they interact they gain an understanding of themselves and others.

The teacher should model social courtesies and conventions, e.g. greetings, enquiries, turn-taking, responding, non-verbal communication, general good manners, acknowledging different opinions, active listening.

Children should have opportunities to use these skills in a variety of situations where they can explore the appropriate behaviours necessary when conversing with others.



Recounting

In KS1 most children should be able retell a range of personal experiences and familiar texts, including relevant details.

Children need to be aware of the difference between spoken and written language.

In informal situations such as conversations, recounts include:

- retelling main events
- using consistent past tense
- using some relevant, descriptive language

Formal recounts such as retelling a familiar story or shared event for a specific audience need to include awareness of specific features, e.g.

- structuring events in order
- increased use of time-language and alternative connectives

To support children in developing the skills of formal recount teachers may provide scaffolding e.g. a simple recount framework or prompts. Opportunities should also be provided for oral rehearsal.

Participating in and reflecting on oral recounts will develop children's understanding of the genre and underpin their writing.

Describing

In KS1 most children should be able to select appropriate vocabulary to adequately describe events, objects, experiences and feelings. It helps develop concepts of category knowledge to support classification and adds interest to both oral and written texts.

Teachers should immerse children in a rich language environment; reading to them, highlighting descriptive language; modelling the use of descriptive language; providing experiences which engage the senses and stimulate emotional responses. Children should be encouraged to contribute to class collections of descriptive vocabulary and to choose and use appropriately.

Giving and Responding to Instructions

In KS1 most children should be able to:

- listen and respond to a series of instructions
- give simple instructions with increasing clarity

Children need to hear precise instructions and have opportunities to follow them. They need to talk about the features that make instructions clear, such as sequenced steps, appropriate verbs and specific information e.g. number, size, time.

The number, sequence and complexity of instructions, needs to build up gradually over time.



Children need opportunities to give instructions to others in both informal and formal situations; working with partners and small groups.

Some specific activities that require children to give and respond to instructions such as playing barrier games or playing board games will develop language of instruction and focus children on listening intently. These skills need to be transferred and used in meaningful situations across the curriculum, such as organising routines; helping others to carry out an activity; giving directions to Roamer.

Talking about how to give clear instructions will support children's ability to develop procedural writing.

Questioning /enquiry

The responses children give to questions provide teachers with insights into their thinking, which may indicate levels of understanding, gaps in knowledge and stages of language development.

Teachers' questioning should:

- be sufficiently challenging to raise the level of children's thinking
 - stimulate and sustain thinking
 - enable children to connect their learning
 - enable children to explore ideas
 - enable children to reflect on their thinking and learning
- (ref: Thinking Skills and Personal Capabilities /Assessment for Learning in Curriculum Support and Implementation Box)*

Teachers should explicitly model how to answer questions demonstrating how to:

- listen carefully
- identify the information needed
- consider how to organise their thoughts
- verbalise response

Teachers should use skilful questioning to prompt children to:

- activate prior knowledge
- clarify what they want to find out
- consider how tasks may be approached
- express how they are feeling
- make predictions
- generate solutions e.g. 'What if.....?'
- provide a focus for listening
- demonstrate understanding (3 levels of questions, i.e. 'right there' 'search for' and 'in my head' questions)
- think about details, sequence of events, cause and effects, character traits
- reflect on their learning e.g. 'How could we have done that differently?'



Teachers should explicitly model how to ask questions as a learner, demonstrating how to:

- identify information required
- frame the question

Children need opportunities to practise skills by asking questions for different purposes in a range of contexts.

Classification

Children continue to develop their observational skills and descriptive language in order to compare, contrast and make connections. As children develop these skills they begin to deal more effectively with abstract concepts. Language is used as the tool for organising their knowledge and thinking at every level.

Explanation

When children are asked to give an explanation, they generally label and describe rather than explain *how* or *why*. Teachers need to:

- model how to explain a process
- extend children's vocabulary to support their explanations
- provide specific prompts to help children organise their explanations

They also need many opportunities to practise their increasing skills in context.

Negotiation

Children need to develop language skills to work collaboratively. At KS1 this will involve organising group work, making suggestions, making joint decisions.

The following will provide opportunities for children to develop negotiating skills during group and partner tasks which allow genuine interaction and /or mutual decision making:

- joint completion of a task, e.g. construction of a model, devising questions for hot-seating
- contributing during shared sessions
- selecting and prioritising collaboratively, e.g. items to take on holiday
- agreeing an outcome, e.g. collectively choosing three words to describe a character or words to complete a cloze procedure



Persuading

In KS1 children should begin to recognise some features of the language used to persuade others. The teacher should:

- draw children's attention to persuasive language in a range of texts, including media and digital texts
- encourage children to acquire and use a wider range of persuasive vocabulary
- explore and discuss persuasive devices used in different contexts, e.g. tone of voice, body language, choice of vocabulary
- encourage children to give reasons to support a point of view, e.g. why sleep is important,
- encourage children to give points for and against, e.g. should/ should not keep animals in a zoo

Overview of talking and listening skills

The teacher needs to identify and plan for the development of specific skills across all areas of learning, maximising the opportunities children to work with partners and in small groups. Thought needs to be given to selecting learning activities so that they support specific skills and ensure progression.

Skills	Suggested learning intentions	Suggested learning activities
Listening skills <ul style="list-style-type: none"> - auditory memory - processing information 	Children will be able to: <ul style="list-style-type: none"> • listen and respond appropriately and effectively to a range of stimuli including multi-media • listen attentively for a specific purpose 	<ul style="list-style-type: none"> - barrier games - word or sentence 'tennis' - draw a story - role play - telephone conversations - radio broadcast/audio books - 'listening walk' - Simon Says
Skills of Social conventions <ul style="list-style-type: none"> - listening - turn taking - responding 	Children will be able to: <ul style="list-style-type: none"> • listen and respond using appropriate language styles for different situations 	<ul style="list-style-type: none"> - partner/small group work - drama and role play - using puppets
Recounting <ul style="list-style-type: none"> - conveying information - sequencing 	Children will be able to: <ul style="list-style-type: none"> • retell personal experiences or familiar stories • use relevant language features (see writing genre) 	<ul style="list-style-type: none"> - personal newstelling - telling local news (using pictures or headlines) - world events (using pictures or headlines) - story maps - retelling from a selection of pictures - 'show and tell' using personal artefacts, photographs, etc.
Description/Explanation <ul style="list-style-type: none"> - planning - naming/labelling - categorising - explaining - clarifying 	Children will be able to: <ul style="list-style-type: none"> • select and use appropriate vocabulary to describe events, objects, experiences and feelings • talk about why things happen and the effect they will have 	<ul style="list-style-type: none"> - 'What/Who am I?' - sorting - Kim's Game - picture talk, e.g. comparing and contrasting pictures or photographs - 'hunt the - 'Lost and Found' - oral story cloze - barrier games - snowball sentences - show and tell - 'snapshots' of characters and settings



Giving and responding to instructions	Children will be able to: <ul style="list-style-type: none"> • listen and respond to a series of instructions • give simple instructions • talk about the features that make instructions clear 	<ul style="list-style-type: none"> - giving or following instructions to make something, e.g. a model or mask barrier games - board games - PE and playground games - using Beebot and/or Roamer
Classification <ul style="list-style-type: none"> - describing - informing - organising - generalising 	Children will be able to: <ul style="list-style-type: none"> • compare, contrast and make connections 	<ul style="list-style-type: none"> - sorting for given criteria - sorting according to own criteria - identify the sorting criterion, e.g. guess my rule - matching pairs - making associations by linking pictures, e.g. cow and milk carton - make charts/diagrams related to topic or themes, e.g. mind maps classifying, e.g. characters, story types
Questioning/enquiry	Children will be able to : <ul style="list-style-type: none"> • formulate and ask appropriate questions to: <ul style="list-style-type: none"> - find out or gain further information - sustain conversations - clarify ideas - explore ideas - reflect on their thinking and learning 	<p>Participate in planning sessions</p> <ul style="list-style-type: none"> - planning boards/KWL grids - hot seating - interviews, e.g. a visitor - exploring texts <p>Asking questions to seek clarification, e.g. show and tell, oral recounts</p> <p>Developing conversations, e.g. role play and drama, talking partners</p> <p>Reflecting on learning, e.g. plenary sessions</p>
Negotiation	Children will be able to: <ul style="list-style-type: none"> • listen to the views of others • agree roles and actions • share responsibility for a task • make joint decisions • reflect on how decisions were reached 	<ul style="list-style-type: none"> - discuss co-operative behaviours, e.g. turn taking, listening to others, distribution of roles - work with partners or in small groups to complete collaborative tasks across all areas of learning - role play scenarios that involve negotiation - share reflections on how tasks were completed and decisions reached

Persuasion	Children will be able to: <ul style="list-style-type: none">• express a point of view• give reasons for points of view• recognise and use persuasive language in different situations• use facial expressions/body language to engage the listener	<ul style="list-style-type: none">- share points of view with others, e.g. think/pair/share; group and class discussions- explore and talk about the uses of persuasive language, e.g. how to encourage someone to join in a game; how to persuade others to choose a particular idea; recommend a book to others- explore and talk about persuasive language, e.g. finding examples in oral conversations, texts (including digital), e.g. blurbs, book reviews, advertisements, etc.- generate and discuss different points of view, e.g. for and against
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Assessment

'Assessment is an integral part of the learning process. Through ongoing integrated assessment, teachers build a comprehensive picture of the progress and learning needs of each child in order to plan future work and ultimately improve learning.'

(Northern Ireland Curriculum 2007 Page 11)

Children's talking and listening skills need to be monitored carefully to determine progress and the appropriate teaching focus for future learning. This will require both planned and spontaneous observations in order to build up a profile of each child's oral language development.

Teachers need to consider the following aspects:

- dispositions, e.g. children's willingness to participate and interact with others
- children's ability to listen for a range of purposes in a variety of contexts and respond appropriately
- children's use of the different types of language appropriate to audience and purpose, e.g. when recounting or giving instructions
- their ability to
 - organise ideas to structure their talk
 - talk about what and how they are learning
 - take on and maintain roles in group discussion, e.g. reporter or group leader
 - assume and maintain a role in drama activities

Formative assessment

The teacher monitors children's progress on an on-going basis, assessing how they apply their increasing skills in a range of contexts, through:

- observations (both planned and spontaneous)
- questioning/discussion
- providing tasks to enable children to demonstrate specific skills or understanding

As a result of the assessments made, the teacher plans the next steps in the child's learning through skilful interactions or specific learning activities.

There should be a focus throughout Key Stage 1 on developing children's skills in self-assessment, encouraging them to reflect on their learning.

Summative

Using the information gathered over a period of time the teacher makes a summative assessment, referencing the key stage levels of progression in Year 3 and assigning a numerical level at the end of Year 4.

The outcomes of the assessments made form the basis for future target setting at individual, group, class or whole school level.



Appendix 1: GROUPING STRATEGIES

TALK PARTNERS

Children are paired and given time for discussion, sharing, creating ideas or reflecting. The partners may be set up for several weeks in order to develop confidence and skills.

THINK-PAIR-SHARE

Children think about an idea individually and then share with a partner. After the pair has discussed their ideas, they share these with others. This provides a valuable opportunity to respond and think in a supportive environment.

SNOWBALLING (Twos to Fours)

Children work in pairs. Then pairs join another pair to discuss thoughts and ideas. The small groups of four join another group to make a larger one, and so on. This approach is useful in the context of discussion of controversial issues upon which the class may find it difficult to reach consensus.

JIGSAW

The aim here is to facilitate co-operative learning around a topic which has been divided into 3/4 areas. The class is organised into 'home' groups, usually of equal numbers. Each child in the group is given a number: 1, 2, 3, or 4. Every child with the same number is allocated the same area of the topic. The pupils re-form into 'expert' groups to pursue their discussions, reach agreement and finally report back to the 'home' group. This strategy allows everyone to play a key role in the work of the group.

RAINBOWING

Each member of a group is given a number or a colour. When the group has completed its task, new groups are formed according to the colours or numbers to share and compare what they have done. This can be used to help clarify understandings, ask questions, respond to texts, redraft, pool ideas and construct stories together.



Appendix 2: DRAMA STRATEGIES

HOT-SEATING

Hot-seating allows the class to question a character closely. This involves the class in questioning someone in role as a character, fictional or historical, who sits in the 'hot-seat'.

FREEZE FRAME

These are stage pictures or silent images of specific events within a narrative or drama. Freeze frames can be planned or improvised and enable close examination of an important moment. Children work as individuals or in small groups and use positioning or body shape to construct meaning. They can be used as a basis for thought tracking.

THOUGHT TRACKING

Children, in role, are asked to say what they are thinking or feeling at a given moment in the drama. It allows the children to articulate the private thoughts of characters at this stage.

ROLE PLAY

Children, in role, share experiences, explore themes and extend their ability to empathise with others. Children may change roles with each other in order to experience an opposite viewpoint, e.g. doctor and patient, parent and teacher, etc.









