

# 1

## Speaking and listening

### Activities

#### Supporting children's talk in school

##### Aim

To recognise the need to plan for different types of talk and to intervene to ensure that children's talk repertoire is extended.

##### What to do

Students should look at the list of the uses and types of talk in Chapter 1 *Speaking and listening*. They should consider:

- Are some of the uses of talk more important than others?
- Do some of the uses demand higher order thought?
- Are some of the types more difficult for children to use?

If some of the talk types are more important or harder for children, they need to consider how they will organise the class and intervene and support children so that they gain experience of using a variety of talk types. They should select a typical lesson that they might teach and make a note of how they could organise the children and when they could intervene. When planning for talk in school they might want to make similar notes on their daily or weekly planning sheets.

## Organising for talk

### Aim

To consider how to plan for talk across the curriculum.

### What to do

Students should look at the descriptions of the different ways of organising groups for talk given in Chapter 1. They should think about how they might use one of the group arrangements in a humanities lesson. They could look at one of the QCA plans for art and design, geography, history or RE available on <http://www.standards.dfes.gov.uk/schemes3/> to help them.

## Integrating drama with literacy in Key Stage 1

### Aim

To gain confidence in using drama to develop children's speaking and listening.  
To use drama to explore story and character.

### What to do

All the students in a workshop group should participate.

Tell the story of 'Goldilocks and the Three Bears' to the students.

Everyone takes on the role of Goldilocks to begin with.

Retell the beginning of the story up to when Goldilocks arrives at the house of the three bears.

Freeze frame Goldilocks outside the house. Then use thought tracking to explore what she is thinking – curious and maybe afraid of being caught.

Tell the story up to the point when Goldilocks eats Little Bear's porridge.

Freeze frame Goldilocks eating Little Bear's porridge.

Tell the story up to the point when Goldilocks breaks Little Bear's chair.

Freeze frame Goldilocks sitting on the floor and looking at the broken chair. Then use thought tracking to explore what Goldilocks is thinking at this point.

Tell the story up to the point when Goldilocks is asleep in Little Bear's bed, the three bears return and Goldilocks wakes up.

Freeze frame this moment. Then thought track what Goldilocks is feeling.

Working in groups of four, consisting of the three bears and Goldilocks, the students should decide what the three bears say to each other. What do they say to Goldilocks?

Use conscience alley to explore Goldilocks's decision – should she stay and apologise or should she run home?

In pairs act out what Goldilocks says to her mum when she gets home and what mum says to Goldilocks.

Goldilocks phones a friend to tell her about her adventures. What does the friend say?

Hold a meeting to discuss what happens next. Does Goldilocks make amends? Do the three bears repair the damage Goldilocks has done?

If this drama was taking place with children what activity would be a suitable follow-up? Possibilities include role on the wall, writing an apology, making a present for the three bears or the bears writing a letter of complaint to Goldilocks's mother.

## Resources

Available on the internet:

BBC CBeebies: <http://www.bbc.co.uk/cbeebies/tweenies/storytime/yourstories/goldilocks>

The story told in British sign language.

BBC Wales: <http://www.bbc.co.uk/wales/snapdragon/yesflash/story.htm>

An animated version of Goldilocks and the Three Bears.

Northumberland NGfL: [http://ngfl.northumberland.gov.uk/english/goldilocks/scenes\\_gallery.htm](http://ngfl.northumberland.gov.uk/english/goldilocks/scenes_gallery.htm)

A picture sequence of the story.

There are lots of print versions of Goldilocks and the Three Bears. Below is a selection:

Corke, E. (2005) *Goldilocks and the Three Bears*. London: Child's Play International.

Lively, P. (2004) *Goldilocks and the Three Bears*. London: Hodder Children's Books.

Page, G. (2007) *Goldilocks and the Three Bears* (with audio CD). London: Dorling Kindersley.

Big Books:

Hillman, J. (2001) *Goldilocks and the Three Bears*. Maidenhead: Kingscourt.

Langley, J. (1998) *Goldilocks and the Three Bears*. London: Collins Educational.

## Investigating language

### Aim

To discover ways of raising children's awareness of words and language.

### What to do

The students should find a book in which the author has used the word 'said' or other similar words quite frequently. *Something Else* (Cave, 1995) is a good example. In school they should read the book with the children and, once they are familiar with it, ask them to suggest alternatives for the word 'said'. The students should try this for themselves first to see what effect this has on the story.

The students should read the poem *I'm Talking Big!* (McNaughton, 1993). This poem uses a great many synonyms for big. Can they think of any more? Can they think of the same number of synonyms for small? Could children compile similar lists and produce a poem like the one by Colin McNaughton but using their own words?

### Resources

Cave, K. (1995) *Something Else*. London: Penguin.

McNaughton, C. (1993) *Making Friends with Frankenstein*. London: Walker Books.

## Analysing children's talk

### Aim

To recognise how children learn through talk.

### What to do

The students should read *Rose Meets Mr Wintergarten* by Bob Graham before undertaking this activity. If this is not possible this is a synopsis of the story.

All the children in the neighbourhood are afraid of the reclusive Mr Wintergarten. He lives in a grey and forbidding house surrounded by an overgrown, sunless and dismal garden. One day the children make contact with Mr Wintergarten and his house and garden start to become places of sunlight and fun.

The students should read through the following transcript. In it two six-year-old boys are working together.

The boys, Luke and Tom, had read *Rose Meets Mr Wintergarten*. They were drawing a garden for Mr Wintergarten. They had been asked to consider what would bring pleasure to him now that he had started to enjoy life again. The

aim of the task was for the children to reflect on the changes that had occurred in Mr Wintergarten's personality and to illustrate his new enjoyment of life and his new friends and so demonstrate their understanding of the story. While they were drawing and talking they had the book in front of them.

L He's got a big garden.

T But ... should we put the house in ...? It [the garden] goes all around it.

L Do we need to?

T Yeah.

L There'd be lots of grass, fresh, green and some of it could be for footie.

T It's not green in the book.

L Let's see. Does it matter? We're making our own interpretation of it and they're [the characters in the book] only starting it [the garden]. I think it'd be good green, all light and bright ... brown like the book is dull and the house next door, Rose's house, garden looks better and that's all green.

T Rose's mum put all flowers in their garden.

L What were they? Look (*the boys look at the picture*) roses, white things, bluebells, daisies, yellow ones. My mum likes flowers.

T Should we have some trees?

L We could have a swing in a tree and apples.

T We could have a slide for the children.

L Right, now I'm going to put the football pitch in.

T Put it at the back. It'd be safer. Look that ball is nearly going in the road. Can I, we both do the footie thing with you?

L You do the flowers at the front or the swing and the slide.

The students should consider how the boys use language to:

- support each other's contributions and ideas;
- extend each other's contributions and ideas;
- modify each other's contributions and ideas;
- solve problems and learn.

They should also find examples in the transcript to justify their opinions.

The students' answers might include some of the following points. The children are:

- very focused on the task;
- using language tentatively to think through their design for the garden;
- asking questions and proposing ideas;
- discussing what happened in the book and returning to the book to confirm their ideas or justify their decisions;
- beginning to get under the skin of the new Mr Wintergarten;
- listening to each other and building on each other's ideas and suggestions;
- negotiating and allocating tasks;
- giving reasons for their suggestions and opinions;
- exploring what would be appropriate to transform the garden.

The students might also consider what the children are learning about the story and how their reading is developed through this activity. The students' answers might include some of the following points:

- comprehension;
- vocabulary;
- sequence;
- the mood of the story;
- cause and effect.

Finally the students could consider the following questions.

If the children had been working alone do you think that they would have given the task so much thought? Would they have returned to the book? Would they have taken care to match their drawing to the character and ideas in the book? Does working on a joint task with only one outcome constrain or open up possibilities for discussion?

### Resource

Graham, B. (1994) *Rose Meets Mr Wintergarten*. London: Walker Books.

## Links to on-line reading

Alexander, R. (2005) *Culture, Dialogue and Learning: Notes on an Emerging Pedagogy*. Keynote speech presented at the International Association for Cognitive Education and Psychology (IACEP) 10th International Conference, University of Durham, UK, 10–14 July 2005. Available from: [http://www.robinalexander.org.uk/docs/IACEP\\_paper\\_050612.pdf](http://www.robinalexander.org.uk/docs/IACEP_paper_050612.pdf)

This paper provides an overview of dialogic teaching. It explains some of the principles and benefits.

Marshall, S. (2004) 'Role-playing literacy', *Literacy Today*, 41. Available from: <http://www.literacytrust.org.uk/Pubs/marshall.html>

The author explains how organised role play in the early years can encourage children to explore unfamiliar language.

Roskos, K. with Hanbali, O. M. (2000) 'Creating connections, building constructions: language, literacy, and play in early childhood: an invited commentary', *Reading Online*. Available at: [http://www.readingonline.org/articles/art\\_index.asp?HREF=/articles/roskos/index.html](http://www.readingonline.org/articles/art_index.asp?HREF=/articles/roskos/index.html)

The authors describe how creating an art studio in a nursery class supported children's oral language development, reading and writing. The article is illustrated with photographs and video clips.

Wilkinson, L. C. and Silliman, E. R. (2001) 'Classroom language and literacy learning', *Reading Online*, 4 (7). Available at: <http://www.readingonline.org/articles/handbook/wilkinson/index.html> author; [http://www.readingonline.org/articles/art\\_index.asp?HREF=/articles/handbook/wilkinson/index.html](http://www.readingonline.org/articles/art_index.asp?HREF=/articles/handbook/wilkinson/index.html)

This article investigates ways in which talk between teachers and pupils and discussion activities support literacy learning.