



## 'Learning to talk, talking to learn'



The Importance of Speaking and Listening in Developing Literacy

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30/05/15



## Who are we?



Paula Craigie  
Headteacher



Jo Osman  
Deputy Headteacher

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## Aims of the session



To open a dialogue to:

- Discuss the importance of developing speaking and listening skills as a precursor to reading and writing
- Reflect upon current practice
- Share current strategies and resources

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## Our Curriculum

### English Early Years Foundation Stage Curriculum (EYFS) Age 3-5

- 3 Prime areas of learning: **Communication and Language**, Personal, Social and Emotional and Physical development
- 4 Specific areas of learning: Literacy, Mathematics, Understanding the World, Expressive Arts and Design

Children must have a grasp of the Prime areas to be able to access the specific areas – they are developmentally fundamental!

**Communication and Language:** Listening and attention  
Understanding  
Speaking

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook-2014>

## Our Curriculum

### English National Curriculum for England and Wales (2014) Age 5-14

#### **Spoken language**

*Pupils should be taught to:*

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

<https://www.gov.uk/government/collections/national-curriculum>

## Talking Time

What similarities/differences does your curriculum have in terms of developing speaking and listening?

## How do we get....

...from here...



<https://www.youtube.com/watch?v=JmA2CIUvUY>

...to here?



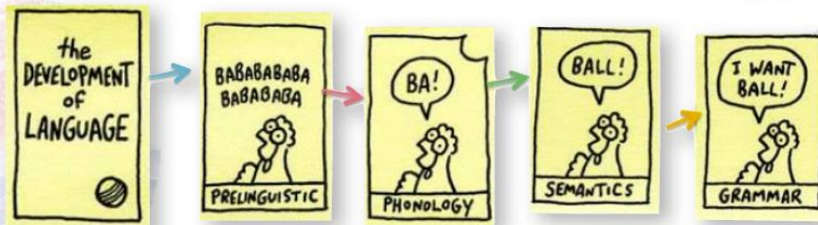
<https://www.youtube.com/watch?v=TP8RB7UZHKI>

## Activity

**Big Picture:** List features you would expect to see and hear in a classroom of students with excellent language and communication skills?

## communication

If they haven't got the words....actions will do!



Slide courtesy of Magen Redmond,  
Educational Psychologist, TTS



*'Through using language and hearing how others use it, children become **able to describe the world, make sense of life's experiences and get things done.** They learn to use language as a **tool for thinking**, collectively and alone. However, children will not learn how to make the best use of language as a tool for communicating and thinking without guidance from their teachers. School may provide the only opportunity many children have for acquiring some extremely important speaking, listening and thinking skills.'*

**The Importance of Speaking and Listening**

**Lyn Dawes** Research Associate at the University of Cambridge's Faculty of Education

**Neil Mercer** Professor of Education, Fellow of Hughes Hall Editor, International Journal of Educational Research University of Cambridge

[http://oer.educ.cam.ac.uk/wiki/The\\_Importance\\_of\\_Speaking\\_and\\_Listening](http://oer.educ.cam.ac.uk/wiki/The_Importance_of_Speaking_and_Listening)

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**communication**

communication  
speech development  
listening  
language  
hearing  
descriptions  
fluently



**Hear it - say it - read and write it**



**Did you know...**



**Kids 5 to 6 years old understand approximately 4,000 words?**


Slide courtesy of Magen Redmond, Educational Psychologist, TTS

<http://mutb.com.sg/how-to-teach-your-child-to-give-a-speech/>

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Anne Fernald 'Why talking to little kids matters' TedX-Monterey (4:55-6:28 mins)  
<https://www.youtube.com/watch?v=lpHwJyim7rM>

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**Do not underestimate children.....**



Tyrannosaurus rex



**A square is a quadrilateral**

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Educational Psychologist, TTS

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Interaction patterns

Electronic devices can interrupt verbal development




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**Your turn!**





What would you say?

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**Talking Time**



**Stephanie Martin's Thinking Keys routine  
(Harvard Project Zero)**

The four keys are:


- Form:** What is it like?
- Function:** How does it work?
- Connection:** How is this like something I have seen before?
- Reflection:** How do you know?

Slide courtesy of Magen Redmond,  
Educational Psychologist, TTS

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 communication 

Look at that cat  
on the bench....  
he's bigger than  
your tiny teddy  
bear!



The child who interprets familiar words more quickly  
➡ can attend to unfamiliar words that follow  
➡ and learn new vocabulary through inference

Slide courtesy of Magen Redmond,  
Educational Psychologist, TTS

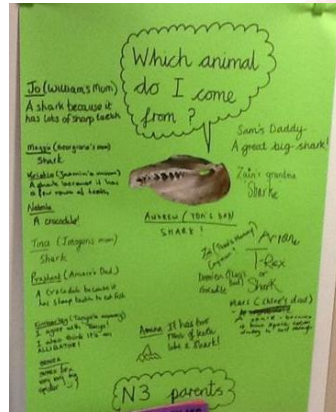
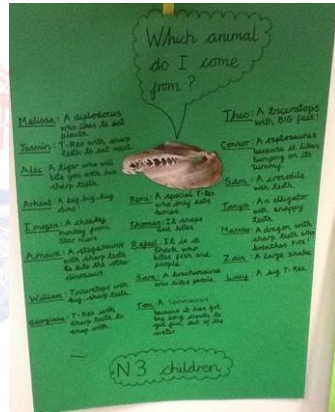
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How we develop it...



Real life Inquiry & Role Play



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Do you use role-play or real-life experiences at your setting?

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## How we develop it...

*Enriching experiences*



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**TANGLIN TRUST SCHOOL**  
EST. 1925

# How we develop it...

**T9**  
TANGLIN TRUST SCHOOL  
1925-2015

## Responsibilities

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**TANGLIN TRUST SCHOOL**  
EST. 1925

## Responsibilities

**T9**  
TANGLIN TRUST SCHOOL  
1925-2015

### Edward the Lion Expert

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## Talking Time



In what ways are your students' communication skills and self-confidence enriched?

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## How we develop it...

***Opportunities to collaborate with other language role models***



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## Discussion

How do your children have opportunities to communicate with others from a range of ages and backgrounds?

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## How we develop it...



**Engaging & educating parents in collaborative learning**

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## Talking Time

How do you engage parents in building language and communication skills?

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## So how do we measure if we are doing it well...?

*'Very **articulate** children.'*  
Andy Meller, UK Educational Consultant, report on EYFS and KS1, October 2014



*'They are especially successful in **improving their ability to communicate well** and develop their personal and social skills, sometimes from a low starting point.'* CfBT BSO Inspection, Report on EYFS, February 2015

*'Pupils have a **rich and varied vocabulary** and **express their views clearly** in discussion and debate. They **listen attentively** even when they disagree and rarely interrupt. Pupils have a **very good understanding of the rules of conversation**, such as tenses and the grammatical structure of sentences.'*  
CfBT BSO Inspection, Report on KS1 English, February 2015

**+ excellent outcomes in Reading and Writing by the age of 7**

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...plus, excellent outcomes in Reading and Writing by the age of 7

*'By Year 2, almost all pupils **read with accuracy and fluency** across a wide range of texts. They **read for pleasure and information**, motivated by the extensive range of books in the libraries and classrooms. They have very **good research and comprehension** skills. They **read for meaning and can draw inferences** and justify these with evidence from the text, predicting what might happen from details stated and implied. Pupils **write fluently with interesting detail** on a variety of topics. They make **rapid progress** from simple mark making in the Nursery. Pupils have **very good transcription skills**; their writing is well presented and punctuated, spelled correctly and neat.'*

CfBT BSO Inspection, Report on KS1 English,  
February 2015

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## Talking Time

How do you know how well your children are communicating?

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*Thank you for joining us  
and sharing!*



**Q & A**

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The slide features a central yellow emoji giving two thumbs up, surrounded by decorative fan-like patterns in red and blue. The background is white with a dark blue footer bar containing the website URL and date.