

Teaching and Assessing Speaking & Listening

Spectrum of Speaking & Listening activities

Performance
(in role)

Process
(not in role, eg discussing a poem)

Modelling:

- This is as important for speaking & listening (S&L) activities as it is for writing.

Objectives:

- Scan the S & L teaching objectives for the appropriate Year. Group 3 to 5 objectives together that could be linked as a small unit of work. Check the word and sentence level objectives to see if any of these can be drawn on in the context of the spoken language. Map out a teaching context – content/issues/links to reading and writing.

Marks:

- S &L carries the same value for written coursework, (20%, - more than one piece of work is required).
- Assessment takes place in the classroom.
- It is easier to achieve A* for the S&L activity.
- If students refuse to speak, treat it the same as if they had not completed their written coursework. (There is often an imbalance of effort).

Ideas / Framework for teaching Speaking & Listening Skills.

1. Brainstorming issues around topic.
2. Write formal letter.
3. Type letter using IT skills.
4. Debate – using formal language and persuasive devices.

For Year 7:

- Recount a story, anecdote or experience and consider how this differs from written narrative.
- Identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg, emotive vocabulary, verbal humour.
- Recognise the way familiar spoken texts, eg directions, explanations, are organised and identify their typical features, eg of vocabulary or tone.

At sentence level:

- Explain nouns and noun phrases, eg by using a prepositional phrase.
- Keep tense usage consistent, and manage shifts of tense so that meaning is clear.

Using the pattern of: Inform, explain, describe.

At the start of each lesson a different student is chosen to talk about part of a book that they have read that week.

Take 6 sentences from current text being studied. Students change formal language to informal and vice-versa.

Lesson ideas Yr7:

Directions and the imperative:

1. Modelling clear & unclear examples by teacher.
2. Students discuss this (Obj 9)
3. Teach the imperative
4. Directions: imperative verbs (sentence level 13.d)
Because, so, be, since, (word level 20)
5. Write out sequence of directions (writing 13)
6. Break lesson to control.
7. Present to class orally (links to 1st)
Eg how to catch a bus, making a pom pom (etc) – (here would need clear idea of students' repertoire).

Lesson ideas Yr8:

Travel Writing:

1. Show video clips of different types of holiday programmes (could be 'fly on the wall' and documentary style).
2. Students identify different types of language (informal/formal).
3. Put students into groups of 3 (presenter, interviewer, interviewee).
4. Students write script demonstrating awareness of formal and informal language use.
5. Practice performance in group and write 'prompt' cards.
6. Performance for assessment.

Framework objectives met:

- Making notes from the video (3)
- (listening obj's 7 & 8)
- Reading (2)
- Bias, persuasive – starters

Holidays

1. Use brochures as an example of descriptive writing.
2. Re-write to produce own brochure using persuasive writing.
3. Produce a map – instructional writing.
4. Presentation of holiday destination / resort in role as a Travel Agent, a Travel Rep, as themselves to friends. Each presentation would need to

Framework objectives met:

- Spelling strategy's – (6c) words in brochures, new words, key words.

Lesson ideas Yr9

Framework obj's 9

Topic: Banning Mobile Phones

1. Model letter: re mobile telephone mast to be put up in local area.

Obj's 7 – drama obj, role-play

Drama 12 – why you want a phone

List 4 + 7

2. Decide if you are for or against the mast.
3. Students write own letter to Company (writing obj's 1 & 7, sentence level 9,3,5,7)
4. Homework: research and bullet point the other point of view.
5. Model a 'Kilroy' style studio debate.
6. Split the class into 2 halves – they produce their own version of studio debate.
7. Differentiation: Top set argue the view opposite to the one they hold.
Bottom set argue own point of view / belief.

A TEACHING SEQUENCE (encapsulates purpose of objectives for Yr's 7,8,9)

Teaching objectives which are made explicit to the class

Provide an example / model of an oral language text type and use in a class / group investigation or discussion

(You decide what individual students need; meet as a department to share resources. Also use Yr7 wordbank)

Identify purposes, outcomes, 'ground rules'

(INSERT FROM YELLOW BOOK: P45/46 CRITERIA FOR SUCCESS)

Define speaking and listening conventions (ie imperative, persuasive, etc)

(Do this!!!)

Activity or oral task that enables pupils to rehearse and explore language conventions in supported context *(Do this !!!)*

Reflection and review refocusing on speaking and listening objectives

(Do this!!! Stress this last point to the students)

DfEE TRAINING VIDEO: SPEAKING & LISTENING SKILLS

Developing an argument.

1. Objectives of lesson explained:
 - to acknowledge other peoples point of view
 - justifying your own point of view
 - modifying your own view after listening to other viewpoints
2. Explanation of language: acknowledge, justify, modify.
(Objectives do not need to be in academic language – would then not need to be explained. They could be written on sugar paper and displayed on the wall for a period of time, useful for GCSE classwork).
3. Recap of previous lesson.
4. Modelling by Teacher & LSW:
 - Teacher acknowledges LSW viewpoint
 - Teacher justifies own viewpoint
 - LSW modifies original point of view

(Could also ask the students, “how do I persuade you” and pick out the language you want from the answers they give. This enables discovery learning and gives gratification to the student).

5. Introduction and explanation of Case Study and new issue of corporal punishment.
(Reading in class – do it role! Use guided reading techniques).
6. Teacher hands out cards to students representing opposite points of view and students work with others who hold the same point of view to develop their argument. (This grouping provides the students with confidence)
(Here, the ground rules of how we are going to manage it were achieved by giving the students an opinion).
7. Then teachers mixes up the groups so that acknowledgement, justification, and modification occur naturally.
8. Teaches emphasises that acknowledging someone else’s viewpoint requires listening skills to be used.
9. Plenary: Teacher reminds students of new skills learnt and practised regarding conscious speaking and developing an argument. *(Important to emphasise **conscious speaking**)*
10. *Next lesson: instead of modifying their viewpoint the students could use persuasive language and stay with their point of view.*

NB: In last years SATS a ‘conscious writer’ pitching to a particular audience would have achieved a level 5.

SHOWING STUDENTS A VIDEO OF A TEXT THEY ARE STUDYING:

- Guide the students to look at the most important scenes.
- Reminder they are studying the *writers* craft

IDEAS FOR RESOURCES:

Collect a range of different types of talk (and talker) on video from a night’s TV programmes (eg, scripted news bulletin/comedian/sitcom/discussion/chat show/interview). Use these as a source of models for discussion with pupils.

Discuss criteria for success with pupils before they start a speaking and listening activity. Display these as a wall poster or on an OHT, and use in a plenary.

Learn a few traditional stories to tell and/or invite a visiting storyteller to work with classes. Visit the Society for Storytelling website (www.sfs.org.uk) for ideas and contacts, and access to a rich source of other related sites.

The KS3 National Strategy website has S & L materials: www.standards.dfes.gov.uk

TIPS

Use tight deadlines to promote focus and reduce superficial social interference.

Deliberately & explicitly alternate between boys and girls when girls are presenting/feeding back to the whole class.

Use the 'wait time' strategy in whole-class discussion or question/answer sessions – giving pupils five seconds of thinking time, or a minute to rehearse an answer or response in pairs, dramatically improves the quality of their responses.