

Speaking and Listening Parents' Toolkit



*'Reading and writing
float on a sea of talk.'*

Speaking and Listening Assessments in School

There may be numerous occasions over the course of an academic year when students are asked to make spoken contributions in their lessons. Here are some examples of the type of activities in which they might be involved:

- class discussion/debate on a topic;
- role play, during which students have to adopt the part of a character from a book or moment in history, for example;
- students have to present a topic to the class, 'teaching' the idea to either a small group or the whole class;
- students present a play associated with their learning, demonstrating an understanding of the key elements of the topic;
- pair talk, allowing students to recall work from a previous lesson, generate questions or work together to plan a piece of writing;
- listening triads, in which students work in groups of three, with one student taking on the role of speaker, questioner or observer;
- envoys – once a group of students has carried out a task, an 'envoy' is selected to move to another group and explain and summarise what has been learnt, s/he also finds out what that group had decided, finally returning to the original group with additional information;
- jigsaw activity- a topic is divided into sections. In 'home' groups of four or five, students allocate a section and one person from each then moves to another table to become an 'expert' group. They research their topic area and, subsequently, return to their 'home' groups. A task will have been set that requires input from each member of the group, sharing her/his particular expertise. All students have to participate in sharing their information.

How can parents help?

Preparing for talk –

- Encourage your daughter/son to explore the specific language (words to use) and register (style) by considering TAP.
- T = What is the **type** of speech you will be using, is it formal or informal?
- A= Who is the **audience**? Different words may be required if it is a young audience, or technical vocabulary if it is a subject specific speech to an expert.
- P= What is the **purpose** of the activity? Are you trying to inform/persuade/explain/entertain?

The conventions of literate talk –

- Plan the 'end product'.
- Students should speak in complete sentences, using a variety of complex sentence constructions e.g. simple sentences, compound sentences and complex sentences.
- Use Standard English.
- Use subject-specific language.
- Include supporting evidence to illustrate key points.
- Maintain eye contact with the audience.
- Think about posture and body language.



Types of Speech

DEVELOP	Adding information.	Furthermore... Moreover... In addition... Another point is...
EXPLAIN	To clarify meaning.	The effect of this is... As a result...
SUPPORT	Evidence such as statistics and quotes.	An example of this is... This reveals... This statistic illustrates...
SEQUENCE	Ordering events.	Firstly... Secondly... Finally... Eventually... Subsequently...
COUNTER-ARGUMENT	Ideas that contradict your argument.	Whereas... In contrast... On the other hand... However... Alternatively...
PERSUADE	Use A FOREST to help you speak persuasively.	Alliteration Facts Opinion Rhetorical questions Emotive language Statistics Triplets
EVALUATE	A final summary of ideas.	Most people believe...whilst others think... Finally... After due consideration...