

Application to practice

In this session, you have explored the importance of high-quality talk and disciplinary literacy and the impact that this has on pupil learning across subjects and phases. Creating and providing literacy rich environments and building in opportunities for high-quality talk and interactions is important for all pupils and research shows that it is particularly beneficial for low attaining pupils or those from disadvantaged backgrounds (EEF,2019); (Resnick, Asterhan and Clarke, 2018).

Choose one of the following options to consider how you will apply what you have learnt to your own practice. When selecting an option, think about the area that you feel you most need to develop in.



Mentor submission - option 1

Consider how you can create opportunities to improve reading, writing and communication **in your subject discipline** (if you teach Primary or Early Years, select a subject to focus on).

Thinking about what you have learnt from the guidance reports, use an existing sequence of lessons and identify and implement three opportunities to integrate structured talk to develop language and vocabulary in your subject discipline and improve writing.

For example, to support pupils to write a report, you might:

- pre-teach subject specific vocabulary
- provide sentence starters before giving pupils the opportunity to discuss
- provide opportunities for role play to support pupils to write a report

You can use the possible strategies outlined below to support you. Record your reflections using the assignment tool and submit them to your mentor.



Mentor submission - option 2

Identify a **pupil or group of pupils** that would benefit from support to improve their range of vocabulary, articulate their ideas and build knowledge and understanding of the topic. Then:

- explain which area(s) you think they need most support in
- outline three strategies that you could focus on to build and develop pupil learning in language and communication and writing

You can use the possible strategies outlined below to support you. Record your reflections using the assignment tool and submit them to your mentor.

Possible strategies

When you are thinking about how to adapt your plan or support pupils, you might want to use some of the strategies below. Remember that the strategies you use and the way they are implemented will look different across all phases and in different subjects, so you will need to consider how to adapt them to the subject you are teaching.

The following strategies below have been taken from the content in module five and the EEF guidance reports that you have read in this session:

Outline subject specific strategies in plans

Identify and build in strategies that can be deployed in the subject discipline and align this with curriculum development. For example, in geography pupils draw a diagram of a wave-cut platform to explain and summarise the retreat of the cliff using subject specific vocabulary and language.

Structured talk

Planning high quality interactions will help you to consider when and how you can use different types of talk and consider your role in guiding talk in advance of the lesson:

- Plan to ask questions that encourage pupils to clarify and extend their answers and focus thinking.
- Use talk partners and sequence talk activities so that pupils practise using vocabulary and language before writing.
- Plan collaborative learning tasks and opportunities in which all pupils participate and engage – you could assign roles to support and motivate pupils.

- Extend thinking and understanding by planning to build in metacognitive talk, self-talk and accountable talk – think about how this will look in your subject discipline and phase.

Model talk

Model expert use of subject specific language and vocabulary e.g. identify the key subject specific vocabulary and model how to use this in guided practice and shared writing before pupils use it in independent tasks.

Use sentence starters and prompts

Design and use subject specific sentence starters in your subject discipline to support talk and writing. Plan prompts that can be used to extend thinking.

Use questions to focus and guide discussion and dialogue

Plan and script questions that will extend pupil knowledge and encourage them to reason, argue, explain, justify and evaluate their understanding.

Wait time

Allow pupils time to think about their responses before answering and time after so they have chance to develop or explain their answer.

Introduce and embed use of new vocabulary

- Pre-teach vocabulary.
- Repeat exposure to new vocabulary e.g. through shared reading and structured talk activities.
- Create opportunities to practise vocabulary – use alongside reading activities and before writing to develop ideas.
- Use new vocabulary in context – this includes familiar and new contexts and context across the subject discipline.
- Make links between prior knowledge and content.

Use digital technology to develop and teach language

Use of digital texts can help pupils learn about different media and text types and the associated features and structures.

Support pupils to check their understanding

Encourage pupils to check that they understand the meaning of the word or phrase in the context of the subject and their understanding of the models or graphics that are being used.

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