

Development cycle 5

Development cycle 5: Using structured talk to develop pupils' literacy

Week 1: Retrieve

Your ECT should complete the retrieval quiz and revisit areas of the self-directed study that would benefit their development. The areas that relate most to this development cycle are:

- Module 5 - Session 1: Developing high-quality oral language
- Module 5 - Session 2: Developing reading and writing

They may also like to complete or revisit the following optional 'stretch' modules from year 1:

- Module 5 - Stretch: Developing structured talk and writing
- Module 3 - Stretch: Supporting the development of 'Accountable Talk' in the classroom

Weeks 1 – 2: Extend

Seminar 5: Using structured talk to develop pupils' literacy

We know that learning is consolidated through talk and discussion. High quality talk plays an important role in pupils' learning and literacy, so the purpose of this seminar is to explore strategies for utilising talk effectively. ECTs will explore one or two of the following strategies to support them to do this:

- A dialogic approach to questioning
- Scaffolds for talk
- Sustained shared thinking (Early Years only)

These strategies will be exemplified through subject or phase specific topics.

Weeks 1 – 2: Refocus

Mentor interaction 1 – your ECT will decide their area of development

Weeks 2 – 3: Demonstration

Mentors should support ECTs to arrange an observation and/or discussion with an expert colleague. ECTs will then complete a reflection on the demonstration on Brightspace.

Weeks 2 – 3: Deconstruction

Mentor interaction 2 – ECTs and mentors discuss the demonstration, using the ECTs Brightspace reflection to support the discussion.

Weeks 3 – 5: Integration

ECTs incorporate new learning into their practice.



Weeks 3 - 5: Feedback

Mentor interaction 3 – Mentors conduct a drop-in observation and/or discussion and provide feedback to ECT.

Mentor training

Self-directed study

Mentor self-directed study for this half-term focuses on understanding equality, diversity and inclusion. It is recommended mentors complete the self-directed study for this half-term prior to attending their seminar.

Mentor seminar

The mentor seminar for this half-term focuses on developing an inclusive educator and builds on learning from the self-directed study.