ITaP Practicable Strategies – Talk for Learning (Phase 2)

Desert Island Reading: Knight, R. (2020) 'Classroom Talk. Evidence-based Teaching for Enquiring Teachers', Critical Publishing. St Albans.

UNIVERSITY of WORCESTER
Institute of Education

4 goals for productive discussions (ITTECF 3.10, 3.12, 4.7, 5.2) (Talk Science Primer, P.11)	Practicable strategies for ITAP 2 to support productive classroom talk			
	Strategy (ITTECF) 9 talk moves	**Summary**	**Strategy outlined in:**	**Reading underpinning the strategy**
Share, expand & clarify - help individual students share, expand and clarify their own thoughts	1. Time to think (4n)	Leave a silence or *'take your time to think for 20 seconds'*. This helps all learners, particularly EAL learners.	(Talk Science Primer, Pg 11, 13)	Alexander, R. J. (2017)
	2. Say more (4m)	Ask a student to expand on what they have said: *'tell us more about your thinking'*; *'can you expand on that/give us an example?'*	(Talk Science Primer, Pg 11, 13)	Alexander, R. J. (2017) Gaunt, A. and Stott, A. (2019) Ch. 6
	3. So, are you saying…? (5n)	Ask a student to verify your interpretation and clarify their thought. Deep thinking and powerful reasoning do not always correlate with clear verbal expression.	(Talk Science Primer, Pg 11, 14)	Alexander, R. J. (2017) Gaunt, A. and Stott, A. (2019) Ch. 3
Listen - help students to listen carefully to one another	4. Who can rephrase or repeat? (2g)	Use in a positive way to check for understanding/misconceptions. Do not use as a management tool.	(Talk Science Primer, Pg 11, 15)	Gaunt, A. and Stott, A. (2019) Ch. 8 Alexander, R. J. (2017)
Deepen - help students to deepen their reasoning	5. Ask for evidence or reasoning (4l)	Why do you think that? What convinced you? Why did you think that strategy would work? Where in the text is there support for that claim? What is your evidence? How did you get that answer? Can you prove that to us?	(Talk Science Primer, Pg 11, 16)	Alexander, R. J. (2017)
	6. Challenge or counter example (4p)	Challenge a contribution safely and supportively. This builds on robust thinking.	(Talk Science Primer, Pg 11, 16)	**Knight, R. (2020) Ch. 1** Alexander, R. J. (2017)
Engage - help students to engage with others' reasoning	7. Agree/disagree and why? (2j)	Ask students to take a position. This talk move helps you guide the students to consider seriously the reasoning of their peers.	(Talk Science Primer, Pg 11, 17, 18, 19)	Gaunt, A. and Stott, A. (2019) Ch. 12 Alexander, R. J. (2017)
	8. Add on (4p)	This is a time when you can really help students engage with their peers' reasoning and work to sustain and amplify the depth of the discussion.	(Talk Science Primer, Pg 11, 18)	**Knight, R. (2020) Ch. 5** Alexander, R. J. (2017)
	9. Explain what someone else means (3i)	Ask students to buddy up with an idea by furthering the explanation. Or encourage a counter argument between peers.	(Talk Science Primer, Pg 11, 19)	**Knight, R. (2020) Ch. 3, 5.** Alexander, R. J. (2017)

Reading list available on Blackboard.

ORACY overview

(definition: capacity to articulate and respond to ideas through talk)

Mercer ↔ Agreed significance of talk in the classroom ↔ Alexander

Speaking and listening across the curriculum – in all subjects ↔ *Trainees need to consider both and how their practice will refine effective oracy in their subject area* ↔ Dialogic teaching

- e.g. Socratic talk activity
- e.g. paired work
- e.g. group work

Four goals for productive talk:

1. Share, expand and clarify
2. Listen
3. Deepen
4. Engage

Michaels and O'Connor, (2012) *Talk Science Primer*, P. 11.

Nine talk moves:

1. Time to think
2. Say more
3. So, are you saying…?
4. Who can rephrase or repeat?
5. Ask for evidence or reasoning
6. Challenge or counter example
7. Agree/disagree and why?
8. Add on
9. Explain what someone

Awareness of literacy – Phase 1

Speaking and listening activities happening in class – Phase 2

Knowledge and understanding of dialogic teaching permeates practice Phase 3

Continuum of teacher practice in class