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What is language?

What is communication?

TASK: Think about these questions carefully.
What would your answer be?

THINKING QUESTION



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Ministry Consultations: A series of seven topics

Topic Three:
The Journey of Language and Communication in Education

4^h November 2022



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Topics Overview

Session One: The Journey of Language and Communication in Education (4/11)

Session Two: Language Across the Curriculum (10/11)

Session Three: Making Meaning and Creativity (21/11)

Session Four: Communication and Competencies (24/11)

Session Five: Assessment through communication (28/11)

Session Six: Reading and Understanding / Growing Good Practice (30/11)

Introductions

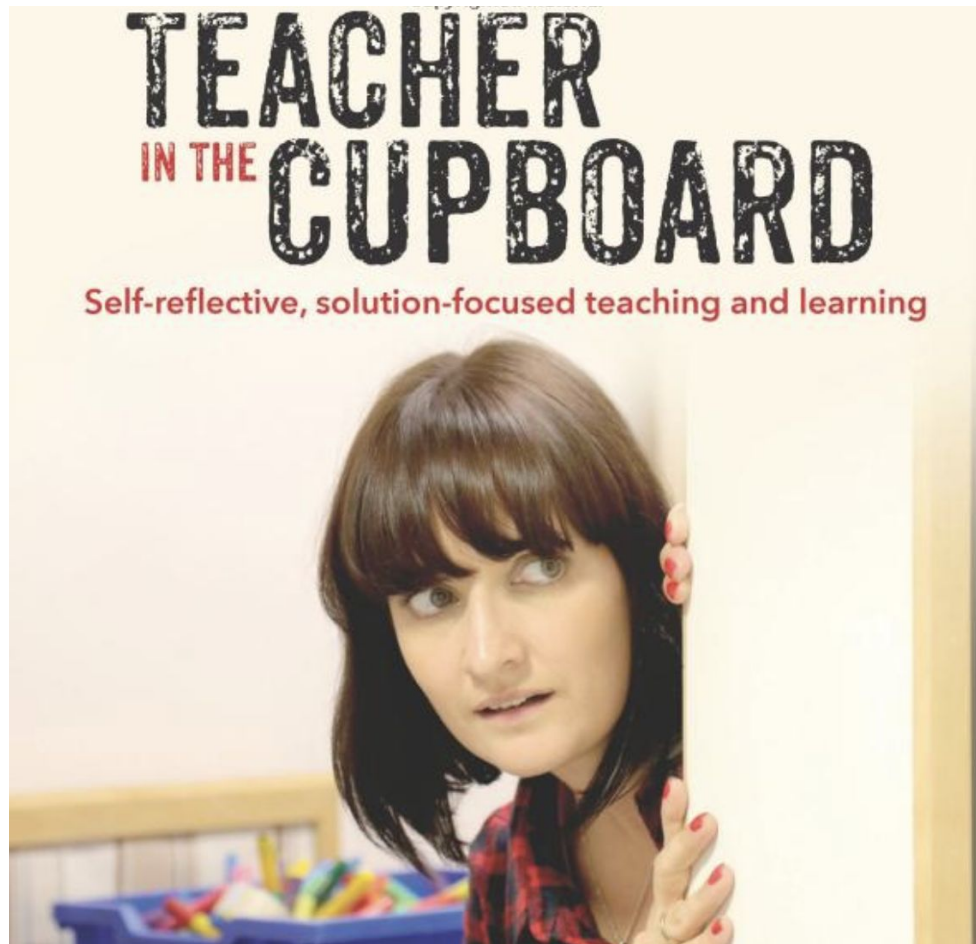
- **International Consultants**

International Consultant – Chris Tweedale



- School Principal in UK for 8 years
- Senior education policy adviser to UK Government for 6 years
- Schools Director for Welsh Government 2009-13
- CEO of three Multi Academy Trusts in England
- International consultant on national school systems and school leadership for British Council in Lithuania, Estonia, Nepal, China and India

International Consultant: Lisa Jane Ashes



- English Subject Specialist
- Advanced Skills Teaching and Learning Leader
- Curriculum project leader for all age phases up to FE
- Author of *Manglish* and *Teacher in the Cupboard*
- International consultant on literacy for schools in many countries including: Nepal, Ghana, Cyprus, China and the Middle East.

International Consultant: Ruth Baker-Leask



- Principal of Primary School for 5 years
- Former Local Authority Adviser
- Independent Consultant since 2015
- Chair of the National Association for Advisors of English (NAAE)
- Associate of National Literacy Trust and the United Kingdom Literacy Association
- Recent international contracts: Lithuania, Ghana and South Africa

Introductions: participants

Please:

- Turn your camera on briefly
- Say hello in the chat box

During Webinar

- Please mute your microphone if not speaking
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Thank you



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Working together: protocols

- Please turn on your camera at the start and end of the webinar and when you come back from the break.
- Please turn off your microphone unless you are speaking to avoid background noise
- Please do use the chat box or put up your hand to ask questions
- We like questions and comments!

Breakout Room Rules

In your breakout room:

- put your camera on and unmute;
- introduce yourself;
- nominate someone who is willing to feedback to others;
- you can ask for help by alerting the host, using the button on the toolbar.



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Today's programme

14:00 – 15:30

Part 1: Overview of the area we are covering

Part 2: Practical ideas for the classroom

15 minute break

15:45 – 16:15

Part 3: Investigation activity

15 minute break

16:30 – 17:00

Part 4: Feedback

15 minute break

17:15 – 17:45

Part 5: Quiz for action

17:45 – 18:00

Part 6: Questions, comments, discussion



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What is language?

What is communication?

TASK: Think about these questions carefully.
What would your answer be?

THINKING QUESTION

Learning Outcomes

At the end of this webinar you will:

- Understand the language communication journey of learners through the lens of:
 - Reading
 - Writing
 - Speaking
 - Listening
- To know the different phases of development over a students' time in education.
- To know how we, as educators, can enhance this journey through our improved understanding.



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Overview

READING

EARLY YEARS (3-6 years old): Understanding units of meaning (decoding)

Recognising words are units of meaning that contain sounds.

Practicing blending to become fluent at word recognition.

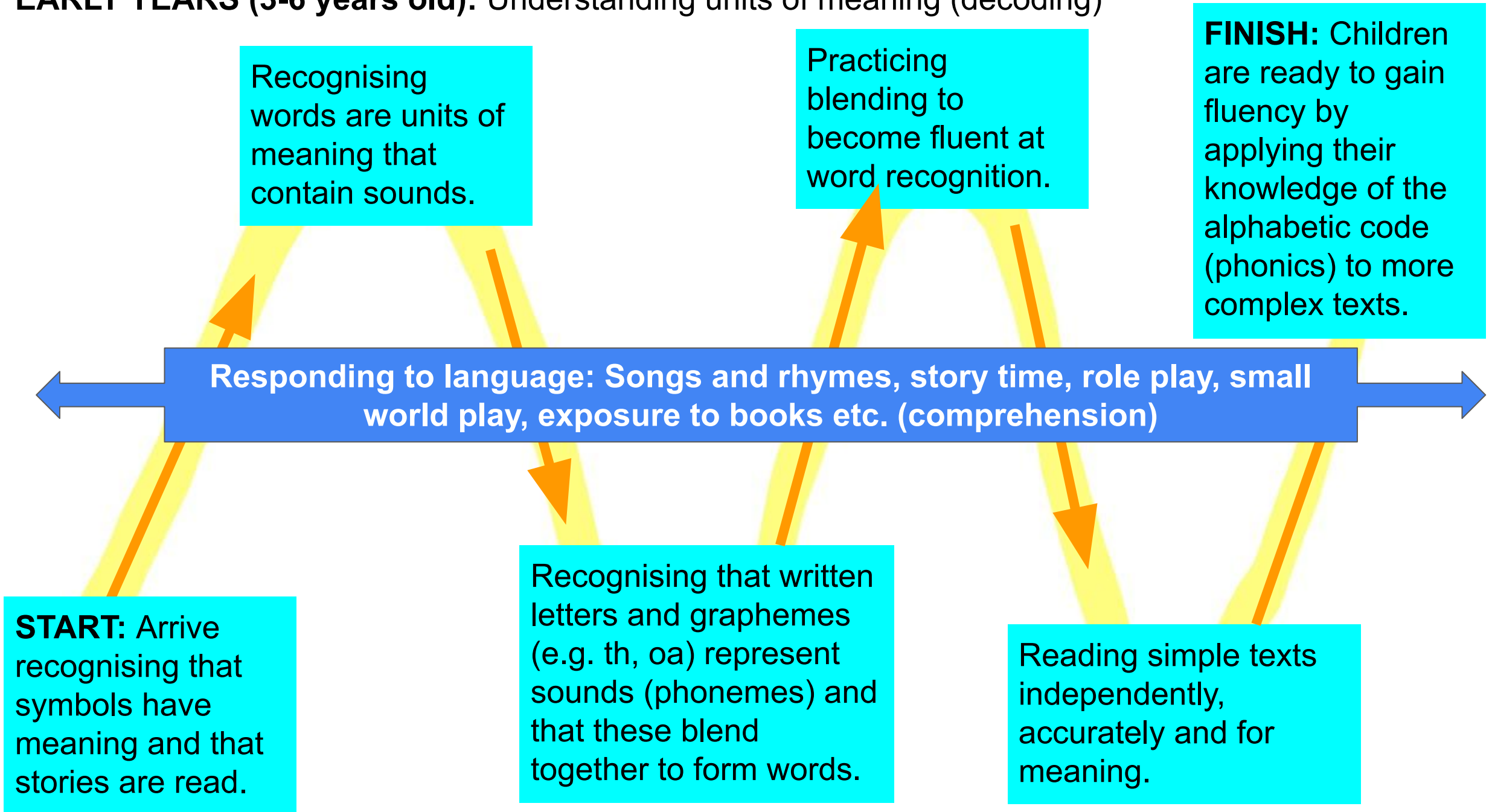
FINISH: Children are ready to gain fluency by applying their knowledge of the alphabetic code (phonics) to more complex texts.

Responding to language: Songs and rhymes, story time, role play, small world play, exposure to books etc. (comprehension)

START: Arrive recognising that symbols have meaning and that stories are read.

Recognising that written letters and graphemes (e.g. th, oa) represent sounds (phonemes) and that these blend together to form words.

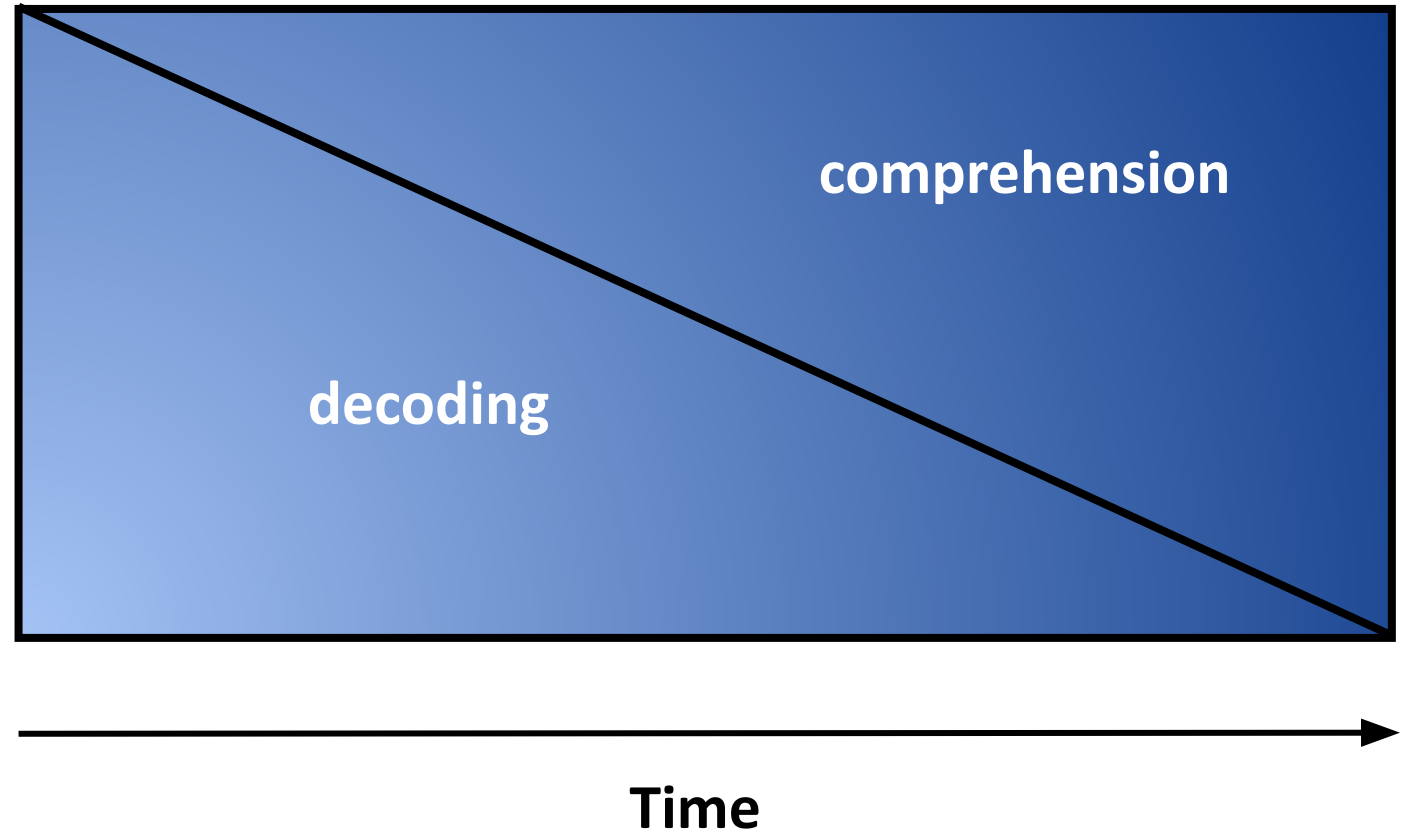
Reading simple texts independently, accurately and for meaning.



Reading independently....



Photo by [Catherine Hammond](#) on [Unsplash](#)



PRIMARY (6 - 11 years old): Developing fluency and understanding

Reading with increasing fluency and understanding through automatic application of alphabetic code

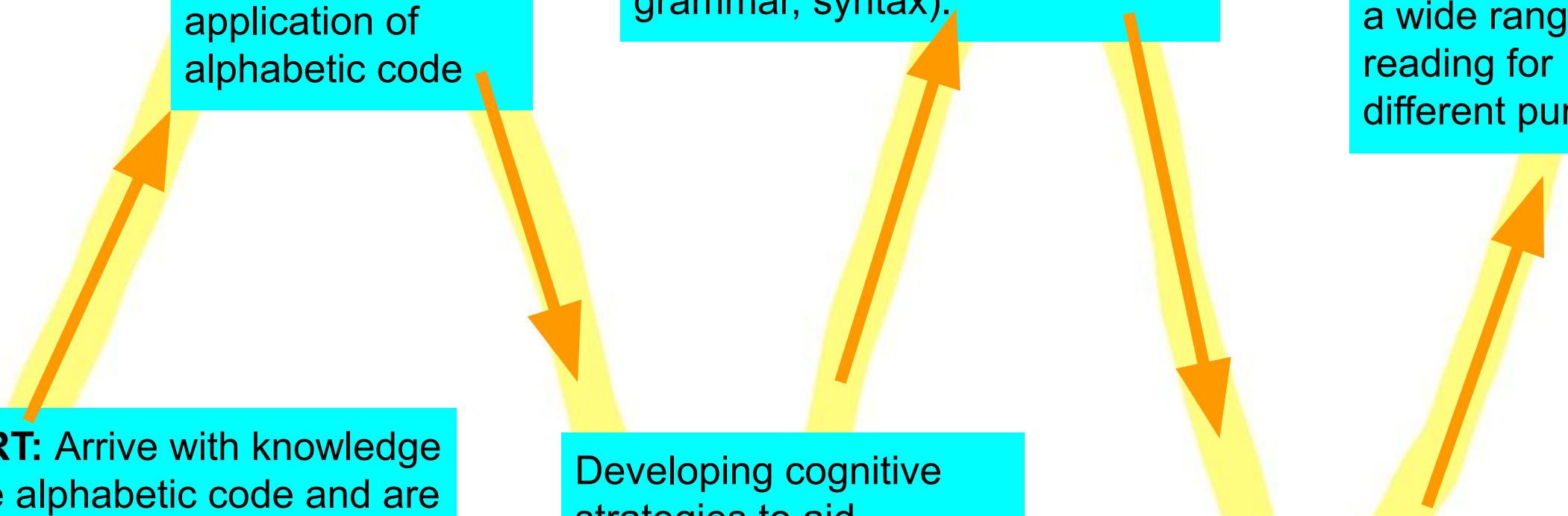
Learning the linguistic knowledge needed to make meaning from words, sentences and whole texts (vocabulary, grammar, syntax).

FINISH: Children are developing reading preferences and have experiences a wide range of reading for different purposes.

START: Arrive with knowledge of the alphabetic code and are applying it independently when reading. Have been exposed to wider reading through being read to.

Developing cognitive strategies to aid independent reading (inference, making links, self regulation).

Reading widely to develop personal preferences and gain knowledge.



SECONDARY (age 11+) The application of reading across the curriculum leading to confidence, understanding of the purpose and mastery of the skill

Applying knowledge of reading to the appreciation of literary heritage and context

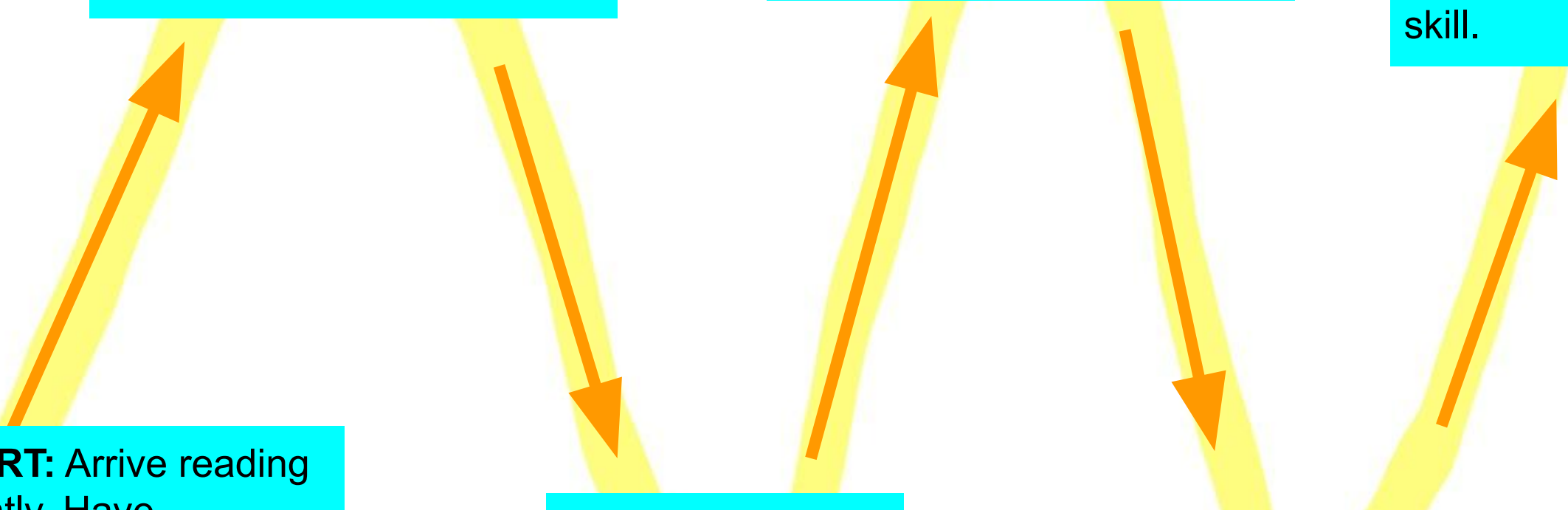
Applying knowledge of reading to a wider range of text types and across subject disciplines.

FINISH: The reading journey has led to confidence and mastery of reading skill.

START: Arrive reading fluently. Have knowledge of a range of text types and being able to infer meaning of texts

Applying knowledge of reading to analysis of writer's intention

Applying knowledge of reading to form informed, yet personal evaluations of written texts





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Practical Ideas

READING

Developing Reading Fluency

Early Years: Teach phonics systematically but apply it at every opportunity



Photo by [Ryan Wallace](#) on [Unsplash](#)

1. children gain knowledge of the alphabetic code progressively
2. they learn the skill of blending sounds to make words when reading
3. they learn the skill of segmenting sound for spelling
4. they learn to form letters correctly for writing

Early Years and Primary: Read aloud everyday

- Choose a variety of age-appropriate texts and re-read and revisit often.
- Choose books that reflect the interests and backgrounds of the class as well as texts that will expose them to new experiences and knowledge.
- Ensure the books are available to the children after they have been read.
- Find time for informal book talk that encourages children to seek out reading experiences themselves.



Photo by [Ben White](#) on [Unsplash](#)

Primary: echo and choral reading for fluency

The door swung open.

Her mother was right. The door didn't go anywhere. It opened onto a brick wall.

"When this place was just one house," said Coraline's mother, "that door went somewhere. When they turned the house into flats, they simply bricked it up. The other side is the empty flat on the other side of the house, the one that's still for sale."

She shut the door, and put the string of keys back on top of the kitchen door frame.

"You didn't lock it," said Coraline.

Her mother shrugged. "Why should I lock it?" she asked "It doesn't go anywhere."

Coraline didn't say anything.



Echo Reading: The teacher reads a sentence and then the class reads the same sentence using the intonation, volume and tone (prosody) that mimics the teacher.



Choral reading: The class reads together maintaining the same pace and prosody as the teacher.

From Coraline by Neil Gaiman

EYFS and Primary: Be an enabling adult!

Developing readers need positive role models, so always model your own reader's identity to the children e.g.

- what you enjoy reading
- when you read for information, in your 'real life'
- what books you have read that you could recommend to your class.

(Session 6)



Photo by [Lisa Brusa](#) on [Unsplash](#)

Secondary: Use all teachers to lead group reading

To do this you will need to consider:

1. What time do you have available? **Tutor time/ lunch/ End of lessons**
2. What resources do you have available? **Audio books/ Youtube/ Class readers**
3. The confidence of your teachers to meet the application needs of reading at this level...



Consider Staff Training Needs

- a) Appreciation of heritage and culture of texts**
 - How might non specialist staff be trained to know why heritage and culture is an important consideration when reading a text.

- a) Confidence in analysis of writers' intentions**
 - How might non specialist staff demonstrate to pupils how they use their knowledge of reading?

- a) Making informed, yet personal evaluations of writers' intentions**
 - How might non specialist staff demonstrate an informed evaluation of a text?

Example Structure: Non - Specialist Leading

The session is created by a leader of communication in school.

The session is shared with non specialists, including the purpose and intention behind the practice.

The non-specialist is aware of the purpose of the session before they deliver it to the students.

Connect	Teacher shares the context of the shared text that they are about to read together.
New Information	The class read the text with the context in mind.
Search for Meaning	The teacher poses questions about the text to gather personal response from the students.
Review	What have we learned from this text that we could use in life?

SECONDARY: The application of reading across the curriculum leading to confidence, understanding of the purpose and mastery of the skill

Applying knowledge of reading to the appreciation of literary heritage and context

More time is given to allow for the application of reading in a context that is not controlled by examination requirements.

More teachers are trained to appreciate the communication power of reading.

Students develop more quickly towards a mastery of reading as a result of this practical action and use of wider curriculum time.

START: Arrive with knowledge of how to read. Have knowledge of inferring

Applying knowledge of reading to analysis of writer's intention

Applying knowledge of reading to form informed, yet personal evaluations of written texts



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Overview

WRITING

EARLY YEARS (3-6 years old): Transcriptional accuracy

Recognising words are units of meaning that contain sounds.

Writing letters accurately knowing and practicing how to hold a pencil and how letters are formed.

FINISH: Children are able to write simple sentences accurately, on their own.

Expression and composition: social talk, roleplay and roleplay writing, talk across the curriculum, teachers modelling language structures etc.

START: Arrive recognising that symbols have meaning.

Recognising that letters and graphemes (e.g. th, oa) represent sounds (phonemes) and that **words can be segmented (broken down) into these when spelling (initially orally).**

Independently, writing letters, words and phrases that are transcriptionally accurate (dictation).

PRIMARY (6 - 11 years old): Moving onto written composition (creative writing)

Expanding vocabulary through reading and talking.

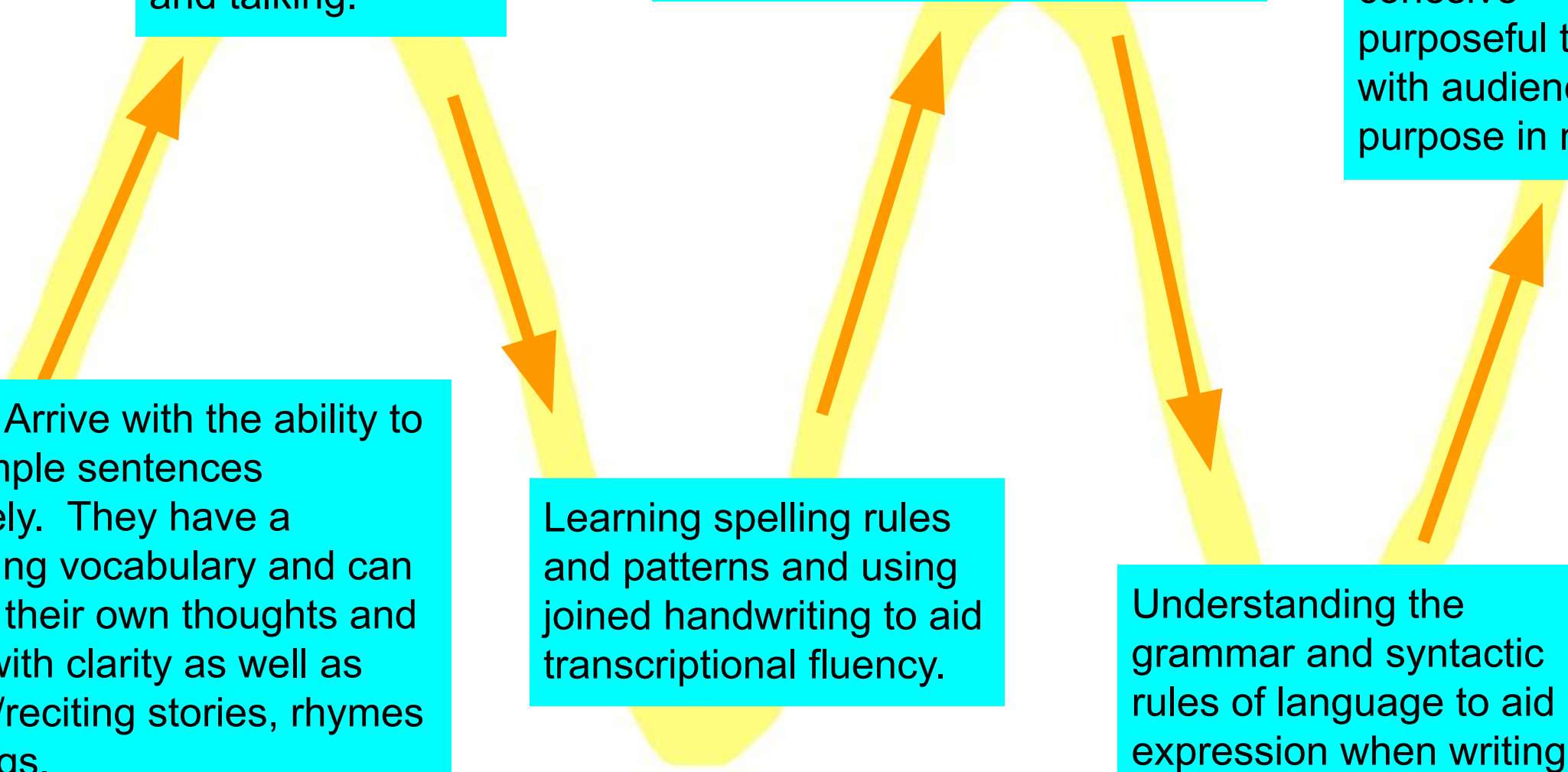
Reading widely to gain an understanding of a range of purposes for writing.

FINISH: Children can plan, draft and edit their own writing to form cohesive purposeful texts with audience and purpose in mind.

START: Arrive with the ability to write simple sentences accurately. They have a developing vocabulary and can express their own thoughts and feeling with clarity as well as retelling/reciting stories, rhymes and songs.

Learning spelling rules and patterns and using joined handwriting to aid transcriptional fluency.

Understanding the grammar and syntactic rules of language to aid expression when writing.



SECONDARY (age 11+): The application of writing across the curriculum leading to confidence, understanding of the purpose and mastery of the skill

Applying knowledge of writing to a wider range of genres and text traditions

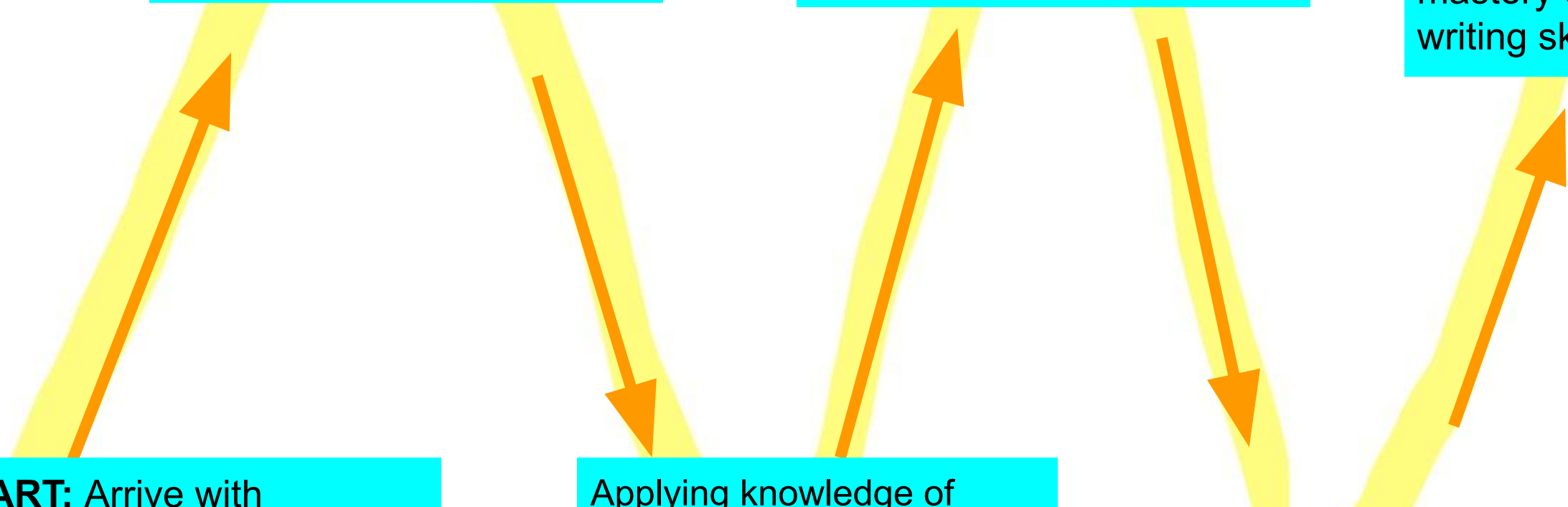
Applying knowledge of writing to a wider range of purposes in all curriculum areas

FINISH: The writing journey has led to confidence and mastery of writing skill.

START: Arrive with knowledge of how to write. Have experience in writing for different purposes

Applying knowledge of writing to critique and develop personal style and voice

Applying knowledge of writing to the evaluation of their own impact





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Practical Ideas

WRITING

Focus on the basics

Fluent transcription leads to creative composition

Early Years and Primary: Handwriting

- Early writers need time to develop the muscles in their hands needed to control a pencil;
- a tripod grip might be uncomfortable for some children but it is the best position for fluent writing when the children are older;
- teach a letter formation as early as possible. If children can write letters that start and finish in the right place they will find joining much easier.



Photo by [eleni koureas](#) on [Unsplash](#)

Early Years and Primary: Spelling

Every language system has rules and conventions (and exceptions). Many children won't learn spelling by memorising words (the English language has over one million of them). They need to be taught the knowledge of word building and memorising words:

- applying phonics
- etymology
- morphology
- mnemonics



Photo by [Glen Carrie](#) on [Unsplash](#)

Primary: Composition

When we ask children to write creatively think about:

- do they know enough about the context (vocabulary)?
- have they experienced what they are going to explain or describe?
- does the writing have a clear purpose?
- who will read it?

Writing based on real experiences (drama, reading) for real audiences will be more successful.

Secondary

Create opportunities to write for real purposes



Cross Curricular Writing

Where do the links naturally exist?

How might teachers plan together?

How could new knowledge be taken forward, used and improved?



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Writing to Describe

Genre What form of writing am I creating? Newspaper/ Letter?
Audience Who am I writing for? Young/ Old/ Specialist?
Purpose Writing to Describe

Structure

- Start with a sequence of long, descriptive sentences
- followed by a short dramatic sentence.
- Make sure you use paragraphs
- Vary your sentences to include simple, compound and complex

Presentational Features

- Use bold print, underlining or italics to emphasise key words
- Use a title that emphasises the content
- Bullet points and sub headings are not appropriate

Language

- Use adjectives and adverbs to develop description
- Use emotive/dramatic language to engage, thinking carefully about your word choice
- Use discourse markers to lead the reader through your writing

Information

- Make sure your content matches your genre
- Make sure your content matches your audience
- Make sure your content matches your purpose

Techniques

- Use metaphors or similes to create clear images for your reader
- Use alliteration or onomatopoeia to develop sound imagery
- Use personification as a way of bringing objects to life

Tone and voice

- Decide whether to use first person or third person narrative voice
- Decide upon a mood and use words that reflect it
- Decide whether to use past or present tense

Plan all writing using GAP SPLITT

Stage 1: Identify your genre, audience and purpose, they are at the heart of everything you do.



Stage 2: SPLITT up your planning. Use the guide and plan to match the needs of your genre, audience and purpose. Leave the S until last

Stage 3: Plan your paragraph topics around the S using the information gathered in PLITT planning. Make links between your paragraphs.



USE: .? , ' ! ... () ; : "



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Overview

SPEAKING

EARLY YEARS (3-6 years old): time to talk

Acquiring new vocabulary by exploring ideas through talk including describing words and words relating to number and time (e.g. colours, days of the week)

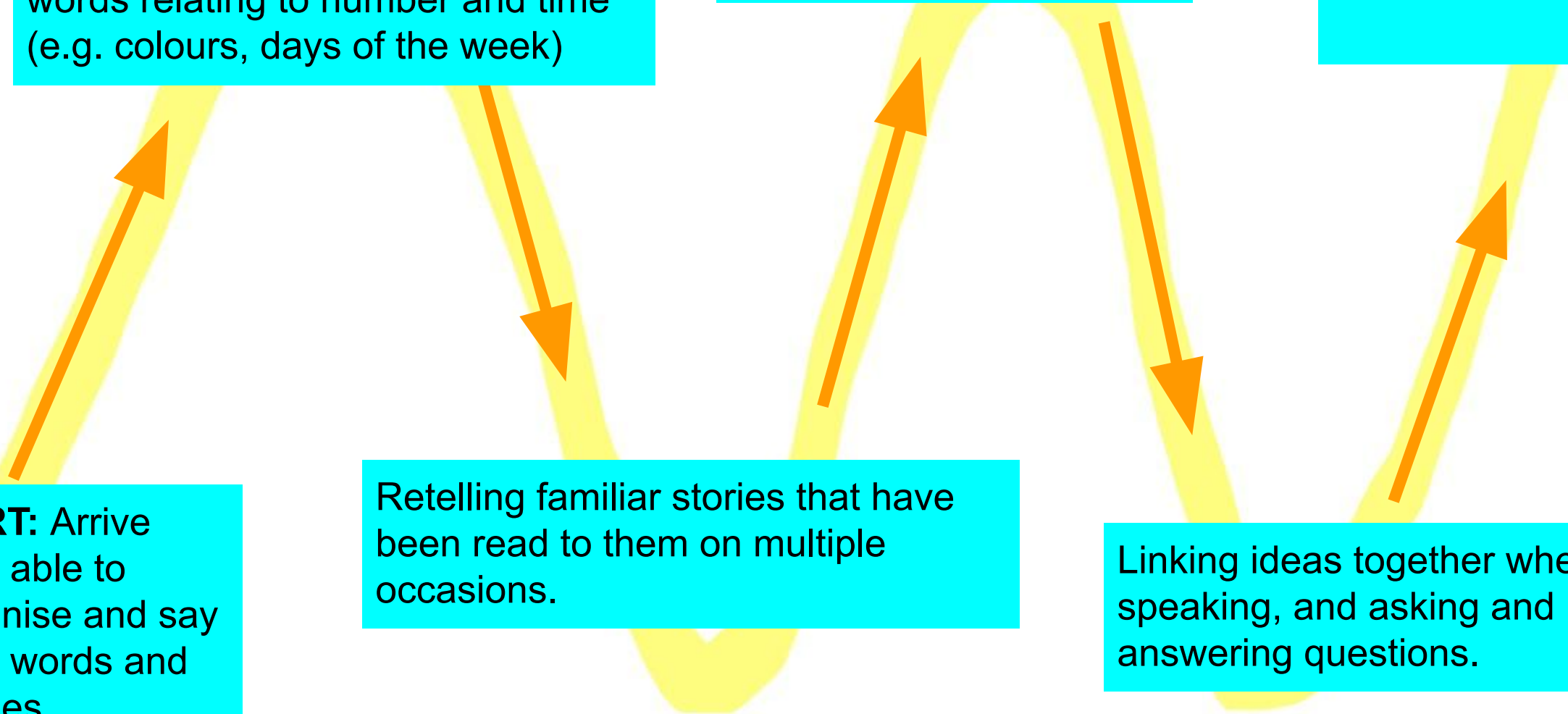
Role playing real and imagined scenarios using the appropriate voice and vocabulary.

FINISH: talking confidently to adults and retelling stories and real life experiences.

START: Arrive being able to recognise and say some words and phrases.

Retelling familiar stories that have been read to them on multiple occasions.

Linking ideas together when speaking, and asking and answering questions.



PRIMARY (6 - 11 years old): Dialogue and discussion

Turn taking and taking part effectively in group and whole class discussions.

Confidently asking and answering questions to clarify their thoughts and seek out information.

FINISH: children can talk confidently for a range of purposes to different audiences.

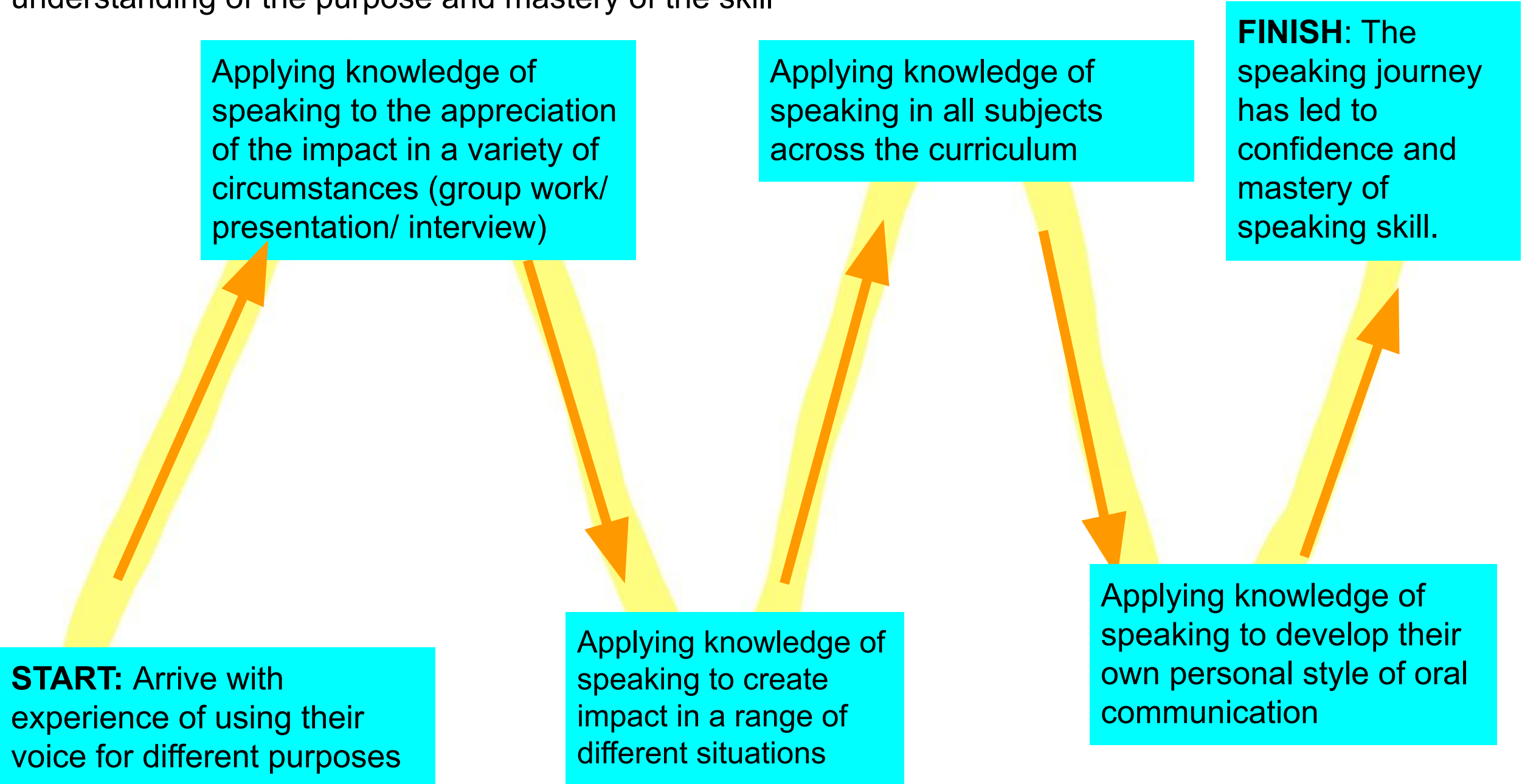
START: talking confidently to adults and retelling stories and real life experiences.

Participating in performances and presentations using the appropriate register and voice.

developing a broad vocabulary and making the appropriate word choices to have the required impact on an audience.



SECONDARY (age 11+): The application of speaking across the curriculum leading to confidence, understanding of the purpose and mastery of the skill





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Practical ideas

SPEAKING

People who know everything are silent; people who know nothing are silent. In between there is talk. Reading and writing float on a sea of talk.

James Britton (1983)

Early Years: Modelling talk

Capitalise on opportunities to improve children's thinking, vocabulary and sentence structure throughout the day by varying the questions you ask and the type of talk you model...

- Planning: **what** are we going to do?
- Predicting/Exploring: **I wonder** what might happen?
- Reporting/Explaining: **tell me** about what happened? What did it look/feel like?
- Explaining: **how did** that happen?
- Analysing: **why might** this have happened?

Primary: Find time for performance

- show and tell
- class performances/assemblies
- school productions
- vlogs and short videos
- formal presentations



Photo by [Everyday basics](#) on [Unsplash](#)

Primary: Dialogic talk

Ensure that the children pass the talk around rather than you being the quiz master! Here are some stems for you and the children to use:

What do you think about...?

I have never looked at it that way, but...

Tell me more about that.

I'd like to add...

Does anyone agree with...?

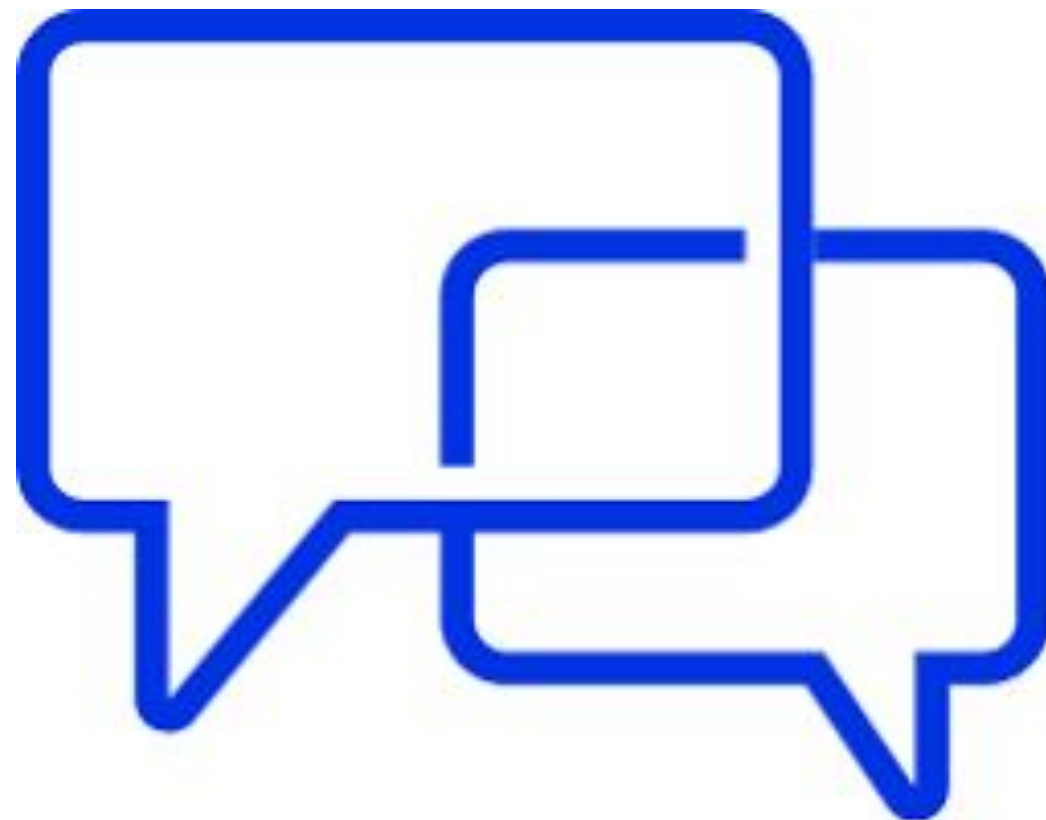
Have you thought about...?

What do you think about...?

I think you said...Am I right?

Secondary

Start lessons with purposeful talk!



CONNECT ACTIVITIES

This should always link to the learning outcome and get pupils prepared to engage.

This can be a silent settler but should never be busy work just to keep them quiet.

ASK

How will this get them engaged?

How will this activate previous learning that is required today?

How will this activate the kind of thinking that this lesson requires?

How will this be a desirable difficulty that starts the lesson the right way?

Clarify

What am I being asked to do?

Prepare

Use any resources necessary, including friends, to get ready to...

Share

...my ideas with the rest of the class.



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Overview

LISTENING

EARLY YEARS (2-6 years old): Tuning into sound

Being able to discriminate sounds (foreground and background).

Recognising and joining in with repeated rhythms and words in rhymes and story.

FINISH: Children can listening with attention, respond appropriately to what has been said to them and have learn by heart songs and rhymes.

START: Arrive understanding some words, phrases and simple sentences and being able to listen to simple stories and understand simple instructions.

Hearing the sounds in words to aid vocabulary and spelling.

Listening for increasingly longer periods of time and being able to answer questions related to their listening

PRIMARY (6 - 11 years old): processing information

Growing understanding of the conventions of talk and showing signs of active listening (e.g. eye contact, affirmations, positive body language).

Taking part in collaborative discussions paying attention to and responding to others contributions.

FINISH: Children have the knowledge of what good listening is and can listen well for periods of time.

START: Arrive benign able to listen with attention, respond appropriately to what has been said to them and have learned by heart songs and rhymes.

Taking note (either by remembering or note taking) of the key points of what they have heard.

Monitoring the attention of an audience and adjusting their talk to accommodate this.



SECONDARY (age 11+) : The application of listening across the curriculum leading to confidence, understanding of the purpose and mastery of the skill

Applying knowledge of listening to the appreciation of the ideas from a range of contexts and backgrounds.

Applying knowledge of listening across the wider curriculum for purpose and intent

FINISH: The listening journey has led to confidence and mastery of listening skills.

START: Arrive with knowledge what listening is and how to listen well for periods of time.

Applying knowledge of listening to question the intentions and ideas of others

Applying knowledge of listening to gather a range of viewpoints and perspectives that can inform their own growth



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Practical ideas

LISTENING

Early Years: Listening games and activities

- **Musical statues (discriminating sound):** Play music and when it stops ask the children to stand still
- **Listening tours (discriminating sound):** Walk around the school's grounds paying attention to every sound that you hear
- **Spot the sound (discriminating sound):** play sounds and see if the children can identify them
- **Look this way (listening behaviour):** sitting in a circle, say the children's names and they have to turn and look you in the eye. Continue with several children or ask the children to call out names.
- **Mystery object (auditory memory):** Put an object in a bag and ask a children to feel inside the bag and describe what the object is like. Pass the bag around the group, each child doing the same until someone guesses the object correctly.



Primary: Dictogloss

Dictogloss is a dictation activity where learners are required to reconstruct a short text by listening to and noting down key words, which are then used to support them in **reconstructing the text in their own words**.



Photo by [Franco Antonio Giovanella](#) on [Unsplash](#)

Dictogloss



1. Listen to the text being read aloud.
2. Listen to text being read aloud again.
3. Listen to the text being read aloud and write down some key points and phrases that you hear.
4. Share your notes with a partner. Work together to write a new version of your individual notes.
5. One set of partners join with another set to form a group of four. Work collaboratively to improve what you produced in your pairs. Rewrite the text on a large sheet of paper.
6. Display the examples and discuss and compare these with the original text.

Secondary

Teach metacognitive listening

Create opportunities for reflective listening



What happens when we listen?

1. We reach into our long term memory to make sense of what is being said
2. Memories surface
3. We can stop listening and wait for our turn to talk about these memories... or

We can empty our mind, be present and listen!

Method

1. Pose a question (linked to the learning)
2. Allocate partners
3. Give each person 30 seconds to talk and 30 seconds to listen
4. Swap
5. Pause and consider what listening FELT like - What happened in their minds?

Practise, practise, practise

Example Geography

Geography: What is it?
Where is it? Why is it
there? Why should I care?





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Activity

Contextualise

Breakout Room Rules

In your breakout room:

- put your camera on and unmute;
- introduce yourself;
- nominate someone who is willing to feedback to others;
- you can ask for help by alerting the host, using the button on the toolbar.

Activity

In your breakout room:

1. Choose one of the areas of communication that we have covered - Reading, Writing, Speaking, Listening
2. Choose a topic that you teach (one per group)
3. Create an activity/ resource/ idea that could be used to enhance this in the classroom
4. Be ready to share your idea



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Feedback from Practical

Check Understanding



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Quiz for Action

End with inspiration

Quiz for action

Reading

1. How fluent are your readers? Are they able to read at a pace that aids comprehension?
2. How well can they make meaning from the texts they read across the curriculum?
3. Do they enjoy reading? Are they reading widely and often?
4. Who are the reading role models from whom they take their lead?

What could you do straight away?

Reading

- Listen to your students read and discuss their reading preferences.
- Check that the texts that are available to them are engaging (texts that temp).
- Engage in formal and informal book talk everyday.
- Ensure reading is taught and applied effectively across the curriculum.

Quiz for action

Writing

1. Do your students write with transcriptional fluency (handwriting and spelling)?
2. Do your writers have wide enough vocabularies to express themselves?
3. Do your writers have something interesting to say?
4. Do your writers have a clear and unique writer's voice through which they engage their audience?

What could you do straight away?

Writing

- Dictation! Every week ask the students to write a handful of dictated sentences to keep their transcriptional skills sharp.
- Find time for drama so the students have experienced what they will go on to write.
- Find real purposes and audiences for their writing.
- Allow the students to edit each other's work, talking about ways to make it better understood.

What could you do straight away?

Speaking and Listening

1. Are your students active listeners? How do you know?
2. Do your students talk with confidence, expression and clarity?
3. Can your students use what they hear to support their understanding and formulate new ideas?
4. Can your students talk to a wide range of audiences adjusting their way of speaking and what they say to meet the needs of their listeners?

What could you do straight away?

Speaking and Listening

- Always give students time to think and talk before responding to the class.
- Establish a set of rules for speaking and listening for your age/phase
- Ensure the students have a talk partner in class to discuss their ideas with before feeding back to the class
- Find opportunities for students to engage in talk for learning and performative talk

Follow up work

Implement some of the practical ideas in your classroom and consider the impact on your learners.

Next time we will be discussing **Language and Communication Across the Curriculum**. Think about how language is used in your subject and whether student language and communication skill continue to develop during every subject lesson.

Next Webinar

**Thank you for participating in today's webinar,
we look forward to seeing you next time on the 10th November!**