

# WEBSITE RESOURCE W4.1

## Guidance and format for observing spoken language

Before starting to make observations/gather evidence, you need to consider the context for the work. This will include the opportunities for children to make spoken contributions. Try to choose a variety of different contexts for spoken language as some will require a higher degree of adult intervention than others. Also, you will need to try to observe children using language for a range of purposes – as listed on the chart below.

Examples of context might include:

- class discussion: pupil/teacher talk; pupils asking questions; talk partners
- teacher modelling, shared activities, guided work
- group work: formative/ exploratory, pupil/pupil talk
- drama strategies: hot seating, freeze framing, thought tracking, etc.

Note on the chart whether your evidence comes from observation notes or video/audio evidence. That will be a helpful reminder when you use the notes for making a fuller assessment summary.

Observations of spoken language _____ Class _____ Half term: _____						
Context(s):						
Objectives:						
Name	Working in groups collaborating cooperating	Formative language generating ideas questioning	Informative language informing describing explaining narrating reporting justifying	Responsive reflective language speculating hypothesising responding talking about language	Performative/ expressive language presenting performing	Fluency and clarity. Versatility in expression. Any support needs.