

# WEBSITE RESOURCE W4.5

## Record sheet for spoken language observations

Observation of spoken language		Class 4 CL	Half term: Summer 1			
<p><b>Context:</b> Project on Tudor England</p> <p><b>Objectives:</b> Pupils to develop the ability to:</p> <ul style="list-style-type: none"> <li>• ask appropriate questions, open or closed according to the learning context in order to gain maximum information</li> <li>• follow a line of questioning, i.e. predicting responses and phrasing a series of questions to solve a problem</li> <li>• articulate clear and appropriate responses to questions and, in writing, construct answers in well punctuated sentences</li> <li>• using the information gained from question and answer activities, represent information in a variety of ways</li> <li>• gain confidence in giving opinions, taking risks with ideas and challenging the views of others confidently and courteously.</li> </ul>						
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
<b>Rachel</b>		Realised that <i>is it...? questions lead to yes/ no/ don't know answers whereas Why is it...? yield a more satisfying response.</i>	Entered into lively debate with Martin over where to put START in the board game. Was able to give good reasons for opinions.			Fluent and assured in group and whole class discussion. Speaks clearly with good expression and intonation.
<b>Sadia</b>	Quiet and unobtrusive in group. Gave bilingual support to Asmaa (beginner bilingual girl).	Stubbornly resistant to asking a question until given time to formulate one when she asked some sensible questions.				

<b>Susan</b>	Often quiet but surprised us by taking the lead in work with Peach group, firmly and competently organising the others.	Needed some prompting but given support was able to phrase a useful question.			
<b>Rosheen</b>	Quiet and unobtrusive in group.	At first, she misunderstood task, probably because of her level of fluency in English. She thought she had to answer, not ask questions but when explained, she volunteered a good question.			
<b>Mustapha</b>	Quiet in the group; did not enter into the discussion but always listened carefully.	Reticent but contributed a question when his turn came.	Surprised us with his profound comments, e.g. <i>The poor had considerable difficulties in getting food because of their masters holding all the power.</i>	Described Shakespeare's writing as 'very describable'.	Extensive vocabulary, e.g. <i>considerable, piracy, intricate.</i>

(Continued)

<p><b>Darryl</b></p>	<p>Had some problems with the game making activity – very set ideas and would only collaborate with others who agreed with him. Later, managed to settle when he explained the use of compasses.</p>	<p>Contributed thoughtful questions</p>			<p>Particularly interested in the language of Shakespeare. Attempted a snippet of his own in the improvisations: ‘And behold . . .’</p>	
<p><b>Michael</b></p>	<p>Inspired by the thought of making the game. Excellent ideas. Stayed on task and supported Paul, who was less confident.</p>		<p>Identified the statement ‘Henry VIII was tall and handsome when he was young’ as a matter of opinion, not a fact.</p>			