

Quality First Teaching **at Key Stages 1 and 2**

As a result of the 'Primary Strategy for Speaking, Listening and Learning' and 'Removing Barriers to Education', classroom teachers understand the need to develop speech, language and communication skills.

To develop **LISTENING** skills:

Classrooms often have a classroom code of behaviour for listening. Pupils discuss and establish their own code, thus ensuring all children understand the rules. Reward systems are in place for good listening. Teachers check they have everyone's attention before speaking and often signpost children when they need to listen more carefully. Circle time has been very effective in developing listening skills

To develop **UNDERSTANDING**:

Teachers talk specifically about the focus, content and key words of the lessons. They focus on the relationship between new ideas, and what has already been taught. They identify the connections and associations of words and ideas by using 'MIND MAPS'.

Teachers ask questions to check that the child has understood. This is often referred to as 'Task Analysis', where the child repeats back in his own words what he is expected to do.

A focus on teaching the 'key words' of a topic makes all the difference to understanding.

Above all, teachers now understand the need to keep their own language simple to aid understanding.

To develop **MEMORY**:

Quality First Teaching uses many techniques to develop memory skills. Memory is reinforced by the use of drama and role play, the use of digital cameras as well as by kinaesthetic experiences i.e. touching, feeling and experiencing real objects, and linking these experiences to previous learning.

Clear visual displays, the pre-teaching of topics, 'over-learning' and the re-visiting of ideas previously taught, all help support the child's memory.

To develop **VOCABULARY** and **TALKING**:

Vocabulary development is happening all the time in the classroom. Teachers are aware of the need for pre-learning and re-visiting vocabulary and key words.

SPIDERGRAMs encourage links and associations to be made.

Talking can be encouraged by having a topic to talk about.

Puppets, role play and drama activities all develop these skills.

Children with speech, language and communication needs often need more thinking time for all these activities, and teachers may need to vary their questioning techniques as 'closed questions' may at times be helpful for some pupils.

To develop **GRAMMAR:**

All adults working with children should model mature grammar. Children who make mistakes should hear the correct re-modelled form rather than being specifically corrected.

Group writing and speaking often facilitates correct structures.

Proof reading of written pieces by another child can help identify errors.

To develop **SEQUENCING:**

Using appropriate words and concepts such as first, next, then, last, because, after, all help with this development.

The LITERACY HOUR focuses on this.

Narrative and recounting stories often helps shape the child's development, as do writing frames, scientific frameworks, recipes, beginnings, middle and ends of stories, and the idea of cause and effect.

LANGUAGE and BEHAVIOUR:

Poor under-developed language often results in poor behaviour due to frustration and misunderstandings.

Teachers now understand the importance of: -

- Ensuring everyone is familiar with class rules.
- Having other adults in the class reinforce the message
- Making sure the task is understood by the child
- Teaching the child what to say if they do not understand.
- Having class discussions on behaviour
- Using visual clues as reminders for rules

Finally, **DIFFERENTIATION:**

Differentiation usually includes the following processes: -

- Further explanation of the topic or task, and instructions given in smaller steps.
- The adult talking at a slower pace, allowing the child extra processing or thinking time.
- Limiting outcomes and relating them to a particular focus of the lesson.
- Putting knowledge of key words or concepts at the heart of the differentiation.