



## **An interview with Louise Glasspoole**

Louise Glasspoole, who is an experienced teacher and literacy consultant, offers literacy training to schools nationally. Before her work as Series Editor for *i-learn: speaking and listening*, she worked on *i-read* and the new *i-learn: writing* series.

### **1. What is *i-learn speaking and listening* all about?**

*i-learn speaking and listening* is about several things: It is a whole school solution for speaking and listening that offers 100% coverage of the first four strands of the speaking and listening objectives from the new Framework. It is also about the explicit teaching of the four strands, including lots of opportunities for spontaneous talk, including drama. Communication is also an important aspect of *i-learn: speaking and listening*, whereby children can practise using verbal and non-verbal forms of communication and have fun with language and become a better communicator! Finally, it is about talk for writing, providing opportunities to practise 'talking the text type'. Each unit provides ample opportunity for a natural next step into writing, with interconnected opportunities for reading along the way.

### **2. What is 'Speakercise'?**

Fun and interactive 'games' to warm up your vocal cords and get you talking! The Speakercise screens could be used whenever you have a few minutes for a speaking and listening activity.

### **3. How does the explicit teaching of skills work?**

The materials include the modelling of effective speaking and listening behaviours, opportunities to rehearse, practise and apply the 'text type', activities to reflect on talk, and end-of-unit tasks in which all skills learned can be applied and assessed. The teaching sequence takes you through each element.

### **4. What do you mean by planned and purposeful talk?**

Planned, not 'incidental' talk. The focus and outcome of each unit is speaking and listening, with many opportunities to rehearse, practise and apply the skills throughout.

### **5. How do I make time for all this?**

*i-learn: speaking and listening* has been written to be completely flexible. You can integrate the materials into existing planning units – either in literacy or in other curriculum areas. Alternatively, you can use *i-learn: speaking and listening* as a booster if children need support and reinforcement of particular skills.



## 6. How should a school assess speaking and listening?

Government guidelines state that schools need to:

- **Assess and evaluate talk.** *i-learn: speaking and listening* provides ample opportunity for children to assess and evaluate their own and each other's speaking and listening.
- **Collect tangible evidence of talk.** The *i-learn* Pad enables you to import video and audio recordings. These can be assessed against the top tips for each unit.
- **Summarise achievement.** The *Over to You!* focus in every unit may be used as a planned and purposeful assessment task. Assessment grids are provided.

## 7. My class don't seem to do much talking at home - how can I encourage them to talk at school?

Speaking and listening is the foundation upon which all other learning takes place. It should be at the heart of all learning. *i-learn: speaking and listening* provides fun and engaging activities for whole-class, group and paired work, for use in all subject areas.

## 8. How can I include EAL children?

EAL pupils need to hear good models of language, and *i-learn: speaking and listening* provides many models for talk, listening and drama. It also provides many opportunities for children to hear and use language for a range of purposes – across the whole curriculum. Additionally, *i-learn: speaking and listening* gets children to actually talk about language.

## 9. Which speaking and listening techniques do you find children enjoy the most?

I find that children really enjoy the group discussion and interaction techniques, such as Jigsawing, Rainbowing and Snowballing. Dramatic conventions, such as Freeze-frames, Thought tracking, improvisation and working in role are also generally very popular.

## 10. Did you have fun working on the technique videos?

Of course! It was very rewarding to see the children (and teachers!) engaged and enjoying learning.