

# 80 AWESOME OUTCOMES FROM THE TALKIT ORAL LANGUAGE PROGRAMME

These comments are from teachers in schools who are running with programme 2013

- Children more confident and engaging in discussions
- Encouraged to take risks
- Making everyone a talker
- The kids enjoy it!
- More than willing to share / eager
- More aware of the way they should be behaving / standing / speaking – the presentation
- Reminding each other – giving feedback voluntarily
- Great side coaching
- Increased articulation (ESOL)
- Increased participation in discussions (no holding back)
- Requested activities = they are fun learning
- Understand and model active listening – yes!!
- Using our vocal energy when needed
- Fun, informal games
- Learning together – see you out of comfort zone
- Progress
- Side coaching – everyone successful
- Teaches you how to talk – stars link
- Kids great at formulating s/c criteria
- The quiet ones coming out of their shells
- How easy to implement across all learning areas
- How much of a change it made and quickly
- (ESOL) able to offer supportive teaching ideas
- Kids are wanting to have turns eg impromptu
- Yr 7&8 were into role play
- Transferring into other things
- Great activities in TalkKit resource
- Children enjoying mouth exercises / games
- Better at sharing orally
- Shy kids coming out of shells
- Listening improved

- Confidence gain
- Confidence when speaking to a larger audience
- Better questions
- Relationships / comfortable
- Feedback – using the language
- Referring back to the criteria
- Thinking faster
- Greater participation
- Taking greater risks
- Having own ideas
- Specific learning intentions / teaching points
- Variety of games / activities intermixed with others
- School-wide timetabling for O.L.
- Integrated across curriculum / day
- Children learning to use the language of speaking / listening
- Assistance for parents who know children do not speak clearly
- Teacher focused on individual children when they are speaking
- Book / programme to follow
- Lots to say – more confident about talking
- Like games in book
- Gives opportunities to have something to say
- Learning that they have to share – scaffolding – structure – gives confidence
- More confident with feedback
- Whole school approach good
- Has a fun element!
- Fast thinking, fluency
- Strong awareness in the school of the importance of O.L., flowing on to the parents
- Increased knowledge of the mechanics of speech
- O.L. is happening at many different times of the day and it is **purposeful!** And **contextual!**
- Use of LI's and SC
- Inquiry learning gives opportunity for more O.L. in the classroom

- We have all realised that OL is the key to further learning - it is ***fundamental!***
- Change in teaching practices
- Only giving instructions once / twice
- Not speaking for the children
- Fluency / oral language but struggles with other literacy areas
- Games in book and having a resource to use, check back with feedback model
- Learning intentions – kid friendly / user friendly, matrix too
- # of children identified who do not speak clearly
- Lots of children who cannot follow an instruction
- We are learning the mechanics of speaking eg tongue, lips, breathing
- So many kids have shown up as needing support / teaching
- Poor modelling from home
- Conscious of own speaking
- YouTube clip – 3 min exercises “Two minute mouth exercises”
- Some of what we are doing did many years ago. Come round full circle.
- Amount of children with speech problems
- Preschools are focused on O.L. but we are still seeing all these difficulties
- Who is doing the most talking in the classroom?