Bilton Grange 'Must Haves' for Dialogic Talk

"Dialogic Teaching" means using talk most effectively for carrying out teaching and learning. Dialogic teaching involves ongoing talk between teacher and students, not just teacher-presentation. Through dialogue, teachers can elicit students' every day, 'common sense' perspectives, engage with their developing ideas and help them overcome misunderstandings. When students are given opportunities to contribute to classroom dialogue in extended and varied ways, they can explore the limits of their own understanding. At the samue time they practice new ways of using language as a tool for constructing knowledge.

By engaging students in dialogue, teachers can: - explain ideas - clarify the point and purpose of activities - 'model' scientific ways of using language - help students grasp new, scientific ways of describing phenomena.

Collective- teachers and children address learning tasks together, whether as a group or as a class

Reciprocal- teachers and children listen to each other, share ideas and consider alternative viewpoints

Supportive- children articulate their ideas freely, without fear of embarrassment over 'wrong' answers; and they help each other to reach common understandings

Cumulative- teachers and children build on their own and each other's ideas and chain them into coherent lines of thinking and enquiry

Purposeful- teachers plan and steer classroom talk with specific educational goals in view

	Autumn	Spring	Summer
Early Years Rules for Dialogic Talk			
Recall	• Sitting with legs crossed • Make eye contact to show you are listening	• Expectation that the children know the previous steps and can start to demonstrate consistently. • Growing understanding that we do not interrupt when someone is talking. • Growing understanding that a TP might need time to think before responding to a question.	• Embedding talk rules around TP and group times.
Teacher Input (Planned for i.e. targeted questioning).	• Make eye contact to show you are listening • Respond to **1, 2, 3 look at me** when CT needs TPs to stop	• Make eye contact to show you are listening • Respond to **1, 2, 3 look at me** when CT needs TPs to stop • Have an awareness of children on the carpet who's talk partner is absent and join them in their conversation.	• Make eye contact to show you are listening and appropriate body language. • Respond to **1, 2, 3 look at me** when CT needs TPs to stop • Have an awareness of children on the carpet who's talk partner is absent and join them in their conversation.
Paired / Group	• Sit facing a partner • Make eye contact to show you are listening • Listen carefully to what your partner is saying • Take turns in speaking and listening	• Apply talk skills within a talk group as well as talk partners. • Build skills to be able to talk to a different partner • Start to talk, share ideas and listen to others at group times such as kagan groups.	• Encouraging children to talk and share their strengths and weaknesses about discussions they have had. • Growing understanding of why talk rules are important (eg: why we turn to face someone)

	• Start to support a TP with any misconceptions they might have (eg: check your partners counting)	•	•
Independent	• Maintain steps above throughout a conversation for approximately 1-2 mins.	• Start to talk, share ideas and listen to others at group times such as kagan groups. • Maintain steps above throughout a conversation for approximately 3-4 mins.	• Preparing children ready for KS1 dialogic talk expectations. • Maintain steps above throughout a conversation for approximately up to 5 mins.
Plenaries	• Use resources given to stimulate talk. • I can repeat key knowledge in my learning.	• Use resources given to stimulate talk. • I can repeat key knowledge in my learning.	• I can repeat key knowledge in my learning and begin to ask questions to further my understanding.

Key Stage 1 Rules for Dialogic Talk			
	Autumn	**Spring**	**Summer**
Recall	• I can listen and respond appropriately. • I can join in whole class chanting.	• I can listen and respond appropriately. • I can join in whole class chanting.	• I can listen and respond appropriately. • I can join in whole class chanting. • I can expand on others ideas.
Teacher Input (Planned for i.e. targeted questioning).	• I can show the right body language i.e. turn to face the speaker. • I can take turns in speaking. • I can repeat key knowledge in my learning. • Use pictures as well as objects as a stimulus for talk. • Respond immediately to adult's requests to listen. • Understand that children may need time to think before responding.	• I can repeat key knowledge in my learning. • I can take turns to speak with my talk partner.	• I can support peers with recalling key knowledge. • I can repeat and explain what my talk partner has said.

Paired / Group	• I can share my ideas. • I can discuss a range of ideas. • Follow a taught scaffold to support peers.	• I understand that others may have different ideas or opinions.	• I can support peers with recalling key knowledge. • I can repeat and explain what my talk partner has said.
Independent	• I can show the right body language i.e. turn to face the speaker. • I can look at the person(s) I am talking to. • I can take turns in speaking.	• I know what speaking and listening is like in different situations.	• I can ask questions about my learning. • I can give my opinion about my learning. • I can explain my thinking. • I can listen and respond appropriately to what another pupil has said.
Plenaries	• I can repeat key knowledge in my learning. • I can share my ideas.	• I can discuss a range of ideas. • I can explain my ideas.	• I can respond in a way appropriate to the task e.g. ask questions to further my understanding, give explanations, add more information or summarise others answers.

Lower Key Stage 2 Rules for Dialogic Talk			
	Autumn	**Spring**	**Summer**
Recall	• I can listen attentively and be ready to respond appropriately • I know it is my turn to speak when I am nominated. I will not put my hand up or shout out. • I can join in whole class rote repetition of key knowledge.	• I can listen attentively and be ready to respond appropriately • I know it is my turn to speak when I am nominated. I will not put my hand up or shout out. • I can join in whole class rote repetition of key knowledge. • I can use key knowledge to agree or disagree with a speaker	• I can listen attentively and be ready to respond appropriately • I know it is my turn to speak when I am nominated. I will not put my hand up or shout out. • I can join in whole class rote repetition of key knowledge. I can use key knowledge to agree or disagree with a speaker •

Teacher Input (Planned for i.e. targeted questioning).	• I can face the speaker • I can keep my hands free and sit still • I can speak loudly enough to be heard • I can use stem sentences, with support, to refer back to key knowledge sentences in my responses	• I can face the speaker • I can keep my hands free and sit still • I can speak loudly enough to be heard • I can use stem sentences, with prompting, to refer back to key knowledge sentences in my responses • I will answer in full sentences	• I can face the speaker • I can keep my hands free and sit still • I can speak loudly enough to be heard • I can begin to use stem sentences independently to refer back to key knowledge sentences in my responses • I will answer in full sentences • I can justify my answer or opinion by beginning to use evidence.
Paired / Group	• I will wait for my turn to speak • I will focus my listening on what the speaker is saying • I can share my ideas and listen to opposing views. • I can discuss a range of ideas	• I will wait for my turn to speak • I will focus my listening on what the speaker is saying • I can share my ideas and listen to opposing views. I can discuss a range of ideas • I will encourage others to share their ideas	• I will wait for my turn to speak • I will focus my listening on what the speaker is saying • I can share my ideas and listen to opposing views. I can discuss a range of ideas • I will encourage others to share their ideas

			• I can express a difference of opinion kindly
Independent	• I can face the speaker • I can keep my hands free and sit still • I can speak loudly enough to be heard •	• I can face the speaker • I can keep my hands free and sit still • I can speak loudly enough to be heard •	• I can face the speaker • I can keep my hands free and sit still • I can speak loudly enough to be heard • I can begin to understand differences in opinions to my own and respond in a positive way when supported.
Plenaries	• I can recall key knowledge and share my ideas and explain them.	• I can recall key knowledge and share my ideas and explain them. • I can begin to ask questions to clarify understanding	• I can recall key knowledge and share my ideas and explain them. • I can ask questions to clarify my understanding

Upper Key Stage 2 Rules for Dialogic Talk			
	Autumn	**Spring**	**Summer**
Recall	• I can listen attentively and be ready to respond appropriately using verbal PEE when modelled	• I can listen attentively and be ready to respond appropriately using verbal PEE with support • I can refer back to key knowledge sentences in my responses (prompted) • I can recall and make cross-curricular links (e.g. vertical/horizontal vocabulary)	• I can listen attentively and be ready to respond appropriately using verbal PEE independently • I can refer back to key knowledge sentences in my responses (independent) • I can recall and make cross-curricular links (e.g. vertical/horizontal vocabulary)
Teacher Input (Planned for i.e. targeted questioning).	• I can ask for clarification for help if needed. • I can refer back to key knowledge sentences in my responses (modelled)	• I can ask for clarification in a specific area if needed. • I can refer back to key knowledge sentences in my responses (prompted)	• I can ask for clarification for deepening of understanding if needed. • I can refer back to key knowledge sentences in my responses (independent)

Paired / Group	• I can share my ideas and accept and understand opposing views. •	• I can share my ideas and accept and understand opposing views. • I can ensure a fair distribution of discussion time. • I can take on a range of roles in a group discussion	• I can share my ideas and accept and understand opposing views. • I can ensure a fair distribution of discussion time. • I can take on a range of roles in a group discussion • I can expand and build on others' PEE contributions in a supportive role.
Independent	• I can understand differences in opinions to my own and respond in a positive way. • I can use a projected voice with intonation and engage with all listeners (modelled)	• I can understand differences in opinions to my own and respond in a positive way. • I can use a projected voice with intonation and engage with all listeners (prompted)	• I can understand differences in opinions to my own and respond in a positive way. • I can use a projected voice with intonation and engage with all listeners (Independently)
Plenaries	• I can summarise and share the key knowledge from a topic	• I can summarise and share the key knowledge from a topic	• I can summarise and share the key knowledge from a topic

		• I can ask questions to stimulate discussion	• I can ask questions to stimulate discussion • I can ask questions to promote higher order thinking