



## Talk and teaching audit

The **'Talk and teaching audit'** is a tool for auditing talk practices in your classroom. It is an observation schedule which teachers can use to observe some different ways that teachers use talk in the classroom – and then go on to reflect and evaluate the ways these techniques are used.

The content of this resource is adapted, with permission, from the Thinking Together resources (<http://thinkingtogether.educ.cam.ac.uk/>).

Please acknowledge the source of this information in all subsequent use.



**Eliciting**

Asking questions structured to promote thoughtful answers ('why' and 'how' rather than only 'what')

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Specifically asking students to give reasons for their responses

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Managing turns through shared routines rather than by 'bidding'; balancing wider participation and extending understanding

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Asking not just one, but several students for reasons and justifications for their views before going into a topic

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Extending 'wait time' and withholding evaluations; holding back demonstrations or explanations until the existing ideas of at least some students have been heard

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Providing hints that students can build on

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**Responding**

Confirming ('yes that's right')

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Rejecting ('not really')

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Repeating (what student has said)

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Reformulating (what student has said)

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Encouraging extended turns – ‘do you want to say any more about that?’

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‘Allowing’ mistakes, errors and mis-understandings

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Responses are seen as the building blocks for further questions and comment, rather than end points

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Being responsive to changing circumstances – an awareness of the pace of learning

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### **Sharing**

Recapping (‘Yesterday we looked at...’ Encouraging active listening from those who are not speaking

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Building cumulatively on shared experience; asking students to comment on each others’ views

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### **Modelling**

Use of ‘we’ statements



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Modelling ways of using talk for thinking; making talk 'visible' to children

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