Just how much can you extract from a 30-minute lesson?

- Finding the dialogic in Reading Recovery interactions

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Our Context
INTRODUCTION

Just how much can you extract from a 30-minute lesson?
Finding the dialogic in Reading Recovery interactions

- Reading Recovery teachers are ALWAYS pressed for time and yet we know that dialogic interaction, which takes time, is fundamental to deepening understanding and making meaning.

- This presentation shares initial outcomes of action learning that investigated how dialogic interaction might inform teaching in a Reading Recovery lesson.
Robin Alexander, 2005

Of all the tools for cultural and pedagogical intervention in development and learning, talk is the most pervasive in its use and powerful in its possibilities.

Talk vitally mediates the cognitive and cultural spaces between adult and child, between teacher and learner, between society and the individual, between what the child knows and understands and what he or she has yet to know and understand.

Language not only manifests thinking but also structures it, and speech shapes the higher mental processes necessary for so much of the learning which takes place, or ought to take place, in school.

Other research

- Quality interaction is seen as a critical component of effective early childhood programs (Sylva, Melhuish, Sammons, Siraj-Blatchford & Taggart, 2004)
- Providing opportunities for children interact with adults in dialogic ways to develop & extend their understanding is an important part of language & thinking development - ‘sustained shared thinking’ (Sylva, Melhuish, Sammons, Siraj-Blatchford & Taggart, 2010)

Learning experiences that provide opportunities for both planned and unplanned co-constructed dialogue can achieve productive talk that produces significant learning outcomes.

Teachers need to know how to differentiate the way they manage learning interactions so that the talk achieves the learning goals (Smith, 2013).

PART ONE: What is dialogic interaction?
Holly & her Year 2/3 class, Term 2

Term 2 Lesson: Talking sounds
Teacher: What was the sound like? Can you describe what the sound was like? Who'd like to do that? Taylor?
Taylor: Um... like a rustle, rustle sound.
Teacher: Rustle, rustle. Alicia?
Alicia: Like a... kind of like a rubbing something hard sound.
Teacher: Rubbing sound. Luca?
Luca: Um... kind of like a scratching sound.
T: A scratching sound. Josh?
Josh: Shaking sound.
T: Shaking sound.
[Points to another child]
**TURN & TALK**

- Read the transcript
- Share what you find with the person next to you

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**Transcript: Holly, Term 4**

Term 4 Lesson: Talking metamorphosis

Puppet Katy (P:Katy): Alicia, what do you think?

Alicia: I’ve got an answer where they might be. Um.. are.. are your friends caterpillars?

Katy: Yeah, they’re all caterpillars like me. Lots of different colours.

Alicia: Maybe they have.. have to.. they have gone into cocoons and they’re wrapped around in the tree and then after a little when they come out of their cocoons they turn into butterflies. So they’re not really hiding but they’re..

Jack: flying...

Alicia: ..like that on the wall and that’s what a butterfly looks like.

Katy: Oh, so.. so you think that my friends are going in a what? A cocoon?

Alicia: Yeah, and then that’s called a life cycle. You’ll be.. you’ll be a caterpillar and then you’ll go in a cocoon and then after a little while when you’ve stayed in the cocoon you’ll turn.. um.. if that happened to you, if you were real, you’ll turn into a butterfly.

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**What are the characteristics of ‘productive’ interaction?**

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**HIGHER ORDER THINKING SKILLS**

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

**LOWER ORDER THINKING SKILLS**

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Bloom's Taxonomy Verbs
A repertoire of talk (Alexander, 2006)

**ROTE** (teacher-class)
Drilling facts, ideas & routines via constant repetition

**RECITATION** (teacher-class, teacher-group)
Use questioning to test or stimulate recall of content covered; accumulate knowledge

**INSTRUCTION/EXPOSITION** (teacher-class/group/individual)
Telling students what to do; imparting information; explaining facts, principles or procedures

**DISCUSSION** (teacher-class, teacher-group, student-student)
Exchange of ideas with a view to sharing information and solving problems

**DIALOGUE** (teacher-class/group/individual or student-student)
Achieve common understanding via structured, cumulative questioning & discussion; expedite “handover” of concepts and principles - guide & prompt, reduce choices, minimise risk & error

Higher Order Thinking Skills

- **DIALOGUE**
- **DISCUSSION**
- **INSTRUCTION/EXPOSITION**
- **RECITATION**
- **ROTE**

Lower Order Thinking Skills

**5 principles of dialogic teaching**

- **COLLECTIVE**: Teachers & students address learning tasks together
- **RECIPROCAL**: Teachers & students listen to each other, share ideas & alternative viewpoints
- **SUPPORTIVE**: Students articulate their ideas freely, without fear of embarrassment over “wrong” answers; & help each other to reach common understandings
- **CUMULATIVE**: Teachers & students build on one another’s ideas; chain ideas into coherent lines of thinking
- **PURPOSEFUL**: Teachers plan & facilitate dialogic teaching to achieve educational goals
Talk is productive when teachers

- Facilitate students’ active inquiry - asking more open-ended questions
- Use guided discussion to develop students’ conceptual understandings by building on their previous experiences
- Encourage a range of students’ ideas
- Ask questions that promote reasoning as opposed to right answers
- Use questioning to prompt & challenge thinking & reasoning

Talk is productive when teachers

- Scaffold students’ interactions by asking them for clarification or elaboration
- Use Wait Time to encourage students to think things out & to think aloud
- Or ‘practice quietness’ to give them the chance to make sense of their own ideas
- Use students’ ‘wrong’ answers as a way into understanding & diagnose & refine students’ ideas & provide honest feedback

Teachers need to know

- How to structure questions that provoke thinking
- Authentic questions, with no pre-specified answers, indicate the teacher’s intention to engage with what students think and know
  - What do you think about...?
  - Why...?
  - What makes you say that?

Teachers need to know

- How to pay attention to students’ answers & to what they do with those answers
- How to be responsive
- How to use teacher discourse moves (talking moves) to facilitate dialogic interactions
Teacher discourse moves

- Initiate interaction
  - Direct a question
  - Use Wait Time
  - Ask a question and then give extended thinking time
  - Recast the question

- Open up or build talk
  - Restate a student response
  - Reframe a student response
  - Ask for elaboration
  - Prompt &/or scaffold a response
  - Use teacher uptake
  - Check with the group for consensus

Teacher discourse moves

- Close off or move talk on
  - Ignore
  - Acknowledge only
  - Evaluate
  - Ask for other ideas
  - Prompt or scaffold
  - Move on

Analysing talk

- Teacher/student roles in talk
- Quality of students' talk

  - Turns
  - Number of Ss participating
  - Questions - T & Ss
  - Ss responses to other Ss' questions
  - Number of elaborated utterances
  - Evidence of cumulative talk
  - Quality of Ss' responses
How does the teacher use questions to facilitate talk?

- Closed - limited number of responses
- Open-ideas - elicit ideas - ‘What do you think?’
- Open-description - elicit descriptions - ‘What do you see?’ ‘What happened?’
- Open-explanation-reason - elicit explanations/reasons - ‘Why do you think so?’ ‘How do you know?’

How does the teacher use discourse moves to facilitate talk?

- Initiate interaction
- Open up or build talk
- Close off or move talk on

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Analysing Holly’s lessons

Teacher: Did all your different groups of seed sprout on the same day?
Matt: No, the wheat sprouted first and then the others just sprouted all like together or something.
Teacher: So about the same time? What day did the wheat sprout?
[WT1]
Where is it on your sheet? What day did your wheat sprout?
Matt: I think it sprouted like yesterday and the others sprouted today.
Teacher: OK, so your wheat really sprouted you reckon day 6.
Matt: Yep.
Teacher: You guys had wheat sprouting first, what day did your wheat sprout?
Steph: About day 4.
Teacher: Day 4 a bit before. So why do you think your wheat took a little bit longer than this group maybe?

Matt: Maybe we didn’t water it enough, or as much and it wasn’t as close to the window.

Teacher: And why would it have to be closer to the window to make a difference?

Matt: To get more sunlight.

Teacher: To get more sunlight. Anything else you boys want to share about why you think that might have happened and why the other seeds haven’t sprouted or took so long to sprout?

Josh: I think all the seeds sprouted at different times because of the heat.

Teacher: Because of the heat. The heat within the classroom? So why do you think the heat would have made a difference to the seeds?

Josh: Because you need heat for things to grow.

Teacher: You need heat for things to grow, well done. Will?

Will: Well you... maybe it’s um... temperature you know how it’s cold and some seeds may need heat to grow.

Teacher: Definitely. So they need the heat and a certain temperature.

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PART TWO: What does ‘productive’ interaction look like in a Reading Recovery lesson?
What do you know about teacher talk in the context of a Reading Recovery lesson?

Can you predict what ‘productive’ talk in a Reading Recovery lesson might look like?

**TURN & TALK**

**Interaction in RR: Introducing a new book**

- Read the transcript
- Share what you find with the person next to you

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**Turn** | **Teacher Language and Actions** | **Child Language and Actions**
--- | --- | ---
1 | (showing the cover) This is Little Bulldozer. Little Bulldozer wants to help us, but all the big trucks tell him he’s too little. They say go away! prompting for rehearsed story structure and foreshadowing Little Bulldozer’s triumph in spite of his small size | Go away! (stared with enthusiasm and obviously engaged with the meaning)
2 | But, when he meets a big bulldozer, he finally gets to help! So, he’s not too little after all. (suggesting the resolution of the plot) | (looks at the cover, notices that page 2 is identical to the cover) He’s not too little. He’s going to do it. (spoken with conviction)
3 | I think you’re right. He’s not too little. (confirming the child’s observation) | (opens the book and begins reading the first line of text: page 3)
4 | Wait, let’s look at the pictures. (pausing for the child’s recall of the pictures to reinforce construction of the meaning, then on page 5 asks) | (points beneath wood)
5 | What letter would you expect to see first in wood? (prompting for the use of initial visual information) | (also referring to page 5) W (points page, then points beneath word). Continues turning the pages, pausing at the illustrations on pages 6 and 8. He’s sad. He wants to help.
6 | Yes, and everybody keeps telling him that he’s too little. (confirming the child’s assertion) | He can do it. He’s not too little. Why does he look like that? (referring to the picture on page 8)
7 | He looks mad, doesn’t he? (acknowledging the child’s observation and inviting further elaboration) | But he won’t let him; he’s angry. (turning to page 10) Why do they call that a dump truck? (initiating, wondering)
8 | I guess because it’s messy and stuffs out the back. It dumps. (clarification in response to child’s inquiry) | Hmm... (returns to the beginning of the book, quickly begins to read as if intending to confirm or disconfirm his hypotheses and observations about the story)

Konstantellou & Lose, 2016
**Interaction in RR: Solving words in writing**

**TURN & TALK**

- Read the transcript
- Share what you find with the person next to you

The story that had been composed is: “The Bear family went fishing. ‘I will catch Nemo,’ said Mother Bear.” The word being solved is family. The first part of the word was analyzed phoneme by phoneme, but two parts of the word were like the other words the child knew.

Matczuk & Straw, 2005

**Interaction to develop oral language**

- Oral language -
  - the first learned system of communication
  - a bridge to literacy

It is powerful to harness the established power of children's oral language to literacy learning from the beginning, so that new literacy knowledge and new oral language powers, are linked and patterned from the start.

*Change Over Time in Children’s Literacy Development, 2015, p. 95*

**Engage in conversation**

Just as a listener tunes into a speaker, so a teacher must observe, listen to and tune into a learner...

Create opportunities for him to talk, and to talk more. Any child with limited language skills needs more opportunities to talk. In conversational exchanges throughout the lesson series, the teacher provides examples of how to use language. These exchanges provide a valuable context in which literacy learning becomes a focus.

*Literacy Lessons Designed for Individuals (2nd ed.), 2016, p. 31*
Interaction to engage in meaningful conversation (in reading & writing)

Reading is “a message-getting, problem-solving activity”

Writing is “a message-sending, problem-solving activity”

Introducing the new book

The first reading of the new book is not a test. It needs to be a successful reading. Prepare the child for correct responding on the first encounter by introducing the language and the ideas through oral conversation.

... The teacher must plan for the child to have in his head the ideas and language he needs to complete the reading.

Teaching after the first reading

A brief conversation after the reading can achieve a variety of things. ... Authentic questions give the message that the whole story was the point of the reading activity. ... An open-ended question can reveal a wealth of understanding and can also reveal misunderstanding or confusion. Meanings can be negotiated in a brief but helpful conversation.

Composing a message or story

The child can talk. He has been composing orally for three or four years... (p. 79)

... start up a brief, genuine conversation about the topic. Be flexible and open to the child taking the initiative in the talk. Encourage his thinking, use correct sentence structures to provide demonstrations for him and help him create a context from which he can construct a message. (p. 80)
Interaction to call to action

David Wood, theory of contingent teaching, a tutorial relationship

“...what’s going on as one person helps another to solve a problem that, left alone, they can’t solve on their own” (Wood, 2003, p. 29)

Prompts are not just talk! ‘Too much teacher talk’ interferes with solving a problem. (p.202)
... when the child must attend to something, or must pull several things together, the prompt should be clear and crisp. (p. 38)

Is there a tension between interaction that facilitates independent literacy processing and dialogic interaction?

Would thinking about interaction with a more dialogic way support Reading Recovery teachers to plan interactions that support children to think deeply about the texts they read and write?

Interaction in Reading Recovery lessons

The purpose of talk in RR lessons is threefold:
- to involve children in meaningful interactions in order to develop their oral language;
- to involve children in meaningful conversations as they engage in reading and writing tasks;
- to prompt children to take action when problem-solving in reading and writing.

PART THREE: Our focus for action-learning
What did we do?

Dialogic Interaction in RR: A teacher focus

**CYCLE 1**

- **Plan**
  - Capture video footage of current practice
  - Small group work: Professional reading & discussion; consider application to interaction in Reading Recovery lessons; plan for dialogic interactions where appropriate
- **Act**
  - Implement planned lessons
- **Observe**: Capture observations about dialogic interactions
- **Reflect**: Capture reflections on practice & share with group

**CYCLE 2**

- **PLAN**: Plan further focuses for dialogic interaction to occur in the lesson
- **ACT**: Implement second cycle of planned lessons
- **OBSERVE**: Capture observations about dialogic interactions
- **REFLECT**: Capture further reflections on practice to share

Capturing anecdotal information

- **Planning, observations and reflections** at different points in time
  - Component of the lesson
  - Student/s
- **Changes made** - planning; questioning; the child’s responses
- **Interaction**
  - Teacher questions & discourse moves
  - Child responses
- **Impacts**: lesson time, quality of interaction, payoff, other
What we have found so far

Teachers feel they have an increased understanding of the importance of planned interaction to engage students more deeply with text.

- They realised students engaged more deeply with a new text when they linked the content of the story to the child’s own experiences, reaffirming the importance of text selection.
- Teachers’ use of questioning and discourse moves during the Book Introduction elicited student’s predictions and explanations prior to and/or after the reading, and this seemed to create more authentic interactions.

Deeper engagement with meaning

- Deeper engagement with meaning – Leanne & K

  K is a Year 2 student reading at an instructional level 8.
  The book I chose today is called The Birthday Kitten (PM Photo Stories, level 8) about a mischievous kitten exploring different areas of the house. I chose this book to draw a connection with a fellow student (Jane) who brought her kitten into class this week for show and tell.
  K and I spoke about the visit and laughed about the kitten running around the classroom.
  I posed the question ‘Why do you think the kitten was running around the classroom?’
  K responded, ‘It was scared.’
  I then asked, ‘Why do you think that?’
  K then elaborated on her answer telling me that the kitten jumped out of Jane’s arms and tried to hide under the desks because it was scared.

  I used the basis of this conversation to introduce the new book and K was immediately able to connect with the story and identify similarities with Jane’s kitten.
  K: Look, the kitten is scared too.
  T: How do you know that?
  K: It jumped out of the box and ran up the curtains.

  I found this connection between personal experiences and text very powerful and allowed K to be more engaged with the text.
Deeper engagement with meaning - Leanne

Teachers also noticed using a more dialogic approach during the Book Introduction enabled a stronger sense of the story, which better supported students’ problem-solving

In addition, subsequent and successive readings of a text facilitated students to provide explanations and to infer

And, during Familiar Reading and after the Running Record, students asked more and deeper questions, and they asked even more questions after the second and third read

Deeper engagement with meaning - Leanne & K

I introduced a new book called Erin Rides Tiffy (PM Photo Stories, level 8) about a girl named Erin who rides her horse, Tiffy, for the first time and who requires assistance and assurance from her mother.

As I guided K through the book, she began focusing on Erin’s facial expressions. ‘Oh look! She’s sad!’ ... ‘Now she’s happy.’

To engage K into a deeper level of thinking, I asked, ‘Why do you think that?’

At first, K answered with a shrug, saying, ‘I don’t know’.

However, as I concluded the Book Introduction and used further prompts and questions, she was able to make the connection with Erin’s changing facial expressions and her fear of falling off Tiffy, to finally gaining some confidence to ride Tiffy on her own.

Subsequently, this book was used for Familiar Reading. K read half the book and then I asked her to tell me what happened next.

She said, ‘Erin was scared that she was going to fall off her horse but then she got used to it and was happy.’

I believe that the strong conversations we had during the Book Introduction phase allowed K to give a clear explanation.

Today was our final read of the book before K took it home. She finished reading the whole book and then said, ‘I wonder how long Erin’s had Tiffy for?’

Wow!! Is this not evidence of K’s deeper level of thinking?! And so, our conversation continues to expand!

Leanne talks about what she has learned from her students

► VIDEO CLIP 1
(Leanne Qu 2)
Teachers noticed that students were keen to engage further with the reading.

And, students began to initiate responses to and critique of the text, sometimes giving rationales.

**Deeper engagement with meaning - Kerry & S**

I chose the new book for S called *Sharing a Room* (Kite series, level 20). S has an older sister who is only one year older. They are brought up by their parents as ‘near’ twins, but they are very different characters.

S and I read the book blurb together. The blurb ends with the sentence: “Sharing a room isn’t always easy for them!”

I posed the question, ‘Why do you think it is difficult for the twins to share a room?’

S responded, ‘One twin might be messy and the other one clean or one sister might be loud and the other sister silent.’

**Deeper engagement with meaning - Kerry & R**

R is in Year 2 and his series of lessons is close to being discontinued, so I am teaching with this goal in mind. His instructional reading level at the start of his lessons series was level 3.

When we read the Familiar Text, *A New Friend* (level 19), R stopped midway down the page and said, ‘The author didn’t give a lot of information about the time. It could be now!’

When I reread the paragraph and I had to agree with him.

I do not think that R would have thought so deeply of the author’s choices if he had not been engaged in dialogic interaction during the series of his lessons.

**Deeper engagement with meaning - Kerry & S**

After the initial reading, S said, ‘Mostly, I like Bella because she keeps her things neat.’

I asked if S thought the sisters could fix their problems. She said that they might be able to, if they talked to each other.

I believe S’s prior knowledge of sibling relationships helped her to connect at an emotional level to this story. She was a babbling brook at the end of the day’s lesson.
Some teachers noted students were more able to articulate the literacy processing strategies they used during reading.

And, when given the opportunity to talk about their literacy processing, students' sense of agency was enhanced.

Awareness of literacy processing - Kerry & R

I asked R what worked well for him with his reading today. He commented on how he worked out words in reading and used his speaking voice when he saw the speech marks. I told him that I had noticed this as well and that it made his reading enjoyable to listen to and easy to understand.

In the past, after a student’s reading, I might have said, 'I noticed you (then describe something they did)...'

I have found it more empowering for the student if I ask them to tell me what they had noticed about their reading and what has worked for them. I think this slight switch allows greater thought [on the part of the child] and a shift in the balance of power in the relationship (student and teacher working more closely together).

Awareness of literacy processing - Kerry & L

Today whilst working with L, I asked him what he had noticed about his reading.

He said, “Nothing.”

I asked him to think carefully because he had done many great things.

He then went back through the book to page 11 and pointed to the word ‘scored’.

TEXT: You scored the first goal.

I asked him what he did.

He said: “I read ‘You’ and then I missed the word and read ‘the first goal.’ When I went back to the word it started with ‘sc-’ so I knew the word was ‘scored’.”

Teachers’ use of a more dialogic approach to interaction helped to build coherence across the lesson.

They noticed the interactions in reading facilitated the composing process in writing.

And they utilised student’s questions about their reading as a stimulus for writing.

Reciprocity of reading and writing
Reciprocity of reading and writing - Elizabeth & J

After the Running Record on *Hide and Seek* (PM level 5).

T: Why was Kate hard to find?
J: In the tree.
T: Why was it hard to find Kate in the tree?
After some Wait Time
J: Dad forgot to look up, like in the book *The Big Kick* he didn't look up.
Seeing he was starting to get the idea, I asked him who would be counting next time.
J: Kate, because she was the winner.
T: Where could Dad hide?
J: He would have to hide inside because he is too big to hide outside.

This led into a conversation about places J likes to hide when he plays *Hide and Seek* with his cousins, and a story - “I can hide in a closet.” This was the first sentence that he has really wanted to write, usually it is like pulling teeth. A simple sentence but I have taken it as a success.

Reciprocity of reading and writing - Elizabeth & L

L and his family speak Portuguese at home.

**Familiar Reading: The Little Red Hen.**

T: Were the animals being good friends to the little Red Hen?
L: No, because they wouldn’t help her when she asked for help, they were being lazy.
Continued discussion about being a good friend at school.
L has some difficulty with friendship groups at school. We decided it would be good to write about being a good friend.

His story: “I am a good friend at school because I listen to my friends and try to help them.”

Reciprocity of reading and writing - Elizabeth & J

**Reciprocity of reading and writing - Elizabeth & L**

**New Book: Pepper’s Adventure.**

T: “Was Nicky a good friend?”
L: “No, because he didn’t do what he was told and took Pepper outside. He made Sarah sad and was bad. He is not a good friend.”

I have been trying to bridge discussion from one part of the lesson to another, giving more than one opportunity to interact on a similar topic and use vocabulary that we have explored in a different setting e.g. when we write.

As a result, L is more noticeably engaged and has been able to develop his use of oral language.
Teachers noticed that utilising higher order questions during the Familiar Reading facilitated EALD student’s interaction as well as their vocabulary development.

And teachers gained increased evidence of students using ‘talking for thinking’.

**Oral language development - Elizabeth & L**

Familiar Book: *The Three Little Pigs*
I asked L at the end of the reading, “What house would you build in Kalgoorlie?”
He replied he would build a brick house.
My response was that there were no Big Bad Wolves in Kalgoorlie.
He got very animated and responded that brick houses were strong, and you could build fences around them to stop bad people from stealing your things.
This led into our writing today, he wrote “When I am bigger, I will build a brick house so no one will steal my toys.”
This is a great improvement on “I went to….”

**Oral language development - Leanne & K**

I have found that our conversations about a book have easily flowed into our writing part of the lesson. I have found that K is initiating the conversational path a little more and I have used her thought processes as part of her writing.

For example, during Familiar Reading, K read the book *Bedtime* (Sails, level 7), where a cat prowls through the night before going back into the house and curling up on the bed to sleep.

The text reads:
P.12: Cat went down the path. She went up the tree.
P.13: Cat looked in the window.
P.14: “It is time for bed,” said Cat.

The text requires the reader to infer the cat jumped from the tree through the open upstairs window and climbed into the bedroom before curling up on the bed to sleep.

It was not until she reread the text in Familiar Reading that K said, ‘I wonder how the cat got into the bedroom?’
I asked ‘How do you think the cat got in?’
She said, ‘He probably climbed up the tree and jumped through the window.’
I said, ‘That’s a great way to end the story K, let’s write that sentence.’
A brief prompt with ‘and then….‘ allowed K to extend her story and her thinking a little more.
K’s story: ‘The cat climbed up the tree and jumped through the window and then he fell asleep on the bed.’
• Teachers saw with fresh eyes the value of Familiar Reading to enhance students’ deeper engagement with meaning
• They realised the value of utilising a more dialogic approach during RAK to help students grow accustomed to ‘talking for thinking’
• They came to understand that initially, students need to understand the purpose of the talk and their role in it
• And, over time, students began to initiate interaction about texts, indicating a sharing of the floor

Increased teacher knowledge & understanding

• Teachers planned for interactions by simply writing a few questions into their lesson plans (planning with a light touch)
• Over time, better teacher planning supported better student interaction
• Even while teachers might have planned interactions, they understood the importance of following the child’s lead and adapting their approach to align with the child’s focus

Increased teacher knowledge & understanding

• When they took a more dialogic approach to interaction about texts (or literacy processing) in one lesson, teachers found the conversation was carried over to other parts of the lesson
• These conversations were added to over time - within the context of subsequent lessons and beyond the lesson
• Initially, lessons ran for 5 or 6 minutes over time and teachers needed to plan for this
• As they became more accustomed to taking a dialogic approach to interaction, teachers worked more closely to the 30-minute lesson constraint

Increased teacher knowledge & understanding

Teacher Reflections
Name 3 key things you learned about what is dialogic interaction?

► VIDEO CLIP 2
(Qu 1)

What 3 things did you learn about using a dialogic interaction focus with your particular students?

► VIDEO CLIP 3
(Qu 2)

What 3 things would you tell other teachers about incorporating a dialogic focus in their lessons?

► VIDEO CLIP 4
(Qu 4)

Who would you recommend using a dialogic focus with?
What are you wondering about now?
How would you like to investigate your practice further?

► VIDEO CLIP 5
CONCLUSION

The very last word

Using models of conversation & communication as a guide perhaps we can improve our ways of teaching into the understandings that children already have.

Research shows that there is much room for improvement in the quality of our classroom discourse, and to achieve this improvement we must open avenues through which our children can reveal themselves to us.

It is almost as simple as that; and whenever we do not bother to do that we will often fail to reach our targets.

Marie Clay By Different Paths to Common Outcomes (p. 35)