

Action	Intensity	done
1 Teacher and colleague observe and identify communication needs of learners in the class or group. Use the audit tool available with this book.	1	
2 Teacher examines his/her planning for talk opportunities, using the tool in this chapter.	1	
3 Teacher encourages learners to think silently, discuss with a partner and then share with a bigger group in response to questions; think, pair, share.	1	
4 Comprehension exercises are supported by discussion with an experienced comprehender.	1	
5 Comprehension is supported before, during and after reading through questioning, discussion and activities such as retelling, summarising, changing the story and graphic approaches.	1	
6 Techniques such as hot seating, role on the wall and decision alley support comprehension of narrative texts.	1	
7 <i>Ensure that learning goals for lessons are shared with learners and explained (what knowledge or skills do you intend to teach? Use learner friendly language). Establish positive beliefs about effort and progress.</i>	1	
8 <i>Lesson planning is focused on learning goals and responding to 'big' questions, not activities or content.</i>	1	
9 <i>Lesson planning develops powerful ideas in depth, encouraging discussion, and application of ideas in concrete/authentic activities.</i>	1	
10 'Big' questions are carefully scaffolded, teacher plans series of less complex questions to support the learners' thinking around a 'big' question.	2	
11 Multisensory resources are provided to support investigation of 'big' questions with scaffolded questions. These include texts, photographs, video, graphs and diagrams.	2	
12 <i>Use collaborative strategies such as talking objects, talking tokens, envying, snowballing and jigsawing regularly.</i>	2	
13 <i>Experiment with different sorts of learner grouping for different activities and lessons.</i>	2	
14 Subject/topic specific vocabulary is taught and displayed in classroom.	2	
15 Subject specific vocabulary charts are available to learners to fix into planners or diaries.	2	
16 Task specific vocabulary is taught and displayed in class.	2	
17 Learners are taught how to be 'reading detectives'.	2	
18 Teacher uses 'dialogic instruction' approach to develop writing in class.	2	
19 <i>Teach learners how to participate in collaborative talk (use the collaborative talk speech bubbles in your classroom, and plan problem solving lessons to rehearse the strategies).</i>	3	
20 Teacher prepares individualised study guides, differentiated for pupils with higher levels of need.	3	
21 <i>Teach collaborative skills through teaching the 'collaborative group process'.</i>	3	
22 Learners with greatest need have credit card wallets or diaries with vocabulary prompts kept inside.	3	

Key to intensity:

- 1 = actions required when no specific difficulties have been identified through the audit tool.
- 2 = actions required will be those at level 1 plus those at level 2 since more difficulties with communication have been identified among some of the learners.
- 3 = actions required will be those at level 1 and 2 plus those at level 3 for specific learners who have particular communication difficulties.

*Items of the checklist in italics will also be found in checklists for other areas.*

Figure 4.7 Communication friendly classroom checklist summary



### Photocopiable:

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