

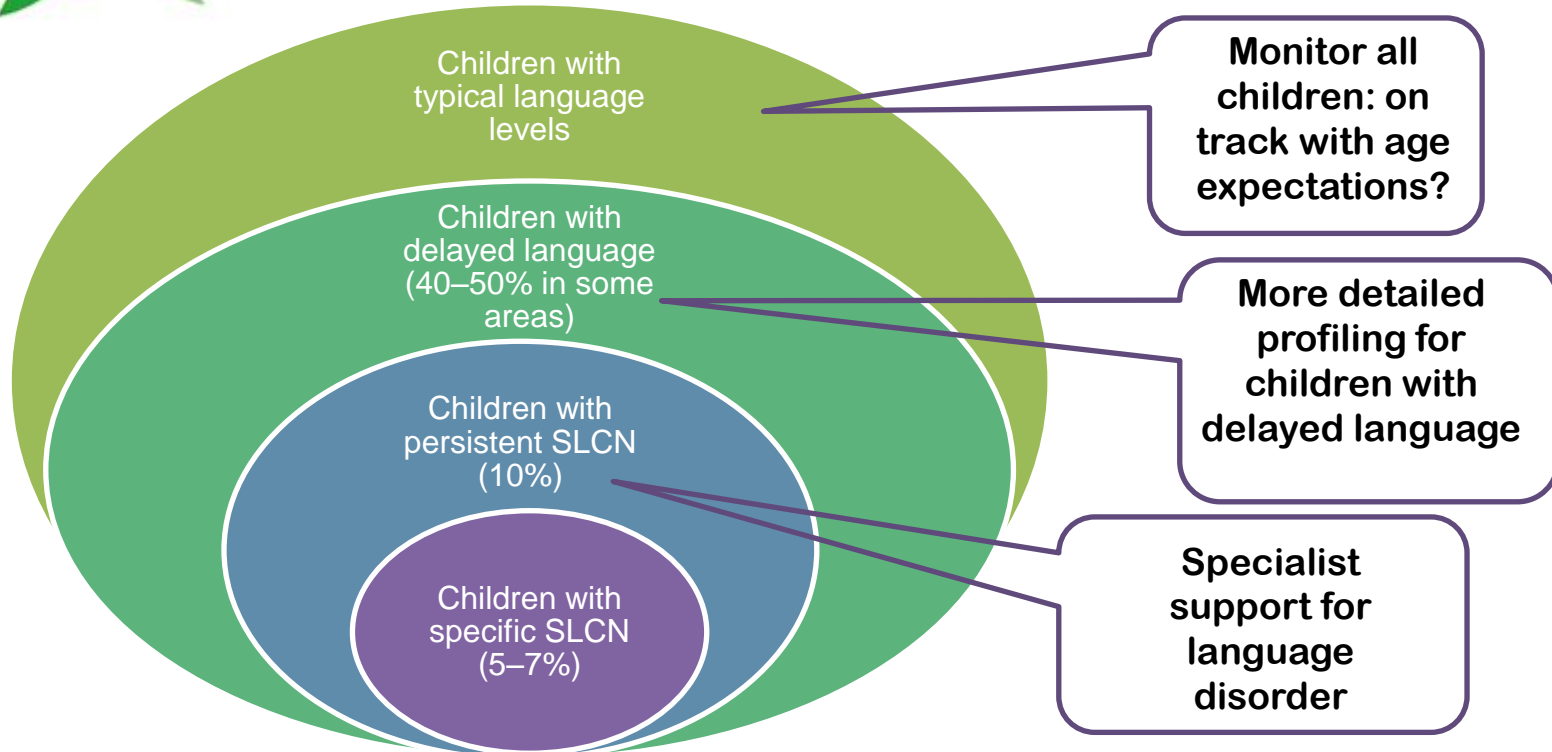


Talk Boost KS2

A pragmatic approach to meeting
the needs of the 50%



Tracking & identifying needs





Key stage 2 context

- Key stage 2 is the last 4yrs of Primary school in England – children are aged 7-11yrs
- Language demands increase:
 - Vocabulary – lots of Tier 2 words
 - Complex instructions and information
 - Social communication – humour, friendships
- Little space in English Primary curriculum for spoken language skills



Theory of change







What is Talk Boost KS2?

Groups of 4 children
Yr 3 - 5 with delayed
language skills

TBKS2 Tracker &
Communication
Detective Notebook

Targeted
intervention

Delivered by trained TA
three times per week for
8 weeks

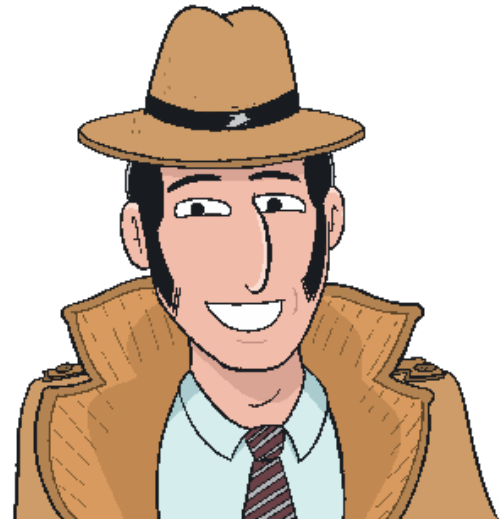
Teacher Manual
Whole class activities &
homework



Are you a communication detective?

Groopy Caples

- To make the grepes, sift the grap into a hep, boof a sig in the centre, chive an eck into it and flipper it, gradually adding the grap, hab, strezzel and serney.
- **Can you solve the mystery?**





Intervention Manual: areas of focus



- Evidence informed
- Learning objectives
- Explicit feedback
- Meta-awareness skills

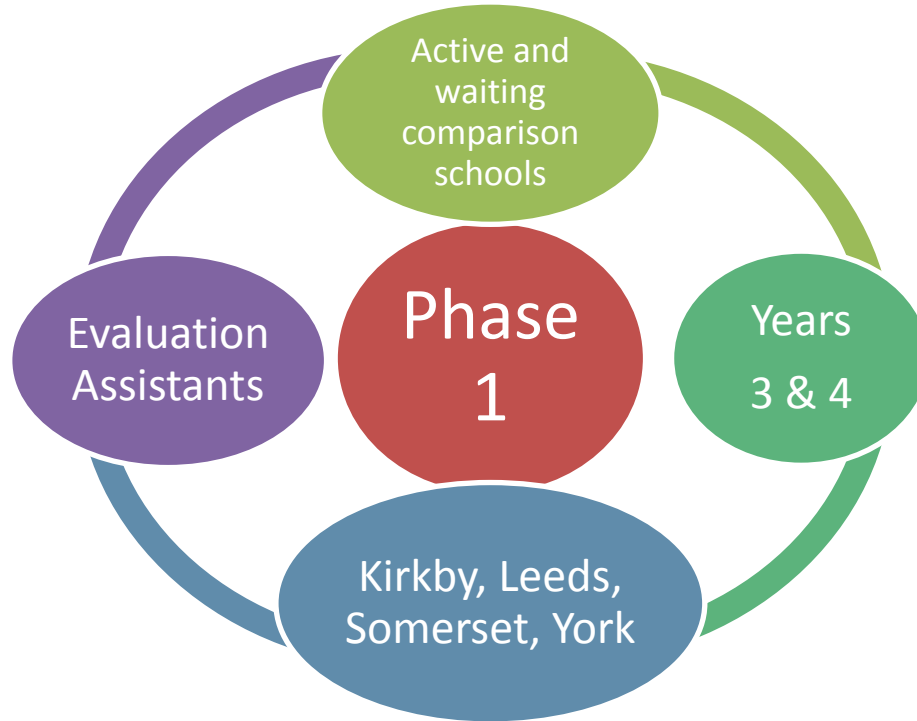


Does it work?

Aim To explore the effects of a new manualised intervention delivered by trained teaching assistants in mainstream schools for children aged between 7 and 10 years who were identified as having weak oral language skills.



TBKS2 Trial – method





TBKS2 Trial - evaluation

York Assessment
of Reading for
Comprehension
(YARC)

SLC Progression
Tool

Assessment of
Comprehension
and Expression
(ACE)

Learning
behaviour
checklist

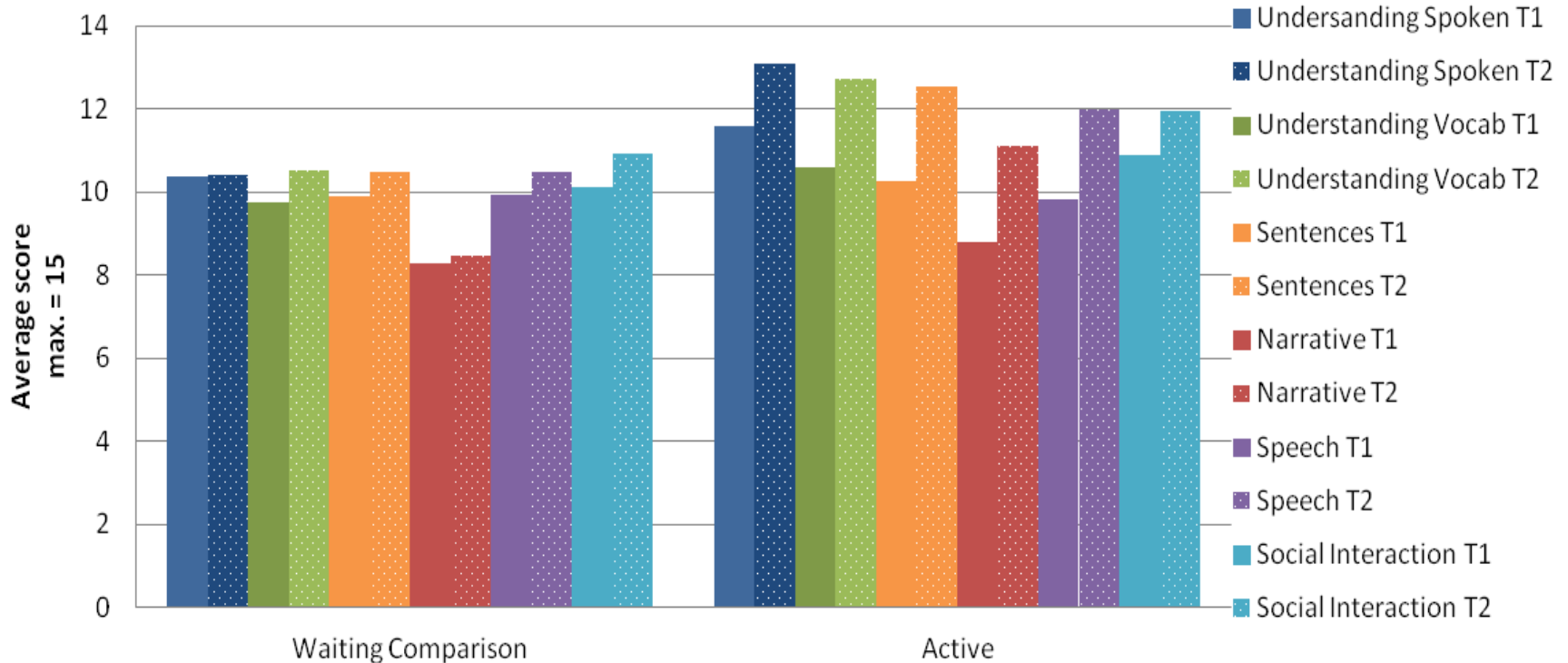
Child rating
scale

Parent
questionnaire



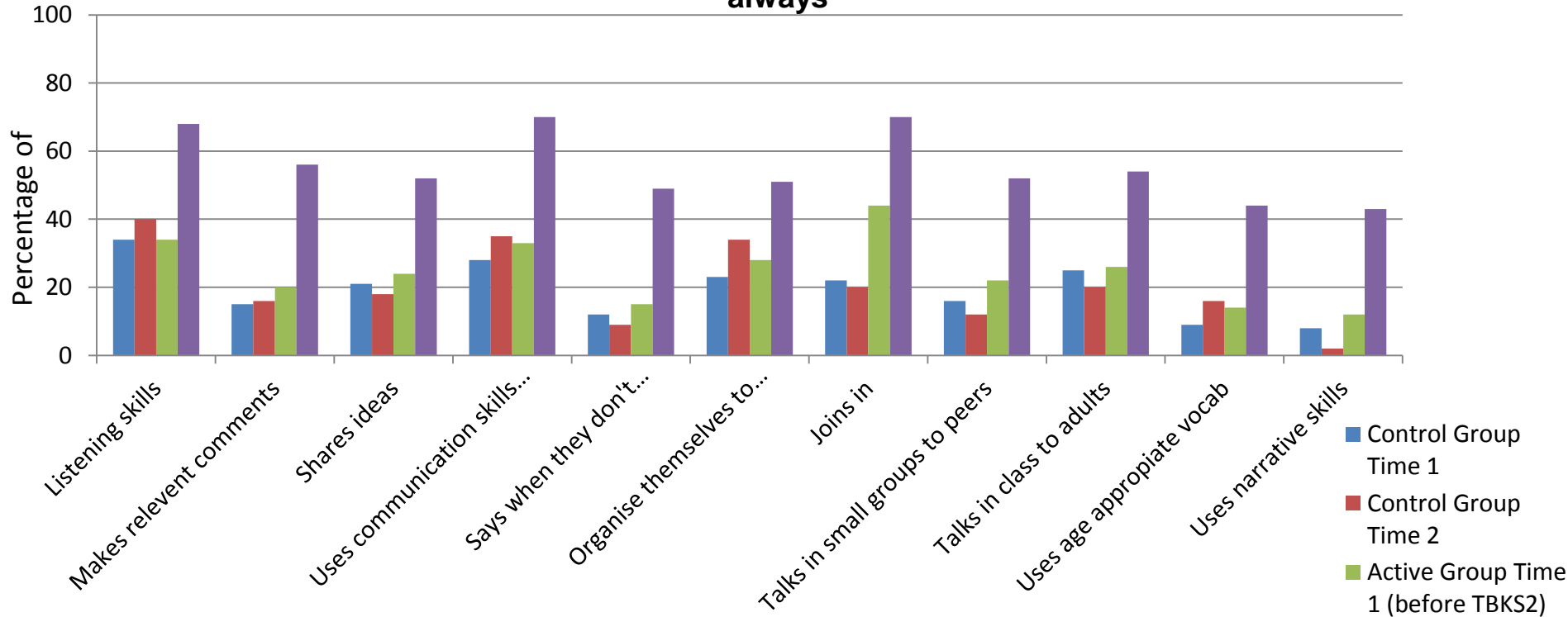
TBKS2 Trial

Scores at Time 1 and Time 2 on the SLC Progression tool for children in active and waiting comparison groups



TBKS2 Trial

Learning Behaviour Checklist: Percentage of teachers or TA's rating pupil's skills as "frequently" or "always"





Very good at role taking; inputs a lot more now

Asks really relevant questions now

Really trying hard and rarely needs reminding

So much better...at telling us when she's stuck

This has really improved especially the quality of the questions asked and the precision of what has been misunderstood

Story writing really improved



Standardised test findings

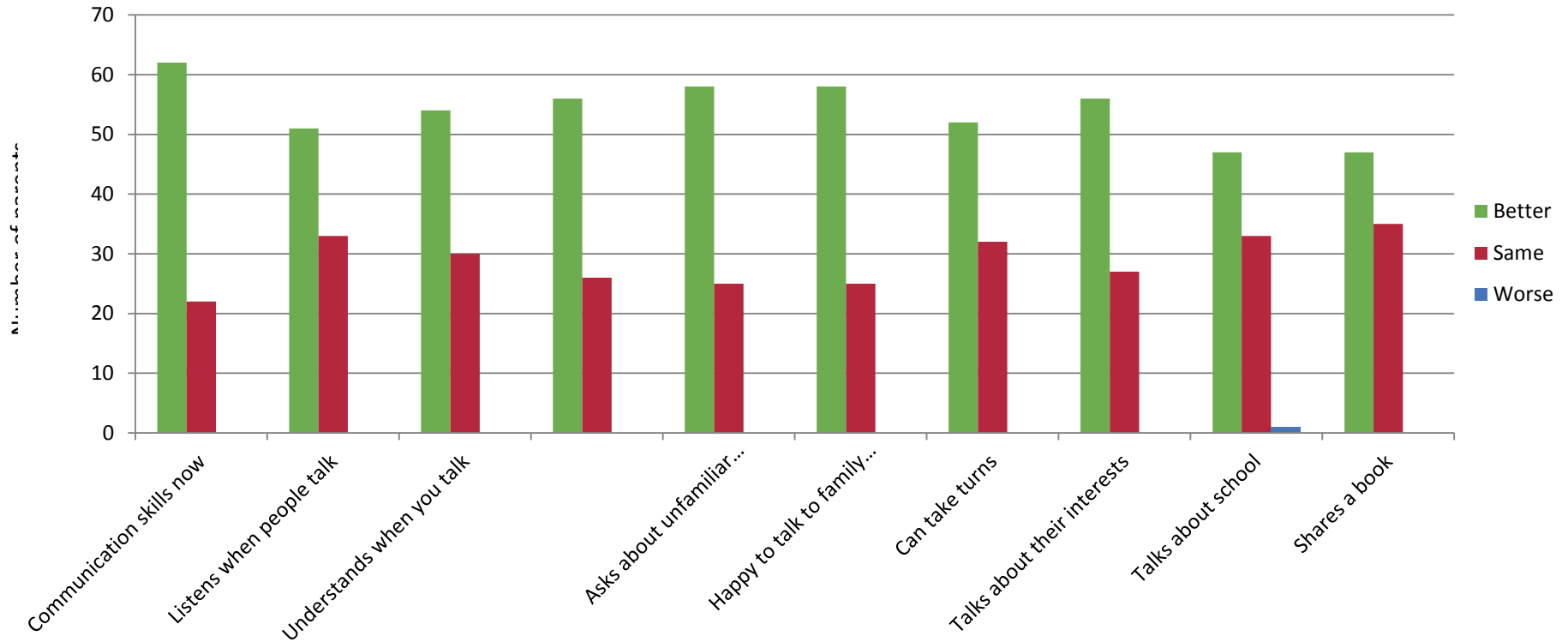
- ACE and YARC
- No statistically significant difference in change scores between T1 and T2 between the two groups



Child rating scale

- Neither active nor comparison group's scores changed much over time
- This may reflect children's growing self-awareness?

Parent questionnaire

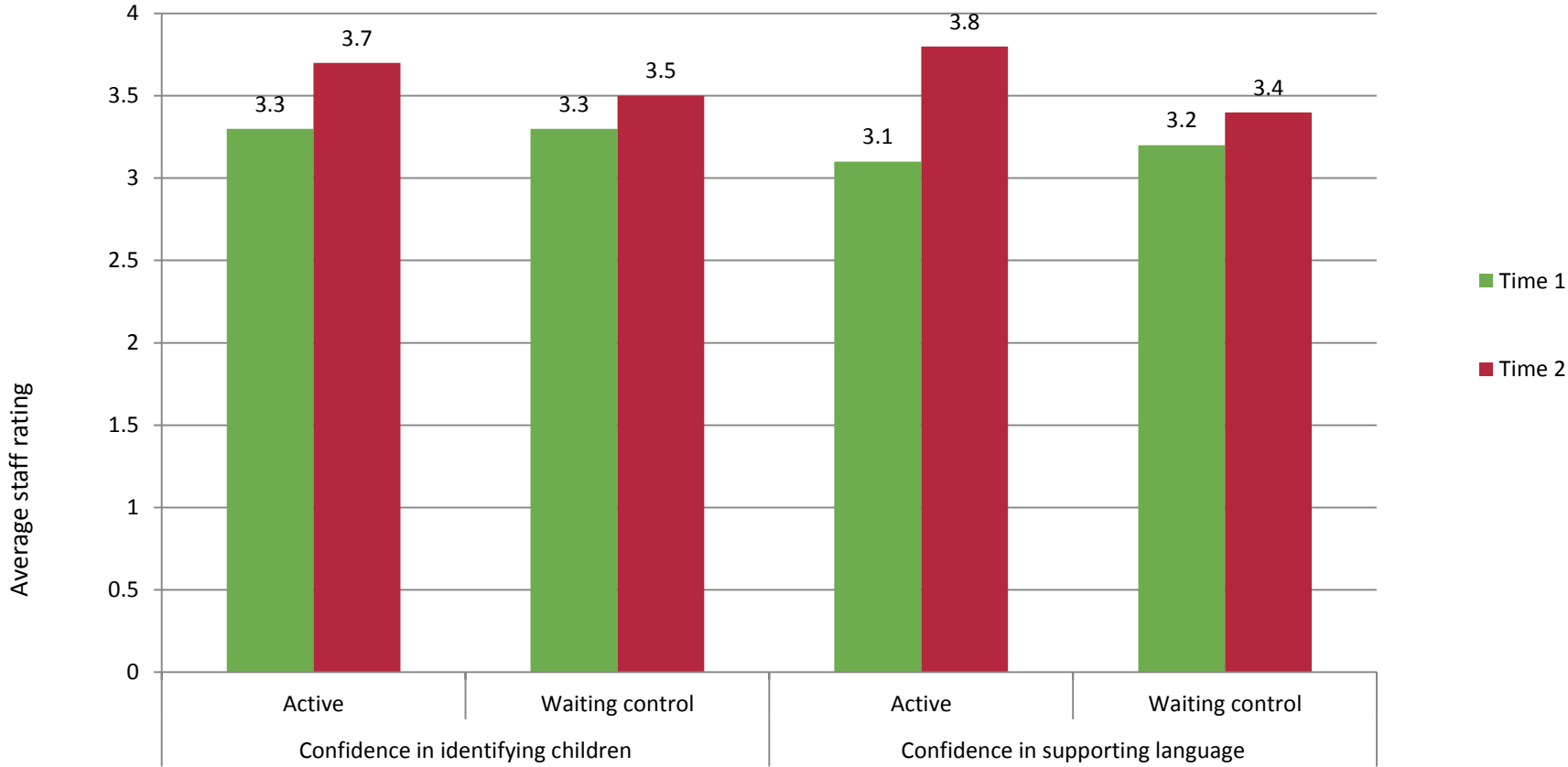




Parent feedback

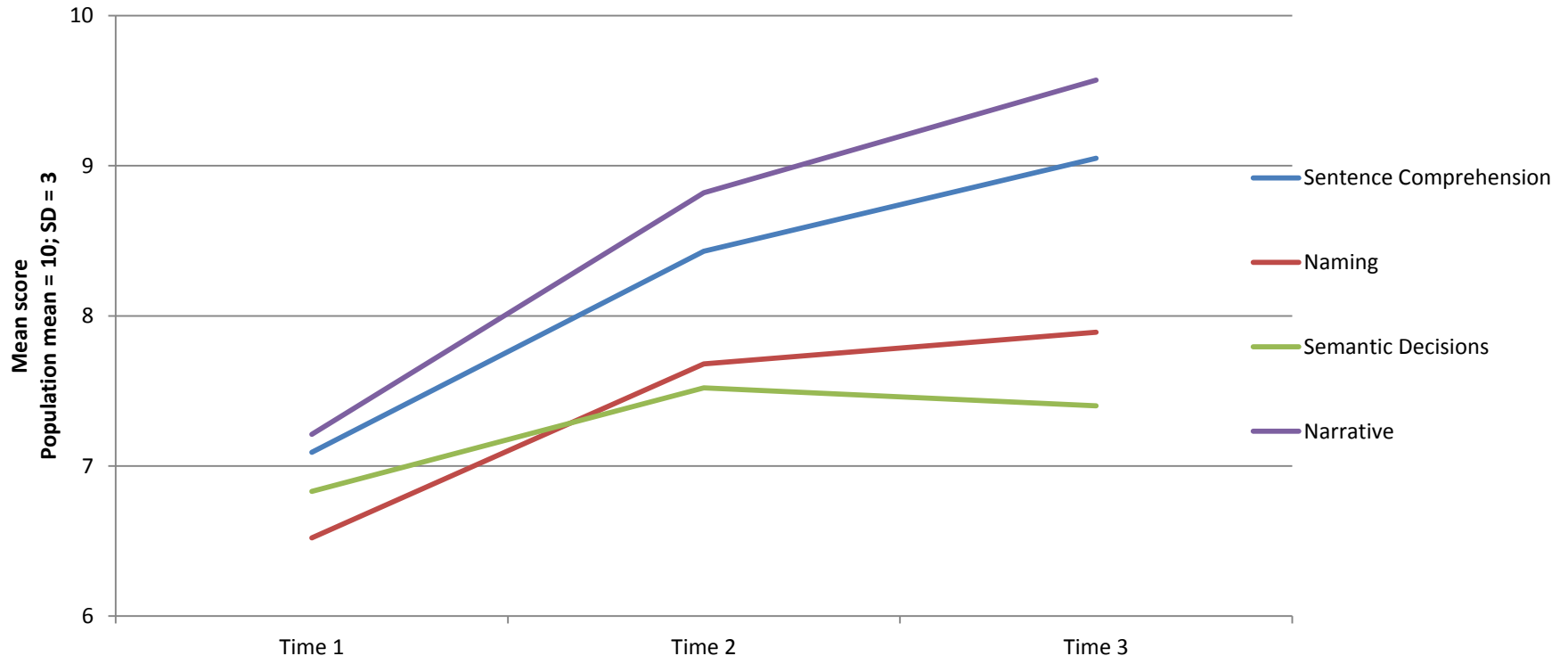
“He is a completely different child. Full of confidence. He is willing to speak and have a conversation with people he previously would have just tried to ignore because he didn't have the confidence to speak to them.”

Staff Outcome Form: Staff Confidence



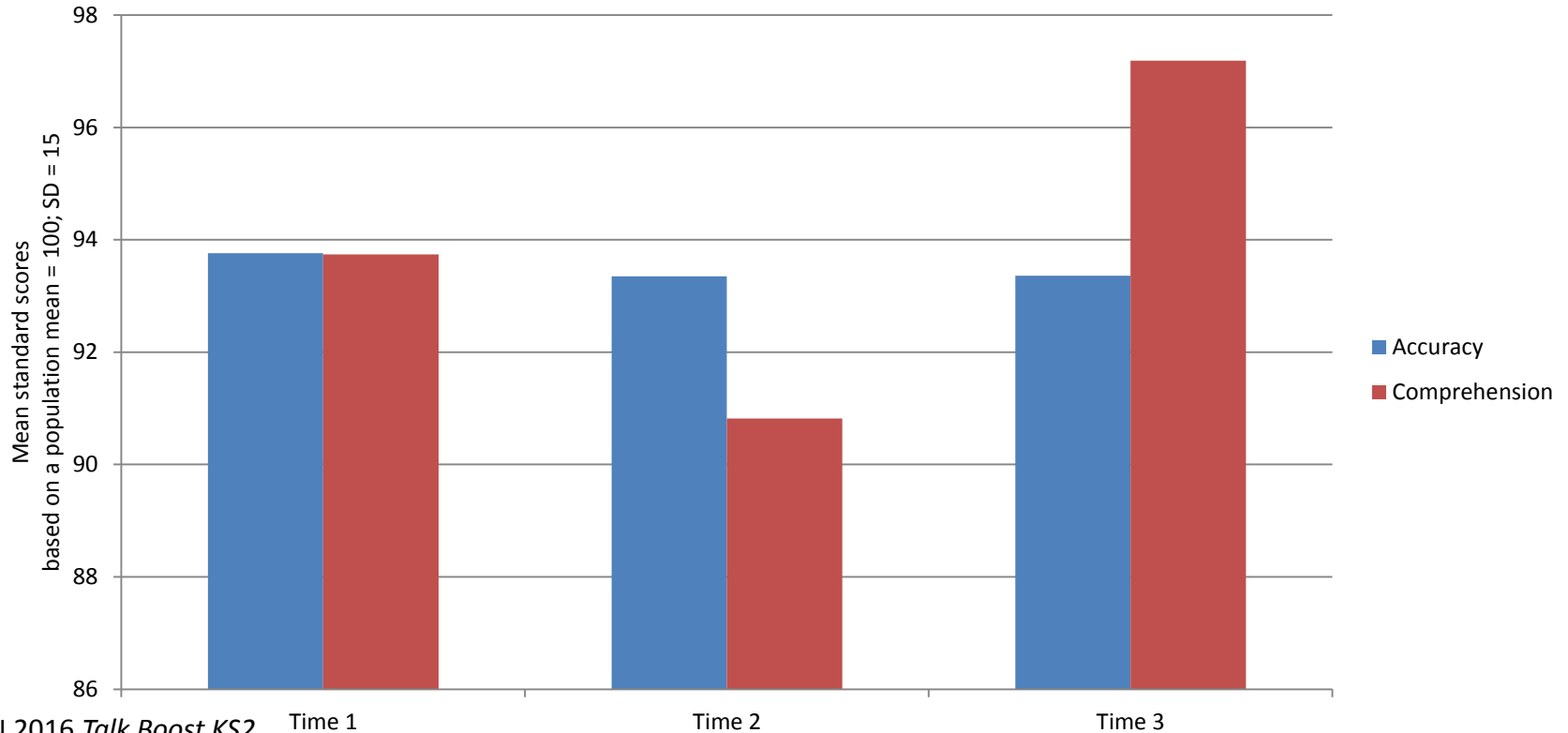
TBKS2 Trial

ACE mean scores for children in the active group
at T1, 2 & 3



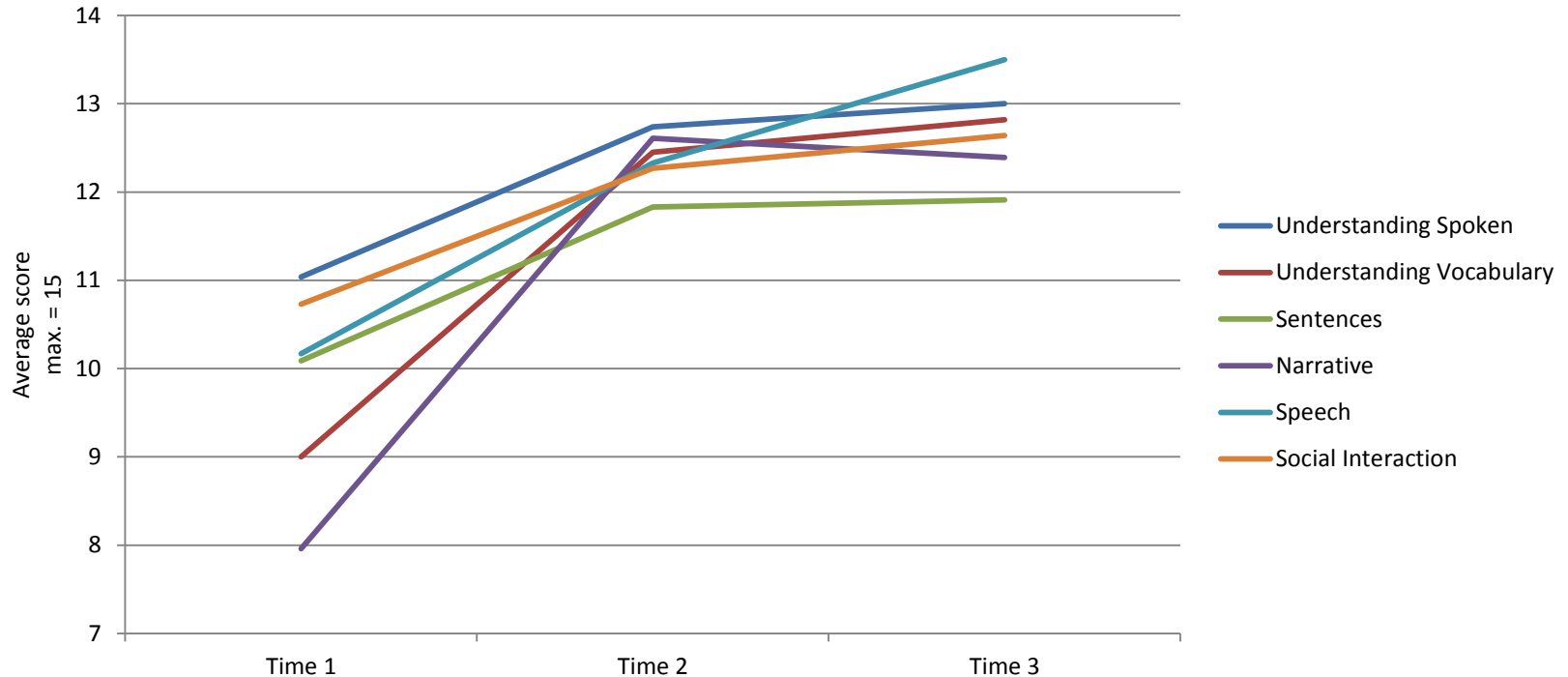
TBKS2 Trial

YARC mean standard scores for children in the active group at T1, 2 & 3



TBKS2 Trial – results

SLC Progression Tool mean scores for children in the active group at T1, 2 & 3





What did we learn?

- Real school research is really hard
- Partnership is vital – we learned so much from TAs and teachers about what is practicable and achievable in schools
- We need academic advisors to help us
 - Thanks Dr Cathy Adams and Dr Jenny Freed at MU
- As a small scale exploratory trial we feel Talk Boost KS2 shows promise – we'd love to do more research

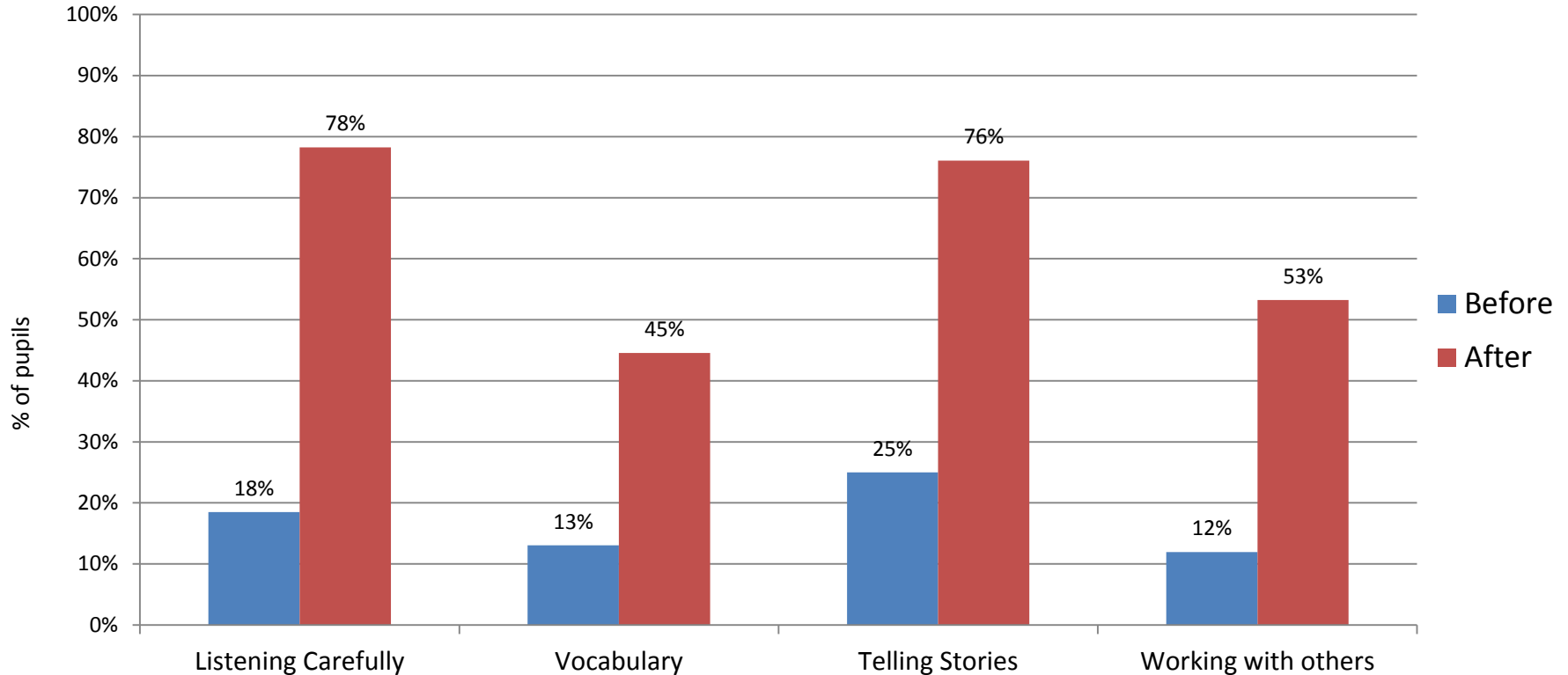


Standardised tests

- Are they designed to measure progress?
 - Especially over a short time scale
 - With non clinical case load
- What should we have used instead?

Talk Boost Tracker

Percentage of children working at expected level before and after *Talk Boost KS2*





Questions?