



Meadow View Primary has a mixed Foundation 1 and Foundation 2 Unit.

The proportion of disadvantaged pupils supported by pupil premium funding is well above the national average.

Children enter Foundation with poor communication and language skills.

# Meadow View Primary School

The three steps we use:

- 1) Name objects and discuss their purpose or behaviours.
- 2) Describe the objects
- 3) Develop a simple story.



Talking tables was carried out as an intervention in F1 and F2 in 2014-5.

In 2015-16 all F1 children access 3 Talking table sessions each week.

F2 Children continue to access the programme as an intervention.



Talking Tables (as an element of a CLL programme) has impacted our CLL attainment.

	2014	2015	difference
C&L	55.3	71.8	+16.5
L&A	68.4	76.9	+8.5
U	68.4	79.5	+11.1

“Talking Tables is a speaking and listening programme that easily fits into our routines, yet has a great impact on the children.”

F2 Teacher

## Talking Tables

“The children are excited! They will ask...‘Is it Barnaby bear today?’ They like to pull out a different object each time and learn from each other’s experiences.”

F1 Teacher



## Meadow View Primary School

Meadow View Foundation Unit has an intake of 44 children in F2 and up to 26 children in F1. We take children into our F1 unit the term after their 3<sup>rd</sup> birthday, thus having a September, January and Easter Intake (space allowing). For many years, our unit has run as a mixed F1 and F2 unit, however this year we are taking a different approach of splitting the F2s and F1s. We have higher than average Pupil Premium children and some EAL Children (last year there were 9 languages in our Unit, however this year we have less with 5 currently).

The children enter our Foundation Unit from very low starting points, Communication, Language and Literacy (CLL) being one of the lowest. It has also been the aspect that has impacted on our Good Level of Development (GLD), as often children have attained expected in all the other areas applicable for GLD but have remained emerging in CLL. In the academic year of 2014-15 it became a priority on our action plan. Talking Tables, alongside Talk Boost, Talk Busters, Play Clever and 'I Can' strategies have been used to address this problem.

As Foundation Leader, I attended the initial training and disseminated and led training with all FS staff upon my return. Initially I trialled the programme with the reluctant F1 talkers in the unit. The results could be evidenced through qualitative data. The children became more involved, more willing to speak and built a closer relationship with their Key Person. From here, we rolled out the programme so that all practitioners could take a group. When the F2 groups were timetabled in the summer term, the programme was targeted at children who were in reach of GLD, but had gaps in the CLL profile. The programme was tailored towards these gaps and by the end of the summer term, all these children attained GLD, which impacted upon our overall GLD attainment.

When Ofsted came at the end of the summer term, the strategic approach towards CLL was commended and contributed towards our 'Outstanding' status.

Since September, we have been delivering 3 weekly sessions of Talking Tables with Barnaby Bear, to our F1 children and we are planning to use it as an intervention for F2 children in the Spring Term. The children love the sessions and the practitioners feel it provides quality time for the children to shine and for the practitioners to get to know them better.

As we have developed the programme, we have found that very young F1's are better suited to groups of 4 and it works best if they have a similar language barrier e.g. reluctance, vocabulary, sentence structure, storytelling etc. As a staff, we have found it difficult to comment rather than ask questions and we have had to train ourselves to use 'I wonder... ' as our key vocabulary. We have regularly reviewed our progress as a staff, by filming ourselves delivering sessions and watching them back in pairs.

If you would like any further information about this project please contact:

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