

## Case study for *What Works*

<b>Name of intervention</b>	Talk Boost
<b>Role</b>	Tarnia Townshend Deputy Headteacher Bidbury Infants School
<p><b>Context:</b></p> <p><i>Talk Boost</i> has been beneficial for us because as a school focussed on communication, we were missing an intervention programme. Generally each year, a very high percentage of children start at our school with below average levels of Communication Language and Literacy. We have been running <i>Talk Boost</i> sessions in our school since 2012.</p> <p><b>Adults:</b></p> <p>Since then, the majority of our teaching staff (9 teachers and 11 learning support assistants) have been trained to deliver <i>Talk Boost</i>.</p> <p><b>Children:</b></p> <p>During each cohort's three years at our school, approximately 40-50% of them will have undergone the <i>Talk Boost</i> intervention and the most vulnerable of each cohort (10-15%) will have completed it twice. Throughout 2015 we have run seven <i>Talk Boost</i> groups across Reception, Year 1 and Year 2.</p> <p><b>Outcomes:</b></p> <p>The progress that all the children have made has been good - the impact on their confidence, conversational abilities like eye-contact and waiting to speak have improved.</p> <p>When we first introduced <i>Talk Boost</i> in 2013, a very small percentage of our children in Reception were at the national expectation for Communication, Language and Literacy. At the end of 2015, the majority of our Year 2 achieved national expectations and above.</p> <p>The biggest impact for us has been seen on the number of children achieving age appropriate in writing at the end of Year 2. Most years this has been an increase of between 20-30% (from being in the 60% margin to the 80 or 90% margin). We believe this is because we have tackled their speaking and listening during Reception year and Year 1 using <i>Talk Boost</i> which means they have the vocabulary and sentence structure skills verbally which they can then begin to use and apply in their writing.</p> <p>Staff have been utilising many of the strategies as a matter of course in their day to day teaching. When we had OFSTED, comments were made regarding the improvement in sentence construction in Reception since children started in September. It was also noted that this good foundation was being firmly embedded to support their communication and their writing skills by the time they reached Year 1 and Year 2.</p> <p>By the end of our second year of using <i>Talk Boost</i>, it had become key to our school focus on improving communication skills for all of our children.</p> <p><b>Practicalities/ Top Tips:</b></p> <p>Allow the children to be the experts: they choose which activities to take back into the classroom and they really enjoy it and it builds their confidence.</p> <p>It does take initial time and investment but school staff do subsequently find it easy to implement and enjoy using the resource.</p>	