

# Supporting Oral Comprehension and developing Learner Responsibility

To support conversation

To develop skills that may compensate for poor comprehension

To build clarification and questioning skills

To promote responsible learners

- Create a 'Safe Environment'- give children permission to questions and challenge
- Positively reward recognition of 'I do not know/understand'
- Promote 'it's good to ask' – explore the benefits of seeking help or clarification
- Indicate your own need for clarification "Sorry I didn't hear you, say it again"
- Avoid giving more information if a child doesn't understand but model how they could ask for help
- Provide activities that help children practice in deciding if requests or instructions make sense.
- Encourage peer problem solving 'ask a friend'
- Adapt and teach the language of 'understanding' modelling e.g. 'I know it' 'I don't understand', 'I don't know it'
- Explore and create the rules for guessing;

➤ Don't guess	<ul style="list-style-type: none"> <li>➤ If you don't understand</li> <li>➤ If a grown up needs to know the truth</li> </ul>	➤ With help you can always find out the answer
➤ Guessing is Fine	<p>If you let people know you are guessing If a grown up ask you to have a go i.e. in guessing games</p>	➤ That's good thinking!

# A classroom Policy

- **If you tell me something I don't understand I will...**
  - Let you know I don't understand
  - Ask you to
    - say it again using speech sounds
    - explain it a different way or give me a clue
    - draw it
    - point to it
    - try again later
  
- **If I am talking to you but you don't understand you can...**
  - tell me you don't understand
  - Ask me to
    - say all or part of it again – repeat and revisit
    - explain it a different way
    - tell you what one or more words mean
    - show you or draw it – use gestures meaningfully
    - give you a clue
  
- **If I ask you all to do something but you're not sure what to do you can...**
  - See if the person next to you can help
  - Check with the rest of the table
  - Put your hands up or come and ask

Adapted from 'Active Listening for Active Learning' Program by  
Maggie Johnson & Carolyn Player A QEd Publication