



Recordable Talking Pegs (EY03326)

In this case study, Lisa Nelson, from St Edwards Roman Catholic Primary School, discusses the different ways in which the Talking Pegs were used with the children in Reception and the learning that took place.



Background Information

We are a single form entry, Roman Catholic Primary school. Each year, on entry, we have noticed a decrease in children's communication and language skills and concentration span. In the Reception classroom we would set up activities in continuous provision for children to do independently, linked to our theme, but were finding low levels of engagement.

We wanted to try the talking pegs in order to make activities around the Reception class more accessible and to promote engagement, speaking and listening. Phonics and writing were also a big focus for us last year, with many children entering far behind their peers nationally.

How did we use the Talking Pegs?

Firstly, we introduced the children to the resource and modelled how to listen to what had been recorded. The talking pegs were initially used in areas of continuous provision. An adult recorded a short message on what the suggested activity was for that area / any instructions or vocabulary that could be used. They were used in all areas of learning around the classroom.

Once we saw how successful this was, we began to introduce the pegs in other ways. As we had a large group of children who were struggling to blend to read, we set up a phonics game (using visuals). The children were taught how to play. They had to choose a word, try reading it, then listen to an adult sounding out to support them. They then had to find the correct picture to feed to the robot.

Another successful implementation was using the talking pegs to support writing. As Reception class staff, we noticed that the children were able to say good oral sentences but

these were not evident when writing as children were missing words out when translating these onto paper. We modelled how to record our own sentences and play them back. When completing a writing activity, the children would then record their sentence and listen back to it when writing.

Impact and outcomes

Supporting continuous provision

When used in continuous provision, we found that all the children in the class were more engaged. They had a clearer idea of what was expected in each area. Children spoke to each other about the activity and would replay the messages and discuss the activity based on listening to what the adult had said.

Outcomes of the activities

The children were far more productive than they had been previously. Children were also using more key vocabulary.

Phonics game

We saw high levels of engagement when using the Talking pegs in the phonics game and good team work. It was useful to have the recorded pegs so that children could hear the correct sounding out and pronunciations.

Supporting writing

We immediately noticed that the children were keener to write. Over time we saw an improvement in written work, with children not having to worry about remembering their sentence. They could put more thought into correctly sounding out each word. In some children, sentences became longer and of better quality as they were no longer forgetting what they were going to write.

Additional information including pupils' voice

Here are some of the quotes from the children:

“I love these, I can hear my sentence”

“Now we won't forget what we need to do here”

“I want to have a go at listening to my sentence when I am writing” Quote from a reluctant writer.

Staff observations

We as staff also noted that these would be ideal for children with EAL. A staff member or parent could record key phrases in their home language. These could be accompanied by visuals and played to the child to support transitions and learning of English.



Phonics Game



Holding a Sentence



Small World Sound Effects



Book Reviews

With thanks to Lisa Nelson from St Edwards Roman Catholic Primary School for writing and sharing this case study with us.